CHAPTER I

INTRODUCTION

A. Background of the Study

It is necessary to innovate in various educational methods and models. Therefore, teachers must enhance students' skills in critical thinking, creativity, communication, and collaboration. In this case, it is necessary to develop a learning model that can accommodate these 4Cs abilities, pedagogical literacy-based (Scientia et al., 2022). Education in the 21st century places more emphasis on acquiring the skills necessary to learn and on continuous learning that meets the needs of students. Education must also lead to the development of generations of people who will gain knowledge and expand their chances of getting 4Cs (Trilling & Fadel, 2009).

However, Problem-based learning takes the focus of the instructor in the classroom and empowers students in the learning process by using course concepts to solve the problems presented to them. A well-crafted problem like the one used in Problem-based learning (PBL) pedagogy can provide students with the opportunity to write to a variety of audiences using new modes of communication. PBL motivates students to learn collaboratively by finding solutions to real-world problems and in the process encourages cognitive development and critical thinking. With these PBL characteristics in mind, teachers developed problems that require students to cope with changing writing situations (Kumar & Refaei, 2017).

PBL pedagogy can serve as a useful context to help students develop critical thinking relevant to write. Kamin et

al (2001), offered PBL as an ideal approach to training critical thinking, because in PBL "Ideas are open to research by groups, which encourage an inquiry-based attitude that recognizes problems and judges logically. Discovery and problem solving activities are phases to solve problems that exist in real life. This PBL activity phase model can be accommodate the abilities of 21st century students. Based on the explanations above, the researcher considers the importance to analyze students' 4Cs skills in students.

There are several research regarding the 4Cs in a pedagogical approach to problem-based learning in EFL classrooms. Haniah & Setyaningsih (2021) conducted research on the implementation of learning in 4Cs learning and students' perceptions of it. The results of this study indicate that by presenting students' perspectives on the implementation of online PBL in 4Cs teaching, teachers and students were be able to explore how to improve the teaching and learning process. The results of another study shown by Scientia et al (2022) who conducted a study on the analysis of students' 4Cs skills based on the Multiliteracy Pedagogy model applied by the teacher in the classroom. The results of this study indicate that teachers did not fully understand the multiliteracy pedagogical model.

In this case, the teacher plays an important role in introducing students to how students can practice 4Cs in a pedagogy to problem-based learning in EFL classrooms. However, the study related to 4Cs in a pedagogy to problem-based learning in EFL classrooms is still limited. Therefore, the study aims at investigating students' perception of the integration of 4Cs in problem-based learning pedagogy in an

EFL classroom setting from the perspective of high school students.

B. Limitation of the Study

In this research, the researcher focuses on the integration of 4Cs in problem-based learning pedagogy in EFL classroom setting from the perspectives of high school students

C. Research Question

According to the background of the study, the research question is as follows:

What are the students' voices on the integration of 4Cs in problem-based learning pedagogy in EFL classroom high school?

D. Purpose of the Study

Based on the research question that is written above, the purpose of the study is:

To explore the students' perceptions of the integration 4Cs in problem-based learning pedagogy in an EFL classroom

E. Significance of the Study

Several benefits are expected from this research :

1. For teachers, it is hoped that this research can provide additional knowledge and skills on how to teach integration 4Cs in problem pedagogic-based learning pedagogy in the EFL classroom

2. For students, the results of this study can help students in learning 4Cs problem-based learning because 4Cs

learning skills must be mastered by students in every learning process they do.

3. For other researchers, the result of this study can be a reference for conducting other research related to this study.

F. Definition of the Key Terms

1. 4Cs

    4Cs are skill of critical thinking, communication, collaboration, and creativity that students need to have in preparing themselves to face a future that will be full of dynamics (Kumaro & Barliana, 2022)

2. Problem-based learning

    Problem-based learning is a method that introduces students to a case that is related to the material discussed. Students will then be asked to find a solution to solve the case/problem (Steinemann, 2003).

3. Students' Voices

    Student voice refers to a person's or a group's views and activities within the context of learning and education. Student voice has two meanings in education. It describes the ways in which individuals and groups of students at a school express their values, ideas, beliefs, and points of view as well as the instructional methods and strategies that are based on the preferences, interests, passions, and aspirations of the students. (Artini & Padmadewi, 2018).