

CHAPTER I

INTRODUCTION

A. Background of Study

As we know that in the 21st century changes and developments continue to occur. Developments occur in all aspects of life, especially in the fields of science and technology. In this era, the development of science and technology occurred very rapidly and became increasingly sophisticated. In this case, of course, we need to prepare the younger generation to face it. The younger generation must prepare themselves as well as possible. In particular, the progress and developments that occur in education.

Therefore, 21st century skills are very important for young people to have in order to be successful in the future. They must have good hard skills to be able to manage everything well. However, they are also required to have soft skills that help them in solving the problems they face later. This is because the development of science and technology has positive and negative values that require the younger generation to be able to deal with both.

Based on Karso (2014) one must have critical thinking skills and creativity to solve problems effectively, in addition to collaboration and communication skills to engage and collaborate effectively with others. In the education system in Indonesia, the government is trying to keep up with the 21st century by changing the curriculum according to the development of the era (Firda & Sunarti, 2022). The field of education must be able to equip future generations to adapt to changing times and even participate in the development process in the future. To improve education, the 21st century learning alliance has formulated a "21st Century Education Framework".

In preparing the younger generation to face the developments of the 21st century, of course they must be given an education that will support them to be able to face the developments in this century. Education is the main way to impart their hard skills and soft skills. Hard skills are intended so that they are able to master their respective fields so that their performance is maximized. Hard skills must always be accompanied by soft skills. Soft skills here are defined as character.

Education must prepare the younger generation with characters that will help them face the 21st century. It is for this demand that education is required to improve the quality of education. Not only forming hard skills, as educational institutions schools must also provide soft skills teaching in the form of character education. Schools are required to have teaching

skills in the form of Creativity, Communication, Critical thinking, and Collaboration or what is commonly referred to as 4C's.

These 4C's must be implemented in order to improve the competency of student human resources, both in quality and quantity in order to achieve superior human resources. Through these 4C's, it is hoped that students will be able to answer the challenges of their time. In the 21st century, students will be faced with various obstacles and problems. 4C's have aspects of critical thinking that are intended so that students are able to solve various kinds of problems that will exist later. As educators, teachers must be able to teach these 4C's to their students. Teachers can provide teaching of these 4C skills by providing issues that are relevant to education. Through this problem-solving exercise, students are expected to be able to collaborate on all aspects of the 4C's.

In this case, teachers and students need to understand, manage and design effective communication in various formats and contents: oral, written and multimedia. Students are given the opportunity to use their skills to express their ideas, both in discussions with peers and problem solving with the teacher. Communication skills also have a foundation in Islamic teachings. The Prophet Muhammad considered this as the most important example (*Uswatun Hasanah*), and the central figure gave many examples of how to communicate effectively (effective communication).

The Prophet Muhammad SAW is known as a skilled and reliable communicator, as reported in one of the hadith narrated by al-Bukhari.

عَنْ أَنَسٍ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنَّهُ كَانَ إِذَا تَكَلَّمَ بِكَلِمَةٍ أَعَادَهَا ثَلَاثًا حَتَّى تُفْهَمَ عَنْهُ ، وَإِذَا أَتَى عَلَى قَوْمٍ فَسَلَّمَ عَلَيْهِمْ سَلَّمَ عَلَيْهِمْ ثَلَاثًا

Creativity is the ability to develop, implement and communicate new ideas to others. It is being open and responsive to new and different perspectives. Creativity is also defined as one's ability to create new combinations. These skills should be reflected in every lesson a teacher teaches. 21st century skills can be incorporated into the delivery of learning so that they are truly enhanced through the choice of methods, media and classroom management. Therefore, teachers' pedagogical skills need to be adapted to the characteristics and skills needed in the 21st century. This is in line with Q. S. Ar-Ra'd: 11 which reads as follows.

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

Teachers are required to be able to choose the right method in this lesson. Especially English Language Teaching (ELT), teachers must ensure that their methods are appropriate. Students are directed to active learning to solve problems that are analyzed to gain new knowledge after solving them. Students can take advantage of their background knowledge and experience in associating problems with the learning provided by the teacher.

Wahab et al. (2023) in Yamin et al. (2023), the teaching process today presents teachers with difficult obstacles. In order to establish a classroom

that is conducive to learning and effectively promotes the learning process, teachers play a crucial role in controlling the classroom. Teachers need to come up with a creative way to get students interested in learning and pay attention to them, especially when they are younger students. It is anticipated that when teachers employ their method during the teaching and learning process, enjoyable learning activities will result. In order to address this, one tactic to keep students engaged and enjoying the learning process is the project-based learning approach, often known as PjBL. Additionally, the PjBL approach helps students develop soft skills like creativity, critical thinking, communication, and teamwork. Project-based learning is a useful tool for acquiring the 21st century skills because it helps students improve their communication and teamwork abilities.

While it gives them the chance to learn by doing, Project-Based Learning is a valuable approach for helping students develop as people. Additionally, students acquire firsthand experience in how to cooperate, tolerate, look out for one another, and integrate critical skills from a variety of subject areas. This is consistent with the findings of Alan & Stoller (2015), who found that students can feel greater motivation, autonomy, engagement, and a more favorable attitude toward English through project-based learning. Although Khan & Mohakud (2016) stress that in order for PjBL to succeed with its student-centered approach, teachers must be driven, receptive to changing their methods of instruction, and flexible in how they organize students' learning

experiences. Ravitz et al. (2012) highlight a number of qualities that should be included in a project-based learning method when it comes to foreign languages, including group collaboration, scaffold and technology support, in-depth inquiry, student-led learning, evaluations, and reflections. Additionally, according to Permendikbud No. 22 Tahun 2020, the Ministry of Education mandates that the teaching and learning process have a number of qualities, including being learner-centered, collaborative, scientific, interactive, and contextual.

Using a Project-Based Learning approach has the following benefits, there are teaching students how to solve problems in business by using logic, teaching people how to create hypotheses based on fundamental business principles, teaching people how to think critically and strategically about real-world business problems, and teaching kids how to conduct experiments to back up their claims. In order to practice assessment in problem solving, teachers should do the following: (a) encourage students to participate in class discussions and focus more intently; (b) respond to students' work and support higher order thinking; (c) inspire students to complete analysis, synthesis, assessment, and summary; and (d) help students locate pertinent materials, references, and guiding concepts (content) in order to help them solve problems and come up with their own solutions (Halimatusyadiah, N et al., 2022).

Fauziati (2014) stated Project-Based Learning is recommended in teaching English because it is recognized as a successful technique in

solving problems in the education sector in the modern or 21st century era (Haniah et al., 2021). Every project in Project-Based Learning students must always be involved in it, starting from making solutions or steps in projects and working together to solve their problems both individually and in groups. In this situation, the teacher acts as a facilitator or project manager. Teachers do their best in helping students complete their projects. Project-Based Learning develops through the application of scientific processes by students. Therefore, students who hone these skills can provide solutions to their scientific problems by asking questions, discussing ideas, making observations and predictions, conducting experiments, collecting and analyzing data, and concluding results.

Teachers are expected to be able to apply this because teaching English must be fun and concrete. This is done because the purpose of English Teaching is for students to be able to use English in communicating. In communicating, students may get a struggle. Through the application of these 4C's, students are expected to be able to face anything in front of them as a foreign language challenge.

Based on the explanation above, it is very important that Project-Based Learning is applied in order to create 4C's in students especially creativity and communication skills. Researcher conducted this study to see how the impact of Project-Based Learning in improving students' skills in 4C (creativity and communication). Researcher conducted a study on this problem because researcher saw that not many teachers could understand

these 4C's and apply them to teaching English. Researcher conduct this study at a school to see how teachers implement the 4C's in the Project-Based Learning Approach teaching English. Researcher investigate whether this method can enrich students' abilities in 4C's namely Creativity, Communication, Critical Thinking, and Collaboration. In case, researcher only focus two main part, they are creativity and communication skills. Researcher will focus on the title "**TEACHER'S REFLECTIONS ON IMPLEMENTING PROJECT-BASED LEARNING APPROACH TO ENHANCE STUDENTS' CREATIVITY AND COMMUNICATION SKILLS**".

B. Definition of Key Terms

To avoid misunderstanding in this study, the researcher gives some definitions of key terms that are important to understand as follows:

1. PjBL

PjBL stands for Project-Based Learning is a learning method based on learning activities and project-based assignments that require students to complete them (Triana et al., 2020). In this study, researcher wanted to find out how teachers perceive the implementation of PjBL in teaching English.

2. Creativity Skill

A learner's ability to think creatively, convey ideas, and be innovative can be their capital in the world of work. In today's digital era, a learner must be creative and innovative. A learner must be an agent of change by utilizing technology. This study focuses on how students are able to express their creative thinking through the projects they make. The level of student creativity in this study is measured based on the teacher's relative view of the students' project results.

3. Communication Skill

Communicative students are students who are able to convey ideas, opinions and information clearly and effectively. They have the ability to convey messages well in various situations, both oral and written. Current studies underline that students' communication can be seen from how they present their project results.

4. Teachers' Reflection

Teacher's reflection is the process of increasing one's fundamental beliefs about teaching and learning methods and adapting to actual classroom practice before, during and after the course is taught. By teaching reflectively, the teacher critically considers the teaching that has been done and looks for evidence of teaching effectiveness.

C. Research Questions

Based on the background above, the questions of this study that will be discussed are as follows:

1. How is the Project-Based Learning approach implemented in English language teaching?
2. How does the teacher reflect her learning using Project-Based Learning to enhance students' creativity and communication skills?
3. What are the teacher's challenges in implementing Project-Based Learning to enhance students' creativity and communication skills?

D. Objectives of Study

Objectives of the study as the goal or how to research questions are answered. From the problem formulation, there are three objectives of the study.

1. To find out how the Project-Based Learning approach is implemented in English language teaching.
2. To find out how the teacher reflects on her learning using Project-Based Learning to enhance students' creativity and communication skills.
3. To find out what are the teacher's challenges in implementing Project-Based Learning to enhance students' creativity and communication skills.

E. Significance of Study

This research is beneficial for 21st century students, teachers, practitioners, researchers, and readers. Looking at the increasingly advanced conditions of the times, this research shows how important mastery of 4C's is for every student. Through Project-Based Learning students can enrich their 4C's to be ready to face the 21st century. This research is also useful as teaching how to implement Project-Based Learning in enriching 4C's. This study provides an overview of how 4C's can be formed in students.

1. Lecturer

The results of this thinking are useful for lecturers and instructors to find out whether the 4C's teaching carried out by teachers to students has gone well or not through the PjBL method. Through reflection, teachers can find out the pluses and minuses of their teaching.

2. Student

Helping students to hone 21st century skills, especially creativity and communication skills. Through PjBL, students are expected to be able to optimally hone their creative thinking in every project they undertake. Apart from that, students can also train themselves to become accustomed to communicating within the internal scope of education.

3. Further Research

This thesis can be used as an alternative reference in writing further research work. Further research can be carried out with other points, such

as changing the method, core, and the purpose of writing can be changed. In addition, future research can also focus on other parts of the 4C's such as collaboration and critical thinking.