

Bringing Grammar in 21st Century Classroom Through Problem-Based Learning

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Abstract

The urgency of adopting *21st Century Classrooms* for EFL learners is affecting the notion's teaching-learning process. One of the most important things to be studied in language is *grammar*. By knowing the grammar, the speakers of the language will perform the language in the perfect form. Yet, grammar is one of the hardest parts of learning a language because there are a lot of rules regarding the sentences' structures. The teachers should be able to bring a good atmosphere of learning grammar. In this paper, the researcher tried to conclude how the 21st Century Classroom brings grammar to the English classroom. The researcher used document analysis for this study by reviewing 6 journals that related to 21st-century learning, grammar, and Problem-Based Learning (*PBL*). The result from the analysis showed that the typical of 21st Century Classroom helps students learn grammar better through PBL.

Keywords: *21st Century Classroom, Grammar, PBL*

Introduction

The development of technology in this era brings people to communicate through the media internationally. Social networks and commerce have become tools for people to connect around the world with different language backgrounds. To communicate comprehensively, the common language that is used in the social network must be mastered. In the global world, English language plays a significant role as the most noteworthy language for communication English, as one of the international languages, is the common language to be found in social networks and commerce. Harmer (2001) mentioned that English is spoken by at least a quarter of the world's population. Since English is spoken by many people in the world, it has become an international language that connects people around the world. Following this accomplishment, the spreading of the English Language, regardless of the countries involved, is making English one of the primary subjects to be learned in schools and courses.

As proposed for the new era of learning, educators adopted the 21st-century learning process in the English classroom. Why should 21st-century classrooms? Because in this digital era, the spreading of information is through digital networking. Learning can comfortably happen everywhere and anywhere. Hence, the skills of critical thinking which is proposed in 21st century learning help the learners to face the problem in the real-world situation. Learning nowadays is not only hearing the teachers' speech, but the students also have to play active roles in the classrooms. Trilling & Fadel (2009) mentioned that there are 5 keys regarding 21st-century learning: authentic learning, mental model building, internal

motivation, multiple intelligences, and social learning. A more authentic learning context is provided by media that mimics the real world or by being in an actual location where that specific skill or information is employed in the real world. This increases the likelihood that a lesson will stick in your memory and be applied to other similar situations. Trilling & Fadel (2009) agreed that students need more real-world problem-solving, internships or apprenticeships in real work settings, and other more authentic learning experiences to make learning last and be useful. The important step in the learning area is realizing what you already know from prior experience and what you currently believe based on the most recent knowledge of your mental models. Learning may be sustained longer, understanding can become deeper, and knowledge can be retained longer when there is an emotional connection to what is being learned. Students' interests demonstrate the significant role internal motivation can play in fostering student interest and active participation. Trilling & Fadel (2009) suggested that student interests and passions show that internal motivation can contribute a great deal to active engagement, deeper understanding, and a desire to learn more. Learning may now be personalized to match each student's learning preferences, learning styles, and individual profiling of talents and competence. This is made possible by recent advancements in learning technology. Collaborations, whether in person or virtually, have been demonstrated to boost learning motivation, produce better and more creative outcomes, and foster the development of social and intercultural competencies.

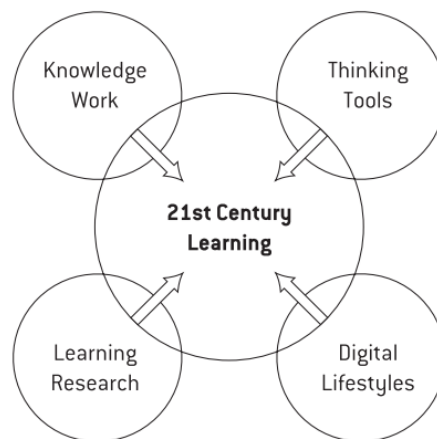


Figure 1. 21st Century Learning Convergence. (Trilling & Fadel, 2009)

The criteria of 21st-century learning are already described above, and there are 4 skills to be mastered. (Babu Chiruguru, 2020) mentioned that communicators, creators, critical thinkers, and collaborators should be integrated into 21st-century classrooms. It is evident that to develop students who are sufficiently equipped for the 21st century, the "Four Cs" must be properly incorporated into classrooms.

Nowadays students must be able to examine facts, assess opposing viewpoints, and come to reasoned conclusions, they must be engaged as critical thinkers. Strong critical thinking and problem-solving skills are necessary to find solutions to global issues. It's exciting to be creative in the 21st century. Even while there are still many opportunities for conventional forms of creation, the development of technology has opened up a wealth of new avenues. Trying out novel strategies to complete tasks, ingenuity, and invention are all aspects of creativity. (Babu Chiruguru, 2020) agreed that in today's world of global competition and task automation, innovative capacity and a creative spirit are fast becoming requirements

for personal and professional success. However, working together to achieve a goal and applying skill, knowledge, and intelligence are the essence of collaboration. Technology has simplified collaboration, much like it has simplified communication. In actuality, technology advances collaboration by enabling new kinds of cooperation that were not before feasible.

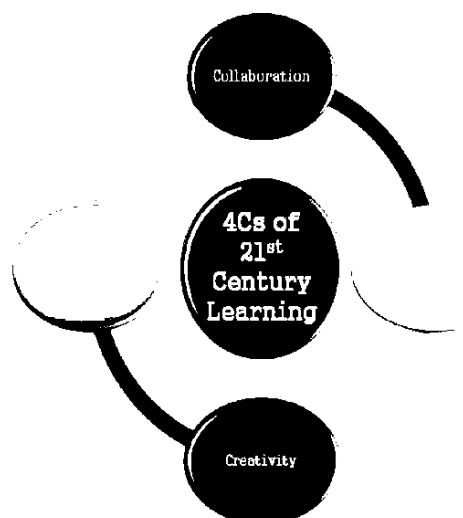


Figure 2. 21st Century Skills. (Babu Chiruguru, 2020)

It has already described the criteria of 21st-century learning classrooms above, now how to implement them in the English classroom? One of the most learned subjects of language is grammar. (Nunan et al., 2003) stated that Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. By learning grammar, language learners can produce the right sentences. (Thornbury, 2003) stated that from a learner's perspective, the ability to recognize and produce well-formed sentences is an essential part of learning a second language. As grammar is one of the most difficult subjects, teachers should find a way to bring grammar into the fun classroom atmosphere. (Thornbury, 2003) argued that grammar teaching has always been one of the controversial and least understood aspects of language teaching. Therefore, the strategies for teaching grammar in English classrooms must be well-planned. (Nunan et al., 2003) mentioned that the solution is to present the grammar in a context that makes clear the relationship between the grammatical form and the communicative function. By applying the target language elements in communicative contexts, rather than by memorization of rules, students can build mastery of the language. This idea of learning by doing or learning by application has been made a good learning process.

There are some recent studies about teaching grammar in 21st-century classrooms. All of the discussions come along with the findings that adapting 21st century learning is effective in bringing the language the real-world communication. Students must learn to develop their ideas, test and share those ideas, and incorporate feedback from peers and teachers to refine them. The Problem-Based Learning (PBL) approach is the most effective way to teach and learn this kind of content. PBL is an instructional approach that focuses on teaching through real-life scenarios and problem-solving in the actual world while giving students the opportunity for authentic learning. (Terry Barrett, 2017) argued that many learning strategies use problems, but a key and defining characteristic of problem-based learning is

that students experience the problem at the start of the learning process before other curriculum inputs. This motivates them to gain new knowledge through independent study, constructing knowledge together in tutorials, and learning from other curriculum inputs.

This paper will analyze the data findings from journals about learning grammar through PBL in 21st-century English classrooms. The objective of this study is to review how PBL can help EFL students in learning grammar in 21st-century classrooms. However, the study aims to give an overview for further consideration in teaching grammar to EFL students.

Method

This research used qualitative research, in the area of document analysis. Document analysis facilitates the understanding and classification of primary sources, or first-hand reports from those with firsthand knowledge of the subject matter. Scholars employ reputable sources to collect concepts and data to bolster their hypotheses during the research process. This procedure enables researchers to assess the value and intent of the sources they consult to decide whether the data they provide will be useful for their research. (Bowen, 2009) mentioned that document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material. Document analysis is a practical and advantageous approach for the majority of studies since documents can offer additional research data. (Chanda, 2022) agreed that qualitative research document analysis requires that data be examined and interpreted to produce meaning, gain understanding, and develop empirical knowledge. Documents can help contextualize one's research within its subject or field by offering background information and a wide range of data.

In this research, the researcher gathered data from six journals that mentioned PBL, 21st century learning, and grammar. The documents were gathered from online journal publications within 5 years. From the journals that have been collected, the researcher concluded the findings and analyzed whether bringing grammar into 21st-century classrooms through PBL will be successful.

Results

From the six journals gathered by the researcher, the results showed that PBL is effective for teaching grammar in 21st-century classrooms. (Ayuni & Susanti, 2018) claimed that Problem-Based Learning gives the problem first, so it makes the students think critically about how it can be like that. When students are learning grammar after they get a problem they will understand grammar easily. (Widiawati et al., 2018) mentioned that learners who learn using a scientific approach in the Problem-Based Learning model integrated with the inculcation of 4C skills have higher-order thinking skills. It means through PBL, the students can learn grammar with high-order thinking skills, they do not think that grammar is a difficult subject, yet it is a challenging subject to be learned. (Haryudin & Syhrizal, 2018) concluded that conclude that teaching grammar using Problem-Based Learning can have a positive effect on the students. When the students are attracted to the “problem” they are engaged with the lesson. They discussed with their friends in a group and tried to solve the problems in grammar. They motivated well in the learning process. (Değirmencioğlu, 2021) agreed that grammar was believed to be best learned implicitly and incidentally by learners

who needed to subconsciously induce grammar rules by being exposed to the communicative input. He conducted research at the secondary level of Turkish EFL Teachers about the comparison between inexperienced and experienced teachers in teaching grammar. The study showed that both experienced and inexperienced teachers agreed that teaching grammar is significant and they have to bring grammar to real-world situations. Meaning, that the grammar should be integrated into the sentences unconsciously. (Yong & Saad, 2023) found out that a 21st-century classroom helps the students to develop grammar, collaboration, and speaking skills in English language learning. 21st-century classrooms with their criteria of critical thinking have the essence of problem-solving, where the students need to find the solution to the learning problem. (Redjeki & Muhajir, 2021) found out gamification shows that it can make students feel more excited and motivated during their effort to elevate their English language skills. His research showed that bringing the game into the 21st-century classroom helps the students to perform English better.

Discussion

According to the result of the document analysis above, the researcher found out that bringing grammar into the 21st-century classroom will be more effective through PBL which is integrated with technology. As 21st-century classrooms proposed for the students to be integrated with the technology, the teaching-learning process will be easier. Traditional grammar assigns words to different classes known as parts of speech, while grammar mastery includes knowledge of terminology, the ability to write well-constructed prose, knowledge of sentence structure, and word formation. Problem-Based Learning (PBL) is a pedagogical approach and curriculum design methodology used in higher education that involves presenting real-world problems to students. PBL supports the 21st century skills framework and contributes to students' social and personal development. It helps students learn key academic content, and practice collaboration, communication, and critical thinking.

Conclusion

The PBL can be one of the supportive approaches to learning grammar. The teacher can instruct the classroom to integrate the learning process with technology. Although PBL can support students' critical thinking, teachers need to see the students' needs first. Whether the students have good prior knowledge about the lesson or not. Or, are they interested in the subject or not? When they are not interested in the lesson, the teacher can ask them to open Google or YouTube to find the information. For example, in grammar, the teacher can ask the students to find any example of simple present tense sentences. Then, in groups, they can identify their problem when learning simple present tense. After that, they can search on Google for the information, discuss it in the classroom, and get feedback from the teacher. Hence, since the emphasis is on finding solutions to particular problems, students may not have acquired all the necessary foundational information, which could leave them lacking in some areas. In PBL, working in groups is very important. Group members can participate unevenly, with some students giving more than others. This may not be the best teaching strategy for all students, particularly those who are less confident in social situations, and it may result in differences in the learning outcomes of individual students. However, teachers should monitor their students and engage them to participate actively in

the classroom. Based on the results, the researcher hopes that this article will help others for further research, especially in the EFL context to implement PBL more effectively in the classroom.

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