

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

As previously mentioned, the researcher took and collected data using two instruments; interviews and teacher reflection journals. This research began with discussions with an English teacher to seek agreement on data collection carried out online (*Whatsapp*). After both parties agree, the data collection process is carried out at different times according to each instrument. It starts with filling in the teachers' journal by the teacher and continues with in-depth interviews at a later time.

The data used in the findings of this research were obtained from discussions with participant through interviews, namely one of the teacher at MTs Negeri 2 Kotawaringin Barat who works as an English teacher at that school. Researchers conducted interviews using interview guidelines which were conducted on Saturday, January 13 2024 lasts approximately 13 minutes and is carried out face to face in the school library. The findings of this research contain detailed answers in depth interview to obtain information regarding the integration of 4C's (Creativity and Communication) with Project-Based Learning and how teacher reflect on these two things in learning in their English teaching classes. This interview was conducted by

adjusting the research questions; how does the teacher reflect her learning using Project-Based Learning to enhance students' creativity and communication and what are the teachers' challenges in implementing Project-Based Learning to enhance students' creativity and communication.

Apart from going through the interview process, the researcher also asked participant to journal about their classes regarding the topics that discussed in this research. The researcher created a teacher reflection journal which the teacher fill in at each meeting. The question points in the teachers' reflection journal are adjusted to the research problem formulation. The question points in this teachers' reflection journal total 19 points. The question points in this journal lead from general matters about Project-Based Learning to the 4C's which focus on only two points, namely students' creativity and communication abilities. In this study, the researcher only received two teacher reflection journals, due to the short research time. However, the researchers hope that these two journals can become supporting data for this research.

In this finding section, the researcher has grouped the discussion data based on the research problem formulation. The data grouping table is as follows:

|          |  |
|----------|--|
| <b>1</b> | <b>Project-Based Learning approach implemented in English language teaching</b><br><b>a. Experiences</b><br><b>b. Procedure</b>  |
| <b>2</b> | <b>Teacher's reflection on Project-Based Learning to enhance students' creativity and communication skills</b><br><b>a. Teacher's reflection on 4C'S Skills</b><br><b>b. Teacher's reflection on creativity skill</b><br><b>c. Teacher's reflection on communication skill</b>   |
| <b>3</b> | <b>The teacher's challenges in implementing Project-Based Learning to enhance students' creativity and communication skills</b><br><b>a. Students in PjBL Classroom</b><br><b>b. Students' Challenges in Creativity Skill</b><br><b>c. Students' Challenges in Communication Skill</b><br><b>d. Teachers' View on Students' Challenges</b> |

*Table 4. 1 Data Grouping of research*

## **1. Project-Based Learning Approach Implemented in English Language Teaching**

### **a. Experiences**

Based on the results of interview conducted by researcher, participant have implemented Project-Based Learning in their learning at school. The teacher has implemented this learning in the near future. The Project-Based Learning approach was used around October-November last semester, to be precise in 2023.

*As the teacher A said:*

*“yes, of course.”*

*“Last semester about in October and November 2023.”*

As stated by the participant, Project-Based Learning is still quite new for him. Nowadays, there are more and more choices in learning approaches or methods. This makes teachers a little confused in choosing. Looking at it from another perspective, teachers choose Project-Based Learning as their learning method in class. The reason why teachers choose this method is because this method looks interesting to teachers and teachers see the opportunity that students can be more active and enthusiastic in learning English because students can explore themselves freely through working on projects given by the teacher.

*As the teacher A stated:*

*“I think PjBL is interesting way, interesting method in teaching English. In order, the student can learn English more enthusiasm and more actively.”*

In the process of implementation, it is certain that teacher can find differences from the previous method to the current method being used. Teachers feel that students are more active in class. In addition to the students being more attractive, the teacher could also see that the students were more able to discuss with their classmates about the projects they made. On the other hand, this learning is also able to increase the sense of togetherness in the class because of frequent discussions between groups and individuals who inspire each other for their projects. Reflecting on the above, teachers have done trial and

error in implementing the Project-Based Learning method which of course has pluses and minuses in it which can be used as a reference or evaluation material for future lesson plans.

*As the teacher A said:*

*“My experiences during I teaching using Project-Based Learning, I saw the student more attractive and then they can discuss with their friends, etc.”*

The conclusion from this section is that the teacher has implemented Project-Based Learning in her lesson. Teacher choose this approach because it is considered interesting and can make English learning more enthusiastic and active. Teaching and learning also becomes more attractive and they can discuss with each other.

#### **b. Procedure**

In every learning method, it is certain that the teacher has its own design in its application. For example, such as learning procedures, teachers have their own policies in this regard. In implementing Project-Based Learning, teachers give several projects every semester. In the last semester, teachers give 2-3 projects to their students.

*Like the teacher A said:*

*“About 2 or 3 projects based on the last semester.”*

Teachers must have a time schedule in their lessons. This is so that students are able to do project work in a structured manner. Teachers give a time period for each project given to their students. Based on

what the participant has done, she asks students to do projects as part of semester or final assignments in language learning classes.

*As the teacher A thought:*

*“About in the middle of the semester and sometimes in the end but if not the most I usually do that in the middle of semester.”*

As for the length of time, the lecturer adjusts to the level of difficulty of each material presented. Broadly speaking, the length of time for the project is about one to two weeks.

*As the teacher A said:*

*“About one and two weeks.”*

Teacher treat each project differently. Teacher sometimes give project assignments to students individually. However, teacher mostly give project assignments to students so that students work together to create the project because it is part of the 4C's of collaborating and communicating with each other.

*Like the teacher A said:*

*“Both of them, individually and group as well.”*

There are different types of projects given by teachers. The project is given according to the material and the grade level of the students. For example, the teacher gives a project to make a recipe in the text procedure material in the ninth grade.

*As the teacher A stated:*

*“Because I teach them nine grade so I give them the project the procedure text and label.”*

Although Project-Based Learning is a project-based approach where students are given creative freedom, the teacher still needs to assist them in their project work. This assistance can be in the form of guidance or monitoring the progress of their work. This is done to help students if they get stuck during the project.

*As the teacher A argued:*

*“I always ask them their progress.”*

This monitoring should be done by every teacher while students are working on their projects. Through monitoring, teachers can find out how far students have progressed in their project. In reality, teachers perform monitoring in several ways, both directly and indirectly. Usually, teachers ask students about their projects directly in class. On the other hand, the teacher also monitor via *Whatsapp* groups. This way, if students feel there is a problem with their work, they can discuss it with the teacher during the monitoring.

*As the teacher A said:*

*“Sometimes I monitor their project through WA and ask them in the class.”*

Before the teacher assigns the project, the teacher must provide materials that help students in the process of working on the assignment later. However, sometimes the material provided is not enough to

answer their problems during the task process. For example, in a case where students have obstacles in their work, besides students can ask the teacher, students can also look for other references that can help them. This reference search can also enrich their knowledge which will make the project better. Teachers can give suggestions to students to find other references through books, the internet, visiting a place or others.

*As the teacher A argued:*

*“Yes, of course. I ask them to search the information in the internet.*

*But for this project, I did not ask them to visit some places. Just search on internet.”*

The conclusion is that teachers have their own procedures in implementing Project-Based Learning. Teacher estimate about 1-2 weeks for each project given to students. Teacher give projects as a form of fulfillment of midterm and end-of-semester assignments. In accordance with the needs, the teacher divides students into individuals and groups on their projects. During the project process, the teacher monitors students' progress both online and offline. The teacher gives students the freedom to look for references that can help them complete the project.



## **2. Teacher's reflection on Project-Based Learning to enhance students' creativity and communication skills**

### **a. Teacher's reflections on 4C's**

Nowadays, every teacher must have greater ability to analyze their learning class. Teachers must be able to see which are supporting factors and which are inhibiting factors in their classes. One technique to see this is by doing teacher reflection on each lesson. From this reflection, teachers can find out what weaknesses and strengths their class has in terms of learning methods, students, and student achievement. Every teacher is obliged to reflect because this is important. Through reflection, teachers can find out to what extent their students have achieved their learning targets. Apart from that, the teacher will also know what steps he will take next to improve the learning conditions of his class after knowing the weaknesses of the learning process.

*As the teacher A stated:*

*"I think teacher's reflections is very important because from this the teacher can get the information how far the student understand about the topic especially about 4C's".*

*"So, I can know their difficulties and their problem the student faces".*

In accordance with the topic discussed regarding the implementation of 4C's through Project-Based Learning, the teacher's ability to reflect

on their learning is very important. This is because, 4C's are 21<sup>st</sup> century skills which are still relatively new in the world of education. These 4C's are the newest abilities that must be mastered by students in order to be in accordance with the education system being implemented. Of course, there are trials and errors in its implementation in the world of education. A teacher needs precision in choosing the right learning method or model to apply it. Therefore, teacher reflection is one way to find out how good and bad the learning has been given to students. Teachers can find information about how successful learning is with the 4C's. Usually the teacher holds a small discussion at the end of the lesson as a concrete form of the teacher's reflection on the class.

*As the teacher A said:*

*“As I know 4C's is a student ability in participating on teaching and learning English.”*

*“I usually do small discussions about their abilities can be rich in the day. So if the skill has not been achieved we can do that in the next meeting and the next class.”*

4C's are 21<sup>st</sup> century abilities which consist of four skills; Communication Skill, Collaboration Skill, Creativity Skill, and Critical Thinking Skill. Of course, each skill requires different treatment from the teacher in how to reflect on it. Different treatments will have different impacts on each skill.

First, on communication skill. To see how successful this section is, the teacher gives students the opportunity to present the results of their work in front of the class. This is done to see the extent of students' ability to speak English. The teacher will analyze it and then discuss it at the end of the lesson about the students' strengths and weaknesses when making a presentation in front of the class. The teacher will provide corrections to students who are not yet correct in speaking English and if it is not perfect the teacher will do it again in the next lesson plan.

*As the teacher A argued:*

*“For communication skill I ask the student to present their projects their works. From there I can know whether my student can communicate their project well or not.”*

Collaboration skill are abilities where students are able to work together and complement each other in working on projects that have been given by the teacher. To see this, it is impossible for teachers to always be in each group to see student performance. The teacher carries out a strategy by asking the appointed group leader to record each group member's progress and performance while working on the project. From here the teacher can assess how active each member is working in the group.

*As the teacher A said:*

*“I usually ask the leader to take a note whether his or her friends active or not in doing the project.”*

Critical thinking skill are students' ability to provide assessments or convey their views about something in class, especially in providing responses to their friends' performance. The teacher will see which students are active and which students are inactive when they have discussions related to the project being carried out. Teacher observe students who dare to comment or provide feedback to other friends regarding their work. If no students are found to comment or respond at all, the teacher will help the students by requiring each group through its representatives to provide an assessment or response to another group's project. This is the teacher's effort to reflect on his class to create students who think critically about their surroundings.

*As the teacher A argued:*

*“For critical thinking I ask the student to give a question to the other group during they present their projects in front of the class.”*

Student creativity skill are students' ability to process projects. This can be seen to what extent students are able to think creatively so that the projects they create can be successful, interesting, and appropriate to the learning topic given. Based on teacher experience, teachers of course always find differences in student project results. This case is generally based on students' different creative thinking abilities. However, the teacher makes them work in groups so that they can share

each other's aspirations to produce projects that are as creative as possible. In general, the level of student creativity is relative. Therefore, teachers do not have a specific benchmark for the level of creativity in students. However, the differences in the results of each project are enough to help teachers in assessing which students are creative and which students are not creative.

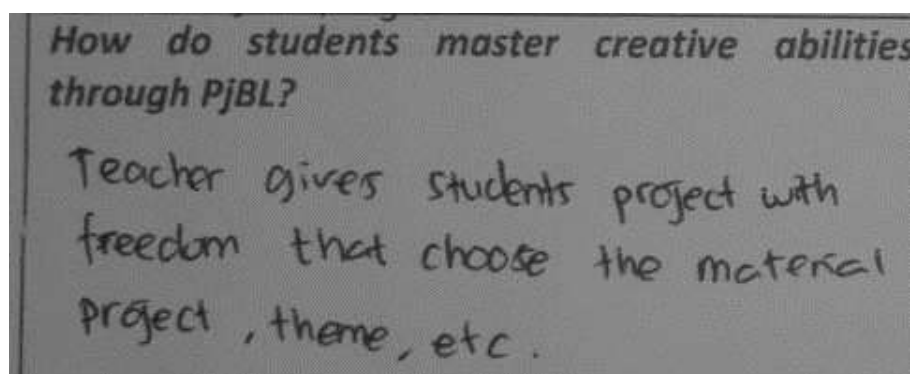
*As the teacher A said:*

*"For creativity skills, I evaluate the extent of students' creativity in making projects."*

The conclusion of this section is that teacher's reflection should be mastered by every teacher because teacher can get information on the extent of the success of the learning they do in class, especially on the 4C's. Teacher's reflection on 4C's by conducting discussions to find out the successes and failures in fulfilling skills competencies in students. In communication skill, teacher ask students to present their work in front of the class. For collaboration skill, the teacher asks students to appoint a group leader as a means for the teacher to get information about the activeness and contribution of group members in it. In critical thinking skill, the teacher provides opportunities for students to ask questions or provide comments on their classmates' projects. In creativity skill, the teacher evaluates students relatively and does not give creative limits to students.

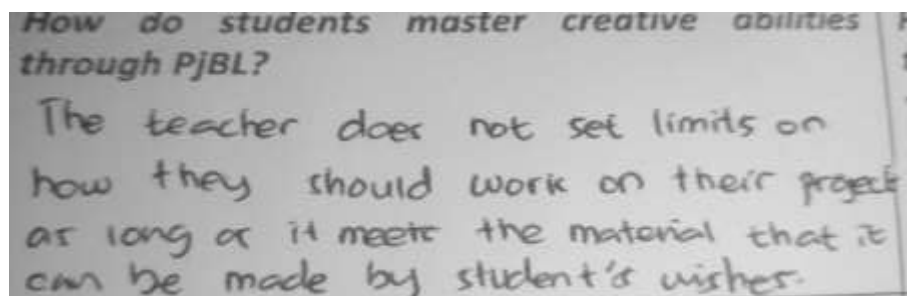
### **b. Teacher's Reflection on Creativity Skill**

Reflection carried out by the teacher will help the teacher find information about the development of his students. From that, teachers can see how their students' abilities are through the learning methods provided. Teacher reflection on students' creativity skill is by giving students project assignments with freedom in completing them as long as their projects can still fulfill the material or topics they discuss in class. This freedom is expected to make students feel free to be creative according to their abilities.



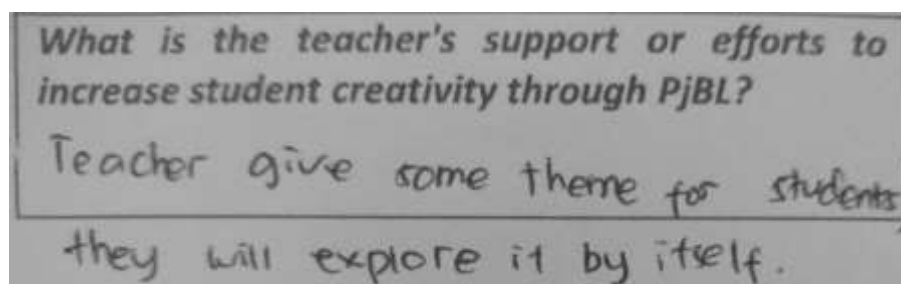
*Figure 4. 1 Student master creative abilities through PjBL (form 1)*

Through Project-Based Learning approach, teachers choose to let students be as creative as they like according to the given learning theme or topic. Therefore, there is no limit to the creation of projects so that they can create them according to their wishes or thoughts.



*Figure 4. 2 Students master creative abilities through PjBL (form 2)*

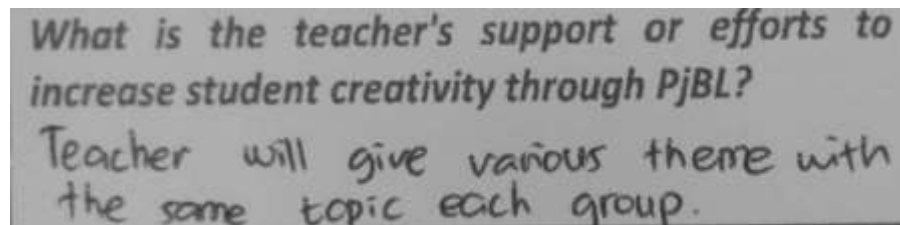
In addition, to helping teachers understand their classrooms, teacher reflection can also provide an overview of what teachers can do to help students improve their creativity skills. The hope is that when students learn through the Project-Based Learning approach, teachers feel their choice is right when their students are able to achieve or improve their creativity skills because they can freely create projects with the results of their own thinking.



*Figure 4. 3 Teacher's support to increase students' creativity through PjBL (form 1)*

The theme or topic provided by the teacher must be used by the students to the best of their ability in creating the project. Providing a variety of themes, but still within the framework of one theme, will

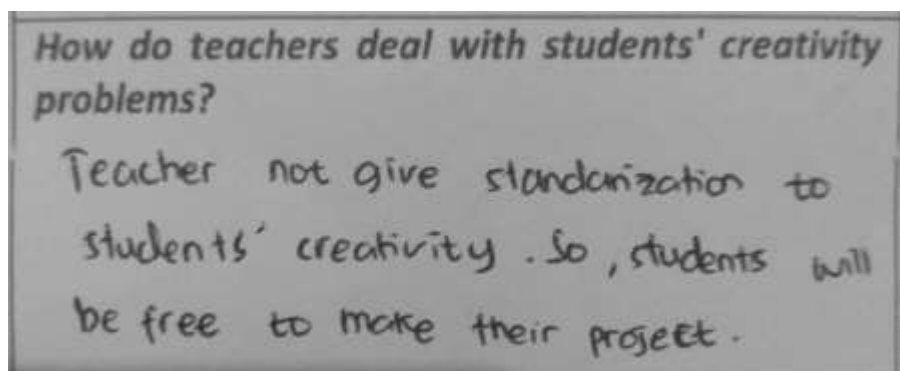
produce more varied projects. It is hoped that this will allow students to hone their creative skills.



What is the teacher's support or efforts to increase student creativity through PjBL?  
Teacher will give various theme with the same topic each group.

*Figure 4. 4 Teacher's support to increase students' creativity through PjBL (form 2)*

Not infrequently, there are still many students who have not been able to master creativity skills in the classroom. This may be due to the different thinking abilities of each student. The study group created by the teacher is one way for students to exchange ideas in completing their projects with a note that students can complement students who are lacking in creativity. Therefore, on the other hand, teachers should also not standardize related to student creativity so that they can freely create.

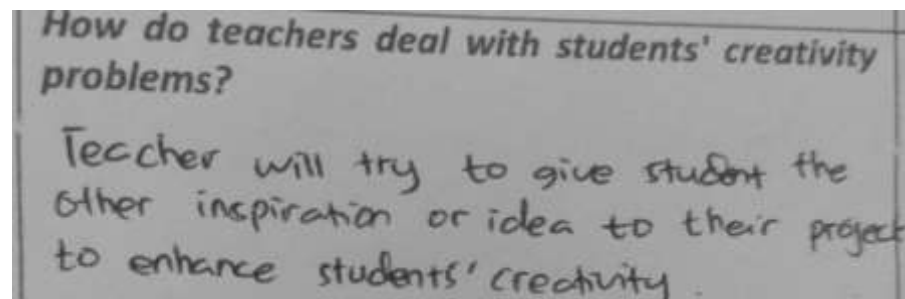


How do teachers deal with students' creativity problems?  
Teacher not give standardization to students' creativity. So, students will be free to make their project.

*Figure 4. 5 Teachers deal with students' creativity problem (form 1)*



Students' lack of creative ability may be due to their limited thinking skills. Teachers can provide advice or input to those who have difficulty in this regard. For example, teachers can help them to find new ideas or other references when working on their projects in order to develop students' creativity.



*Figure 4. 6 Teachers deal with students' creativity problem (form 2)*

Creativity skills possessed by students will certainly not increase when teachers do not have further steps to improve them. Future learning plans are one way to improve creativity skills in students. Teachers can give the next project assignment with a higher level of difficulty than before so that it is expected that students can think more creatively.

*What are the teacher's future plans through PjBL to increase student creativity?*

Teacher will give any project with other theme and more difficult to enhance students' creativity.

*Figure 4. 7 Teacher's plans through PjBL to increase students' creativity (form 1)*

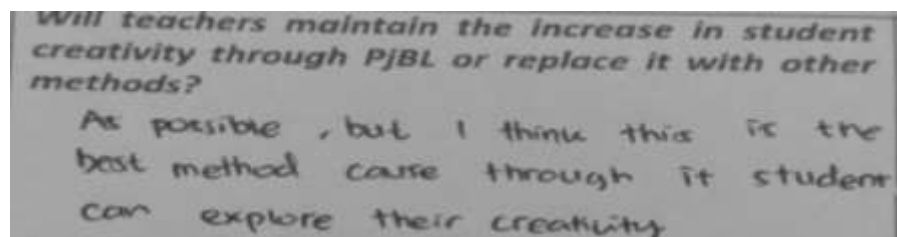
As mentioned before, in order to improve students' creativity in the classroom, teachers try to help them by finding or providing students with different kinds of references or ideas that can enrich their thinking so that they can be more creative in future projects.

*What are the teacher's future plans through PjBL to increase student creativity?*

Teacher can help them to find or give them with other references or idea to their project.

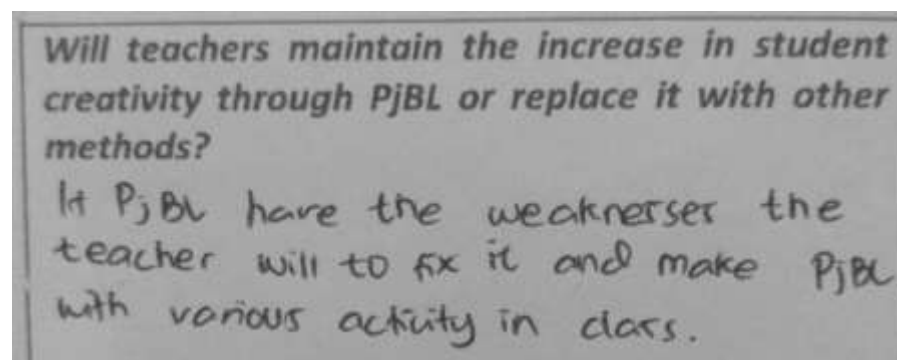
*Figure 4. 8 Teacher's plans through PjBL to increase students' creativity (form 2)*

Project-Based Learning is one of the learning methods that easily shows students' creative level. According to teachers, this is the best method they choose because students can explore their creativity skills. However, at times this method shows its shortcomings in the classroom. This may make teachers have to think whether to replace this method with another method.



*Figure 4. 8 Teacher's consideration of PjBL (form 1)*

The teacher's reflection gives an overview of the results of the learning done in the class. One of them shows the shortcomings that exist in the class. Changing the learning method is not an easy thing to do just like that, so the teacher prefers to solve the problems that arise and provide activities in Project-Based Learning that are more varied to still provide attraction for students to learn.



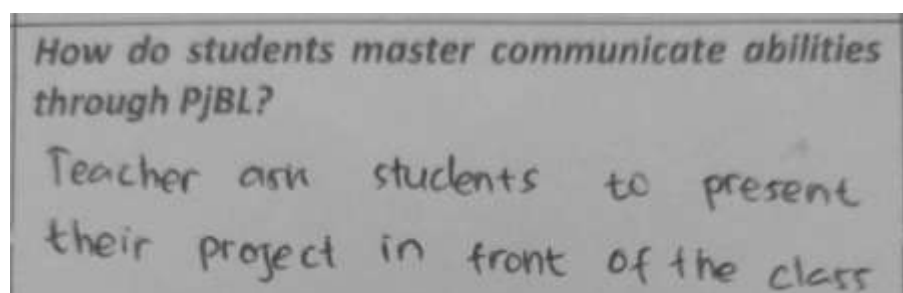
*Figure 4. 10 Teacher's consideration of PjBL (form 2)*

Broadly speaking, the teacher reflected her class on creativity skill by giving students the freedom to look for additional material on their projects. The teacher does not give limitations to their level of creativity

so that students can explore themselves freely. Occasionally, the teacher increases the difficulty of the project to increase students' creativity. Teacher can provide advice or help when students find difficulties during the project. When teacher find weaknesses of Project-Based Learning, they prefer to improve it and provide a variety of activities in their class rather than replacing it with another approach.

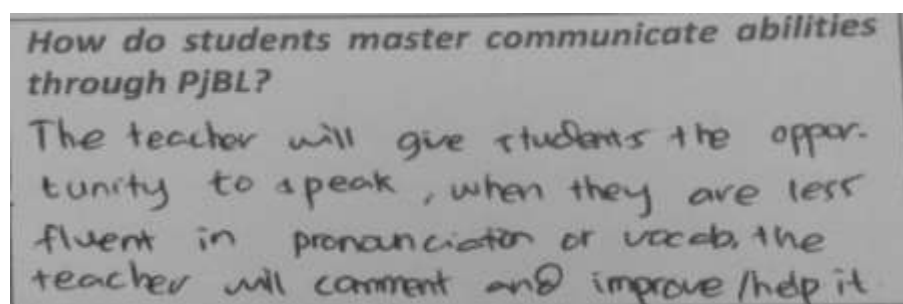
### **c. Teacher's Reflection on Communication Skill**

Each skill in the 4C's certainly has different treatment in each skill. Communication skill is the ability of students related to the ability of students to speak. This ability must of course be continuously trained so that students are able to communicate well. In this case, the teacher asks students to practice communication not only in groups but also in front of the class through the presentation of the projects they have made. The teacher hopes that through this method, students can increase their confidence and fluency in communicating in English.



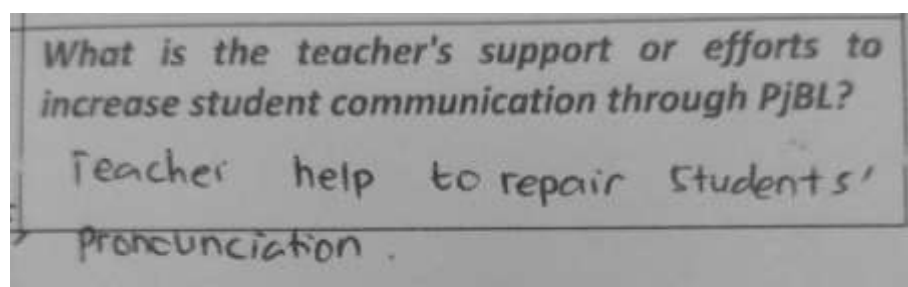
*Figure 4. 9 Students communication through PjBL (form 1)*

One way to train students to master communication skills is to give them the choice or opportunity to speak up in front of the class. Give them help if they feel they are not communicating well enough. The teacher will help them improve if they don't do it well enough.



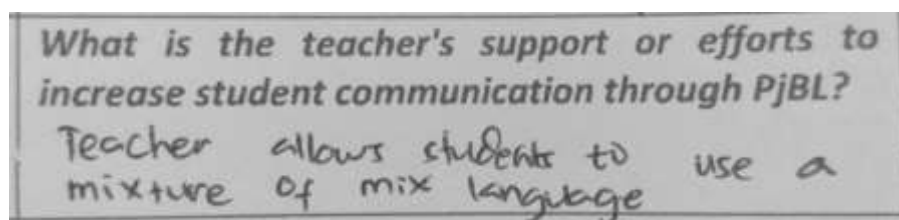
*Figure 4. 10 Students communication through PjBL (form 2)*

The success of students in communicating certainly cannot be separated from the role of the teacher in the classroom. Teachers can provide advice and input when students are not able to communicate well enough. For example, the ethics of students presenting the results of their projects in front of the class, the teacher can help students improve their pronunciation.



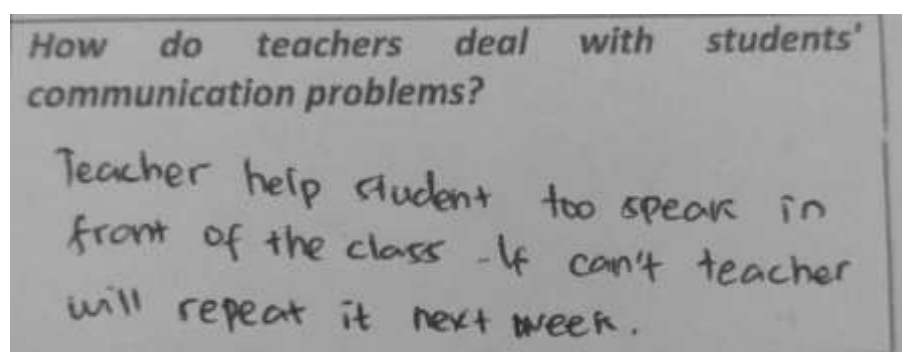
*Figure 4. 11 Teacher's support to increase student communication (form 1)*

The teacher allows students to use a mixture of Indonesian and English when they are confused. This is done so that students can still present or speak what they want to say in class.



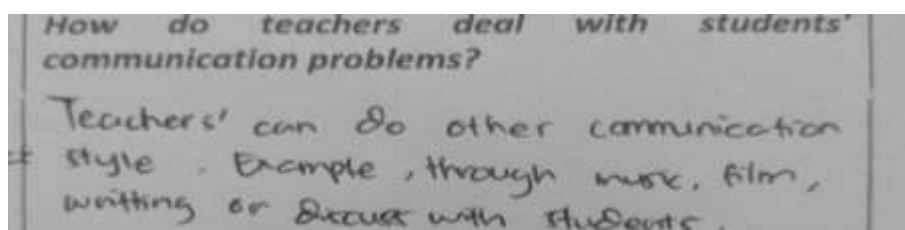
*Figure 4. 12 Teacher's support to increase student communication (form 2)*

The problems that students experience when communicating are certainly the focus of the teacher to help solve them. Problems that are often found are lack of confidence, incorrect pronunciation, lack of mastery of vocabulary, and others. Therefore, the teacher's job is as a facilitator in this problem. The teacher can ask students to correct their shortcomings directly or the teacher will repeat it in the next lesson.



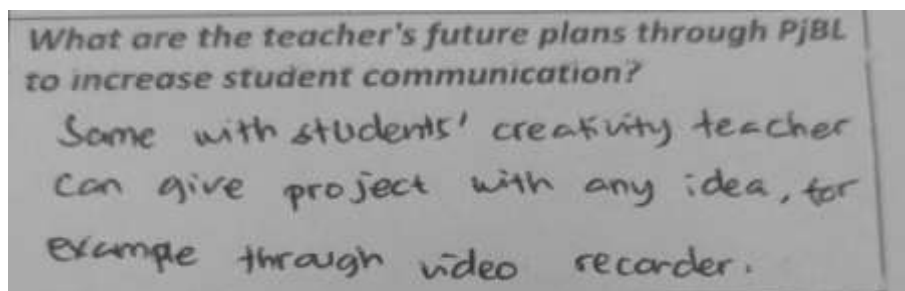
*Figure 4. 13 Teachers deal with students' communication problems (form 1)*

Students' communication problems are mainly in speaking. In this case, teachers can act by giving students tips on how to improve their communication skills or by familiarizing them with the learning atmosphere in class, which uses more English expressions during the learning process.



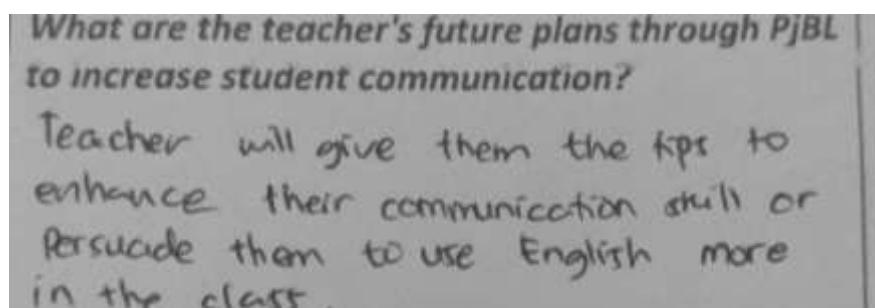
*Figure 4. 14 Teachers deal with students' communication problems (form 2)*

Not all problems or obstacles faced by students can be resolved at that time. This is based on the limited time in class, so Giri can do it at the next meeting. The lesson plan at the next meeting is also intended to improve students' communication skills. As in creativity skills, teachers can provide more varied tasks such as project tasks through making videos.



*Figure 4. 15 Teacher's plans to increase students' communication (form 1)*

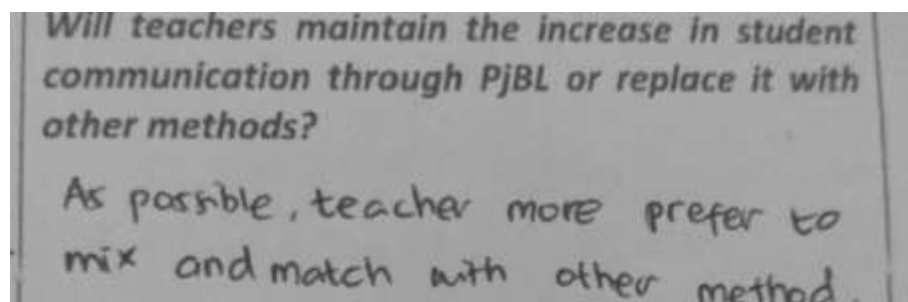
The teacher's reflection gives an overview of the results of the learning done in the class. One of them shows the shortcomings that exist in the class. Changing the learning method is not an easy thing to do just like that, so the teacher prefers to solve the problems that arise and provide activities in Project-Based Learning that are more varied to still provide attraction for students to learn.



*Figure 4. 16 Teacher's plans to increase students' communication (form 2)*

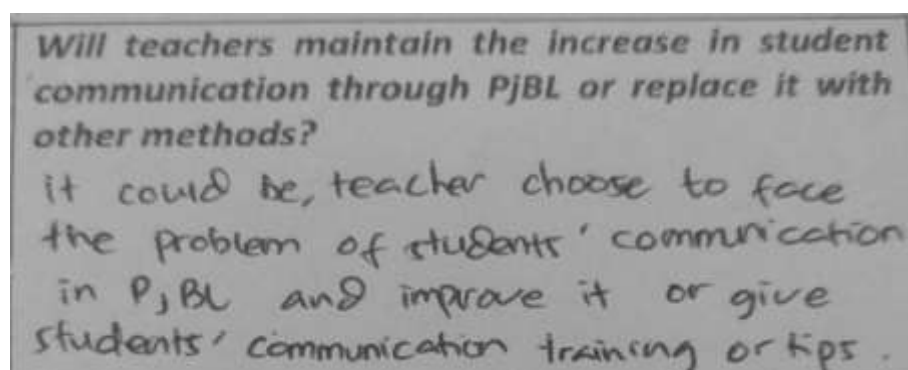
Through the Project-Based Learning approach, teachers expect students to hone their communication skills well and effectively. However, it does not rule out the possibility that the teacher will shift this method with other methods. According to the teacher, combining and matching with other methods is better than having to replace it with a new method.





*Figure 4. 17 Teacher's consideration of PjBL (form 1)*

In addition to mix and match, teachers also choose to address students' communication problems in Project-Based Learning method. Teacher will try to further improve students' communication skill by giving tips or inviting students to do more communication exercises.



*Figure 4. 18 Teacher's consideration of PjBL (form 2)*

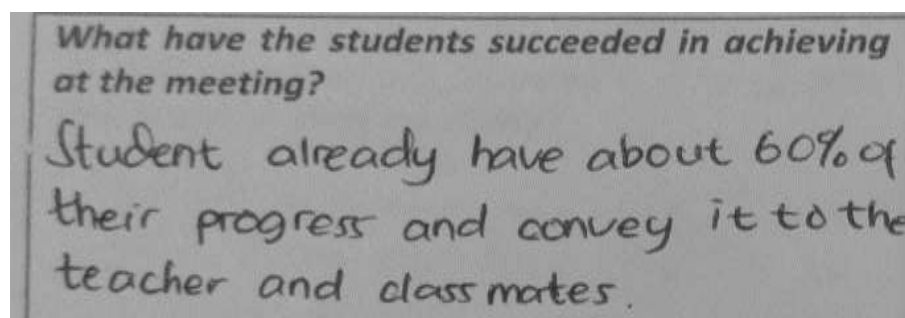
In brief, teacher's reflection on communication skills is that teacher ask students to present their project results in front of the class. The teacher helps students when they get difficulties during the presentation. The teacher can help them fix it. The teacher also gives students the opportunity to mix the language when they are not very

fluent in English. Through the presentation, the teacher can find out the students' communication skills. In improving students' communication skills, teachers provide variations to students' communication in class, for example through videos. Teacher can also provide communication tips and help students improve their communication.

### **3. The teacher's Challenges in Implementing Project-Based Learning to Enhance Students' Creativity and Communication Skills**

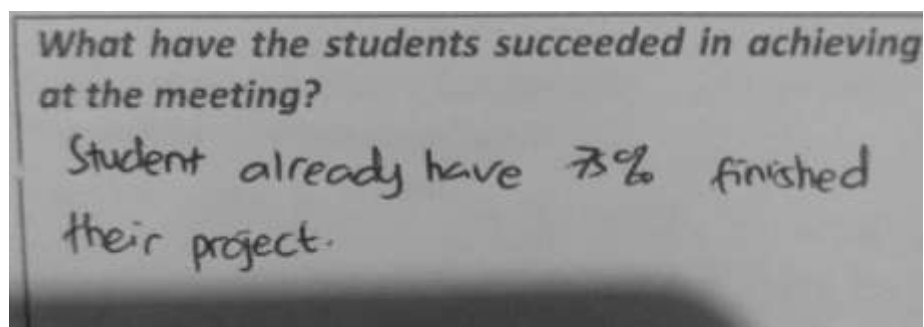
#### **a. Students in PjBL Classroom**

Through the reflection done by the teacher, information will be obtained about the teacher's classroom learning. One of them, reflection will provide an overview of what students achieved at the meeting. Student achievement at each meeting includes what students have managed to achieve on the material. For example, at the meeting students already have progress on their project and can discuss it with the teacher.



*Figure 4. 19 Students' achievement (form 1)*

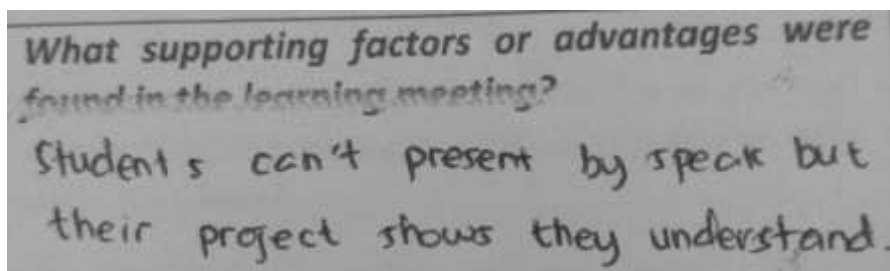
Every class meeting, students should have progress on their projects. The progress indicates that students succeed in making their projects as time goes by. In the previous meeting, students managed to complete the project by 60% and for the next meeting students managed to increase the progress of their project by 75%. From this, the teacher can see that every meeting students have been able to achieve the learning target.



*Figure 4. 20 Students' achievement (form 2)*

The achievement of student learning targets at each meeting is of course due to supporting factors in the classroom. These factors can help students in pursuing the learning targets given by the teacher, especially the achievement in 4C's through the Project-Based Learning approach. For example, although students are not yet proficient enough in presenting their work, the projects they make have shown that they

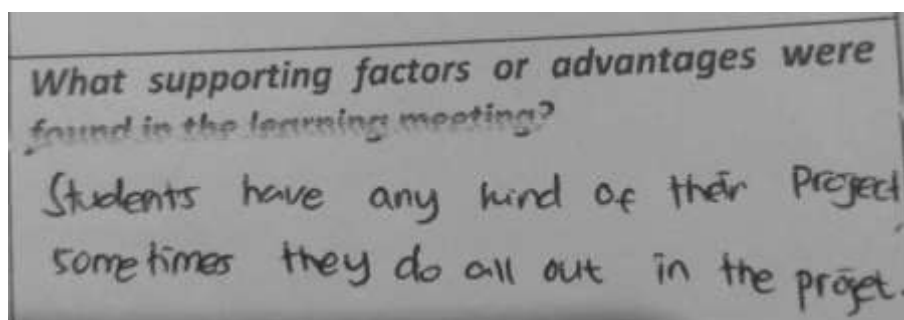
understand the material provided by the teacher. This is a plus point for students.



What supporting factors or advantages were found in the learning meeting?  
Students can't present by speak but their project shows they understand.

*Figure 4. 21 Supporting factors in PjBL (form 1)*

Another factor supporting student success in class in this method is that students have a variety of different ideas in each individual or group so as to produce diverse projects. Maximum project work is also an additional value in this case.



What supporting factors or advantages were found in the learning meeting?  
Students have any kind of their Project sometimes they do all out in the project.

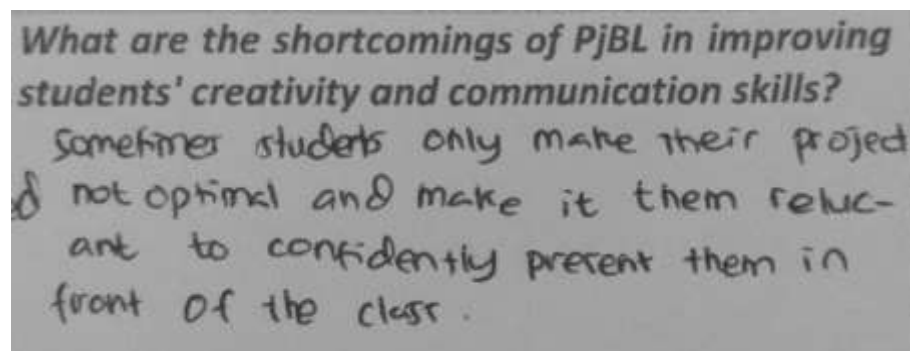
*Figure 4. 22 Supporting factors in PjBL (form 2)*

The conclusion that can be drawn from the above is that students are able to achieve at each meeting. This achievement is in the form of continued progress on the project they have created. The ability of students to create projects with diverse ideas is also an added value of this approach.

#### **b. Students' Challenges in Creativity Skill**

The freedom to create projects given by the teacher means that some students do not do it optimally. Students only make projects to fulfill their class assignments without involving the learning objectives which should improve students' creative thinking. Therefore, students are only stuck at the same level of creation. This becomes a problem focused on increasing creativity through the Project-Based Learning Approach.

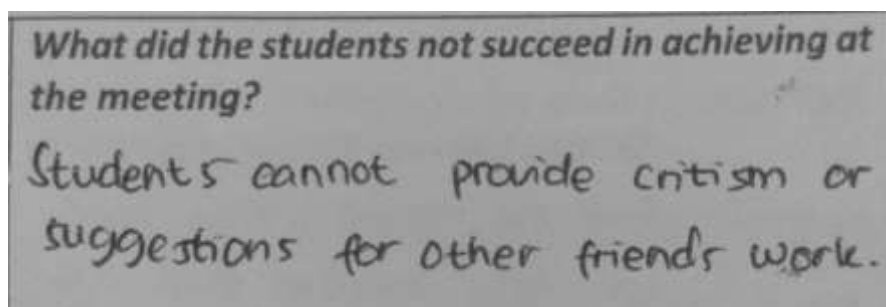
On the other hand, students' interest and enthusiasm in the classroom also have a great impact on their project work. The more they are interested in learning in class, the better their project results will be.



*Figure 4. 23 The shortcomings of PjBL (form 2)*

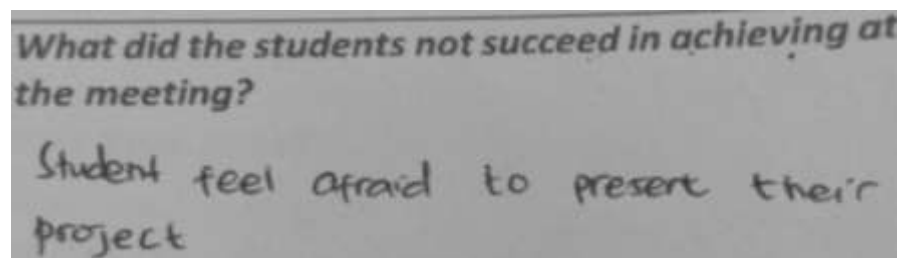
### c. Students' Challenges in Communication Skill

In addition to student achievement, of course, teachers must also always know what students have not succeeded in achieving at the meeting. This information can certainly be found through teacher reflection at the end of the lesson. Not achieving student learning targets is due to obstacles in the classroom. For example, students have not been able to fulfill all the skills in the 4C's taught through Project-Based Learning.



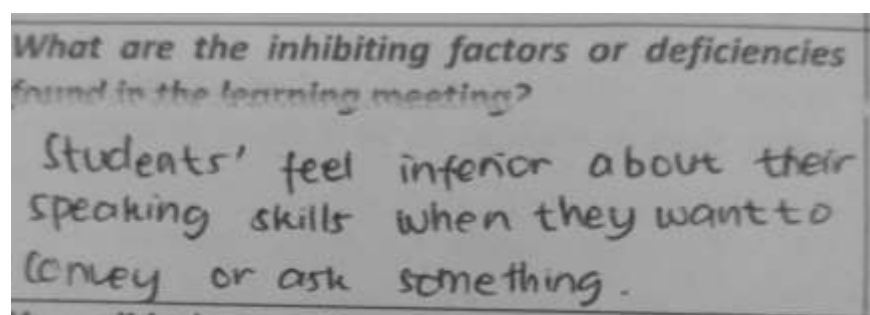
*Figure 4. 26 The shortcomings of PjBL (form 1)*

Students' problems in 4C's, especially in communication skills, are not much different from the previous problems. Students still feel afraid to dare to deliver their projects. This means that students have not been able to fulfill the ability to communicate verbally in class.



*Figure 4. 24 Students' failure (form 2)*

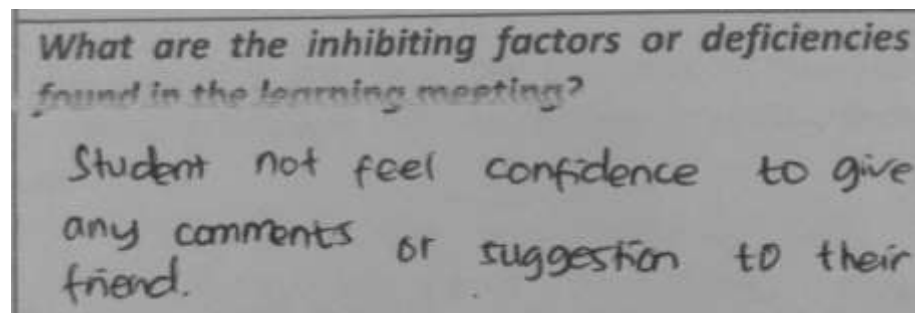
The trouble in achieving student learning targets cannot be separated from the factors in the classroom, especially the obstacles from the students themselves. One of the skills in the 4C's is communication. This is a common problem faced by students. Many of the students seem not yet qualified in communicating the results of their work. In addition, students are also still reluctant to give opinions or just ask questions in class.



*Figure 4. 28 Inhibiting factors (form 1)*

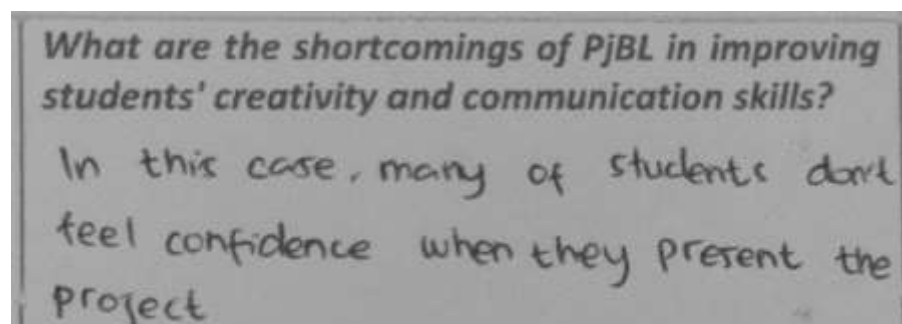
The lack of courage to communicate verbally in class makes students also become obstacles in other abilities. Students who are not confident

in communicating in class make them feel less confident, especially in terms of giving responses and suggestions to class projects so that the class sometimes feels less attractive.



*Figure 4. 25 Inhibiting factors (form 2)*

The weakness of Project-Based Learning method in improving students' communication is that there are still many students who feel they cannot communicate well, which lowers their self-confidence.



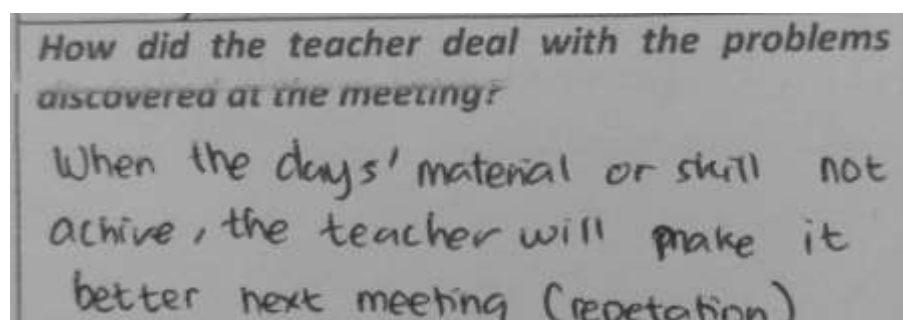
*Figure 4. 26 The shortcomings of PjBL (form 1)*



In short, students still often struggle with achieving learning targets, especially in the 4C's. The majority of them are still reluctant and not confident in criticizing in class such as giving comments or suggestions on their classmates' projects.

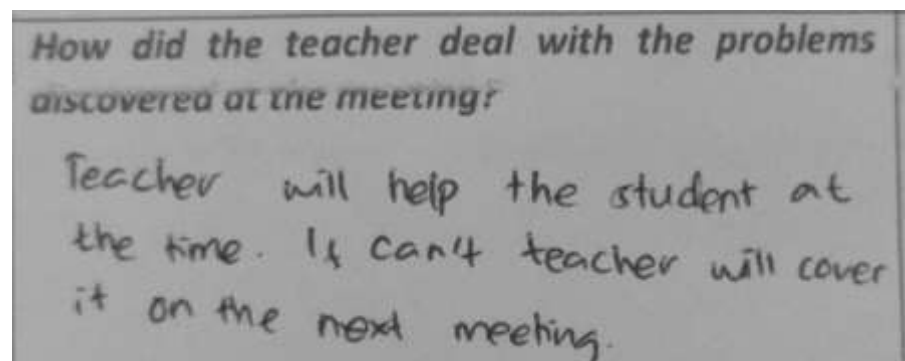
#### **d. Teacher's View on Students' Challenges in Classroom**

The problems faced by students and teachers should be a shared responsibility in solving them. Teachers are the main key in solving problems or obstacles to student learning in the classroom. Learning targets or skills that will be achieved in each lesson require teachers to think about how they overcome this. One of the solutions carried out by teachers is to repeat or improve on skills or learning targets that have not been achieved in the next learning meeting plan.



*Figure 4. 27 Teacher deal with problem (form 1)*

Teachers may not always be able to come up with solutions to obstacles or problems faced by students. There are problems that need to be dealt with on an ongoing basis. The next lesson plan is a way to correct or cover up mistakes that occur.



*Figure 4. 28 Teacher deal with problem (form 2)*

Learning that should be learning is learning that always improves the quality of the learning. Learning outcomes that are not good must be immediately corrected by teachers and students and learning outcomes that are already good must also be improved. Improving the quality of student learning can be done in the next meeting reflecting on the previous meeting. Teacher reflection can show learning problems in class that can be used as material for evaluation or finding solutions for the next learning meeting.

How can the teacher improve the quality of learning from the meeting for the next meeting?

Teacher see the problem at the meeting and teacher find possible solution for it.

*Figure 4. 29 Teacher improve learning quality (form 1)*

The purpose of teacher's reflection is to find out the strengths and weaknesses of their classroom learning. Thus, teachers can minimize their shortcomings and increase the advantages of classroom learning. Both can be used as evaluation materials or reflections to develop the next learning plan.

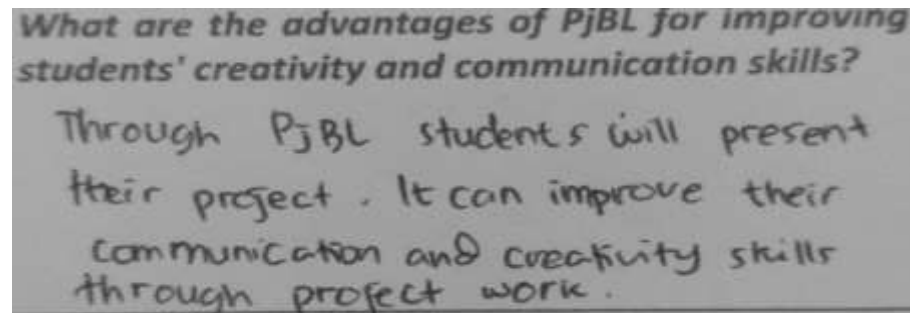
How can the teacher improve the quality of learning from the meeting for the next meeting?

Teacher find the advantages and shortcomings that can help teacher to make next lesson plan.

*Figure 4. 30 Teacher improve learning quality (form 2)*

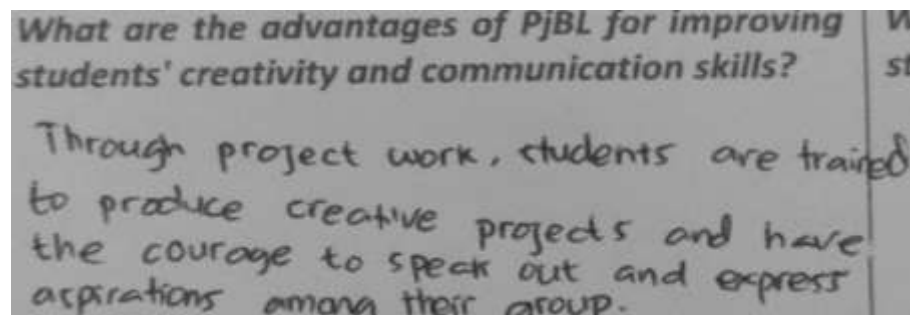
The advantage of Project-Based Learning in improving students' creativity and communication is that students can practice

communication by presenting projects to the class and be creative through the projects they create.



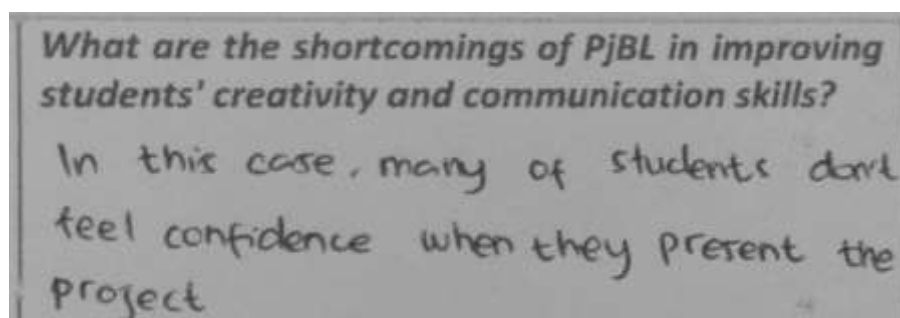
*Figure 4. 31 The advantages of PjBL (form 1)*

Project-based learning can help students improve their skills, especially in creativity and communication, by working on projects. In a project, of course, they work together, think together, and show their results to other friends.



*Figure 4. 36 The advantages of PjBL (form 2)*

The weakness of Project-Based Learning method in improving students' communication is that there are still many students who feel they cannot communicate well, which lowers their self-confidence.



*Figure 4. 32 The shortcomings of PjBL (form 1)*

The explanation above can be underlined that the teacher anticipates the failure of student achievement by repeating it at the next meeting or directly helping students at that time. Teachers pay attention to the problems faced by students with the advantages and disadvantages of the approach used as a consideration for the next step of learning. According to the teacher, Project-Based Learning so far can help students in improving their creativity because students can freely explore themselves through the projects they make. In addition to this, when viewed in terms of communication skill, many students are still not able to communicate well. Therefore, teachers use this approach as a form of student practice in improving their communication skill.

## **B. Discussion**

The finding that has already been described above will be considered an acuan in this section. The researchers have already collected qualitative research data related to the study topic. In this section, researchers will discuss how to implement the 4C's through Project-Based Learning, which emphasizes students' creativity and communication. In addition to that, but the researchers are going to address the results of gathering additional data that will support the findings of this study. The research data in the finding section will be reviewed again by the researchers and compared to existing theories. However, this discussion will be used as a reference material to simplify research questions.

### **1. Project-Based Learning Approach Implemented in English Language Teaching**

#### **a. Experiences**

In accordance with the findings of the researcher's interview, the participants have incorporated Project-Based Learning into their classroom instruction. In the near future, the teacher put this knowledge into practice. The Project-Based Learning approach was applied in 2023, namely in October and November of the previous semester. The participant mentioned that he is still getting used to Project-Based Learning. The options available for learning ways and methodologies are increasing in the modern day. Teachers find it difficult to make

decisions because of this. From an alternative angle, educators select Project-Based Learning as their teaching methodology.

Teacher have chosen this approach because they find it intriguing and because they believe it will encourage students to be more engaged and enthusiastic learners of English since it allows them to freely explore their own identities through student projects. Due to a theoretical review by Assyahbana (2019), Project-Based Learning can improve students' engagement, self-efficacy, confidence, and ability to learn collaboratively and socially (Izzah & Diana, 2021; Muttahidah et al., 2023). In addition, PjBL enhances students' independence, especially when they take an active role in project learning (e.g., choosing a topic). It evolves as you work on the project. Furthermore, PjBL is intended to facilitate students' self-regulated learning and promote their conceptual knowledge through a systematic process of documenting and reflecting on their learning (Barak, 2012; Sirisrimangkorn, 2018; Muttahidah et al., 2023).

Teachers will undoubtedly notice changes between the present method and the prior approach during the implementation phase. Instructors believe that learning is occurring at a higher level. The teacher saw that in addition to the kids' increased attractiveness, they were also better at having class discussions regarding the projects they had completed. On the other hand, because groups and individuals frequently discuss and provide inspiration for each other's creations,

this learning can also strengthen the sense of community inside the class. Considering the aforementioned, it is clear that teachers have implemented the Project-Based Learning technique by trial and error. This approach has benefits and drawbacks, and the results can be utilized as a guide or assessment tool for future class plans.

**b. Procedure**

It is a given that each learning method has an application specific to the teacher. For instance, teachers establish their own policies regarding learning techniques. Every semester, professors assign multiple projects as part of the Project-Based Learning approach. Teachers assign two to three assignments to their students throughout the final semester. Instructors need to follow a set timetable when teaching. This will enable students to complete their project work in an organized way. Each assignment that students are given has a deadline set by the teacher. She assigns projects to students as part of semester or final tasks in language learning classes based on what the participant has completed. Instructors need to follow a set timetable when teaching. This will enable students to complete their project work in an organized way. Each assignment that students are given has a deadline set by the teacher. She assigns projects to students as part of semester or final tasks in language learning classes based on what the participant has completed.



The studies by Torres and Rodriguez (2017); Muttahidah et al., PjBL requires more effort and more innovation from teachers and students in the classroom. Another challenge with group projects is grading individual individuals. Some students give more than others each year, and some students never give at all. It is a challenging undertaking for teachers to administer tests. Drawing from this theory, it can be observed that the amount of time that a teacher uses is relatively small; nevertheless, teachers also explain that the tasks that students are given are relatively small or simple. Regarding duration, the instructor adapts the lesson to the complexity of each topic covered. The project will take, in general, one to two weeks to complete. Teachers handle every project in a unique way. Instructors will occasionally assign projects to students on an individual basis. However, as project creation is a component of the 4C's of teamwork and communication, teachers typically assign projects to their students in order for them to collaborate on the project.

As can be seen from the previous statement, teachers assign many kinds of assignments. The assignment is assigned based on the students' grade level and the available content. In the ninth grade, for instance, the teacher assigns a project that involves making a recipe from the text process material. Because of this, teachers may need to decide which projects are appropriate for individual students and which ones are better for groups.

Project-Based Learning gives students the freedom to create their projects. They are free to explore themselves during the project creation. However, the role of the teacher must also remain here. The teacher still monitors the students by always asking about their project progress. This is in line with the theory from Larmer et al., (2015) which says in one of the seven "Gold Standard of PjBL" which highlighted the role of a project manager is to ensure that work is completed by allocating responsibilities, establishing deadlines, and monitoring productivity levels. They keep an eye on quality as well and attend to other matters. In Project-Based Learning, PjBL instruction gives teachers a degree of control and autonomy over the process. This monitoring is done to find out how far students are moving with their projects. This monitoring can be done directly and indirectly. Direct monitoring can be done by question and answer in class while indirect monitoring is done online.

The materials prepared by teachers to help students with their projects are sometimes not enough. Teachers can advise students to look for other references such as the internet, magazines, or visiting a place. From students' independent search for materials, it can make students learn new things and enrich the material they have. This is in line with the theory of Larmer et al., (2015) in The Gold Standard of PjBL in the "Educate and Mentor" section which argues Project-Based Learning has been shown by numerous educators to be able to engage

kids. It is common knowledge that when given a worthwhile assignment to concentrate on, pupils are more inclined to study diligently and absorb new material.

## **2. Teacher's reflection on Project-Based Learning to enhance students' creativity and communication skills**

### **a. Teacher's reflections on 4C's**

Every teacher should have the ability and knowledge to reflect on their classroom. Teacher reflection aims for teachers to know how their class is doing while they are teaching. It also provides information about the strengths and weaknesses of the teaching method, the students, and the students' achievements. Teacher reflection can be used as an evaluation material that can help teachers improve the quality of their class. This statement is similar to the theory from Mahnaz & Ramin, 2019, teacher reflection is carried out in a way that teachers must collect information (data) regularly related to actions in their class, and after that evaluate whether there are differences between their views and the practices carried out.

Teacher reflection provides information on the trials and errors made by teachers towards the implementation of 4C's. Teachers must choose with understanding which method or approach is suitable for 4C's. One of them is Project-Based Learning. Teachers conduct discussions with their students about the learning conducted by the teacher. Teachers discuss how students' understanding and achievement and how the

methods used. This thinking is in line with the theory of Sutomo et al. (2021) in Yamin, Muhammad et al., (2023) identify a workable model of English language instruction that uses Project-Based Learning and fits the needs of the teacher to develop the four English skills after the steps are tried out and revised in light of the teacher's observations and focus group discussions with the students.

Teacher reflection on communication skills is carried out by giving students the opportunity to speak both in discussions and presentations of their projects. From there, the teacher can see and analyze how the state of the students' communication skills. Teachers can also help students improve the quality of their communication skills, for example in pronunciation or vocabulary. This argument is in accordance with the theory from Sipayung (2018); Brata, DPN et al., 2023 stated effective communication is a critical ability that students need to possess. Among the communication abilities that can be seen in learners are their ability to speak in an open, cordial, and kind manner. Students become competent speakers by being able to explain scientific ideas based on a variety of data and engaging in debate for a range of educational objectives.

The teacher reflects on the students' collaboration skills in the project. The teacher asks students to choose one of their group to be the group leader who will provide information about students who contribute to the group or not. Roberts argues that collaboration is a

term that describes working in groups of two or more to achieve a common goal, while valuing individual contributions to the whole. Paz Dennen quoted in Roberts states that collaborative learning is a learning method that uses social interaction as a way to build knowledge.

The condition of critical thinking in students makes teachers have to reflect more than other skills. Teachers provide opportunities for students to comment on other groups, especially in discussions or project presentations. However, when many students are reluctant to do so, the teacher will compulsorily ask each group to prepare questions or comments during learning. The teacher hopes that this way students can train and improve their critical thinking skills. The theory that supports this statement was launched by Elaine B. Johnson (Septikasari, 2018) critical thinking is a structured and purposeful process used in mental activities such as solving problems, making decisions, persuading, evaluating assumptions, and conducting scientific research. Critical thinking involves the ability to structure arguments in an orderly way. This involves the ability to systematically assess the value of individual views and the views of others. Everyone cannot get good learning without thinking well. Critical thinking skills are very important for achieving success in careers and higher education.

Taken from the teacher's words during the interview, that each student certainly has a different level of creativity. This is also dealt with by the teacher by dividing the group to let students collaborate on

creativity in the group. However, basically the teacher considers that creativity is relative. Every project given to students, some are done optimally, some are done only casually. Therefore, the teacher evaluates students based on what the teacher sees from the differences in each student's project results. Yeni Rachmawati and Euis Kurniati (Septikasari, 2018) state creative process will only happen if raised through problems that spur on five kinds of creative behavior, one of which is flexibility, namely the ability to generate a variety of useful ideas solving a problem out of category usual.

#### **b. Teacher's Reflection on Creativity Skill**

Teacher reflection on students' creativity skill is by giving students project assignments with freedom in completing them as long as their projects can still fulfill the material or topics they discuss in class. This freedom is expected to make students feel free to be creative according to their abilities. This statement supported by Torrance & Safter (1999), any creative people be unsuccessful to solve problems or create creative products for the reason that they be unable to find sight of what is essential. Little awareness has been paid to measurement of the capability to emphasize on the real meaning (Kasmaienezhadford et al., 2015). Through the Project-Based Learning approach, teachers choose to let students be as creative as they like according to the given learning theme or topic. Therefore, there is no limit to the creation of projects so that they can create them according to their wishes or thoughts.

In addition, to helping teachers understand their classrooms, teacher reflection can also provide an overview of what teachers can do to help students improve their creativity skills. The hope is that when students learn through the Project-Based Learning approach, teachers feel their choice is right when their students are able to achieve or improve their creativity skills because they can freely create projects with the results of their own thinking. The theme or topic provided by the teacher must be used by the students to the best of their ability in creating the project. Providing a variety of themes, but still within the framework of one theme, will produce more varied projects. It is hoped that this will allow students to hone their creative skills. This paragraph is connect with the statement from O' Brien & Shennan (2010) The capacity to think strategically is the skill that takes time and practice to increase and individuals who possess the capacity to think in creative way are those wanted to solve complex problems (Kasmaienezhadford et al., 2015).

Not all students are able to be creative in their projects. Teachers anticipate this by forming groups in project work. This group project work is intended so that students can contribute and complement each other by contributing their aspirations in the project. The theory that has the same concept as this opinion is from Sawyer (2006) clarified the characteristics of grouping creativity as invention, group trying and appearance or emergence. Generally creativity occurs in encounter time and accidentally, in such a way that all members in one group have

contribution and interaction dynamically in presenting the result. The innovation and creativity in groups can make collaborative plans in other world individuals are able to organize and integrate various ideas for one product in their groups (Kasmaienezhadfar et al., 2015).

One way to increase students' creativity is by providing more and new challenges for them to solve. In Project-Based Learning, teachers can provide more advanced projects to encourage students to think more creatively. Of course, the teacher still has to play a role here as a helper and facilitator in references and ideas for students who do not really understand or find difficulties. This is relevant to the view that Permitting pupils to discover and experiment new knowledge in a secure and challenging situation can help educators and investigators to develop their understanding about strategies of improving students' creativity.

According to the participant, Project-Based Learning is the right method to increase students' creativity. The reason is that students can explore freely but directed. When teachers find shortcomings of this method, teachers prefer to fix and solve existing problems rather than having to replace with other methods if it is for 4C's. Teachers argue that changing methods is not an easy thing to do. This argument agrees with the theory that certain advantages of PjBL have been described in earlier research. PjBL encourages 21<sup>st</sup> century skills first. Engaging students in meaningful activities that foster authentic language use,



facilitate material learning, and foster creativity all contribute to increased student engagement (Assyahbana, 2019; Izzah & Diana, 2021; Muttahidah et al., 2023).

### **c. Teacher's Reflection on Communication Skill**

One of the ways teachers reflect on students to make students proficient in communicating through Project-Based Learning is that teachers ask students to speak in front of the class to present the results of their projects. This method is also done to train students' confidence in communicating with English. So, when they experience difficulties or mistakes the teacher can help solve them immediately, for example correcting pronunciation, helping vocabulary words, or providing relief to students to communicate with mixed languages. The theory that is in line with this opinion is stated by Larmer et al. (2015) the principle of product issuance, namely the results of the project. PjBL provides space for students to freely present their projects in order to provide appreciation and motivation for students (Hamidah et al., 2020).

Every process of implementing learning methods, of course, teachers will experience errors. Errors and shortcomings found during the application of Project-Based Learning do not rule out the possibility for teachers to replace it with another method. However, teachers prefer to face and improve it. According to teachers, Project-Based Learning is a relevant method to improve communication skills in students. Dewi

et al. (2019) underlined the same thought that Project-Based Learning enhances students' language proficiency, particularly in speaking. Students' speaking abilities are effectively developed using PjBL (Karyawati & Ashadi, 2018; Sirisrimangkorn, 2018; Muttahidah et al., 2023).

### **3. The teacher's Challenges in Implementing Project-Based Learning to Enhance Students' Creativity and Communication**

#### **a. Students in PjBL Classroom**

The success and achievements found by teachers in the implementation of Project-Based Learning certainly cannot be separated from the supporting factors in the classroom. Students are able to provide diverse project results based on their respective creativity. In addition, although sometimes they cannot communicate their projects well, the maximum student project results can already show that they understand the assigned tasks. This thought is in line with Barak (2012) who argues that PjBL benefits students' autonomy, especially when they actively participate in project learning (e.g., topic selection). As you work on the project, it develops. Additionally, PjBL is supposed to support students' conceptual knowledge and encourage self-regulated learning within a methodical process of recording and reflecting on learning (Sirisrimangkorn, 2018; Muttahidah et al., 2023).

**b. Students' Challenges in Creativity Skill**

The lack of creativity in students requires teachers to help them in working on their projects, especially when they encounter difficulties. Teacher can help provide ideas or ideas that can open up students' thinking even more. Teacher can conduct discussions or open questions and provide suggestions regarding student projects. This statement is in line with the theory from Kasmaienezhadfar et al., (2015) which underlined Teachers must attempt to consider divergent thinking as an option to grow creative thought among students. Teachers can give opportunities to students for making more questions, they can evoke students to examine more ideas for getting more new experiences.

**c. Students' Challenges in Communication Skill**

The challenges in this skill are students feel afraid to present their project in front of the class. This is because the lack of vocabulary and their pronunciation is bad. In improving students' communication skills, teachers also provide treatment in the form of tips so that students are able to communicate better orally in English. Teachers familiarize students with English expressions in class so that they are more familiar with the language. Teachers invite students to use more English during learning. Apart from that, teachers also make variations in communication styles such as through music, writing, and discussions in class. This argument is in line with the statement that contains the components of communication consist of speaking, writing, and

nonverbally in a variety of contexts and forms; listening skillfully to understand meaning (knowledge, values, attitudes, and intentions); using communication for a range of goals (e.g., to inform, instruct, motivate, and persuade); utilizing a variety of media and technology, and understanding and evaluating how they impact; and speaking, writing, and nonverbally in a variety of contexts (Brata, DPN et al., 2023).

The challenges faced by teachers can be seen directly and also through reflections that teachers have done in class. The teacher reflects on the students at the end of the lesson at each meeting. The reflection is done in the form of discussion, especially to discuss and know about the achievements that students managed to get at that time. In addition, the teacher can also find out how the progress of students' development especially in their projects on Project-Based Learning. This part has the same direction as the theory from Larmer et al. (2015) on "The Gold Standard of PjBL" section 7 on Educate & Mentor which reads that a Project-Based Learning teacher may regard each student as an individual and value their preferences by getting to know them as the project progresses.

The challenges and problems faced by teachers and students can be used as evaluation material for future learning. This is where we can see that reflection carried out by teachers really helps in making

teaching better in the future because teachers can see the shortcomings that must be corrected in future lessons. Teacher reflection is carried out in a way that teachers must collect information (data) regularly related to actions in their class, and after that evaluate whether there are differences between their views and the practices carried out (Mahnaz & Ramin, 2019). This is also because there are some problems that cannot be solved during the lesson, so the teacher will repeat it at the next meeting. In addition, the skills in the 4C's must also get treatment in the form of continuous practice so that they can improve for the better. Reflection is an educator's attempt to examine how they have implemented theory in the classroom in order to make future education better. Pawan & Fang (2014) argued the same with this paragraph that reflective teaching is a term used to describe this kind of instruction. The goal of efforts to close the long-standing gap between teaching theory and practice is now to focus on reflective teaching.

#### **d. Teacher's View on Students' Challenges**

The successes found in the classroom certainly also have weaknesses or problems faced by teachers and students. In the implementation of 4C's through Project-Based Learning, not all skills can be achieved by students. There are still many students who are not capable of thinking critically or even just arguing in class. This problem is also based on the poor communication skills that students have. They feel afraid and

lack confidence when they have to speak out in class, especially using English. Students feel pessimistic or shy when they are unable to speak English fluently. This is certainly a challenge for every teacher because the class becomes less attractive, especially for discussion. This challenge is in line with the theory from Ahmad (2011), it is impossible to master a language without also mastering its vocabulary, the influence of the teacher element in schooling was also noteworthy. The teaching strategies, tactics, and approaches employed by teachers have an impact on how well students learn in the classroom. Sundari (2018) stated, the difficulty of pronouncing a new sound system, picking up new vocabulary, and using foreign words in phrases were some of these limitations brought about by the differences between the Indonesian and English language systems (Winamo, 2023).

The purpose of teacher's reflection is to find out the strengths and weaknesses of their classroom learning. Thus, teachers can minimize their shortcomings and increase the advantages of classroom learning. Both can be used as evaluation materials or reflections to develop the next learning plan. The theory that support this statement is teacher reflection is carried out in a way that teachers must collect information (data) regularly related to actions in their class, and after that evaluate whether there are differences between their views and the practices carried out (Mahnaz & Ramin, 2019).