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PROSPECTIVE TEACHERS' PERCEPTIONS OF ENGLISH AREA TRAINING: ENHANCING 21ST-CENTURY COMPETENCIES

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Abstract: This study explored the perceptions of prospective teachers regarding the English Area Training at SMA 3 Majene in Sulawesi Barat and its influence on the enhancement of their competencies pertinent to the 21st century: communication, collaboration, creativity, and critical thinking, essential for future teachers' professional growth. The data sources were four prospective teachers selected through purposive sampling. They held a bachelor's degree for at least five months and had not become civil servant teachers or participated in Teacher Professional Education (PPG). Participants emphasized the significance of English Area Training in developing their 21st-century competencies. The research results indicated that prospective teachers generally have positive views on their communication skills, noting improvements through practice and feedback. In terms of collaboration, while three teachers felt the English area enhancement fostered cooperation, one disagreed with this strategy. Prospective teachers also reported increased creativity through innovative methods like games, which engage students. They experienced enhanced critical thinking through discussions and problem-solving together. The study suggests future researchers focus on the English area theme by integrating technology with effective methods to better engage Generation Z.

Keywords: *Prospective Teachers, Perception, English Area Training, 21st-Century Competencies*

INTRODUCTION

In today's rapidly changing world, 21st century skills are essential for individuals to succeed in both professional and social contexts. These skills encompass a broad range of competencies needed to navigate the complexities of modern life. The Partnership for 21st Century Skills defines them as including problem solving, innovation and creativity, cooperation, and communication skills within the scope of learning and innovation skills; information, media, and technology literacy within the scope of information, media, and technology skills; as well as flexibility and adaptability, entrepreneurship and self-management, productivity and accountability, social and intercultural skills, and leadership and responsibility within the scope of life and career skills (P21 2019). The core of these skills is often summarized as the 4Cs: Critical Thinking, Creativity, Communication, and Collaboration (Sri Nopiani et al. 2023) Teachers play a vital role in fostering these competencies by guiding students in knowledge exploration, encouraging independent learning, and shaping their character to develop these core 4C skills. The swift evolution of science, technology, and information in the 21st century has only heightened the need for

such skills, as education continues to adapt to the challenges of an increasingly complex world. 21st century skills can be described as the skills that individuals are expected to have in the century that we live in (Uyar 2023).

Communication in this research refers to delivering meaningful messages or information from one individual to another to achieve mutual understanding. In the learning context, communication skills are crucial to reaching educational goals. Students with strong communication skills can express ideas clearly, both orally and in writing (Lestari and Hindun 2023). If prospective teachers communicate effectively, their teaching will be more successful. They can present material more clearly, and students will understand better.

While, collaboration involves working well with others, respecting diversity, being adaptable, and contributing through compromise to achieve shared goals (Redhana 2019). Teachers who collaborate with students and peers create more engaging learning environments and enhance motivation. Cooperation with colleagues can reduce workload by sharing responsibilities, knowledge, and experiences.

Besides, creativity is a dynamic process involving different developmental phases and is a key component of human experience (Mazeh 2020). Creative teachers can promote critical thinking and collaboration through new and imaginative methods. In classrooms, creativity can be seen when teachers create interactive materials, videos, animations, or apps that help students understand content better. Another creative approach includes designing game-based learning to make lessons more fun and engaging. This not only enhances academic achievement but also encourages students to explore, experiment, and express themselves more freely, fostering a positive and inspiring classroom atmosphere for both teacher and students.

Whereas, critical thinking includes the cognitive skills and intellectual habits needed to examine, assess, and evaluate information and arguments carefully (Bassham et al., 2011). Teachers with critical thinking skills can make wise decisions and build more relevant lesson content. For example, after analyzing test results, a teacher may notice students consistently struggle with grammar. Using this insight, the teacher redesigns their instruction to focus on those areas. This leads to more effective grammar lessons and better student outcomes.

If early 21st century skills are applied in English learning, it will enable teacher to develop communication, critical thinking, and creative skills. These skills can help students face challenges in the workplace and everyday life. One of the forums for developing 21st century skills is through the English Area program. As the era of globalization advanced, the ability to express internationally became increasingly important because English was widely recognized as the global lingua franca (Asdar, Nugroho, and Hustiana 2024). Hustiana, Asdar, and Ahyadi (2023) argue that to equip the younger generation of Indonesians with English language skills, English is introduced and integrated into various levels of education, ranging from kindergarten to university.

"English Area" refers to a designated space where various English language learning activities, resources, and agreed-upon rules are applied (Asdar et al., 2024; Nugroho et al., 2024). In this activity, students will be given training to improve their 21st century skills, namely improving their critical thinking, collaboration, communication and creativity skills in learning English.

As is often found in the field, there are still many prospective teachers who are less able to think critically and develop their ideas in the form of communication. Based on the results of the researcher's observations when he was a Field Supervisor in the Teaching Assistance activities of the Faculty of Teacher Training and Education, Unsulbar in 2023 and

2024, there are still prospective English teachers who are still lacking in terms of early 21st century abilities when practicing teaching as seen from the lack of communication skills, lack of creative learning ideas that only monotonously explain teaching materials using textbooks, and lack of ways to improve critical thinking skills. Even though, all of these abilities are needed when they really become teachers in the future.

Accordingly, Education faculties are tasked with equipping pre-service teachers with the knowledge, skills, and qualities needed to succeed in today's teaching environment (OrhanGöksün in Cengelci and Egmir 2022). Therefore, how early teacher identity (ETI) and related perceptions are formed needs to be identified so that the quality of the teaching profession and education can be enhanced (Aykac et al. 2017). Personal values, beliefs, strengths, and weaknesses tend to be recognized and understood by teacher candidates with a high level of self-awareness (Ertanti, Devi Wahyu; Nusantara, Toto; Mashfufah, Aynin; Zuniga 2024). So, through this research, the researcher will try to elaborate about the prospective teachers' percieve about the implementation of English area in improving their 21st century skills.

RESEARCH METHODOLOGY

Research Design

This study employed a qualitative research method with a case study design to examine the implementation of the *English Area* program in enhancing early 21st century skills, as perceived by prospective teachers at SMA Negeri 3 Majene in 2024. According to Denzin and Lincoln qualitative research employs an interpretive methodology that aims to understand phenomena in their natural contexts, focusing on the meanings individuals assign to their experiences and the contextual factors that shape behavior (Patnaik and Pandey, 2019).

A case study, according to Gerring (2007) seeks to demonstrate that at least one instance of a specific phenomenon exists, often to refute deterministic claims. Case study research is particularly useful for exploring complex issues within real-world contexts (Patnaik and Pandey 2019). In this study, the researchers adopted an interpretive and naturalistic approach to investigate how the *English Area* supports the development of early 21st century skills, specifically critical thinking, communication, collaboration, and creativity, among prospective teachers preparing for professional practice.

Participants and Sampling

The participants in this study were selected using purposive sampling, with specific criteria aligned to the research objectives. The sample consisted of four prospective teachers who had completed a bachelor's degree in English education for at least five months prior to data collection. Importantly, they had not yet become civil servant teachers (ASN) nor enrolled in the Teacher Professional Education (PPG) program.

This group was chosen to capture authentic perspectives from individuals in a transitional phase between academic preparation and formal teacher certification. These participants are considered suitable informants because their views have not yet been shaped by standardized training or government employment. As such, the study aimed to explore their natural perceptions of the *English Area* program and its relation to 21st century skill development, particularly from the lens of early professional readiness.

Although the number of participants was limited to four, this is consistent with qualitative research objectives, which emphasize depth over breadth. According to Creswell

and Creswell (2018) case studies typically involve around four to five participants. Suri notes that sample sizes in qualitative research depend on the design, complexity of the phenomenon, and available resources (Ahmed 2025)..

Data Collection

Data were collected through semi-structured interviews guided by a structured interview protocol. The interview guide was designed to explore participants' perceptions of the *English Area* program and how it fostered the development of 21st century skills, using the 4Cs framework from the Partnership for 21st Century Learning: critical thinking, communication, collaboration, and creativity (P21 2019).

The interview guide was organized thematically, with open-ended questions structured under each of the 4Cs domains. Six indicators derived from these components guided question formulation. To ensure validity, the guide was reviewed by two experts in English education and qualitative research. Their feedback was used to refine clarity, relevance, and alignment with the study's aims. Additionally, a pilot test was conducted with a small group of prospective teachers not included in the main study. This helped ensure that the wording, flow, and comprehension of questions were appropriate from the participants' perspective.

Data Analysis

The data were analyzed using thematic analysis, a method for identifying, analyzing, and interpreting patterns or themes within qualitative data (Clarke and Braun 2017). The analysis followed a deductive approach**,** wherein the researchers began with predetermined theoretical constructs, specifically the 4Cs and examined how they were reflected in the data (Caulfield 2023).

The thematic analysis was conducted in the following steps:

1. Data Familiarization: The first step was to collect and familiarize themselves with the data, which included audio recordings, field notes, and interview transcripts.
2. Coding: In this step, researchers highlighted relevant parts of the text—usually phrases or sentences—and created short labels or "codes" to describe their content.
3. Generating Themes: After coding, the researchers identified patterns among the codes and began organizing them into broader themes. Several codes were often grouped together to form a single theme.
4. Reviewing Themes: This step aimed to ensure that the identified themes accurately represented the data. Researchers returned to the full dataset to compare and refine the themes. Some themes were split, merged, or discarded.
5. Defining and Naming Themes: Researchers created clear, concise, and meaningful names for each theme to capture their essence.
6. Writing the Report: In the final step, the findings were presented in written form, including illustrative data excerpts and analytical commentary.

RESULT AND DISCUSSION

The prospective Teacher perception about English area in improving their 21st century skills

This section describes the opinions of prospective teachers regarding their teaching experiences in the English Area program which are related to the 4Cs, namely Communication, Collaboration, Creativity, critical thinking.

a. Communication

Communication is the process of conveying information, ideas, or messages from one party to another, either verbally (orally) or nonverbally (writing, body movements, facial

expressions, etc.). Communication can occur between individuals, groups, or organizations, and can use various channels or media, such as language, images, sound, or technology. It is line with what is stated in Partnership for 21st Century (2017) that communication skills include a variety of activities such as listening, speaking, telling stories, and sharing thoughts and ideas that have a direct correlation to future literacy success and can increase self-esteem and positive social skills.

The questions raised related to the communication aspect were whether this English activity could help them in developing their communication skills in front of students. The prospective teachers gave different opinions:

> T1: *Yeah, This activity provides direct experience and practical insights that are important for honing teaching skills and understanding classroom dynamics. Yes, this activity can help, for example through presentation exercises or speaking in front of a group, which trains the ability to convey material clearly.*

T1 said that through the English Area activity, they were given the opportunity to teach small groups. In this situation, they could practice presentations or speaking in front of a group, which trained their ability to convey material clearly. This also helped them increase their confidence in communicating effectively, so that they could be better prepared to face more complex teaching situations in the future. Through proficient speaking skills, teachers will be able to express ideas, thoughts, and information in the correct way in their teaching and not cause misunderstandings Lucas in Riwayatiningsih et al., (2021). It also helps them increase their confidence in communicating effectively. As we know that the experience of speaking in front of a group can help prospective teachers reduce their anxiety in speaking in front of the class, so that they can focus more on delivering the material. It is in line with what KOÇ & DÜNDAR, (2018) said that as the basic communication skills increase, the level of social avoidance, feeling of worthlessness and social anxiety decreases.

> T2: *In my opinion, English area activities can increase my insight and experience as a prospective teacher, boost motivation to continue learning and hone skills, especially in the use of English in everyday life.Yes, this activity is very helpful in developing communication skills, for example sharing experiences and learning motivation can train students' public speaking and also train good feedback from teachers so that an interactive and non-monotonous classroom atmosphere is created.*

Meanwhile, according to T2, this English Area activity can increase his insight and experience as a prospective teacher, and can train students' public speaking skills and also train good feedback from teachers, so that an interactive and non-monotonous classroom atmosphere is created. Thus, T2 feels that this English Area activity can help improve his pedagogical skills as a prospective teacher, and prepare him to face the challenges of teaching in a real classroom. Pedagogical competence refers to a teacher's ability to comprehend students' cognitive and confidential characteristics, which is paramount for compelling instructional arrangement which involves selecting pertinent teaching strategies, aligning them with students' necessities and educational pursuits, and organizing lesson plans to enhance the learning experience (Hustiana, Asdar, and Ahyadi 2023). While according to Qoid & Munif (2020) pedagogical competence, namely becoming an expertise in student management which include (1) Understanding students comprehensively, (2) Creating learning, including understanding the foundation of education in the interests of education, (3) Conducting education, (4) Creating and implementing evaluations in education, (5) Developing students when applying their full potential.

T3: *In my opinion, through this English camp activity, I can increase my experience in teaching students and increase my knowledge regarding how to create positive and enjoyable learning for students so that it can increase their motivation in learning English. Yes, this activity helps me in developing communication skills in front of students. For example, giving students the opportunity to play an active role in learning can build good communication with them, I give them the freedom to ask questions, express opinions and share experiences. In addition, I also provide ice breaking and provide materials that are relevant to them so as to create a fun and interactive learning atmosphere*

On the other hand, T3 said that through this English Area activity, He can add experience to create positive and enjoyable learning for students, namely T3 give them the freedom to ask questions, express opinions, and share experiences, and provide icebreakers. In this way, T3 feels that students can feel more comfortable and confident in participating in learning activities, so that they can improve their motivation and learning outcomes.

T4: *Of course, this activity provides experience to give feedback for the students, especially in oral form. Hmm, I think so.*

According to T4 this English Area program can increase their insight and experience as prospective teachers, train them to provide feedback to students so that an interactive and non-monotonous classroom atmosphere is created. It is in line with Ferguson, who stated that Feedback is considered a vital approach to facilitate the development of students as independent learners so that their own learning can be monitored, evaluated, and regulated (Mamoon et al., 2016).

b. Collaboration

The second aspect is collaboration. Collaboration or cooperation is the process of working together between two or more individuals, groups, or organizations to achieve a common goal. This collaboration can involve a variety of activities, such as sharing information, discussing, making decisions together, and working on projects together. This perspective aligns with what Redhana (2019) argued that Collaboration skills with other individuals include the ability to work effectively, appreciate diversity in a team, demonstrate flexibility, and demonstrate a willingness to contribute by making compromises to achieve common goals.

In this case, prospective teachers were asked questions about whether English learning can be handled by two people or just one person in one class. Their opinions are described as follows:

T1: *Yeah, Hmmm having two teachers in one English class is more effective because it allows for division of tasks, faster problem solving, and more personal attention to students. In addition, in my opinion, preparation of teaching materials and discussions with colleagues, which enrich the learning process.*

According to T1, the presence of two teachers in one English class enriches the learning process because it allows for the division of tasks, discussions with colleagues, and more thorough preparation of teaching materials. It also allows teachers to complement each other and enrich their knowledge and experience, so that they can provide better quality and effective learning for students.

T2 : *Hmm, based on my personal experience, English learning should be handled by only one person in one class, because it is not uncommon for there to be objections to the material in front of students which are actually just mistakes on one side, so that it can reduce students' trust in the speaker/teacher which causes students to underestimate the teacher's or speaker's lessons. And also when handled by only one person, it will be more flexible for class control.*

On the other hand, T2 gave a different opinion, namely that English learning should be completed by only one person in one class, to avoid the gap between the two teachers which causes students to underestimate the teacher's or speaker's lesson. According to T2, this can affect students' learning motivation and reduce the effectiveness of learning, so it is better if only one teacher is responsible for English learning in one class.

T3 : *In my opinion, learning can be handled by two people or just one person. Based on experience, when I am alone I can maximize learning with longer preparation and more extra energy, but when the class is handled by two people, it can create a more efficient learning atmosphere. In my opinion, through this English Camp activity, it can increase the initiative to collaborate with others because it can build good communication, create effective learning and can be used as a reflection material regarding the advantages and disadvantages in learning.*

T4 : *In learning, 2 or 1 person who handles the class is not a problem, but the most important thing is the quality of the teacher, who should not only provide material, but provide learning motivation to his students, so 1 or 2 people who handle it is not a problem, but if both are great teachers it will be even better. This activity has increased my initiative to collaborate with others, because I get new experiences and meet people who have the same vision as me*

In the implementation of English Area, there are two teachers in the class, namely one prospective teacher and one student assistant. According to T3 and T4, learning can be done by two people or just one person depending on the class conditions. If done alone, it can maximize learning with longer preparation and extra energy, but when the class is handled by two people, it can create a more efficient learning atmosphere. In addition, T3 also added that cooperation between two teachers can enrich students' learning experiences and allow for more varied and innovative learning approaches.

Prospective teachers who enjoy collaborating will feel that the presence of two teachers in one English class enriches the learning process because it allows for the division of tasks, discussions with colleagues, and the preparation of more mature teaching materials. In addition, teachers can also complement each other and enrich their knowledge and experience, so that they can provide better quality and effective learning for students. In addition, teacher collaboration in the classroom also adds that cooperation between two teachers can enrich students' learning experiences and allow for more varied and innovative learning approaches. This view is consistent with the opinion from Hoa (2022) who said When a class consists of multiple educators, it facilitates the exchange of experiences and knowledge, allowing for the exploration of diverse teaching methodologies and the acquisition of new competencies.

Meanwhile, teachers who are more interested in teaching themselves have the perception to avoid the gap between the two teachers that causes students to underestimate the lessons delivered by the teacher or speaker which can affect students' learning motivation

and reduce the effectiveness of learning. Although, if done alone, it can maximize learning with longer preparation and more extra energy.

c. Creativity

Creativity is the ability to construct or produce something unique, new and useful which involves a flexible and innovative thinking process to find solutions or create something that has never existed before. This opinion is supported by

Anderson recognizes that creativity is an ongoing process of expression with different levels of development, and its importance stems from the idea that creativity is essential for living (Mazeh 2020). Creative people have the ability to change normal things into outstanding things.

In terms of creativity, prospective teachers explained whether this English camp activity could improve their creativity as prospective teachers to make the learning process more interesting. Their answers varied, which are described as follows.

T1:*Yes, for example by designing innovative learning activities, such as language games or creative projects that actively involve students.*

According to T1, this English Area Activity can improve their creativity, namely with English games that actively involve students in the classroom. This can also help students to develop critical thinking and problem-solving skills, as well as increase their confidence in using English.

T2 : *This activity provides a lot of creativity in learning that is more interesting for me personally. For example, outdoor activities or classes carried out at the end of the activity are very interesting to apply to the learning process at school because the learning process is combined with interesting games, and also competitions such as English ambassador and imitating which can make learning more interactive and fun and make students more motivated to improve their skills.*

Meanwhile, according to T2, this English Area activity increases creativity as a prospective teacher, namely combining learning with interesting games such as English Ambassador and imitation, which can make learning more interactive and fun, and make students more motivated to improve their abilities. Thus, T2 feels that this English Area activity can help prospective teachers like herself to develop more creative and innovative teaching skills.

T3 : *In my opinion, this activity can increase my creativity as a prospective teacher by applying several methods in learning such as lectures and group discussions. I facilitate students to collaborate with their colleagues regarding the material and then present the results of their discussions.*

Another opinion from T3 said that the English Area activity could improve his creativity as a prospective teacher by applying varied learning methods, such as lectures and group discussions, so that he could develop more flexible teaching skills.

T4 : *This activity is quite inspiring because of its creativity, of course Example: in class learning (conventional methods) it is very boring, but in this activity it does not become a boring activity, because we provide language teaching to the focus point, but after that there is another session that makes learning not as rigid as in class, so that students are more comfortable in learning, even dare to ask and answer.*

T4 added that the English Area activity was quite inspiring because it combined conventional methods, namely lectures and discussions, with contemporary methods, namely English games, which made the atmosphere less rigid. Thus, T4 felt that this English Area activity

could help students to be more comfortable and motivated in learning English, and could help teachers to develop more creative and innovative teaching skills.

In terms of creativity, prospective teachers explained whether this English camp activity could improve their creativity as prospective teachers to make the learning process more interesting. The teacher stated that this English Area Activity can increase creativity, namely: the use of innovative learning methods. In this case the prospective teachers use English games such as English Ambassador and imitation to actively engage students in the classroom. Besides, the use a combination of methods such as lectures, group discussions, and games. This shows the teacher's creativity in creating fun and interactive learning methods. This is in accordance with what was expressed by Isnaini & Ariyanti (2020) teacher must be creative, because the teacher's creativity will determine the success or failure of learning in school and also through the creativity of the teacher, the atmosphere of learning in the classroom will be fun. In this case, the creativity process that is formed in the learning environment as mentioned earlier, namely becoming a brand ambassador or imitating games by adjusting the material that has been taught in accordance with Bruner's opinion, which states that the discovery learning model is a model in which new rules and new ideas are allowed to be discovered by students, rather than being memorized as conveyed by the teacher (Nu'man 2020).

d. Critical Thinking

Critical thinking is the ability to analyze, evaluate, and understand information logically and systematically to find solutions or make the right decisions. It is in line with what Bassham et al., (2011) assume that Critical thinking refers to a broad set of cognitive abilities and mental attitudes essential for effectively recognizing, analyzing, and assessing arguments and claims of truth which involves uncovering and addressing one's own biases and preconceptions, as well as developing and articulating strong justifications for conclusions that enables individuals to make rational and informed decisions regarding beliefs and actions.

The critical thinking power of prospective teachers can be found through their presentation of the following interview results.

T1: *This activity can stimulate critical thinking because it involves active student responses.*

According to T1, this English Area activity is able to make teachers and students think critically together. This is because the activity allows teachers and students to discuss, share ideas, and solve problems together, so that they can improve their critical and analytical thinking skills.

T2: *Yes, because in this activity there is a process of providing material with a short duration of time, making me have to make good time management starting from providing ice breaking and how to provide material with a short and clear teaching method to students.*

T3: *In my opinion, this English Camp activity makes me think more critically because of the interaction and feedback process that occurs with students. In addition, through this activity, I can think about how to determine effective learning methods for students, how to create a positive learning atmosphere and activities that can increase student motivation in learning English*

T4: *This activity makes me think that this language learning method is more effective than the conventional method in the classroom, which must make reports, lesson*

plans and so on. However, this method only requires teaching modules and there is no need for input or reports given by the teacher where the time can be used to rest.

According to T2, T3 and T4, this English Area activity not only triggers critical thinking, but also helps him develop more effective teaching skills and increases students' motivation in learning English through interactions and feedback that occur with students. Thus, T3 feels that this English Area activity is very useful for him as a prospective teacher, because it can help improve teaching skills and prepare himself to face challenges in learning English in the classroom.

The critical thinking power of prospective teachers can be found in the field in three elements. They are:

1) Discussion and sharing of ideas: English Area activities allow teachers and students to discuss and share ideas, which is one of the important aspects of critical thinking. As researchers found in the field, students were divided into four groups accompanied by one prospective teacher. They discussed English materials related to everyday life. For example, simple past material, teachers and students exchanged ideas about what stories fall into the simple past category.
2) Solving problems together: The activity also allows teachers and students to solve problems together, which requires analytical and critical skills. In this case when students are asked to become brand ambassadors, prospective teachers and students discuss with each other to discuss current topics such as mental health, anti-cyberbullying on social media, how to utilize games in the world of education, etc.
3) English Area activities also help teachers develop more effective teaching skills, which require critical and analytical thinking skills. As we know, choosing a method and matching it with teaching materials requires skill. Prospective teachers in English Area activities are able to choose a method that suits their material. For example, when they teach Present Continuous, they use the role play method where students practice in front of their friends about what they are doing. In addition, prospective teachers are also good at choosing competitions for high school students such as singing competitions, funny advertising competitions, imitating, brand ambassadors and treasure hunts.

CONCLUSION

The purpose of this study was to describe the perceptions of prospective teachers about the implementation of English Area in improving their 21st century skills. In the implementation of English, prospective teachers act as instructors who teach high school students. In field activities, prospective teachers have opinions about the implementation of their four 21st century skills, namely communication, collaboration, creativity, and critical thinking.

In terms of communication skills, prospective teachers have positive opinions regarding the implementation of English Area on their communication skills, namely their communication skills improve because they can practice presentations or speaking in front of a group, which trains their ability to convey material clearly which has an impact on increasing their self-confidence. English Area can train them to provide feedback to students so that an interactive and non-monotonous classroom atmosphere is created. Besides, English Area can help improve their pedagogical skills.

In terms of Collaboration, prospective teachers have two versions of opinions. Three people feel that English area can improve their collaboration with other prospective teachers. Collaboration enriches the learning process because it allows for the division of tasks, discussions with colleagues, and the preparation of more mature teaching materials. They can

also complement each other and enrich their knowledge and experience, so that they can provide better quality and effective learning for students. Meanwhile, teachers who are more interested in teaching themselves have the perception to avoid the gap between the two teachers that causes students to underestimate the lessons delivered by the teacher or speaker which can affect students' learning motivation and reduce the effectiveness of learning.

In terms of creativity, prospective teachers are of the opinion that the application of English Area can stimulate their creative powers, namely the use of innovative learning methods such as applying games such as English Ambassador and imitation to actively engage students in the classroom. Besides, the use of a combination of methods such as lectures, group discussions, and games.

In terms of critical thinking, prospective teachers feel that the English area can trigger their critical thinking skills. This can be seen when they carry out discussions and sharing of ideas, solving problems together: The activity also allows teachers and students to solve problems together, and develop more effective teaching skills, which require critical and analytical thinking skills.

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