

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

Changes of the economic environment in the 21<sup>st</sup> century are occurred since the technology and information are growing rapidly. The changes force the new demands of working condition. Boss & Krauss (2007) states that skill to work in a team, access and analyze information, and solving problem creatively are the required skills in bussiness world. Thus, highly skilled workforce is needed for 21<sup>st</sup> century work. Those demands have a big impact on the education environment which must set up the needs of individual's skills and competences for the future work. According to a report by World Economic Forum entitled *New Vision for Education: Fostering Social and Emotional Learning through Technology* (2016), there are 16 fundamental proficiencies for education in 21<sup>st</sup> century. The skills encompass three main skills: Foundational Literacy, include 6 kinds of literacy (Literacy, Numeracy, Scientific Literacy, ICT Literacy, Financial Literacy, Cultural and Civic Literacy); Competencies, include 4 kinds of competencies (Critical thinking/problem-solving, creativity, communication, collaboration); and 4 Character Qualities (Curiosity, Initiative, Persistence/grit, Adaptability, Leadership, Social and Cultural awareness). Those required skills to navigate the new ways of working, living, learning, and thinking which need to be developed by individuals in 21<sup>st</sup> century are called as 21<sup>st</sup> century skills (Griffin et al, 2012). The 21<sup>st</sup> century skills are important to be applied in teaching and

learning activity in formal education. “A focus on creativity, critical thinking, communication, and collaboration is essential to prepare students for the future” (Partnership for 21st Century Skills, 2009, p.3). Moreover, Kivunja (2015) examined the new learning paradigm that integrating Career and life skills domain is required to prepare students to be future workers in the 21<sup>st</sup> digital economy. The 5 components of Career and Life Skills according to Partnership for 21<sup>st</sup> Century Skills (2009) are: Flexibility and Adaptability skills, Initiative and Self-Direction skills, Social and Cross-Cultural Skills, Productivity and Accountability skill, and Leadership and Responsibility skills. Those skills are the foundation for students to be able to survive in work life and develop the career. Thus, it is necessary to be integrated in every level of education, starting from early childhood education, kindergarten students, elementary school, junior high school, senior high school, and higher education students as well. Ways of learning in the 21<sup>st</sup> century education are required to engage students to be active, creative, and innovative as to set up learners to be creative problem solvers. In this case, a school along with the regulation of country have the essential role to execute the 21<sup>st</sup> century learning in order to construct learning process with active students engagement to generate competent students in the future.

In Indonesia, the current educational system implements the 2013 Curriculum as the national curriculum which is based on 21<sup>st</sup> century skills. Regulation of the Ministry of Education and Culture Number 22 year 2016 suggests Project-Based Learning as the learning approach which integrates problem solving competency. The student competency is encouraged to

produce the contextual works. Partnership for 21<sup>st</sup> Century Skills (2009) mentions project-based work as a model that enable students to learn in real world context which is formed the 21<sup>st</sup> century learning environment. When the students face the real world problem in their learning activity, the questions will arise to lead them to acquire the substance of learn. Trilling & Fadel (2009) states that question and problem are the vigorous device for 21<sup>st</sup> century education. According to Pacific Policy Research Center (2010), Project-Based Learning is one of three best practices for implementing the 21<sup>st</sup> century skills. It states that Project-Based Learning meets 4 standard points of best practices for implementing 21<sup>st</sup> century skills: a) focus on real-world problems and processes, b) support inquiry-based learning experiences, c) support opportunities for collaborative project approaches to learning, d) and focus on teaching students how to learn (Pacific Policy Research Center, 2010). By considering those characteristics of Projec-Based Learning, the educators are able to set up their students to be creative and innovative skill in facing the future work for their career.

Facing the 21<sup>st</sup> century era, Framework for 21<sup>st</sup> Century Learning reveals 9 core academic subjects which necessary for students to master it. English is the one of the core subjects that mentioned at the first (Partnership for 21<sup>st</sup> Century Skills, 2009). The use of English, as the global language, is required to get high standard. However, in Indonesia education, English is not compulsory subject for some level of education since English has been taught as foreign language. The Indonesia government issued a regulation which stated that English is optional subject for elementary school and become a compulsory subject

starting from junior high school. The regulation forces the English language educators to strive in setting up the learning system so that the Indonesian students are able to master English in higher level. A research stated that a lot of educated intellectuals in Indonesia are weak in presenting using English language or accessing academic articles that written in English (Lauder, 2008). Therefore, learning English is particularly challenging especially for junior high school students since most of them are still unfamiliar with the English language. In this case, the characteristics of Project-Based Learning as the learning method that integrates the 21<sup>st</sup> century skills is expected to be instructional system that is able to regulate the English teaching and learning effectively especially at junior high school level.

A research by Kurnely (2018) investigated the application of Project-Based Learning in English reading classroom at two junior high schools in Bogor which found that the Project-Based Learning method meets compatibility with the English syllabus and lesson plan of the schools that used the 2013 curriculum. Moreover, Lam (2011) has discussed that Project-Based Learning (PjBL) method has several advantages for being implemented in second and foreign language settings. With a PjBL project to work on, students can build up motivation and autonomy, expanding intellectual development and improving a lot of skills and knowledge needed for their life (Lam, 2011, p.145). In order to run the Project-Based Learning method in the classroom successfully, it needs an essential tool to obtain the benefits of this method. The use of ICT (Information and Communication Technology) is a key element to implement Project-Based Learning method in the classroom which can

support in creating, managing, and presenting the content of a project through its platform (Chikurteva & Chikurtev, 2020). Furthermore, research by Maulany (2013) shows that the students were given Project-Based Learning treatment in speaking skill indicates an improvement in student's speaking aspects, comprehension, and vocabulary.

However, there are some lacks of related researches need to be considered. In implementing Project-Based Learning method, the task was collected overtime since the students just rely on their friends (Kurnely, 2018). Project is considered as the learning activity that waste most of time since this method contradicts with the student habits in memorizing the material (Kavlu, 2017). Moreover, Puspita and Lubis (2019) conducted a research in exploring the 21<sup>st</sup> century skills in students' attitude towards Project-Based Learning to higher education students, revealed that the students' ability in dealing with problems is weak and the critical thinking skill is the one of 21<sup>st</sup> century skills that most difficult to have.

In this era, Project-Based Learning method is highly promoted to be employed, in this context in the English teaching and learning. Meanwhile, not all the schools and teachers in Indonesia are able to employ the Project-Based Learning successfully or even do not employ at all as the learning method because they meet the obstacles of time, facilities, job demands, and many more. Besides, theoretically, the characteristics of Project-Based Learning itself is relevant with the 21<sup>st</sup> century learning which learner can improve the skills and competencies through the learning process.

Since the 21<sup>st</sup> century skills should be integrated in the school life, the additional research is necessary to be conducted to obtain the empirical data focuses on the integration of Project-Based Learning characteristic particularly in the English teaching and learning at junior high school.

## **1.2 Research Questions**

1. What Project-Based Learning characteristics and indicators are relevant to be developed in English Language Teaching and Learning for junior high school?
2. Which characteristics and indicators of Project-Based Learning have been integrated in the English Learning at *SMPN 198 Jakarta*?

## **1.3 Purpose of the Study**

1. To identify and elaborate the pertinent characteristics and indicators of Project-Based Learning to be accommodated in English Language Teaching and Learning.
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 focused on pertinent literature and references on Project-Based Learning as well as the curriculum documents for English learning for high schools in Indonesia. Apart of those, this research also focused on the English teaching and learning processes at a junior high school in Jakarta.

## 1.5 Significance of the Study

The result of the study will signify to:

### a. Theoretical Contribution

- This research provides identification and elaboration of the relevant indicators of 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. Practical Contribution

- This research promotes 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 21<sup>st</sup> 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 21<sup>st</sup> century education.