

CHAPTER I

INTRODUCTION

1.1 Background of the Study

World Economic Forum (2015) has reported that there are 16 skills that are necessitated for education in the 21st century. The skills are categorized in three panels: Foundation Literacy (Literacy, Numeracy, Scientific Literacy, ICT Literacy, Financial Literacy, and Cultural & Civic Literacy), Competences (Critical thinking/Problem-solving, creativity, communication, and collaboration), and Character Qualities (Curiosity, Initiative, Persistence/Grit, Adaptability, Leadership, and Social & Cultural Awareness). Thus, 21st century education demands ways of learning which engage students to be active, creative, and innovative. They are supposed to do so since education in this era should encourage students to be creative problem solvers. Partnership for 21st Century Skills (2009) has constructed the Framework for 21st century learning, which specifies that in the implementation of 21st century skills, the evolution of core academic subject knowledge is mandatory. In the core knowledge instruction context, students must learn critical thinking, problem solving, communication and collaboration skills for living in the 21st century era. These skills must be built on a basis of core academic subject knowledge (Partnership for 21st Century, 2009, p.1). Hence, the education sector is doubly tasked in increasing core subject comprehension and enhancing 21st century skills. In order to provide a corresponding strategy to develop abilities that are required in 21st century, educational standards are constructed to meet 21st century skills; integrate the understanding of core subjects and 21st century multidisciplinary themes; in-depth understanding; and involve students in real world problem tools, & skills (Partnership for 21st Century, 2009, p. 7). Accordingly, a different approach to education is an answer to preparing citizens in modern society (Malik, 2018).

From the perspective of Indonesia's education context, based on the Regulation of the Ministry of Education and Culture Number 22 year 2016, project-based learning is one of the learning models that is aligned with the 2013 curriculum (national curriculum) and accommodates problem-solving competency. Project-based learning can encourage students' capability to produce the contextual product. Pearlman (2006) stated that students are supposed to be equipped with a working environment that involves group work, team teaching, presentation, and planning in order to create an efficient learning environment in the classroom to engage students in creating and testing things they have made under the teacher's guidance. Such an environment will generate students as autonomous learners as they build personal and meaningful learning (Grant, 2002). Therefore, teachers are expected to facilitate their students' learning environment where students could explore new skills, experience, and knowledge in relation to fulfilling the expectations of 21st-century skills (Broz, 1999, p. 161 as cited in Devkota, Giri, and Bagale, 2017). Project based learning can be one of the prominent ways of learning which is considered as the one which might provide such learners' learning engagements. Project-based learning is a student-centred learning approach in planning and implementing projects in real-world problems (Devkota, et al., 2017). By providing students learning opportunities in real-life issues and involving them in projects where students collaborate together, capable and creative workforce can be prepared (Devkota et al., 2017, p. 48). Project-based learning is able to make students learn in 21st century context (Partnership for 21st Century, 2009, p. 9). Pacific Policy Research Center (2010) identified several considerations why PjBL can be one of the best learning approaches for enhancing 21st-century skills, which integrates the characteristics of: focus on real-life situations, supports inquiry-based learning experiences, support opportunities for collaborative projects approaches to learning, and focus on teaching students how to learn (p.12). A research entitled "The Effect of Project-Based Learning to Improve the 21st Century Skills among Emirati Secondary Students" has been conducted by Bani-Hamad & Abdullah (2019), to determine whether or not the

implementation of PjBL improves 4Cs (Collaboration, Communication, Creative Thinking, and Critical Thinking) of 21st century skills. The result showed that after implementing PjBL, students' 4Cs skills have improved significantly. From those statements, it leads to a conclusion that project-based learning can be a suitable approach to develop students' 21st-century skills. Through PjBL, students focus on real-life situations which carry out 21st century issues, the learning approach also sustains inquiry-based and collaborative learning experiences. Foremost, PjBL significantly improves students' 4Cs skills. The teachers can prepare their students to meet future job market demand by implementing those characteristics of PjBl in the classroom.

Partnership for 21st Century (2009) mentioned 9 core academic subjects and 5 21st century themes to be mastered in today's world. English is indicated as one of the 9 core academic subjects. English has become a global language and essential for economy and communication. The ability to communicate in English can improve both social life and better job opportunities. In order to survive the current era where globalization and ICT influence humans' lives, to remain relevant with workforce demand, learning English is required. Dupuy (2011) created justifications on multiliteracy enhances one's 21st skills: multiliteracy expands not only to make learners create and interpret texts, but also makes learners to be critical in the connection between texts, discourse convention, and social & cultural contexts. These abilities are preparing learners to be a part of distinct discourse communities and encourage the critical engagement they need to develop their futures. Suherdi (2012) also stated that having high standard use of English language is demanded in 21st century learning, since many skills are required to have so. Accordingly, to keep relevant in the information technology society, English teachers need to provide a new teaching approach; involving learners in real-life issue tasks and problem solving activities they eventually entail in the future (Warschauer, 2001 as cited in Parra, 2013). Warschauer (2001) as cited in Parra (2013) has signified that by having a

project-based task which covers collaboration and communication, negotiation, goal-setting can achieve such engagement. A study was conducted by Poonpon (2011) on students' perceptions of enhancing English skills through project-based learning, it is found that students agreed that PjBL helps them to be more aware with their English ability and enhance English in real life context (Poonpon, 2011). Therefore, PjBL needs to be employed in English teaching and teaching activities.

Various studies have been conducted by researchers or scholars on implementing the PjBL method in the classrooms. Boaler (1999) as cited in Thomas (2000) found that students equipped with the PjBL method are able to excel in solving applied and conceptual problems (p. 16). Thomas (2000) also found similar findings that in a PjBL learning environment, student's motivation is at a higher level in solving real-world project compared to traditional learning method. However, a learning environment with the PjBL method comes with challenges based on every region's conditions in different countries. Devkota, et. al. (2017) studied the development of 21st-century skills through PjBL in the EFL context. The research found that the implementation of PjBL in the classroom in the Nepalese context faced a fundamental challenge, which is the curriculum has been based on the textbook system. This system resulted in many problems for the teachers and students. From its participants, Devkota, et. al. (2017) concluded that implementation of the PjBL method is not just about the teacher's role as facilitator and encouraging their students to create projects that they are passionate about, but the implementation itself must consider the resources and availability of manpower. In the Nepalese context, teachers, specifically in rural areas, have a problem looking for relevant information to facilitate their students. Thus, there are only a few teachers that can create such learning experiences to implement the PjBL method. Manpower and resource problems can be found in Indonesia, as Kurnely (2018) compared how two schools with different curriculum and teachers implement the PjBL method in English class. The research observed the implementation of PjBL in the English

reading classroom at SMP Madania Bogor and SMPN 2 Gunung Sindur. This observation found that PjBL implementation in the classroom cannot be separated from syllabus and curriculum. Thus, it strengthens Devkota's findings of the challenges of implementing PjBL in Nepalese classrooms. Kurnely (2018) also found that PjBL can be implemented in both school's curriculum.

However, project-based learning is challenged by recent data showing some deficiencies. PjBL takes considerable time for solving complex problems, teachers tend to get comfortable of using traditional teaching method (especially for those who are incompetent with technology), students cannot comprehend the whole topic when it is group work with different topics per group, and students lack of critical thinking skill. (Grant, 2002; Scott, 1994; Kurzel & Rath, 2007; Puspita & Lubis, 2019). Kurnely (2018) also found one of the schools, SMPN 2 Gunung Sindur, has some challenges in the PjBL implementation. The project was done at home, raising some concerns about the originality of each student's idea for the project. The teachers also did not prepare well in designing the project and did not use the steps in implementing PjBL in the project.

From statements above, it can be assumed that project-based learning is suggested in 21st century learning. However, project-based learning is uneasy to be implemented in the classroom due to the difficulty of time, facilitates, as well as inadequate human resources. In spite of those difficulties, the characteristics of PjBL remain to foster 21st century skills through the learning process. And also the existing previous studies only focus on the opportunities and challenges of PjBL learning outcomes. Regardless of previous studies, investigating PjBL characteristics in the English classroom remained unexplored. From the gap of previous studies and belief that characteristic project-based learning might be able to improve 21st century skills, the researcher is intended to develop a research on investigating the PjBL characteristics in English learning. From the statement, the researcher

frames the research title “Project-Based Learning Characteristics in the English Teaching and Learning: A Case Study at SMA Negeri 08 Jakarta”. The researcher is intended to conduct a research in SMA Negeri 08 Jakarta, as one of the favorite schools in Indonesia, because of the students’ acceptances in public universities and overseas universities reached 99,5% in 2021. Thus, project-based learning might have been implemented in SMA Negeri 08 Jakarta.

1.2 Research Question

1. What are project-based learning characteristics and indicators relevant to be developed in English language teaching and learning for Senior High School?
2. What characteristics and indicators of project-based learning have been integrated or infused in the English teaching and learning at SMA Negeri 08 Jakarta?

1.3 Research Purpose

In order to formulate the problems above, this study aims at:

1. To identify and elaborate the pertinent characteristics and indicators of project-based learning to be accommodated in English language teaching and learning for Senior High School.
2. To analyze and describe the empirical data on the integration of project-based learning characteristics and indicators integrated in the English language teaching and learning in the case being studied.

1.4 Scope of the Study

This study is focused on pertinent literature and references on project-based learning as well as the curriculum documents for English learning for Senior High School in Indonesia. Apart from those, this study also focuses on the English teaching and learning processes at a Senior High School in Jakarta.

1.5 Significance of the Study

a. Theoretically

- This research provides identification and elaboration of the relevant Project-Based Learning characteristics that might be useful for English teachers who are required to address and accommodate them in their English Teaching enterprises.
- The identification and elaboration of the relevant Project-Based Learning characteristics might also be useful for other researchers on English Language teaching who want to concern on the Project-Based Learning topic in their further researches.

b. Practically

- This study helps clarity for the researcher (as the candidate of a novice English teacher) in understanding the relevant Project-Based Learning characteristics which are supposed to be developed in the 21st century education, including in the English teaching and learning.
- This research also encourages better practices of English Teaching and Learning especially in accommodating competences required in the 21st century education. When project-based learning is required to be implemented in the 21st learning, the teachers can carry it out easily.