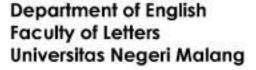# PROCEEDINGS

The International English Language Teachers and Lecturers (iNELTAL) Conference 2018

Malang, October 27-28, 2018

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Keynote Speakers:

Derek Irwin	University of Nottingham Ningbo, China
Hayo Reinders	Unitec, New Zealand
Utami Widiati	Universitas Negeri Malang

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THE INTERNATIONAL ENGLISH LANGUAGE TEACHERS AND LECTURERS (iNELTAL) 2018

FOREWORD

A warm welcome and thank you for joining us for the iNELTAL (International English Language Teachers and Lecturers) 2018 Conference. The theme of the conference is **Engaging Students, Empowering Teachers: Toward Quality Education**, chosen for student-teachers, postgraduate students, university lecturers, and school teachers to reflect *shifting standpoints* in various topics in English language teaching and learning such as:

- Cooperative learning
- Project-based learning
- Task-based learning
- Intercultural approaches to learning
- Integrating literature and pop culture in the classroom
- Using authentic materials
- Autonomous learning approaches
- Integrating ICT in learning
- Teacher leaderships

- Teacher professional development
- Learning by/from doing research
- Reflective practice
- Teacher learning community
- Lesson study
- Educational policy
- Teacher training and education
- Educational partnership and collaboration
- Creative teacher projects

The conference provides some spaces for presenters and participants to connect and act about teaching, learning, engagement and empowerment as they impact their lives as language users and teachers.

Welcome to our international keynote speakers, **Dr. Hayo Reinders** of Unitec, Institute of Technology, New Zealand and **Dr. Derek Irwin** of University of Nottingham Ningbo China (UNCC) and University of Nebraska Medical Center (UNMC). Thank you for making the journey to Malang city. We appreciate your time, and sharing of experience and knowledge. Thank you to our Indonesian keynote speaker, **Prof Utami Widiati** of Universitas Negeri Malang (UM) and to everyone who has taken the time, energy, and passion to present as part of the iNELTAL 2018 Conference.

Whilst the conference sessions are the chief focus, the networking—talking with colleagues and friends, meeting new people and making lasting connections—is a huge benefit of attending the conference. In addition, the conference reminds us that we are part of a bigger community of practice, and that we can always learn more and think of new means of increasing our knowledge within a broad range of areas.

May you all have fruitful days during the conference.

Malang, 27 October 2018

On behalf of all the organizing committee,

Anik Nunuk Wulyani

Chairperson

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THE EFFECT OF PROBLEM-BASED LEARNING (PBL) AND STUDENTS' CREATIVITY TOWARD THEIR SPEAKING SKILL

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Abstract: The purpose of this research was to find out whether there was any interaction effect between PBL and students' creativity on their speaking skill. It used quasi experimental method. Meanwhile, two classes comprising of an experimental class and a control class became the research subjects. Each class consisted of 20 students of the second semester of Non English department of faculty of education in UNHASY in the academic year of 2017/2018. PBL was implemented in an experimental class and Direct Instruction was used to teach in a control class. The techniques of collecting data were tests of creativity and speaking. Two-way ANOVA test was used to analyze the speaking scores and to classify the students' scores into high and low creativity. The result was that Fo interaction (72.41) is greater than Ft (4.11) at the level of significance α= 0.05. It proved that there was an effect of interaction between teaching models (PBL and DI) and students' creativity. Because the speaking score mean of the students with high creativity in PBL class (82.4) is the highest among others', it can be concluded that problem-based learning and the the students' creativity influence the students' speaking skill.

Keywords: Problem-Based Learning, Direct Instruction, Creativity, Students' Speaking Skill

INTRODUCTION

There are four English skills studied in both schools and universities in Indonesia. They are speaking, reading, listening, and writing. Among those skills,

speaking is the main skill that has to be mastered in this globalization era. It is known that globalization era enables all nations in the world to interact one another. Meanwhile, English is one of the international languages in the world. The effective ability to speak English is needed very much in all aspects of life in this globalization era (Aye & Phyu, 2015).

Fortunately, the ability to speak a foreign language is often used as the standard of success in learning it (Tahir, 2015). This phenomenon also happens in learning English. The learners' ability of speaking becomes the measurement of their success in their learning English. It is because speaking is a skill which is easily noticed for one's ability. When somebody can speak English well, he or she will be said that he or she has mastered English. Unfortunately, speaking English is not an easy thing to do for students who are learning English at Non Department of English. They encounter many difficulties in many cases such as vocabulary, pronunciation, and grammatical structure. The internal obstacles that they usually face are feeling scared of making mistakes when speaking and less confidence in using English. Besides, they also still do not use their creativity when they speak English. Creativity is related to something new, imaginative, original, and different from others. Creativity has four components, namely fluency, flexibility, originality, and elaboration (Shively, 2011).

Problem-Based Learning (PBL) is a student-centered approach in which the students carry out research, combine theory and practice, and use knowledge and skills to find out the solutions of the problems (Savery, 2006). The researchers assume that this model is good to be applied in teaching and learning process of speaking. By using PBL, the teacher acts as a facilitator and the students become the problem solvers. The teacher poses the problems as the problems in the real life (Abanikannda, 2016). So that the students feel that they are facing their real world. They are not judged to have one correct answer for every problem. Additionally, there are only few research exploring the use of PBL in the language learning. One of them is a research conducted by Azman & Shin (2012) who found that there was a positive impact on the students' speaking skills after being taught by using PBL. However, there was no research which explored the effect of PBL and students' creativity toward their speaking skill. That is why this study is focused on knowing the effect of PBL and students' creativity on their speaking.

This quasi experimental study was conducted in Non English Department of Faculty of Education in Universitas Hasyim Asy'ari Tebuireng Jombang. The research purpose was to know the interaction effect between problem-based learning and students' creativity toward their speaking skill.

METHOD

The method used in this research design was quasi experimental method. The population was the second semester students of Non English Department, Faculty of Education of UNHASY in the academic year of 2017/2018. They consisted of five classes. Meanwhile, the samples were two classes based on cluster random sampling. To decide which class to be the experimental class and the control class, the researchers used the lottery for the two classes to be the samples. Then, they were classified into a control class taught by using Direct Instruction and an experimental class taught by using PBL. The researchers used two kinds of instruments, creativity test and speaking test. Before the students were taught by PBL and Direct Instruction, they had to do the creativity test which measured their creativity in contructing sentences. After that, they were classified into students of high and low creativity of each class. At the end of the teaching and learning process, they did speaking test. These speaking scores became the data of this research. Next, after data classification of high and low level of creativity in both experimental and control classes, the data were analyzed by using two-way ANOVA test which is usually known as factorial design. It was to find out the effect of interaction between teaching models (PBL and Direct Instruction) and students' creativity toward their speaking skill. To know the specific effect of PBL and the students' creativity, the researchers compared the mean scores of students' speaking scores from four groups, namely a group of students with high creativity of PBL class, a group of students with low creativity of PBL class, a group of students having high creativity of DI class and a group of students having low creativity of DI class.

FINDINGS AND DISCUSSION

The data had to have homogeneity and normality before being analyzed. After knowing that the data was homogenous and in the normal distribution, two-way ANOVA test was used to analyze the data. The following table is the summary of the result of two-way ANOVA test.

Table 1. Summary of two-way ANOVA Test Result

Variance Sources	SS	df	MS	Fo	Ft
Columns by Rows (Interaction)	186.1	1	186.1	72.41	4.11
Between Groups	3241.1	3	114.04		
Within Groups	92.4	36	2.57		
Total	**3333.5**	**39**			

Based on the data on the table above, it can be known that Fo interaction (186.1) is higher than Ft (4.11) at the level of significance α= 0.05, so that Ho is rejected. It means that there is an interaction effect between models of teaching and students' creativity level. Thus, the students' speaking skill got influence from teaching models (PBL and Direct Instruction) and the level of students' creativity. Indeed, this research result shows the evidence that students' speaking skill was influenced by the teaching models use and their creativity.

To know the effect of PBL and the students' creativity toward their speaking skills, the mean scores of students' speaking scores from four groups were compared. Those mean scores can be seen in the table 2 below.

Table 2. Mean Scores of Four Groups

No	Names of Groups	Mean Score of Speaking Score
	Students with high creativity of PBL class	82.4
	Students with low creativity of PBL class	62
	Students with high creativity of DI class	75.4
	Students with low creativity of DI class	61.2

The data on table 2 above show that the mean score of students with high creativity of PBL class (82.4) was the highest. It tells us that PBL as the teaching model and students' creativity has high effect toward the students' speaking skill. It also leads us to the conclusion that PBL and the students' creativity level give the influence on the students' speaking skill.

It has been known that every teaching model has its own strength so that it has a positive correlation with the students' achievement, especially speaking achievement in this study. Before teaching, the teachers always consider the appropriate teaching model that will be used for their teaching materials. In this case, the teachers are looking for better teaching models in order to provide the students' need related to changes of how English should be taught (Azman & Shin, 2012). Then, the teachers select better teaching models to be used in their teaching and learning process. As a result, the teachers would see the students' improvement after employing this type of teaching and learning process. The researchers of this study chose PBL as the teaching model to teach speaking in an experimental class with the hope that the students of experimental class got better speaking skill. This was exactly what happened in this research since PBL could stimulate the students to speak more and more.

The best characteristic of PBL is the students' active involvement in finding the solutions of the problems given (Abanikannda, 2016; Boothe, Caspary & Wickstrom, 2017). PBL provides opportunities for the students to be more active and highly motivated to speak. They realized what to be done with their speaking skill much more. To be silent in their group of discussion

would be a mistake for them. It is because they would get nothing by doing so. Everyone who did not say anything would just become the listeners for other friends who are very enthusiastic to deliver their opinions, ideas, feelings, or suggestions in their conversation groups. Besides, they also know that doing mistakes in their speaking is a common thing and it would get feedback from their friends as their speaking partners directly or the teacher at the end of the teaching and learning process.

PBL made the students' sense of competition in speaking become higher. Being let to explore their speaking with the topics given could motivate them to be fussier. Feeling free to say everything connected to the speaking topics stimulated them to be the best speaker of the day. Their bravery to speak got higher and higher. There was a high impact on the increase of students' self-confidence in using English for communication after they used PBL in their teaching and learning English (Azman & Shin, 2012). The students often seemed to build higher confidence in speaking at every speaking class. Even though, they actually only got the direction what to be spoken in their class from their teacher. This kind of encouragement made them believe that they could do what their teacher asked them to do.

The conditions above occurred also because of the creativity that the students had. PBL can help students to enhance their creative thinking (Ulger, 2018). Their creativity helped them to be able to express what is in their minds. They had a lot of supplies of ideas to be said in their discussion. By having the supplies, they would not easily give up in speaking when they found the uncommon topics of speaking. They were encouraged more to be able to solve the problems given by the teacher. The habit to be able to handle whatever the problem they had could make their spirit to speak become more and more.

There are some steps that should be followed by other people in order that to be creative people. They are generating new ideas, analyzing ideas, and finally telling the ideas to other people (Stenberg, 2006). These kinds of steps were also done by the students when they gave their opinions to be the solutions for every problem in their conversations. It is also true that the creativity that they have because they are used to facing and solving many kinds of problems posed by the teachers. When having the problems formed as the real world problems by their teacher, they tried hard to give the best solutions for these problems. By using their creativity, they did not only use one thinking style. They collaborate with other group members to find the answer of the problems. In this case, other members do not use the same thinking style always but can also use different thinking styles.

Meanwhile, Direct Instruction tends to make the students stay in their lines. It means that the students only follow the directions from their teachers. It happens after the teacher gives the explicit instructions to the students without giving them any chance to find the knowledge from their own experience in their learning (Al-Makahleh, 2011). That is why the students seem to be lazy to find the new and meaningful ideas for their speaking topics. They are used to being given directions continuously in making decisions or expressing opinions. They depend on their teachers more. They seldom try to get the opinions from their own efforts. They are only waiting for what the next instructions from the teachers are. They are always provided vocabulary to be used in their conversations by their teachers. They do not get the vocabulary from their own discovery. This situation makes them less creative. The effect of it is that they do not get improvement of their speaking ability except for what has been explained by their teachers before asking them to have conversations with their friends. After getting stuck with their conversations, they just keep silent while waiting for the next suggestions and directions from their teachers. This condition is

not conducive at all at losing the scary of making mistakes in conversations, rising the confidence to speak, and building high motivation to be engaged in speaking class.

Students still feel anxious when speaking after they learned English by using Direct Instruction. It makes them fail to have better speaking skill. Higher anxiety makes them not speak anything. They focus on the mistakes that they will produce. They are afraid of this condition. They just listen to the other members who are having better performance rather than trying to speak. Their anxiety gets them not to open their mouths to say something. Anxiety is one of factors that destroy the motivation (Dislen, 2013). Finally, they do not improve their speaking skills.

CONCLUSIONS

The students' ability of speaking English was influenced by PBL and their creativity. PBL makes the students with high creativity to get higher improvement of speaking than students with low creativity. PBL also enables the students to be more creative in formulating ideas, opinions, and suggestions in their conversations. PBL challenges the students to use and improve their creativity more and more so that they are able to speak English fluently. The students with low creativity get more motivation to speak English because they do not want to be the permanent listeners of the speaking of their friends having high creativity. They try hard to be involved and not to miss their conversations. Eventhough, their speaking skill is still lower than the speaking skill of the students' with high creativity. Their active participation in joining the conversations in the class must be rewarded because they have hard effort to do that. They are not giving up speaking when getting speaking partners from the students having high creativity.

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