Project Based Learning Toward Students' Creativity In Speaking Performance

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Abstract

This study aimed to find out whether or not Project based Learning have impact toward students' creativity in speaking performance. This research was experimental research with quasi experimental design. This research was conducted on second semester of English language education as population which was consisted of 30 students (Experimental Class) and 30 students (Control Class). To determine the sample, the researchers used random sampling technique. Instrument of this research was verbal creativity test. It consisted of several sub-test such as guest, guessing causes and guessing consequences, unusual use activities, improvement activities, and just suppose activity. The data analyzed used SPSS to determine descriptive and inferential statitistics. Based on the data analysis showed that t-test was 7.140 in 5% level of significant. It proved that Project based Learning has significant impact in students' creativity in speaking performance.

Keywords: Project based Learning, Creativity, Speaking Performance

INTRODUCTION

In context of learning English, there are two language skills both are able to speak (speaking) and able to write (writing) as the important skill in target of language acquisition. Brown (2001) stated that for someone to speak a language means that he/she can carry on a conversation with some degree of competence. Moreover, he/she points out that the measure of success in language acquisition is mostly evidence of the ability to achieve practical goals through interaction with other language speakers. Communication is the main point of speaking. In speaking skill, there is speaking performance. Tuan and Mai (2015) stated that students' speaking skills are influenced by factors that arise from performance conditions (time pressure, planning, overall performance, level of support), emotional factors (motivation, confidence, anxiety, etc), listening skills, and during classroom speaking activities.
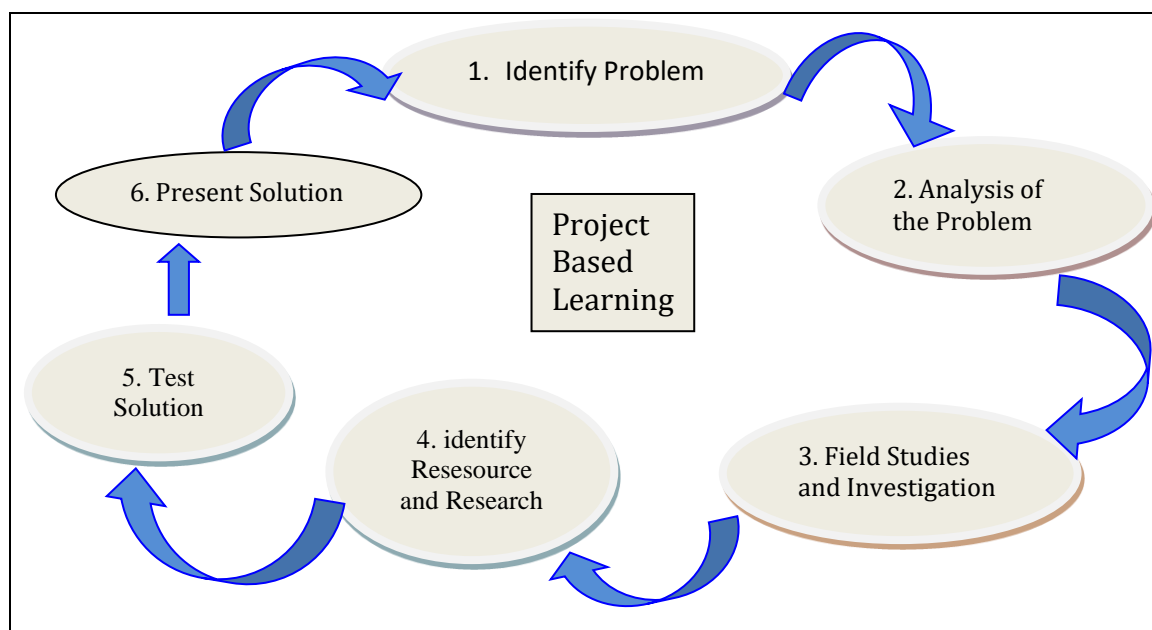
Speaking performance is a way for students to specify what they want to show. A speaking performance is similar to a dialogue, conversation, presentation, debate, speech, or anything where someone needs to provide information. Speaking performance refers to a students' ability to demonstrate speaking skill in front of an audience. Brown (2007) divided types of speaking performance into five namely; *Imitative*, the utterances of one word that is imitated grow into utterances of two words and then eventually become complex sentences. *Intensive*, intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. *Responsive*, very important in conversation because it can stimulate learners how to respond properly and correctly when someone gives a question or comment. *Interactive*, almost the same as responsive of the two speaking styles, both have the purpose of responding to a conversation interlocutor, either a question or a comment. *Extensive*, includes

extensive speech. Extensive is the highest level of speaking, or the process of developing speaking ability, so it is the most difficult type of speaking. Thre are five indicators of speaking performance namely: eye contact, body language and posture, gesture, fluency, and self-confidence. Second language (L2) research has long been concerned with exploring the sources of variation in speaking performance between and within speakers (Suzuki, et al, 2022). L2 speaking performance is influenced by both task design features and individual difference factors (Cho, 2018; Préfontaine & Kormos, 2017). Among individual difference factors, creativity has been reported as an important predictor of academic performance in various fields (Gajda, Karwowski, & Beghetto, 2017).

Understanding the meaning of this term seems essential if we are to instill creativity in EFL students. Creativity is a broad term that refers to the skill of creating something unusual or unique (Andy, 2018; Drago & Heilman, 2015; Kaufman, 2015). There are some types of creativity such as deliberate and cognitive; creativity that is *deliberate and cognitive* comes from hard work in a particular area, *deliberate and emotional*; creativity comes from sitting quietly and reflecting on their situation, spontaneous *and cognitive creativity*; utilizes the brain's basal ganglia-this is a part of the brain where dopamine is stored, and it operates outside conscious awareness; spontaneous and emotional; Perhaps the type of creativity that people consider is the most elusive and something you either "have or don't have" is the spontaneous and emotional creativity type.

What is the role of creativity in speaking performance? According to Suzuki et al (2022) to the best of our knowledge, no studies have examined the role of creativity in L2 speaking performance in relation to speaking task design. In this section, we thus only theorize what task characteristics might affect the role of creativity in L2 speaking performance. Some previous researchers have conducted research about creativity, Albert and Kormos (2004) found that there is relationship between creativity and speaking performance with applied picture narrative text. They investigated partial correlation between creativity scores and speaking performance measures while controlling for the influence of L2 proficiency.

Dealing with statement above researchers tried to applied Project based Learning (PjBL) to find creativity in speaking performance. As we know that Project-Based Learning (PjBL) is an approach to education where projects and activities serve as the medium. Students investigate, assess, decipher, and combine data to generate a variety of learning outcomes. The following benefits of project-based learning make it distinguish themselves from other pedagogies by fostering positive relationships between students and teachers, improving academic performance, fostering cooperative learning abilities, and engaging learners. The procedure of applying PjBL consisted of six steps. First, plan the project (the students plan the project dealing with the instruction from the lecturer). Second, creating schedule (students determine how long the project will do and how to consult the progress). Third, monitoring the students' progress and project. Forth, presenting the result (students present the project in front after finishing the project). Fifth, assessing the outcome and experience (lecture giving score based on the project). Sixth, evaluating (lecturer give feedback dealing with process and result of project). Nurdin, et al (2020) stated that in industrialized nations, the use of project-based learning has proven effective in raising student accomplishment and preparing them for life outside the classroom. The concept of PjBL can be seen on figure 1.

Figure 1. Concept of Project based Learning

RESEARCH METHOD

This research was experimental research. This research was conducted at second undergraduate English language education department of Mandalika University of Education in academic year 2022/2023.

The researcher found out whether or not Project based Learning have impact toward students' creativity in speaking performance. The experimental which used is quasi experimental design because there are two groups. Furthermore, both of the students' classes are determined as experimental class (X) and control class (Y).

This research applying a non randomize pretest-postest control group design. This design is chosen on the basis of consideration that this study is conducted in the organized classroom setting in which the researcher is not permitted to change the class. Each group is measured at the same time with the equivalent materials before treatment and after treatment applied.

The population of this research was all students of second semester undergraduate English language education department of Mandalika University of Education in academic year 2022/2023. There are three classes in second semester undergraduate English language education department. From the population, the researcher used random sampling technique to get sample. Class A as experimental class and class B as control class.

At the beginning of conducting research, both groups were given a pretest. The administration of pretest was intended to know the student's creativity in speaking performance of each group before treatment. The score of pretests and posttest was analyzed to see the significance of the difference between the two means. In the end of research gave posttest to find out achieved of students' score and compare the score before and after it.

The instrument consisted of verbal creativity test. It consisted of several sub-test such as guest, guessing causes and guessing consequences, unusual use activities, improvement activities, and just suppose activity. This test have three indicators fluency (Mentioning four or more ideas, suggestions or different alternative answers; Mentioning three ideas, suggestions or different alternative answers; Mentioning some ideas, suggestions or alternative answers that are not very different; Mentioning one idea, suggestion, or alternative answer; Not answering or giving a wrong answer),   flexibility (Giving several alternative answers that are very logical and relevant to the given problem from different points of view; Giving a few alternative answers that are quite logical and relevant to the given problem from different points of view; Giving several alternative answers that are quite logical but less relevant to the given problem from different points of view; Giving one alternative answer that is quite logical and relevant to the given problem with only one point of view; Not answering or giving a wrong answer), and originality (Mentioning several interesting unique ideas that are logical, relatively new and relevant to the given problem; Mentioning several interesting unique ideas that are logical, relatively new, but not quite relevant to the given problem; Mentioning quite interesting unique ideas that are quite logical, relatively new and quite relevant to the given problem; Mentioning an ordinary idea that is logical and relevant to the given problem; Not answering or giving a wrong answer).

The data analysis used SPSS to analysis t-test and answer the hypothesis. The hypothesis stated there is impact toward students' creativity in speaking performance.

RESEARCH FINDING

The result of pretest and post test score both of experimental class and control class showed that there is increased. The mean of pre test was 59.6667 (experimental class) and 55.6667 (control class). The mean score of posttests was 81.0000 (experimental class) and 62.3333 (control class). The computation statistics of pre-test and post test can be seen on table below.

Table 1. Statistics

		Experimental Class		Control Class	
		Pre-test	Post-test	Pre-test	Post-test
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		59.6667	81.0000	55.6667	62.3333
Median		65.0000	80.000	60.000	70.000
Mode		70.00	90.00	70.00	70.00
Std Deviation		15.64329	9.94814	15.90561	16.12095

The result of teaching learning process showed that students have more confidence in every meeting. The students showed vary responses when they were asked to do the task. In each step of project-based learning there were some data that the researcher found, those are: in first step (plan for project) the students planned a story about their experience during holiday. After discussing the story, they were asked to develop the story and create a good story in the form of conversation. This discussion session students discussed with their partner about the project. In the second step (creating a schedule) the lecturer gave time to complete the project for the students, it was about 30 minutes. Third step (monitoring the

students' progress and project) in this step, the lecturer monitored the students during progress of their project. the lecturer just saw the students' activity in discussing their task. The next step is (presenting the result) or presentation time, in this step the lecturer and students did the discussion based on the students' performance in presentation task. Some students were active in giving question and the other were just quiet. The presentation was held alternately, and each group got the clap hand from the students after presented their task in front of class. It was a group presentation. While presentation, the students were allowed to bring any aid such as a text, picture, etc. In this stage, students had a chance to explore their ability to speak English either in a group or personally. The presentation time also became the assessment from the lecturer on this meeting. The next step was assessing the outcome and experience, the lecturer gave assessment to the students based on the speaking criteria and also gave them directly feedback based on the students' performance. The last step is evaluating the task or project, in this step the lecturer evaluated, gave motivation and suggestion related to their performance.

The result of computing hypothesis showed that score of t-test was 7.140 in significant of level .000. The computing score of t-test can be seen on table below.

Table 2. Analysis of T-test

	Test Value = 0					
			Sig (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
	t	df			Lower	Upper
Experimental – Control	7.140	29	.000	53.86364	13.31956	24.01378

Relate to the result of computing above, it means there is impact between toward students' creativity in speaking performance. This is impact is influenced by applying Project based Learning. Nurdin, et al., (2020) The following benefits of project-based learning set it apart from other pedagogies: it increases student engagement, fosters positive relationships between teachers and students, enhances cooperative learning abilities, raises academic achievement, and develops higher-order thinking capabilities. Challenge-based learning is one kind of project-based learning.

Smith (2013) found that when taking these results into consideration, there are several warnings. First off, it's possible that the second assignment demanded more creativity than the first one did, which would explain why those students who were more creative scored somewhat higher on the second task rather than overall aptitude. Second, my teaching approach can be skewed in favor of students who are more creative by nature. Thirdly, although word counts provide a gauge of the amount of language produced, t-counts and other more advanced measures of fluency could also be applied. Fourthly, unlike diversity of vocabulary, accuracy, or structural complexity, fluency is a measure of language competence, but it was a measure of creativity nonetheless. Lastly, given that the students had either

succeeded or failed in their one semester of university teaching, the timing of the self-efficacy questionnaire might have affected their self-evaluation.

Mafruudloh and Fitriati (2020) also found that teaching speaking required the application of PBL. It might encourage pupils to generate ideas more actively and creatively. Taking into account the conclusions above, it appears that PBL use was able to support students' speaking skill improvement, as seen by the advancement of the students' speaking scores following PBL treatment. It was anticipated that using PBL to teach English would greatly benefit English teachers in helping their students become more proficient speakers of the language. When PBL was used in the teaching process, students are motivated and at ease. It suggests that the application of PBL could potentially heighten students' curiosity and facilitate their exploration of and transmission of ideas into oral or spoken communication. Additionally, it was suggested to support the students in mastering the subject matter independently in order to avoid using a teacher-centered approach to learning.

Abdullah, et al (2020) also have conducted research about creativity. They found that One of the more important of this study was that students' speaking skills increased gradually as their inventiveness increased. Therefore, it would appear that the lecturer or instructor should provide additional materials and activities in the EFL teaching-learning environment to strengthen the support for both ideas. Because of the limited sample size, care must be used because the results may not apply to students who are already accustomed to speak in front of an audience. It would be intriguing to duplicate the trials reported here utilizing the multidiscipline approach in subsequent research. In order to support creativity in the EFL classroom, it should be tried to uncover a deeper motivation from both students and teachers or lecturers.

CONCLUSION

1. The implementing Project-Based Learning have impact for students' creativity in speaking performance. It proved by hyphothesis analysis is accepted. The t-test is significant level.
2. This study found that the students' attitude during the learning process was very good. The increase in student creativity in speaking performance after implementing the Project-Based Learning method in the classroom occurs because the learning process is Students-Centered Learning. The steps of project-based learning also engage the student's improvement, because in each step students demanded to be active in expressing their idea. That made students were not scared to express themselves by asking question and giving respond to the lecturer and their friends' performanced in the front of class.

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