

**The Implementation of Project-Based Language Learning (PBL) and Students'  
4Cs Skills in an EFL Classroom**

**(A Thesis)**

Submitted in partial fulfillment of the requirements for the  
Master's Degree in English Language Education



by  
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**MASTER'S PROGRAM IN ENGLISH LANGUAGE EDUCATION  
FACULTY OF LANGUAGE AND LITERATURE EDUCATION  
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# **THE IMPLEMENTATION OF PROJECT-BASED LANGUAGE LEARNING (PBL) AND STUDENTS' 4CS SKILLS IN AN EFL CLASSROOM**

Oleh  
Nabila Saniya Abkary

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan Seni

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**APPROVAL PAGE**

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4Cs Skills in an EFL Classroom**

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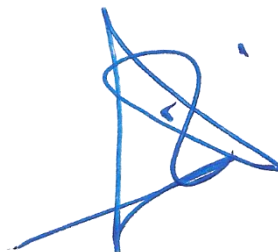
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## **DECLARATION**

I certify that this thesis entitled “The Implementation of Project-Based Language Learning (PBL) and Students' 4Cs Skills in an EFL Classroom” and its contents are my original work. I do not plagiarize or quote in ways that are not in accordance with the ethics of writing that apply in the scientific community. For this statement, I am ready to bear the risk of sanction if, in the future, it is found that there is a violation of scientific ethics or there are claims from other parties against the authenticity of my work.

Bandung, January 2022

Nabila Saniya Abkary

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## ABSTRACT

As the spearhead of education in the 21st century, one of English teachers' roles is to integrate language and soft skills called 4Cs (communication, collaboration, creativity, and critical thinking-4Cs). This integration needs to be considered, studied, and developed by teachers in learning activities to help the students succeed in different spheres of life. Therefore, it is suggested that EFL teachers need to prepare, experiment, and take risks for students to innovate. In response to this issue, this research was conducted on Project-Based Language Learning (PBL) as a teaching method that requires the use of life skills to engage students in solving real-world problems. The present research thus aims to: (1) describe the process of implementing PBL in an EFL high school classroom, (2) find out the development of high school students' 4Cs skills in EFL classroom, and finally (3) find out the high school students' perception of the implementation of PBL. This research applied a qualitative case study approach which collected the data from classroom observations, documents, and interviews. The research involved 16 eleventh-grade students in a senior high school in Bandung. After analyzing the data, the results showed that the implementation of PBL by the teacher has the potential to develop students' language skills and character building that is in line with 4Cs skills by considering the aspects of high-quality PBL proposed by Buck Institute for Education (2017). Also, the results of students' perceptions contained a demonstration of students' enjoyment/satisfaction, gained language skills, personal developments such as thinking and research skills, self-confidence, interpersonal skills, and the evaluation for better further implementation.

**Keywords:** 4Cs skills, EFL classroom, Project-Based Language Learning (PBL)

## TABLE OF CONTENTS

APPROVAL PAGE	1
DECLARATION	3
ACKNOWLEDGEMENTS	4
ABSTRACT	5
TABLE OF CONTENTS	6
LIST OF TABLES	10
LIST OF FIGURES	11
LIST OF PICTURES	12
CHAPTER I	<b>Error! Bookmark not defined.</b>
INTRODUCTION	<b>Error! Bookmark not defined.</b>
1.1 Research Background	<b>Error! Bookmark not defined.</b>
1.2 Research Questions	<b>Error! Bookmark not defined.</b>
1.3 Research Aims	<b>Error! Bookmark not defined.</b>
1.4 Significances of the Research	<b>Error! Bookmark not defined.</b>
1.5 Scope of the Research	<b>Error! Bookmark not defined.</b>
1.6 Key Terms	<b>Error! Bookmark not defined.</b>
1.7 Organization of the Research Paper	<b>Error! Bookmark not defined.</b>
1.8 Concluding Remark	<b>Error! Bookmark not defined.</b>
CHAPTER II	<b>Error! Bookmark not defined.</b>
LITERATURE REVIEW	<b>Error! Bookmark not defined.</b>
2.1 Project-Based Learning (PBL)	<b>Error! Bookmark not defined.</b>
2.2 Project-Based Language Learning (PBL)	<b>Error! Bookmark not defined.</b>
2.3 Genre-Based Approach (GBA)	<b>Error! Bookmark not defined.</b>
2.4 The Aspects of PBL	<b>Error! Bookmark not defined.</b>
2.4.1 Intellectual Challenge	<b>Error! Bookmark not defined.</b>
2.4.2 Authenticity	<b>Error! Bookmark not defined.</b>
2.4.3 Public Product	<b>Error! Bookmark not defined.</b>
2.4.4 Collaboration	<b>Error! Bookmark not defined.</b>
2.4.5 Project Management	<b>Error! Bookmark not defined.</b>

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2.4.6	Reflection	<b>Error! Bookmark not defined.</b>
2.5	The Implementation of PBL in an EFL Classroom	<b>Error! Bookmark not defined.</b>
2.6	21 <sup>st</sup> Century Skills	<b>Error! Bookmark not defined.</b>
2.6.1	4Cs Skills in EFL Classroom	<b>Error! Bookmark not defined.</b>
2.6.1.1	Critical Thinking	<b>Error! Bookmark not defined.</b>
2.6.1.2	Creativity	<b>Error! Bookmark not defined.</b>
2.6.1.3	Collaboration	<b>Error! Bookmark not defined.</b>
2.6.1.4	Communication	<b>Error! Bookmark not defined.</b>
2.7	PBL Assessment	<b>Error! Bookmark not defined.</b>
2.8	PBL and 4Cs Skills in EFL Classroom	<b>Error! Bookmark not defined.</b>
2.9	Relevant Studies	<b>Error! Bookmark not defined.</b>
2.10	Concluding Remark	<b>Error! Bookmark not defined.</b>
CHAPTER III		<b>Error! Bookmark not defined.</b>
RESEARCH METHOD		<b>Error! Bookmark not defined.</b>
3.1	Research Design	<b>Error! Bookmark not defined.</b>
3.2	Research Site and Participants	<b>Error! Bookmark not defined.</b>
3.3	Data Collection	<b>Error! Bookmark not defined.</b>
3.3.1	Observation	<b>Error! Bookmark not defined.</b>
3.3.2	Document Analysis	<b>Error! Bookmark not defined.</b>
3.3.3	Interview	<b>Error! Bookmark not defined.</b>
3.4	Data Analysis	<b>Error! Bookmark not defined.</b>
3.5	Concluding Remark	<b>Error! Bookmark not defined.</b>
CHAPTER IV		<b>Error! Bookmark not defined.</b>
FINDINGS AND DISCUSSION		<b>Error! Bookmark not defined.</b>
4.1	The Implementation of PBL in an EFL classroom	<b>Error! Bookmark not defined.</b>
4.1.1	Step 1: Choose a focus for the project.	<b>Error! Bookmark not defined.</b>
4.1.2	Step 2: identifying essential knowledge and skill areas to be learned through project activities	<b>Error! Bookmark not defined.</b>



4.1.3	Step 3: Introducing the project and driving question	<b>Error! Bookmark not defined.</b>
4.1.4	Step 4: select a balance of teacher-led and student-centered activities.	<b>Error! Bookmark not defined.</b>
4.1.5	Step 5: establishing project timelines	<b>Error! Bookmark not defined.</b>
4.1.6	Step 6: monitoring student progress	<b>Error! Bookmark not defined.</b>
4.1.7	Step 7: presented the product (in the classroom and publicly)	<b>Error! Bookmark not defined.</b>
4.1.8	Step 8: evaluating and reflecting on project impact and learning results	<b>Error! Bookmark not defined.</b>
4.2	The Development of Students' 4Cs Skills in EFL Classroom	<b>Error! Bookmark not defined.</b>
4.2.1	Critical thinking	<b>Error! Bookmark not defined.</b>
4.2.2	Creativity	<b>Error! Bookmark not defined.</b>
4.2.3	Collaboration	<b>Error! Bookmark not defined.</b>
4.2.4	Communication	<b>Error! Bookmark not defined.</b>
4.3	Students' Perceptions of PBL Activity	<b>Error! Bookmark not defined.</b>
4.3.1	Enjoyment	<b>Error! Bookmark not defined.</b>
4.3.2	Personal gain	<b>Error! Bookmark not defined.</b>
4.3.3	Social benefits	<b>Error! Bookmark not defined.</b>
4.3.4	Learning experience	<b>Error! Bookmark not defined.</b>
4.3.5	Challenge	<b>Error! Bookmark not defined.</b>
4.3.6	Evaluation	<b>Error! Bookmark not defined.</b>
4.4	Concluding Remark	<b>Error! Bookmark not defined.</b>
CHAPTER V		<b>Error! Bookmark not defined.</b>
CONCLUSIONS, IMPLICATIONS, LIMITATIONS, AND RECOMMENDATIONS		<b>Error! Bookmark not defined.</b>
5.1	Conclusions	<b>Error! Bookmark not defined.</b>
5.2	Implications	<b>Error! Bookmark not defined.</b>
5.3	Limitations	<b>Error! Bookmark not defined.</b>
5.3	Recommendations	<b>Error! Bookmark not defined.</b>

REFERENCES

10

APPENDIX

**Error! Bookmark not defined.**

## LIST OF TABLES

Table 2.1 Projects Versus Project-Based Learning.....	10
Table 2.2 10 Tips for Best Practices in PBL Assessment.....	17
Table 2.3 The lesson objectives.....	21
Table 2.4 Indonesian Partnership for 21 Century Skill Standard (IP-21CSS)....	24
Table 3.1 Participants Categorization.....	35
Table 3.2 Data Resources and the Instrumentation.....	36
Table 3.3 Self-Reflection Project Work.....	37
Table 3.4 Interview questions adapted from Evans (2019).....	40
Table 3.5 Data Analysis and Representation in Case Study (Creswell, 2007)...	41
Table 3.6 Example of Format for Data Analysis.....	42
Table 4.1 Project Timeline.....	60
Table 4.2 Comparison of sample questions from Brown and Kelley’s book and the teacher's questions in the PBL.....	76

## LIST OF FIGURES

Figure 2.1 Design of the PBL.....	12
Figure 2.2 The project timeline.....	22
Figure 2.3 Rainbow illustration of the partnership for twenty-first century skills framework (adapted from P21's 2009).....	23
Figure 4.1 Students' collaboration survey on managing the project.....	64
Figure 4.2 Students' self-report on critical thinking in launching the project phase.....	77
Figure 4.3 Students' critical thinking survey on analyzing information to answer the driving question.....	79
Figure 4.4 Students' creativity survey in constructing ideas.....	83
Figure 4.5 Students' creativity survey on product value.....	84
Figure 4.6 Students' collaboration survey on the discussion in the group.....	86
Figure 4.7 Students' collaboration survey in giving feedback.....	90
Figure 4.8 Students' collaboration survey in using feedback from others.....	90
Figure 4.9 Students' collaboration survey as a team.....	91
Figure 4.10 Students' communication survey on respect others by listening to other points of view.....	93
Figure 4.11 Language skills that the learners gained in the PBL.....	99

## LIST OF PICTURES

Picture 4.1 the teacher asked the students to analyze the poster.....	52
Picture 4.2 Peer-assessment of project 1.....	57
Picture 4.3 The students asked the teacher to give feedback.....	58
Picture 4.4 The teacher asked the students about the progress via WhatsApp group.....	62
Picture 4.5 Project teamwork plan of group 2.....	63
Picture 4.6 Student present the final product on social media.....	66
Picture 4.7 Student's feedback in project presentation.....	69
Picture 4.8 The student gave a comment and question to the presenter.....	70
Picture 4.9 Student's reflection.....	73
Picture 4.10 Student's self-reflection project work adopted from PBLworks by BIE.....	74
Picture 4.11 Group 4 poster about justice for a woman.....	81
Picture 4.12 Student developing and revising ideas.....	82
Picture 4.13 feedback from the mental health community.....	85
Picture 4.14 A student presented through video because he was sick.....	87
Picture 4.15 Students' analytical exposition after peer-feedback.....	89

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Nabila Saniya Abkary, 2022

**THE IMPLEMENTATION OF PROJECT-BASED LANGUAGE LEARNING (PBLL) AND STUDENTS' 4CS SKILLS IN AN EFL CLASSROOM**

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