

# The Preliminary Research of Developing HOT Project-Based-Speaking Assessment to Stimulate the Students' Critical Thinking and Creativity

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**Abstract**—2013 curriculum encourages the senior high teachers to successful develop Higher Order Thinking (HOT) assessment in the teaching and learning process. Therefore, this study is conducted to investigate the preliminary research of developing project-based-speaking assessment to stimulate the students' critical thinking and creativity in English learning. This study uses descriptive qualitative method at SMA N 15 Semarang. The data are gathered through observation, interview, and questionnaire which are aimed to know the existing of the implementation of HOT project assessment. The first results indicated that the English teacher never gave and developed project-based-speaking assessment to stimulate the students' critical thinking and creativity in English learning. The teacher got difficulties in constructing items for HOT speaking assessment and arranging the learning instruments as the needs of the implementation 2013 curriculum. Likewise, the students also never did any speaking project in English learning, and they often got bored during the teaching and learning process. In conclusion, both English teacher and students never did any project-based-speaking assessment in English learning. (*Abstract*)

**Keywords**—preliminary research, project-based-speaking, assessment, critical thinking, creativity (*key words*)

## I. INTRODUCTION

The success of learning can be known through assessment, and assessment results are also used to perfect learning. Hence, to implement the authentic assessment, the substance of 2013 curriculum encourages the teachers to successful develop Higher Order Thinking (HOT) assessment in the teaching and learning process. HOT requires the thoughtful consideration of current instructional techniques and the commitment for active student-centered teaching learning environment (Mainali, 2012).

Thus, this study focuses on the preliminary research to develop HOT project-based-speaking assessment to stimulate the students' critical thinking and creativity in English learning. Project-based learning demands students to develop conceptual knowledge and creative thinking skills, according to the lifelong learning principle refers to the four pillars of education universal, that is learning to know (learning to know), learning with doing (learning to do), learning to live in togetherness (learning to live together) and learn to be yourself (learning to be) (Lidya, 2016). Therefore, the project based learning approach is aimed at improving the quality of student learning.

Related to the assessment, the following studies show the realization of assessment to teach English in addressing the learning of HOT skills and evaluating of thinking skills. In conducting the study, the researchers implemented inquiry-based learning situated in real-world phenomena, as it was aimed at creating the study actively for students. The results indicated that assessment really connected between teaching and learning, and it could have an influence on the way teachers' teaching and students' learning (Adkins, 2017; Annuuru, 2017; Elshawa, 2016; Fitriani, 2017). Thus, the assessment is also able to be applied in teaching English of speaking skill.

To achieve the communicative competence of speaking skill, learners requires the possession of knowledge about how to produce not only linguistically correct, but also pragmatically appropriate utterances (Irawati, 2016). It means that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Further, the speaking activity should be applied in a project based in order to improve the students' learning achievement, and this study brought the students to

explore their speaking ability into mini drama performance. The implementation of drama is able to improve the students' self confidence in expressing the experience and reflection as roles (Amri, 2016; Milchatun, Dwi Anggani LB, 2015; Sukrisno, 2016).

Moreover, previous research studies show that the implementation of drama performance have successfully courage the students to express their idea freely, have a good attention in speaking class, increase their creative thinking during the group discussion, and they feel confident in solving problem (Amri, 2016; Ganiron, 2014; Wahyuni, 2013). Thus, by engaging the students into a group discussion, it was aimed at improving the students' activeness and contribution to the learning is being realized through their performance or presentation (Astuti & Lammers, 2017).

Further, a discussion is a means of thoughtful consideration of the relationship involved in the topic or problem under study. Furthermore, in a group discussion, it gave chance to learners to exchange of information, opinion, and ideas. Thus, a further characteristic of a successful discussion is the apparent motivation of the participants: their attention to the speakers their expression that they were reacting to the humor, seriousness, or difficulty of the ideas being expressed (Astuti, 2018; Wiwiet Purwitawati Sholihah, 2017). Hence, the implementation of group discussion was also in line with the use of project-based learning to stimulate the students' activeness.

Therefore, the aim of project-based-speaking assessment in this study is to stimulate the students' critical thinking and creativity in English learning. *Critical thinking* is the ability to think clearly and rationally about what to do or what to believe (Iskandar, 2015). Further, critical thinking as the ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments and solve problems (Alidmat & Ayassrah, 2017). Meanwhile, creativity is the capacity of a person to produce compositions, products or ideas which are essentially new or novel and previously unknown to the producer (Gupta, 2015).

Furthermore, the project-based-speaking assessment was not only conducted to learn speaking skill, but it also covered the activities to learn English for skills of listening, reading, and writing. There, during the implementation of assessment, the students did listening to the recording related to the material and watching video, which it was aimed to build up the students learning excitement. The students also did reading activity of narrative text provided on the book and given by teacher (Faridi, 2016). They analyzed the text based on the social function, language features, and generic structure. Moreover, they writing of drama script in which they considered the concept of drama performance. Lastly, they did speaking activity by doing mini drama performance. Those activities were conducted to stimulate the students' critical thinking and creativity. Therefore, the objective of this study is to develop HOT project-based-speaking assessment to stimulate the students' critical thinking and creativity in English learning.

## II. METHOD

This study uses descriptive qualitative method at SMA N 15 Semarang. The steps of this study were the observation and information collection.

Further, the data that were gathered through observation, interview, and questionnaire were aimed to know the existing of the implementation of HOT project assessment. The qualitative data in this study were collected from observation checklist, interview, and questionnaire.

## III. FINDINGS AND DISCUSSION

This presented and discussed the results of all data and the interpretation of data analysis on the developing HOT project-based-speaking assessment to stimulate the students' critical thinking and creativity in English learning.

### A. Observation

This phase was classroom observation to observe the teacher's teaching activities and the students' activeness and participation in the process of teaching and learning directly. The results showed that teacher had prepared a lesson plan before she conducted the teaching, but she did not make a learning concept to develop the students' high order thinking (HOT). She opened the teaching by giving greetings, motivating the students, and showing video of legend to increase the students' critical thinking. To support the teaching, she explained the generic structures, social function, and language features of narrative text. After that, she asked the students to do the tasks in the book. While the students were working on the task, they sometimes asked to teacher about their difficulties. The teacher responded on the students' questions and gave positive feedback.

On the other way, many students enjoyed to play jokes with their friends, so teacher often gave motivation and even admonition to them, and to all students. It made the teaching and learning process was not going on well. Moreover, teacher found some students did not do the task seriously, and it was meant that the both teacher and students had problems in the process of teaching and learning.

Likewise, during the teaching and learning process, the teacher never gave any projects to students. She only gave time for students to do the tasks, and did checking on the students' works, and she used the scores as the daily score. Lastly, she closed the teaching by doing evaluation on what they had done in that day. She also motivated the students in order they would have better learning motivation.

### B. Interview with English Teacher

The interview had been done to know the responses from English teacher directly. The questions contained the teacher's implementation of HOT assessment and project-based-speaking assessment to stimulate the students' critical thinking and creativity in English learning. It also discussed about the teaching's problems that faced by teacher. Based on the

teacher's responses, she understood HOT assessment and project-based-speaking assessment, but she hadn't implemented any HOT project assessments in the process of teaching and learning. All this time, she just conducted the teaching and learning based on manual of English book (*LKS*) that had been given to the students. Likewise, she never gave and developed project-based-speaking assessment to students. Further, to enhance the students' speaking skill, she encouraged the students to speak in English when they wanted to ask to teacher. Meanwhile, she got some obstacles why she didn't develop any projects to students. First, most students were not active during the process of teaching and learning. Second, they rarely did some tasks and practices which given by teacher, so the teacher preferred to give counseling and advices in order they could be better in learning.

But then, she was excited to develop project-based-speaking assessment in order to improve the students' speaking skill. She planned to develop the project of role-play as a technique to stimulate the students' speaking and creativity, but she needed a model before implementing it.

#### *C. Interview with Students*

After the researcher interviewed the English teacher, the researcher continued to do an interview to all students of X IPA 1. The process of interview was discussing about the implementation of HOT assessment and project-based-speaking assessment to stimulate the students' critical thinking and creativity in English learning. Based on the students' responses, they were never given any project-based-speaking assessments in the process of teaching and learning. During the learning activities, they only learned English from the book that given by teacher. In learning speaking, they told that they had ever performed their speaking in front of the class when they firstly introduced themselves as the new students in the school. Sometimes, they tried to speak in English to teacher when they got some difficulties in understanding the material or tasks. In speaking English, they were not confident with their ability because they realized that they didn't comprehend grammar well, lacked of vocabularies, etc.

Furthermore, they were interested to have a project of speaking assessment in the process of teaching and learning. They wanted to have games or do playing roles to enhance their speaking skill, but they needed to learn structure, practice their pronunciation, and enrich the vocabularies.

In conclusion, the results of interview that had been conducted with English teacher and all students of X IPA 1 showed that they never did any projects and they faced some learning problems and obstacles during the process of teaching and learning in the classroom. From those results, the researcher developed project-based-speaking assessment to stimulate the students' critical thinking and creativity in English learning.

#### *D. Questionnaire to English Teacher*

The questions discussed about the implementation of HOT assessment and project-based-speaking assessment to

stimulate the students' critical thinking and creativity in English learning. Based on the teacher's responses, she had got an understanding about HOT assessment in the process of teaching and learning, but she never implemented it because of some problems related to the students' activeness. The students could not be cooperatively engaged to the project that had been prepared by the teacher, so she just conducted the teaching and learning by explaining the materials and the students did some practices/tasks. To support her teaching, she showed some pictures and videos related to the lesson and then asked the students to make a conclusion about the pictures. It was aimed at attracting the students' attention and stimulating their creativity. Furthermore, she planned to develop project-based-speaking assessment in order to improve the students' speaking skill by applying of role-play as a technique to stimulate the students' speaking and creativity.

#### *E. Questionnaire to Students*

The questionnaire sheet was also given to all students of X IPA 1. The researcher gave questionnaire sheet to know about the students' understanding of HOT assessment and project-based-speaking assessment to stimulate the students' critical thinking and creativity in English learning. Previously, all students responded that they did not know about HOT assessment, and they never did project-based-speaking assessment. They had only performed their speaking ability when they introduced themselves in the first meeting. All this time, they learned English from book and did the tasks to submit as the score. Moreover, they often some problems in the process of teaching and learning, such as monotonous activities, uncooperative classmates, and lacked of confident on their English ability. To avoid their boredom, they preferred to listen to music (English songs) and watch a movie. Furthermore, they needed some attractive activities in learning English e.g. making a project, watching movie, singing a song, etc.

In conclusion, the results of questionnaire were similar with the results of interviews which the English teacher and all students of X IPA 1 never did any projects and they faced some learning problems and obstacles during the process of teaching and learning in the classroom.

### IV. CONCLUSIONS AND SUGGESTION

From the results and discussion, the researcher can conclude that the English teacher never gave and developed project-based-speaking assessment to stimulate the students' critical thinking. The teacher got difficulties in constructing items for speaking assessment and arranging the learning instruments as the needs of the implementation 2013 curriculum. Further, the English teacher never developed project-based-speaking assessment to stimulate the students' creativity in English learning. She was still confused in arranging the steps of HOT project assessment. Likewise, the students also never did any speaking projects during the

teaching and learning process, whereas they were excited to have project-based-speaking assessment.

However, the English teacher needs to develop any projects in the process of teaching and learning, especially project-based-speaking assessment to students. The project should be referred to the needs of lesson material in syllabus. Further, the teacher should be able to provide teaching's aids and media to support the learning process. The concerning availability of the media is not only for aesthetic purpose, but it also helps the students to receive the input and improve their participation in learning.

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