DEVELOPING PROBLEM-BASED SPEAKING ASSESSMENT MODULE TO STIMULATE THE STUDENTS' CRITICAL THINKING AND CREATIVITY

A Thesis

Submitted in Partial Fulfillment of the Requirements for the Master Degree in English Education

by

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MOTTO AND DEDICATION

Motto:

1. The teaching and learning evaluation is needed to be done as the realization of the teaching learning process to stimulate students' critical thinking.
2. An assessment is needed to be evaluated to stimulate students' creativity.
3. Problem-based speaking assessment module is developed as the way to stimulate students' creativity.
4. The development of problem-based speaking assessment module is needed in order to stimulate students' critical thinking.
5. The problem-based speaking assessment module is effective to stimulate the students' critical thinking.
6. There is significant improvement on the students' creativity by using problem-based speaking assessment module.

Dedication:

This thesis is dedicated to English Language Education, Pascasarjana, Universitas Negeri Semarang.

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ABSTRACT

Mukhoyyar, Aniq. 2018. Developing Problem-Based Speaking Assessment Module to Stimulate the Students' Critical Thinking and Creativity (The Case of SMA N 12 Semarang in Academic Year of 2017/2018). A Thesis.English Language Education, Graduate Program, State University of Semarang. First Advisor: Dr. Dwi Anggani Linggar Bharati, M.Pd., Second Advisor: Prof. Dr. Januarius Mujiyanto, M.Hum.

Keywords: Problem-based, speaking, assessment, critical thinking, creativity

The 2013 curriculum is used in Indonesia as the national curriculum. HOTS (higher-order thinking skill) is one of 2013 curriculum aspects must be available on the teaching and learning activity. In the teaching and learning process, the teacher need assessment to measure the students' achievement. Beside that, the teacher get difficulty in developing assessment that can stimulate students' critical thinking and creativity. this study aimed to: describe the realization of assessment in English learning to stimulate students' critical thinking and creativity, explain the development of problem-based speaking assessment module to stimulate the students' critical thinking and creativity, and explain the effectiveness of problem-based speaking assessment module to stimulate the students' critical thinking and creativity.

Research and Development (RnD) approach was employed with the students of X IPA 2 of SMA 12 Semarang in the academic year of 2017/2018 as subject. This study used quantitative and qualitatve data through questionnaire, interview, observation checklist, and test as the instrument in collecting the data. The teacher collaborated with the researcher in developing the problem-based speaking assessment module. Then, the module was revised based on the experts before doing field testing.

The result of this study showed that the English teacher never developed the asessment that can stimulate students' critical thinking and creativity. By using the problem-based speaking assessment module there was improvement. It was proved by the students' score of each skill. The speaking skill was 67 to 80.03, critical thinking skill was 65.56 to 76.67, and creativity skill was 65.42 to 76.81. It can be concluded that there was a significant different between the result of pre-test and post-test. To know the significance of the research, the researcher used SPSS. The results were (0.00), it is lower than 0.05. It means there was a significant improvement in the students' speaking, critical thinking, and creativity skill after they used problem-based speaking assessment module in the treatment process.

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CHAPTER I

INTRODUCTION

In this chapter the researcher discusses the background of the study, reason for choosing the topic, research problem, objective of the study, significance of the study, scope of the study, and definition of key terminologies.

1.1 Background of the Study

Teaching and learning process in Indonesia deals with a curriculum. The curriculum is a foundation of the teaching-learning process; as a result, the teaching-learning process has to be based on the used curriculum. In addition, it is a structured interaction for students with instructional content, resources, materials, and evaluation processes of the learning objectives. The school must have a good curriculum to create good student and determine the quality of graduates. As a result, the good quality of the graduation depends on the curriculum as the guidance in the school. The curriculum is used to developing spiritual, moral, cultural, mental and physical of student both at school and society. Furthermore, it prepares the students for the opportunities, responsibilities, and experiences in the future (White, 2004, p. 2). That is why every teacher has to understand and follow the current curriculum before planning and developing materials and teaching-learning process.

The curriculum is a fundamental part of education. It provides about guiding and planning for the teacher to achieve the goal in education. According to Glatthorn (1987) in Seel (2004, p. 131) curriculum is the guidance for the

teacher which is prepared in form of documents, and then it is implemented in the teaching-learning activity in a real situation.

Without the guidance of the curriculum, the teacher will have difficulties in reaching the goal. Curriculum in Indonesia is changed many times in order to follow the demands of society and to face the world challenges. There are several curricula used in Indonesia; curricula 1950 and 1958, curricula 1962 and 1968, curriculum 1975, curricula 1984 and 1994, curricula 2004 and 2006 (Faridi 2012, pp. 2-7).

The newest curriculum used in Indonesia is the 2013 curriculum. It hopes that this curriculum can be better in creating the quality of graduates. This curriculum ever used in the academic year of 2013/2014, but the result had not been maximal yet. There were some factors, such as the school, the teacher's book, the students' book was not ready. Some teachers had difficulty in applying this curriculum. As a result, the Indonesian Ministry of Education and Culture asked some school in Indonesia to use the KTSP curriculum again. Nevertheless, it happened temporarily and nowadays 2013 curriculum is used in Indonesia as the national curriculum. 2013 curriculum has been revised in 2015, 2016, and 2017. This curriculum has four aspects namely character building, literacy, 4C (communication, collaboration, critical thinking and problem-based, creativity and innovation), and HOTS (higher-order thinking skill). These aspects must be available on the teaching and learning activity.

The implementation of this curriculum is not easy, because the teacher has to understand well about it. Based on monitoring and evaluation of 2013

curriculum implementation in senior high school level, the teacher has difficulties in assessing the students' ability in English subject, because there are many aspects that have to be assessed. Moreover, the teacher doesn't understand well about the 2013 curriculum. The examples are the content and the aspects that should be assessed in this curriculum. It means that the success of the 2013 curriculum implementation based on the school and the teacher's preparedness in conducting the learning process. According to Jaedun (2014, p. 15) the success of the curriculum will be reached when the teacher and school are ready in preparing the 2013 curriculum implementation in the learning process. The quality of the education system depends on the quality of the teacher. A teacher is the main part of giving treatment and the quality of the students' outcome in the learning process (Jaedun, 2014, p. 15). Moreover, the teacher has to provide four skills in the teaching and learning process. One of them is speaking.

Speaking is verbal language to communicate with others (Fulcher, 2003, p. 23). In other words, speaking is the activity to talk to the other about anything to give information or knowledge, or it can be said that speaking is an oral communicative activity like transmitting information, ideas, or feeling. In measuring the quality of speaking skills, the teacher needs assessment.

Assessment is used to achieve a goal by using different methods and techniques; every method has own characteristics and properties (Abosalem, 2016, p. 3). It is to discover the understanding and knowledge in a specific subject. Assessment has 3 purposes; those are to assist learning, to measure students' achievement, and to evaluate the program (Airasian, 1994 and

Pellegrino, Chudowsky and Glaser, 2001) in (Abosalem, 2012, p. 3). Assessment is needed in each skill, include speaking.

Speaking assessment is important to be done in order to measure the students' speaking ability. Nevertheless, it is not easy to be assessed. Based on Hughes (2003) in Ahmed (2014, p. 98) testing speaking is difficult and cannot be assessed as precisely as other language skills. It means that the teacher needs more effort to assess speaking skill. Moreover, the teacher has to provide four aspects of the 2013 curriculum in the teaching-learning process. One of them is HOTS.

HOTS is one of the aspects in the 2013 curriculum that must be available. HOTS is the ability in making a decision and building the ideas based on the texts. In this aspect, the teacher has to guide the students in having the ability to think critically, logically, reflectively, metacognitively, and creatively. The 2013 curriculum also requires metacognitive which means that the learners have to be able to predict, design, and estimate the issues. These will emerge when the students face an unfamiliar problem, uncertainties, and question or dilemma (Mainali, 2012, p. 6). Problem-based effects HOTS.

Problem-based is critical thinking of learning that seeks the solution and answer to the problem. HOTS involves problem-based where the solutions are possible to use in solving the problem (the National Research Council, 1987) in (Mainali, 2012, p. 6). The student has to have HOTS in every skill including speaking skill. It takes considerable time, effort and training. As a result, the researcher is interested in developing problem-based speaking assessment module to stimulate the SMA students' critical thinking and creativity.

1.2 Reasons for Choosing the Topic

In this study, the researcher intends to develop high order thinking problem-based based speaking assessment to stimulate the SMA students' critical thinking and creativity. There are several reasons for choosing the topic. They are:

1.2.1 Speaking is an important skill in communication, because people communicate with others every time to convey their meaning. However, the students get difficulty in performing their speaking ability.

1.2.2 The teacher has some problem and difficulties in constructing a problem-based speaking assessment, so the teacher can't build the speaking skill maximally.

1.2.3 The 2013 curriculum needs students to be critical and creative in the process and product learning. Hence, the researcher will do the research on developing problem-based speaking assessment module to stimulate the students' critical thinking and creativity in SMA students.

1.3 Scope of the Study

This study focused on issues related to the development of problem-based speaking assessment module to stimulate the students' critical thinking and creativity. This study was kind of Research and Development (RnD). The subject of the study was senior high school student of SMA 12 Semarang in the academic year 2017/2018. This study was limited to the basic competence of 3.8 and 4.8 about narrative text.

1.4 Research Problems

The research problems of this study are:

1.4.1 How is the realization of assessment to stimulate the students' critical thinking?

1.4.2 How is the realization of assessment to stimulate the students' creativity?

1.4.3 How should the problem-based speaking assessment module develop to stimulate the students' creativity?

1.4.4 How should the problem-based speaking assessment module develop to stimulate the students' critical thinking?

1.4.5 How effective is problem-based speaking assessment module to stimulate the students' critical thinking?

1.4.6 How effective is problem-based speaking assessment module to stimulate the students' creativity?

1.5 Objectives of the Study

The objectives of the study are:

1.5.1 to analyze the English teachers' teaching and learning in order to evaluate the way it stimulates the students' critical thinking,

1.5.2 to analyze the English teachers' teaching and learning in order to evaluate the way it stimulates the students' creativity,

1.5.3 to analyze the problem-based speaking assessment module in order to explain the way it stimulates the students' creativity,

1.5.4 to analyze the problem-based speaking assessment module in order to explain the way it stimulates the students' critical thinking,

1.5.5 to analyze the effectiveness of problem-based speaking assessment module in order to evaluate the way it stimulates the students' critical thinking,

1.5.6 to analyze the effectiveness of problem-based speaking assessment module in order to evaluate it stimulates the students' creativity.

1.6 Significance of the Study

The significance of the study is as follows:

The significance of the English teachers' teaching and learning to stimulate the students' critical thinking is explained so that theoritically, it contributes to the theoritical aspect towards the English teachers develop problem-based speaking assessment module to stimulate the students' critical thinking. It also provides clear example of problem-based speaking assessment module that is usually used by the English teacher. Pedagogically, it encourages the English teacher in developing problem-based speaking assessment module to stimulate the students' critical thinking. It can be used by the English teacher in arranging problem-based speaking assessment module. Practically, this study can be used as guidance for English teacher and reader in developing problem-based speaking assessment module to stimulate students' critical thinking.

The significance of the English teachers' teaching and learning to stimulate the students' creativity is explained so that theoritically, it contributes to the theoritical aspect towards the English teachers develop problem-based speaking assessment module to stimulate the students' creativity. It also provides clear example of problem-based speaking assessment module that is usually used by the English teacher. Pedagogically, it encourages the English teacher in

developing problem-based speaking assessment module to stimulate the students' creativity. It can be used by the English teacher in arranging problem-based speaking assessment module. Practically, this study can be used as guidance for English teacher and reader in developing problem-based speaking assessment module to stimulate students' creativity.

The significance of the problem-based speaking assessment module stimulates the students' creativity is explained so that theoritically, it provides insight to the English teacher and readers of the problem-based speaking assessment module stimulates the students' creativity. Pedagogically, it can be applied by the English teacher, lecturers and readers who want to develop problem-based speaking assessment module stimulates the students' creativity. Practically, this study can be used as guidance for English teacher, lecturers, and reader who wants to give speaking assessment module stimulates the students' creativity by using problem-based learning.

The significance of the problem-based speaking assessment module stimulates the students' critical thinking is explained so that theoritically, it provides insight to the English teacher and readers of the problem-based speaking assessment module stimulates the students' critical thinking. Pedagogically, it can be applied by the English teacher, lecturers and readers who want to develop problem-based speaking assessment module stimulates the students' critical thinking. Practically, this study can be used as guidance for English teacher, lecturers, and reader who wants to give speaking assessment module stimulates the students' critical thinking by using problem-based learning.

The significance of the effectiveness of problem-based speaking assessment module to stimulate the students' creativity is explained so that theoritically, it contributes to the theoritical aspect towards the effectiveness of problem-based speaking assessment module to stimulate the students' creativity. Pedagogically, it can be used by the English teacher as a reference in developing problem-based speaking assessment module to stimulate the students' creativity. Practically, it can be used as guidence for the English teacher in developing problem-based speaking assessment module to stimulate the students' creativity.

The significance of the effectiveness of problem-based speaking assessment module to stimulate the students' critical thinking is explained so that theoritically, it contributes to the theoritical aspect towards the effectiveness of problem-based speaking assessment module to stimulate the students' critical thinking. Pedagogically, it can be used by the English teacher as a reference in developing problem-based speaking assessment module to stimulate the students' critical thinking. Practically, it can be used as guidence for the English teacher in developing problem-based speaking assessment module to stimulate the students' critical thinking.

CHAPTER II

REVIEW OF PREVIOUS STUDIES, REVIEWS OF THEORETICAL STUDIES, AND THEORETICAL FRAMEWORK

In this chapter, the researcher discusses the reviews of previous studies, review of theoretical studies, and theoretical framework.

2.1 Reviews of Previous Studies

There were so many previous studies that had been focused on curriculum, speaking, problem-based learning, and HOTS. In reviewing the studies, the researcher used some steps, they are classifying into some categories, summarizing the studies, explaining the similarities and the differencies of the studies, and evaluating the studies.

According to Milchatun, Bharati, and Hartono (2015, also see Syafiq & Saleh, 2012; Oradee, 2012; Shofyana, 2014; Tahir, 2015; Samad, Bustari, & Ahmad, 2017; Ghofur & Fuqaha, 2015; Rohim, 2014; Mistar & Umamah, 2014; Rachmawati & Hermagustiana, 2010; Munawar, 2015; Mudra, 2016; Utaminingsih, 2013; Ratnawati, Yuliasri, & Hartono, 2018) speaking is the main aspect for communication. By speaking, people can deliver their information and ideas to other people. It is really needed when the people want to make communication run well. It is one of the skills in English that need to be developed. As the result, there are many researchers conduct the study about speaking skill.

The differences in these articles are in the technique or strategy used, but all of them discussed speaking skills. Milchatun, Bharati, and Hartono (2015) used role-play technique, Syafiq and Saleh (2012) used humor English teaching material, Oradee (2012) used three communicative activities, Shofyana (2014) used board game, Tahir (2015) used Yahoo messenger, and Samad, Bustari, and Ahmad (2017) used podcast, Ghofur, and Fuqaha (2015) used information gap activity, Rohim (2014) used problem-based learning; Mistar and Umamah (2014) used interactional-maintenance, self-evaluation, fluency-oriented, time gaining, compensation, and interpersonal strategies, interactional-maintenance, self-improvement, compensation, and memory strategies, Rachmawati, and Hermagustiana (2010) used retelling technique, Munawar (2015) used learning community technique, Mudra (2016) used task-based language teaching (TBLT), Utaminingsih (2013) used storyboard game, Ratnawati, Yuliasri, and Hartono (2018) used three steps interview and numbered head together. The previous researchers suggest that for the next researcher should use the new technique or strategy in improving speaking skill.

Based on those studies, the researcher found there were many researchers did the study in speaking. Furthermore, they also used various techniques to improve speaking skill; it means that speaking is one of the difficult, interesting, and important skills in English. That is why this study wants to improve speaking skill.

According to Shatrova, et al (2017; Roslina, 2017; Ferdiant, 2016; Rahmawati & Ertin, 2014; Indra & Kustati, 2016; Yuberti, Nomida, & Nuriah,

2016; Trisanti, 2017) performance assessment is a good way to measure speaking ability. Performance assessment needs students to be active in demonstrating what they know and what they want to say. The similarity among them was in the assessment used. They used performance assessment to measure speaking ability. It is in line with my study about problem-based speaking assessment module to stimulate students' critical thinking and creativity. The researcher used performance speaking assessment in order to stimulate critical thinking and creativity of the students.

High order thinking (HOT) has been added in the 2013 curriculum as the main skill to reach its goal. HOT is more than just memorization and comprehension, but it involves a cognitive process, such as making judgment, reviewing option, generating idea, exploring consequences, and etc, it also challenges for the teacher in developing students' high order thinking (Wang and Wang, 2011b; Perkins et al. 1993a; 1993b) in Wang and Wang (2014, also see Hassan et al. 2017; Widana, 2017; Kusuma et al. 2017; Polly & Ausband, 2009; Tanujaya, 2015; & Anasy, 2016). The similarity of the study was in HOT. All of them were interested in it because it was the high skill of bloom taxonomy theory. The differences among them were shown in the explanation below.

All of the researches above were about HOT. The differences among them were in the aims. Hassan (2017) focused on determining the need and willingness of teachers to develop HOTS in the teaching of science in primary schools, Wang and Wang, (2014) discuss about the paradigm of higher-order thinking in higher education in general and in business education specifically, Widana (2017)

provided knowledge and understanding to the teachers about the concept and characteristics of the HOTS (Higher Order Thinking Skills) assessment extensively and deep, Kusuma (2017) focused on determining the indicators and the effectiveness of the HOTS assessment instrument as assessment for learning for a high school students, Polly and Ausband (2009) described the extent to which higher-order thinking skills (HOTS) and levels of technology implementation (LoTI) occur in the WebQuests that participants designed, Tanujaya (2015) focused on developing an instrument that can be used to measure higher-order thinking skills (HOTS) in mathematics instructional of high school students, and last from Anasy (2016), his study focused on the empirical evidence of the distribution of the higher order thinking skill based on the revised edition of Bloom's Taxonomy in the essay question of the reading exercises in "Pathway to English textbook" for the 11th grade of senior high school students.

From the studies above, it can be concluded that high order thinking is important because the students have to connect between what they have learned and what they are going to learn in a different and real context of the situation, so, the creativity and critical thinking will come up. In addition, HOTS will appear when the students face the unfamiliar problem, uncertainties, questions, or dilemma (Tanujaya, 2015, p.66).

Creativity is one of the aspects of HOTS. According to Zuhriyah, Agustina, and Fajarina (2018, also see Mambu, 2017; Dewi, 2017; Mulyono, 2018; Wu, et al, 2018; Nafiati, 2017; Nuraida, 2017; Gunawan, et al, 2017; Bachri & Setiani, 2017) creativity is the ability in creating something new or difference

from the other. In other words, it is a skill to produce or compose something that has not been invented before. Sometimes, it is needed to solve a problem. Zuhriyah, Agustina, and Fajarina, (2018) focussed on investigating the influence of students' creativity in arranging sentences toward their speaking skill, Mambu, (2017) described creatively negotiating theplace of spirituality in ELT curriculum, Dewi, (2017) identified students' creativity in writing recount text by using mind mapping, Mulyono, (2018) discussed about increasing the creativity of the future physics teachers through General Biology learning based on CTL with experimental method, Wu, et al, (2018) focussed on the definition, major factors, and processes of creative thinking, and analyzes its improvement strategies, Nafiati, (2017) aimed to determine the influence of both partial and simultaneous motivation, creativity, and confidence of students in studying to economic subject learning autonomy, Nuraida, (2017) focussed on the increasing creative problem-solving study through creativity learning programs for teacher trainee tarbiyah and teaching science, Gunawan, et al, 2017 aimed to examine the effect of virtual media-aided model toward students' creativity; Bachri & Setiani, 2017 discussed about the influence of creativity and learning innovation on entrepreneurial mentality and its implications on student learning outcomes.

All of those studies discussed creativity. It has a similarity with my study that is about problem-based speaking assessment to stimulate critical thinking and creativity. Furthermore, it can be concluded that creativity will help the students when they face a problem.

Critical thinking is very important to develop because it helps the students making the decision rationally and responsibly. According to Muhlisin, et al (2016, also see Fang, 2013; Rohaeti, 2010; Djiwandono, 2013; Masduqi, 2011; Hasan, 2017; Fahriany, 2017; Suparno, 2017; Zaida & Sofwan, 2015; Areni & Sapri, 2015) critical thinking is the process of intellectual thinking through analyzing, synthesizing, and evaluating information gathered. The people of critical thinking use clear and rational thinking. The differences among them are in the model or media that was used, such as reading, mind mapping, and sharing (RMS), teacher question, exploration, collaborative activities, contextual-video, E-book multimedia. Then, the researcher wanted to use problem-based speaking assessment module to stimulate students' critical thinking and creativity.

There are many curricula in Indonesia that have been used. The newest curriculum in Indonesia is the 2013 curriculum. According to Ahmad (2014, also see Aji & Budiyono, 2018; Jaedun, Hariyanto, & Nuryadin, 2014; Retnawati, Hadi, & Nugraha, 2016; Nugraheni & Faridi, 2016; Theodora, Haryanto, & Marti'ah, 2017; Mulyati et al., 2017; & Kusumaningsih, 2013) curriculum is a set of plan, goal, lesson content, material, and method that is used as guidelines in teaching and learning activities. It is made by the government (Kemdikbud RI) to improve the quality of education. All of these researches focused on 2013 curriculum implementation in Indonesia. Ahmad, (2014) did his study in Senior secondary school, Aji and Budiyono, (2018) and Mulyati et al, (2017) did their study in junior high school, Jaedun, Hariyanto, & Nuryadin, (2014) and Retnawati, Hadi, and Nugraha, (2016) did the study in vocational high school,

Nugraheni, and Faridi, (2016), Theodora, Haryanto, and Marti'ah, (2017), and Kusumaningsih, (2013) did the study in senior high school.

All of those studies conducted the study about the 2013 curriculum. The differences among them are in education level. Some of them were conducted in junior high school, and some of them were conducted in high school.

Other researchers also conducted the study about curriculum. Nur and Madkur, (2014, also see Silalahi, 2015; Kasim, Zulfikar, & Nasriati, 2017; Hayati, Bentri, & Rahmi, 2017; Prasetianto, 2014; Anugrahwati & Agustien, 2015; Irfan, Sugiarto, & Hidayah, 2017) stated that curriculum is an inseparable part of education. The similarity of these previous study is on the topic, that is about the 2013 curriculum. The differences among them are in the aim of the study. Nur adn Madkur, (2014) did the study to know the teachers' voice of 2013 curriculum implementation, Silalahi, (2015) focused on the criteria of good curriculum in English education department that was applied in one of universities in Indonesia, Kasim, Zulfikar, and Nasriati, (2017) focused on the scientific approach of 2013 curriculum in SMA Negeri 1 Bireuen, Hayati, Bentri, and Rahmi, (2017) discussed about analyzing the issues in the implementation of authentic assessment in the 2013 curriculum, Prasetianto, (2014) focused on the Content and Language Integrated Learning (CLIL) for 2013 curriculum, Anugrahwati and Agustien (2015) discussed The main purpose of the study was to describe about how the teachers integrated and assessed (KI 2) or character education to their students in English classes, Irfan, Sugiarto, and Hidayah, (2017) aimed to determine the level of perceived gaps on the way the teachers implemented the

scientific approach in physical education, sports, and health (PJOK) learning at the target schools of the K13 in the province of North Sumatra.

From those studies, it can be concluded that the implementer should understand well about the 2013 curriculum because it isn't easy to apply in class. The teacher should understand about scientific approach because it has a strong relationship with the 2013 curriculum.

According to Huang and Wang (2012, also see Rahman et al., 2016; Apriliadewi, 2017; Wachyu & Rukmini, 2015; and Khotimah, 2014) Problem-based learning is a method using the problem as an approach to stimulate students in thinking critically and creatively when they face the problem. In this method, the teacher is as a coach or facilitator in achieving the goal. The previous researches talked about the implementation of PBL. Two of them did the study in the university; they are Huang, Shan, and Wang (2012) and Rahman et al (2016). Three of them did their study in the Senior high school; they are Apriliadewi (2017), Wachyu & Rukmini (2015), and Khotimah (2014).

From the studies above, the researchers conducted the study about PBL. They used PBL in the different level of education. Some of them were conducted their study in the university, and some of them were conducted their study in the senior high school.

PBL was also applied by other researchers, they are; Anazifa and Zukri (2017) discussed the effect of problem-based learning and project-based learning on students' creativity and critical thinking, Issufah, et al, (2018) were to find out how the form of planning and implementation of learning in elementary schools is

in applying the model of PBL, and how students' achievements are in solving problems, Sari, Wahyudi, and Hendrias, (2017) discussed the comparison between student learning outcomes after application of Problem Based learning and conventional learning models, Zuhriyah (2017) focussed on improving students' grammar competence by using problem-based learning, Tambunan, Rusdi, and Miarsyah (2018) talked about the effect of PBL model applied with e-Learning and motivation to student outcomes.

From the explanation above, it can be concluded that the researchers used PBL in the different intention. one of them wanted to know the effect of PBL. It was conducted by Anazifa and Zukri (2017). They wanted to know between problem-based and project-based effect of the students' creativity and critical thinking.

The other studies also conducted by Ridho, Adnan, and Ardi (2013) focussed on the implementation of problem-based learning in speaking ability, Aryulina and Riyanto (2016) discussed about developing a problem-based learning model in the biology education, Bashith and Amin (2017) focussed on the effect of Problem Based Learning (PBL) model to students' critical thinking skill and learning outcome, Damarwan, Haryanto, and Tara (2018) talked about the differences in the students' achievement of basic electrical and electronic competencies in terms of cognitive aspects of students using problem-based learning, teams games tournaments, and conventional learning, Hardini, and Widayati (2016) discussed the influence of problem-based learning model toward students' activities and achievement on Financial Management subject for under-

graduate program students of Accounting Education, Anwar (2016) talked about the influence of Problem Based Learning (PBL) model application, that intergrated with Islamic values based on information and communication technology (ICT) towards the ability of higher-order thinking skill and the strenghtening of students' characters, Suryanti (2016) talked about the effectiveness of Problem Based Learning (PBL) Model comparing to Drill Model on Intermediate Financial Accounting subject, Rajagukguk and Simanjuntak (2015) focussed on developing a set of integrated problem-based mathematics teaching kits implemented with ICT to improve the critical thinking ability of junior high school students.

From the previous studies above, it can be concluded that problem-based learning is one of the effective ways to stimulate students' critical thinking and creativity. Furthermore, by using PBL, the students can get a good solution when they face a problem. So, the researcher is interested in developing problem-based speaking assessment module to stimulate the students' critical thinking and creativity in senior high school students.

2.2 Reviews of Theoretical Studies

In this part of the study, the researcher explains the related theories on which the study is built. It discussed four major points; 2013 curriculum, higher order thinking, and speaking assessment.

2.2.1 High Order Thinking

A curriculum is one of the main parts of the education system which will determine the success of the education process. Curriculum in Indonesia has been changed many times from 1950 until now. There are several curricula in Indonesia; curricula 1950 and 1958, curricula 1962 and 1968, curriculum 1975, curricula 1984 and 1994, curricula 2004 and 2006 (Faridi, 2012, pp. 2-7). A curriculum is a set of plans and arrangements regarding objective, content, and material of learning as well as the method used as a guideline for implementing learning activities to achieve the certain goal in education (Undang-undang No 20 Tahun 2003). Considering its importance, a curriculum in Indonesia should be updated to make the culture, science, and technology relevant to the new era. So, the government published a new curriculum called the 2013 curriculum.

The goal of 2013 curriculum is to create skill-full Indonesian who is devout, productive, creative, innovative, effective and be able to contribute in society, nation, country, and the world (permendikbud 2013: no 70). 2013 curriculum implemented scientific approach as the instructional strategy which gives students to learn and gain as much as knowledge by themselves. This curriculum has importance aspects; one of them is high order thinking.

In the 2013 curriculum, the teachers have to stimulate high order thinking in their students. According to Arwood (2011, p. 48) stated that Higher order thinking requires more processing than imitating and matching or copying patterns. Arwood (2011, p. 48) also stated that learning patterns will not allow for higher order thinking or problem-based. It means that high order thinking is not

only matching or imitating, but it is more than that, the students have to think more and more to solve the problem that they got from the teacher.

According to Brookhart (2010, p. 3) high order thinking defines into three terms; transfer, critical thinking, and problem-based. The transfer consists of retention and transfer. Retention is about what the students have learned, and transfer requires students not only to remember but also to make sense of and be able to use what they have learned (Anderson & Krathwohl, 2001 in Brookhart, 2010, p. 3). Critical thinking is reasonable, reflective thinking in deciding what to believe or do (Norris & Ennis, 1989 in Brookhart, 2010, p. 4). Problem-based is non-automatic strategizing required for reaching a goal (Nitko & Brookhart, 2007 in Brookhart, 2010, p. 4). It means that high order thinking is not the only process of thinking, but also the process of transferring, critical thinking, and problem-based.

From the statement above, the researcher focused on the Brookhart's theory that high order thinking had to through three terms, they are transfer, critical thinking, and problem-based.

2.2.2 Critical thinking

According to Mason (2008, p. 2), Critical thinking is constituted by particular skills, such as the ability to assess reasons properly, or to weigh relevant evidence, or to identify fallacious arguments. Critical thinking is considered to be central to higher levels of education or a fundamental goal of learning (Kuhn, 1999; Keeley and Shemberg, 1995 in Moon, 2008, p. 6). From two theories above, it can be concluded that critical thinking is the higher skills of education in assessing

reason properly, weighing relevance evidence, and identifying fallacious arguments to achieve the fundamental goal of learning.

In other words, critical thinking stimulates the students to think actively and skillfully. There are six essences of critical thinking; interpretation, analysis, inference, evaluation, explanation, self-regulation (Zane, 2013; Facione, 2015) in (Muhlisin, et al, 2016).

a. Interpretation

   The primary definition of the interpretation is the act of making sense of various inputs. Interpretation requires that we clarify the purpose, issue, problem/question, meaning, etc.

b. Analysis

   Analysis means to break down, examine, or otherwise explore the issues, available information, arguments, etc. With analysis, we must manipulate, process, or otherwise make active changes to the inputs to make better sense of them.

c. Evaluation

   Evaluation means to determine the merit, value, efficacy, advantages, worth, authenticity, validity, impact, or significance, of something (e.g., the evidence, claims, assumptions, biases, perspectives, etc.)

d. Inference

   This broad term covers reasoning coupled with the use of evidence and standards that together are necessary for synthesizing, coming to a conclusion,

making decisions, identifying alternatives, generalizing, planning, predicting, etc.

e. Explanation (communication)

Communicate is the outcomes of thinking which involved stating results, justifying procedures, explaining the meaning, presenting arguments, etc. The mental processes involved in designing a well written (or spoken) message, so it is considered as critical thinking.

f. Self-regulation (metacognition)

During all of the five essences above, sometimes following the thinking as well such as reflect, self-examine, pose questions about thinking, self-correct, etc.

From all the definition above, the researcher followed the Zane and Facione's theory. They stated that there are six essences of critical thinking. they are interpretation, analysis, inference, evaluation, explanation, self-regulation.

2.2.3 Creativity

Creativity is one of the categories in high order thinking. The are some categories in high order thinking, they are Analysis, evaluation, and creation (the "top end" of Bloom's taxonomy), logical reasoning, judgment, and critical thinking, problem-based, creativity and creative thinking (Brookhart, 2010, p. 14). Norris and Ennis in Brookhart (2010, p. 125) state that creative thinking is reasonable, productive, and non-evaluative, while Critical thinking is reasonable, reflective, and evaluative. The requirement of creativity is idea generation, reorganization of ideas, trial and error, and a deep knowledge base, and He emphasizes the

importance both of them are having new ideas, using different organizational methods to combine and process the ideas (Sweller, 2009 in Brookhart, 2010, p. 128).

In line with Sweller, Munandar (2003, p. 104) in Dewi (2017, p.131) states that creativity covers three abilities. First, the ability is to combine new and existing information. Second, the ability is to find various solutions for a single problem. Third, the ability is to elaborate original ideas. In producing something new or different from other, the students need creativity. It is in line with Eragamreddy (2013) in Zuhriyah, Agustina, Fajarina (2018, p. 3) states that creativity is thinking to produce something new, novel, fresh consisting of insight, approaches, perspectives, ways of understanding, and conceiving of things. In other words, creativity is a skill to produce something new with their perspectives and understanding in combining new and existing information that has not been invented before.

Based on the definition above, the researcher used Norris and Ennis' theory bout creativity. They stated that creative thinking is reasonable, productive, and non-evaluative.

2.2.4 Speaking

In mastering a foreign language, it is not as easy as speaking in the mother tongue. It needs the effort to be mastered foreign language especially English speaking skill. According to Harmer (2009, p. 76) in Shofyana (2014, p. 69) the purpose of the language is to achieve when someone says or writes something. Language is not only to communicate with each other but also to express ourselves, get our

ideas across and connects with the person to whom we are speaking (Shofyana, 2014, p. 69). It means that speaking is one of the important skills in the language.

Speaking is one of the skills that available in 2013 curriculum. According to Louma (2009, p. 1), speaking skill is an important part of the curriculum in language teaching, and this also makes it an important object of the assessment. It means that speaking is an important skill which has to be mastered to the students. According to Brown (2000, p. 217) in Milchatun, Bharati, & Hartono (2015, p.2) there are two essences in speaking skill. they are a linguistic and non-linguistic aspect. Linguistic aspect is the main requirement for the English learner in order to speak it well. It includes pronunciation, vocabulary, fluency, structure, and comprehension. That should be possessed. The next is Non-linguistic. This is an aspect to support learners in achieving a success of speaking skill. This aspect includes personality dimensions, such as self-esteem, self-concept, and extroversion.

From the explanation above, it can be concluded that speaking is one of the language skills which construct the meaning by linguistic aspect (includes pronunciation, vocabulary, fluency, structure, and comprehension) and non-linguistic aspect (such as self-esteem, self-concept, and extroversion) to communicate with other, and this studies focused on Louma's theory.

2.2.5 Assessment

Assessment is the process to assess the students in order to know the students' achievement or improvement in the teaching and learning process. according to Brown (2004, p.4) Assessment is an ongoing process that includes as much wider

domain, such as; students respond to the teacher questions, offer a comment, or try out new words or structures.

According to Permendikbud no 23 2016, the purpose of the assessment is to:

a. Monitor and evaluate the students' achievement in the teaching and learning process.
b. Assess the standard competence of passing grade in all subjects
c. Assess the achievement of national graduate competencies in certain subjects

According to Brown (2004, p.5-6), assessment is divided into four kinds, they are:

a. Formal assessment is systematically planned exercises to measure skills, knowledge, and to know the students' achievement periodically.
b. Informal assessment is unplanned exercises, comments, or responses which are called constructive feedback that is needed for students to have better performance or competence.
c. Formative assessment is used to evaluate the students in the process of "forming" their competencies, skill and to help the students in the next process of learning. All kinds of informal assessment should be formative because they focus on ongoing of the learners' language. It is such as a comment, suggestion, call attention to the error, and feedback.
d. Summative assessment is the assessment to measure or summarize what a student has got in the learning process, it occurs at the end of teaching and learning process. The final exam is an example of a summative assessment.

From the definition above, the researcher used Brown's theory about the assessment. It is an ongoing process that includes; students respond to the teacher questions, offer a comment, or try out new words or structures

2.2.6 Speaking Assessment

Speaking is one important part of the teaching and learning process because it is one of the communication tools to communicate with each other. To build the speaking skill, it needs assessment. Assessment is an integral part of teaching and learning process since assessment encompassed the success of teaching and learning process. According to Joghin (2009, p. vii) assessment is construed as a measurement process, and to the role of judgment in evaluating the quality of students' work. The are several criteria have to be considered in making a speaking assessment, they are fluency, responsiveness, rapidity, articulation, enunciation, command of construction, use of connectives, vocabulary and idiom (Fulcher, 2003, p. 3). Assessing speaking is not easy, because there are many factors that influence it and the assessment of the speaking have to be accurate (Louma , 2004, p. 1). Performance assessment is one of the assessments that can be used to assess speaking.

Based on the definition above, this study used performance to assess the students' speaking skill. It followed the Louma's theory.

2.2.7 Performance

According to Permendikbud (2013: No 81a), performance assessment is assessment which is conducted by observing students' activities in doing something. According to Wiggins (1993, p. 14) state that A performance

assessment is to yield a more comprehensive judgment about the meaning of this score and performance in general, viewed in various ways. It means that the assessment is used to measure the competence which insists students to perform a certain task: role-playing, singing, reading poetry, etc. In performing speaking, students need to be critical and creative because of the demand 2013 curriculum. By using problem-based, the students can perform creatively and critically.

Louma (2004, p. 124) categorized performance into four types.

a. Bad performance

   The speaker wouldn't utter many words, and they can't show when the interlocutor's turn.

b. Average performance.

   In this performance, sometimes the speaker makes coherence discussion. but in other time, the speaker makes incoherence discussion. It would be awkward between the speaker and the previous speaker turn.

c. Good performance.

   The speakers know when they have to speak and can show when the interlocutor's turn to speak. It is to create coherence discussion.

d. Excellent performance

   The speakers use the appropriate words and intonation to make communication more effective.

2.2.8 Problem-Based Learning (PBL)

According to Tan (2004, p. 170) states that PBL is a teaching methodology for posing realistic and interesting problem situations for learners. Problem-based

Learning uses “real world problems and tasks as the initial objective in constructing knowledge and enhancing learning experience” (Tai and Yuan, 2007, p. 1 in Khotimah, 2014, p. 52). There are five key characteristics in PBL characteristics (Barrows, 1986, 1992; Hmelo & Evensen, 2000; Savery & Duffy, 1995; Schwartz, Brophy, Lin, & Bransford, 1999 in Tan, 2004, pp. 170-171):

a. Real-world problems are used to set the learning context and act as a motivational driver for learners.
b. Students set their own learning goals by questioning what they know and do not know about the problem scenario and then plan how to gather and learn the information relevant to solving the problem.
c. Multiple resources are provided for students to explore, such as media, print, electronic, or human resources.
d. Students actively engage in problem-based through experimentation, data collection, reflection, collaboration, and communication with teachers, peers, and others who are key to investigating the problem.
e. The teacher’s role is that of a facilitator, to support the learning process and problem-solving activities rather than to directly teach what learners should know and how they should solve problems.

Other researchers, Rayne and Symons (2005, p. 6) in Khotimah (2014, p. 52) state that there are four components in Problem Based Learning. They are:

a. *Group Work*

In this area, the students work together in small groups and provide a framework in which students can test and develop their level in understanding the material.

b. *Problem Solving*

The teacher gives the problems based on the problem that they face in their daily life that needs an inquiry and critical analysis to solve it.

c. *Discovering new knowledge*

In this part, the students seek new knowledge, in order to find a meaningful solution.

d. *Based on the real world*

The main purpose is to encourage students to start thinking like an expert in their careers. So the student will be easy to solve their daily problem in their real life.

2.2.8.1 Steps

According to Kemendikbud (2014), there are four steps that the teachers have to do in using problem-based learning.

a. Basic Concept

In this step, the teacher is a facilitator. The teacher gives basic concept, instruction, reference or link and skills needed in the learning process. It is intended to make the students enter in the atmosphere of learning process quickly, and it will make the students learning in the right track. In addition,

the teacher explains the objective of the lesson that day in order to warm up the students in the learning process.

b. Defining the Problem

In this step, the facilitator gives scenarios or problems to the students. Then, all group members express their opinions, ideas, and responses to the problems freely, so various opinion will come up. The students do brainstorming activity in this stage.

c. Self Learning

In this stage, the students look for the sources that can clarify the issues that are being investigated. They can get the sources from the article, internet, library, or ask the experts by doing an interview to find out the answer.

d. Exchange Knowledge

In this stage, the students make a small group to share their opinion or idea toward the issues. They discuss in their group to clarify and formulate the solutions of the problem. The exchange knowledge is done in the group discussion.

e. Assessment

In the last step, the teacher assesses the students by combining three aspects, they are knowledge, skill, and attitude. It covers all the learning activities in the final examination, midterm test, quizzes, homework, documents, reports, and other assessments.

2.2.8.2 The Advantages of PBL

Based on Kemendikbud (2014), there are some advantages to using PBL;

a. The students will learn how to solve the problem with their knowledge and their experience that they have gotten.
b. The students will integrate their knowledge and their skill in the relevance contexts.
c. PBL can improve their critical thinking skill and can improve their interpersonal relationship in group work.

In addition, Khotimah (2014) mentioned the advantages of Problem-Based Learning (PBL) teaching speaking as follow:

a. PBL improves the students' speaking skill, especially in oral communication. By using this method, the students are more active in speaking English in the class.
b. PBL increases the learning motivation and interest in learning English, especially in speaking skill.

Based on the explanation above, this study used Rayne and Symons' theory. It means that the teachers should include four components in problem-based learning when they want to apply it. They are: Group Work, Problem Solving, Discovering new knowledge, and Based on the real world.

2.2.9 Research and Development (RnD)

Research and development is a cyclic process the development of the product that is tested in the real classroom, Akker, et al (1999, p.5). In addition, Borg and Gall (2013, p.569) stated that RnD is an industry-based development where the research findings are used to create new products or steps which are systematically field-tested, evaluated, and find out the effectiveness of the product

which must be able to enhance the of someone ability. Furthermore, Sugiyono (2009, p.407) stated that RnD is the research method that produces the product and tests the effectiveness of the product. From the definition above, it can be concluded that RnD is the method of producing the new product that is tested in the classroom using systematically step in order to find the effectiveness of the product.

2.2.9.1 Steps

There are ten steps should be followed when we want to do research and development (Borg and Gall, 1983, pp. 775-776):

a. Research and information collecting – Includes the review of the literature, classroom observations, and preparation of the report of state of the art.
b. Planning – Includes defining skills, stating objectives determining course sequence, and small-scale feasibility testing.
c. Develop a preliminary form of a product – Includes preparation of instructional material, handbooks, and evaluation devices.
d. Preliminary field testing is conducted in from 1 to 3 schools, using 6 to 12 subjects. Interview, observational and questionnaire data collected and analyzed.
e. Main product revision – Revision of product as suggested by the preliminary field-test results.
f. Main field testing is conducted in 5 to 15 schools with 30 to 100 subjects. Quantitative data on subjects' pre-course and post-course performance are

collected. Results are evaluated with respect to course objectives and compared with control group data, when appropriate.

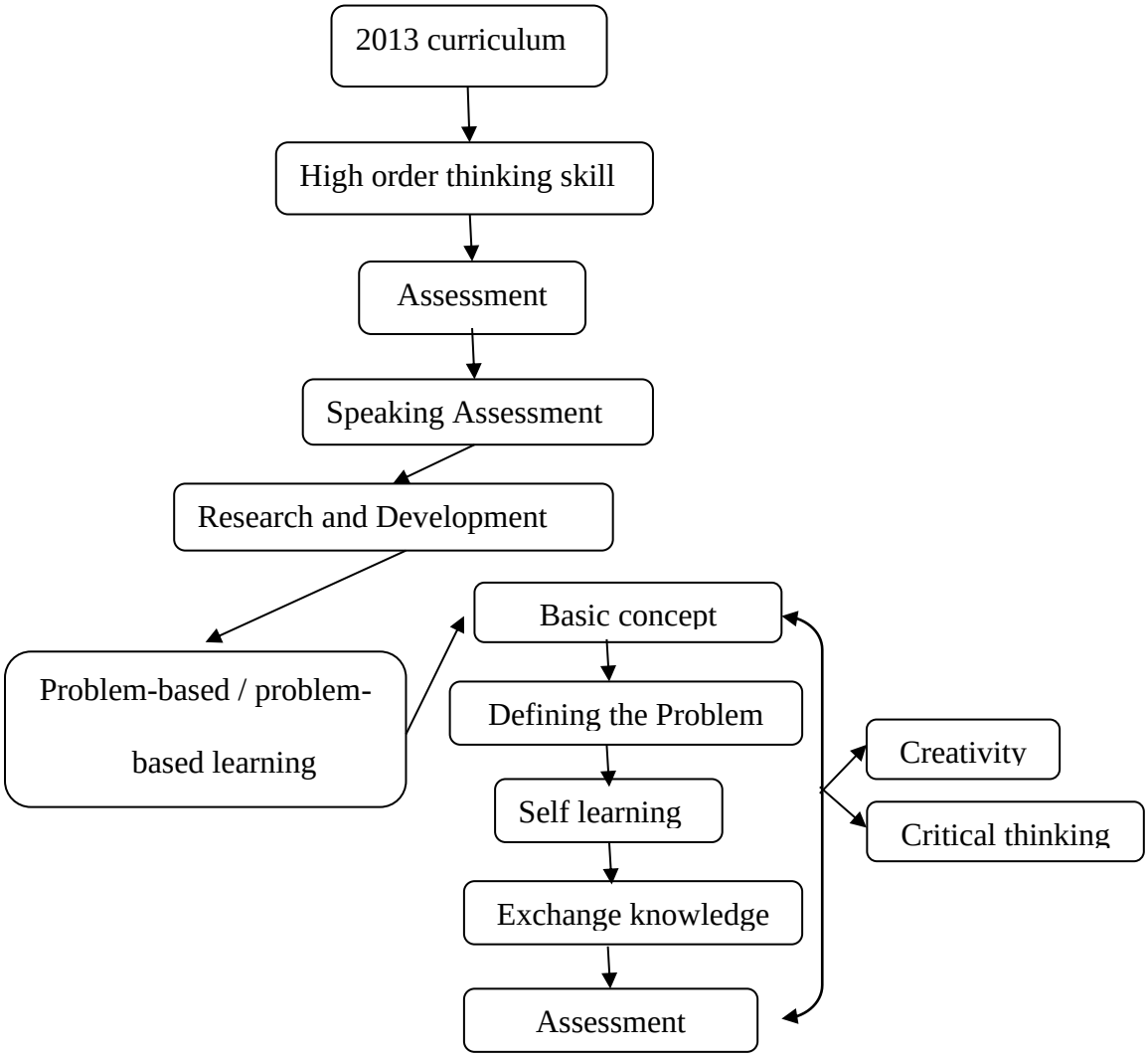
g. Operational product revision – Revision of product as suggested by main field-test results
h. Operational field testing – Conducted in 10 to 30 schools involving 40 to 200 subjects. Interview, observational and questioner data collected and analyzed.
i. Final product revision – Revision of product as suggested by operational field-test results.
j. Dissemination and Implementation – Report on the product at professional meetings and in journals. Work with a publisher who assumes commercial distribution. Monitor distribution to provide quality control.

2.3 Theoretical Framework

This study begins with the 2013 curriculum. This curriculum is the newest curriculum in Indonesia. This curriculum forces the students to think critically and creatively. It means that the students have to have High Order Thinking Skill (HOTS). It is the three top level of bloom taxonomy. HOTS needs the student to master C4 (analyze), C5 (evaluate), and C6 (create). In other words, the students are not only remembering, understanding, and applying, but also the students must able to analyzing, evaluating, and creating. To know the high order thinking skills of the students, the teachers need assessment. The researcher focused on speaking assessment, because the speaking skill is the most difficult skill than the other skill. It is also proved by the interview that the teacher had difficulties in

arranging the assessment of speaking skill. This study used RnD to create new product of speaking assessment. The researcher collaborated with the teacher in creating the speaking assessment module to stimulate the students' critical thinking and creativity by using problem-based learning. There are some steps that have to be done by the teacher in doing problem-based learning. They are basic concept, defining the problem, self learning, exchange knowledge, and assessment. It was expected to stimulate students' critical thinking and creativity. This is the figure of theoretical framework in figure 2.1.

Figure **2.1** Theoretical Framework of the Present Study



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discussed the conclusion for this present study and suggestion for the English teacher and the next researcher.

5.1 Conclusion

This study focused on developing problem-based speaking assessment module to stimulate students' critical thinking and creativity. In this phase, the researcher shows the conclusion of the six questions.

The first result dedicated that the English teacher used discovery learning method in teaching and learning process, but the last step of discovery learning method was missing. So the teacher couldn't stimulate students' critical thinking. He used this method in writing and reading skill. The task emphasized the grammar and vocabulary. When the researcher asked about problem-based learning, he knew about it. He ever used this method once in while, but this method was not familiar for him. He thought that the suitable assessment for increasing critical thinking was portfolio and blog. Although he knew the assessment to increase the students' critical thinking, he was not able to stimulate students' critical thinking.

The second result showed that the teacher prefers discovery learning to problem-based learning because discovery learning more familiar than PBL for the teacher. He knew well about it. In assessing the students' speaking, the teacher used performance, but he didn't have rubric speaking skill. According to the

teacher, the suitable assessment for increasing creativity was arranging something from the beginning until finish/portfolio. Although he knew about it, the teacher couldn't stimulate students' creativity.

The third result dedicated that the researcher collaborated with the teacher to look at the basic competence in the syllabus. They decided the basic competencies and indicators. Then, they decided the method of teaching and learning activity. They used a problem-based learning method. There were seven meetings in the teaching and learning activity; every meeting consisted of opening, main activity, and closing. The difference among them was in contain the main activity. The first meeting, the teacher gave pre-test to the students. The last meeting the teacher gave a post-test. The second until the sixth meeting, the teacher gave treatment by using PBL.

The fourth result showed that the researcher and the teacher decided problem-based learning as a method in teaching and learning activity. There were seven meeting in the teaching and learning activity. The first and the last meeting were for pre-test and post-test. The five meetings were for treatment. The difference of the meeting was on the main activity. The first meeting, the main activity the teacher gave post-test to the students. There were observing, questioning, exploring, associating, and communicating in the second meeting. The third meeting, the main activities consisted of observing, questioning, exploring, associating, and communicating. The fourth meeting, there was a basic concept, defining the problem, self-learning, exchange knowledge, and assessment. There were a defining problem, self-learning, exchange knowledge,

and assessment in the fifth meeting. The sixth meeting consisted of defining problem, self-learning, and exchange knowledge. In the last meeting, the teacher gave a post-test to the students.

The fifth finding indicated that problem-based learning was effective for speaking skill and stimulating critical thinking. It was proved by the score result of pre-test and post-test. From the pre-test performance, the researcher got the mean score of 36 students was 67. And from the post-test performance, the mean score was 80.03. Based on the post-test score, it could be concluded that the speaking skill of SMA 12 had improved. To know the effectiveness of problem-based speaking assessment module in stimulating students' critical thinking, the researcher also used pre-test and post-test. The mean score of the pre-test was 65.56, and the mean post-test score was 76.67. From the explanation above, it can be concluded that there was significant improvement between pre-test and post-test score. The two results for speaking skill and stimulating critical thinking score were also proved by the sig (2 tailed) value. The result was (0.00). it is lower than 0.05. It means that there was a significant improvement for the class in mastering speaking skill by using problem-based learning to stimulate students' critical thinking before and after the treatment conducted.

The last finding indicated that problem-based speaking assessment was effective to stimulate students' creativity. It was proved that the mean score of the students' creativity was 65.42. After getting treatment, the mean score was 76.81. From the result, it can be concluded that there was significant improvement between before and after getting treatment. It was also proved by SPSS result. The

sig (2 tailed) value (0.00) is lower than 0.05. It means that there was a significant improvement for the class in mastering speaking skill by using problem-based learning to stimulate students' creativity before and after the treatment conducted. It could be said that the problem-based speaking assessment module is effective to improve students' creativity.

Finally, from the whole results and discussion, this present study had proven that developing problem-based speaking assessments module successfully stimulated the students' critical thinking and creativity in English learning.

5.2 Suggestion

Based on the conclusion, the researcher would like to offer some suggestions to the English teacher and the next researcher.

1). **For the English teacher:**

Considering to the research findings, the teacher especially English teacher can use this problem-based speaking assessment and the most important that the teacher should develop their own assessment then it can stimulate students' critical thinking and creativity as one of the objectives in the 2013 curriculum.

2). **For the next researcher:**

The other researchers can use this thesis as one of their references in conducting their further study on developing a problem-based speaking assessment for other genres or at other educational levels.

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