

Chapter One

Introduction

In this chapter, the researcher explains the general topic of this research. Then the researcher also explores about the statement of the problem, the delimitation of the study, and the research questions. Moreover, the objectives of the study and the significance of the study also explained clearly in this chapter.

Background of the Study

In the 21st-century era, students are required to master 21st-century skills. The appearance of 21st-century skills becomes one of the ways to face the future changing. Wongdaeng (2018) mentioned that students in this era must be aware of the future changing and equip themselves with skills required for more challenging life in the future. Joynes, Rossignol, and Kuofi (2019) define 21st-century as skills that necessary to be master to compete in the 21st-century this skills means enable students to be ready with their future life.

Hence, to reach students' success in developing their 21st-century skills, the implementation of the PjBL model becomes the way to develop students' 21st-century skills. PjBL also becomes the way to follow the modern instructional teaching and learning approach. As found by Bell (2010), PjBL is a strategy for creating independent thinkers and learners because the outcomes of PjBL is greater understanding of a topic, deeper learning, high-level reading, and increase motivation to learn.

Subsequently, to face the future work-life, students need to master-four skills in the 21st century. Rochmawati, Wianto, and Ridlo (2019) argued that the skills competencies that include in the 21st-century skills are critical thinking, creativity, collaboration, and communication skills or commonly referred to as 4Cs' skills. PjBL becomes a suitable learning model that can develop students' 21st-century skills (4Cs'). Bell (2010) added that PjBL is a strategy that creates students' independence on thinking and learning. PjBL creates students to work with others or it is called as collaborative working. Bender (2012) argued that PjBL instructs strategies such as brainstorming, timeline planning, and metacognitive strategies, which are supported in developing critical thinking. PjBL also gives an instruction to collaborate and solve the problem, it means besides critical thinking and collaboration skills, PjBL instruction also needs communication and creativity skills. In this case, by the implementation of PjBL students are expected to develop their 21st-century skills.

As it is seen, in the 21st-century students need to learn something that is line with their work-life skills. PjBL becomes one of the learning models that involve students to work in real-life situations, focuses on students' activities in designing, planning, and implementing also constructing knowledge from their own (Devkota, Giri, & Bagale, 2017). PjBL becomes a good way to make students ready for faced their future life. As found by Larmer, Mergendoller, and Boss (2015), PjBL creates student to be readiness to face future careers and citizenship. It also improves students' deep critical thinking and knowledge.

As a person who is being part of English language education department in a private university in Yogyakarta, the researcher found out that some of lecturers are implemented PjBL for their teaching and learning process. Other than that, Based on some interview section with the other students in that departement the researcher also found that 21st-century skills also developed in this departement since the lecturer sometimes talking about worklife skills. Thereafter, based on the background the researcher is interested to know students perception about their experience regarding with the implementation of PjBL to develop students' 21st-century skills on English language education departement. Finally, the researcher conducted a research with the title, "The Implementation of PjBL to Develop Students' 21st-Century Skills"

Identification of the Problems

In spite of proposing some common teaching models in the classroom, the implementation of PjBL for the students may offer some problems. Students do not really understand with the implementation of PjBL. Other than that, Students might need another learning model to develop their 21st-century skills rather than only PjBL model.

Delimitation of the Study

This research only focuses on exploring the implementation of PjBL to develop students' 21st-century skills based on one private university, specifically in its English language education department students' perception. Afterward, the researcher also tries to find out how the PjBL develop students 21st-century skills. There are a lot of skills in 21st-century skills. However, the researcher only

focuses on learning and innovation skills or creativity, critical thinking, communication, and collaboration skills (4Cs') because those skills are often applied in this department.

Research Questions

According to the background and the problem of the study, the researcher formulates the research questions which are presented below:

1. What are the students' perception about the implementation of PjBL in ELED?
2. Based on students' perceptions, how are the implementation of project-based learning developing students' 21st-century skills?

Objectives of the Study

Based on the research question, the aim of this research are:

1. To find the students perception about the implementation of project based learning in ELED
2. To explore how the implementation of project based-learning develop students' 21st-century skills in ELED.

Significance of the Study

This research is expected to give a valuable contribution to the teachers and future researchers. The explanation is presented below:

For the teacher. This research is done to explore ELED students' perceptions about the implementation of PjBL to develop students' 21st-century skills. This research might be useful for the teacher because by reading this research, the teacher can understand the students perception about PjBL implementation in the class. Later on, the teacher can added more interesting activities in the PjBL class to support students in developing their 21st-century skills.

For the future researchers. This research provides more information for future researchers who want to conduct research using the same topic which is about PjBL and 21st-century skills. The topic discussed in this study is the implementation of PjBL and development of 21st-century skills Moreover, the future researcher also could be able to find valuable information about that topic specifically. Thus, this research can be reference for the future researchers.

Organization of the Chapter

There are three chapters in this study. In chapter one, the researcher introduces the topic of this research. The researcher also explains the topic of this research in general on the background of the study. In the following parts, there are statements of the problems and delimitations of the problems. Moreover, the researcher also puts the research questions, objectives of this study, the significance of the study, and the last is the outline of the study in this chapter.

In chapter two, the researcher explores the literature review. This chapter is also divided in some parts. The first part of this chapter explains PjBL and the implementation of PjBL. The second part of this chapter explains 21st-century skills and the development of 21st-century skills. The third part of this chapter explains the review of the previous study also the conceptual framework.

In chapter three, the researcher explains the methodology of this research. This chapter consists of a research design used in this research, the research setting and the research participants. The researcher also presents the data collection methods, the data analysis, and trustworthiness.

In chapter four, the researcher explores the finding and discussion of this research. This chapter includes the findings that answered the research question number one and two. The research questions is about how the implementation of PjBL in ELED and How PjBL develop students' 21st-century skills.

In chapter five, the researcher shows the conclusion and recommendation of this research. The conclusion explains the whole chapter of this research in general. Hence the researcher also give beneficial recommendations for all the people that involved in this research.