

IMPLEMENTATION OF CREATIVE LEARNING STRATEGIES FOR STUDENTS' ENGLISH SPEAKING SKILLS USING DIGITAL-BASED PROJECTS

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ABSTRACT

The main focuses on the implementation of creative learning strategies using digital-based projects to improve students' English speaking skills. The study uses a mixed method approach, including pre-test and post-test assessments, interviews, and statistical analysis. The results show that project-based learning effectively improves students' speaking abilities and self-confidence. The research findings suggest that creative learning strategies not only enhance students' speaking skills but also boost their creativity in using the target language. The paper concludes with recommendations for teachers, students, and researchers to further enhance English learning.

Keyword : *creative learning strategy, digital-based project, mixed method, speaking skill.*

A. INTRODUCTION

English speaking skills are crucial in today's globalized world (Chahal, 2023). With English being the most widely spoken language in the world, proficiency in speaking it opens up a myriad of opportunities for individuals in terms of education, career advancement, and social interactions (Uspayanti, 2020). English speaking skills are the ability to communicate effectively with people from different backgrounds and cultures (Ieta-Mariana., 2015). This is especially important in a multicultural society where interactions with individuals from diverse linguistic backgrounds are common. By being able to articulate thoughts and ideas clearly in English, individuals can build strong relationships, both personally and professionally (Kansizoğlu & Akdoğan Yildiz, 2022). Strong English speaking skills can also enhance one's confidence and self-esteem, as the ability to express oneself fluently can lead to a greater sense of empowerment and self-assurance (Fany & Khairun, 2024).

Furthermore, proficiency in English can open up a world of opportunities in terms of career advancement and personal growth. Many industries and companies require employees who are proficient in English in order to effectively communicate with clients and colleagues on a global scale (Rao, 2019). In today's interconnected world, the ability to speak English fluently can be a valuable asset that sets individuals apart in the job market. (Woottipong, 2014) Additionally, English proficiency can also lead to increased access to educational resources and opportunities, as many academic institutions and programs are

conducted in English. Overall, mastering the English language can have a profound impact on an individual's personal and professional development.

One of the key benefits of creative learning strategies is students' ability to make the language learning process more engaging and enjoyable (Taula'bi, 2022). By incorporating elements of creativity, such as music, art, and storytelling, learners can actively participate in their language acquisition journey, making the experience more memorable and effective. These innovative approaches not only help individuals retain information better, but also encourage them to think outside the box and approach language learning in a more dynamic way. Additionally, creative learning strategies can cater to different learning styles and preferences, allowing individuals to tailor their language learning experience to suit their needs and interests (Shubi et al., 2022). Incorporating creativity into language learning can enhance motivation, retention, and overall proficiency in the English language.

The use of digital tools in education has revolutionized the way language learning is approached (Kelleen et al., 2011). By integrating technology into the learning process, educators are able to create interactive and engaging lessons that cater to the needs and preferences of individual learners. Digital tools such as language learning apps, online resources, and multimedia platforms provide students with the opportunity to practice their language skills in a variety of ways, making the learning experience more dynamic and personalized (Lai, 2017). Additionally, these tools can track progress, provide instant feedback, and offer a range of activities that cater to different learning styles, making language learning more accessible and effective for a wider range of learners.

Previous studies have shown that incorporating digital tools in language learning can lead to improvements in speaking proficiency, vocabulary retention, and overall language acquisition. Research has highlighted the importance of personalized learning experiences in promoting language development and motivation among learners (Jaya et al., 2019). By examining the current literature on these topics, this study aims to provide a comprehensive understanding of the impact of digital tools on English speaking skills and identify best practices for incorporating these tools in language learning programs. Through a combination of quantitative and qualitative analysis, this study will explore the effectiveness of various digital tools such as language learning apps, online resources, and virtual classrooms in enhancing English speaking skills. By identifying the most successful strategies and techniques, educators and language learners can optimize their use of technology to maximize language acquisition and proficiency (Wagdi & Nasser, 2021). Ultimately, the findings of this study will contribute to the ongoing discussion on the role of

digital tools in language education and provide valuable insights for improving language learning outcomes in the digital age.

Innovative approaches will be essential in determining the most effective ways to integrate digital tools into language learning curricula (Mohd et al., 2022). Exploring the potential benefits of gamification, social media platforms, and virtual reality simulations can offer new opportunities for engaging and motivating language learners (Costello, 2020). By continuously evaluating and adapting these strategies, educators can stay at the forefront of digital language education and ensure that students are equipped with the necessary skills for success in an increasingly interconnected world. By incorporating these cutting-edge technologies into language learning, educators can create dynamic and interactive lessons that cater to the diverse needs of students (Lesiana et al., 2023). Furthermore, by staying current with the latest trends in digital education, teachers can adapt their teaching methods to better meet the needs of 21st-century learners (Danilewicz et al., 2019). Ultimately, embracing digital tools in language education can lead to improved student outcomes and better prepare individuals for the globalized society they will be entering.

B. RESEARCH METHOD

The methodology for this study will involve a combination of quantitative and qualitative research methods. One or more facets of the research process would be the subject of this study, according to Creswell (2003) as referenced in (Creswell, J, 2013). Questionnaires and tests will be used to gather data on students' language proficiency levels and their experiences using digital tools for language learning. Interviews and focus groups will also be conducted to gather more in-depth insights into the impact of digital tools on language learning outcomes. The data collected will be analyzed to identify patterns and trends, and to draw conclusions about the effectiveness of digital tools in enhancing language learning.

Factorial designs would be used in this research. Factorial designs expanded the amount of connections that might be addressed in an experimental investigation, according to (Fraenkel et al., 2012). In order to assess the students' speaking skills before to receiving treatment, this research used pre-test and post-test to evaluate the subject's quality.

The population of this research are second semester and fourth semester students of Universitas PGRI Palembang majoring English Education in the academic year of 2023/2024. The sample will be selected using purposive sampling data saturation technique, which there are 57 students total, divided into two groups.

The questionnaire will be used by the researcher to investigate two research concerns about the use of digital-based learning in the classroom to boost their creativity and the perceptions of students regarding the implementation. Before and after receiving treatment, students in the experimental groups take pre-test and post-test to determine how well they speak. The outcomes of the pre-test and post-test are compared. And the interviews in this research were conducted to be analyzed based on the results of questionnaires and tests.

Table 1. Factorial Design

Speaking Confidence (B)	Creative Learning Strategy using Digital-Based Project	
	Experimental Group 1 (A1)	Experimental Group 2 (A2)
High (B1)	(A1B1)	(A2B1)
Low (B2)	(A1B2)	(A2B2)

C. RESULT AND DISCUSSION

Statistical Analysis

The investigation started by performing the homogeneity and normality test of the data to ascertain which statistical formulae were used for the data analysis. These two tests are used to determine if the research data to be used is homogenous and has a normal distribution. The data was tested for homogeneity using Levene statistics and for normalcy using the Kolmogorov-Smirnov test; both tests had a significance threshold of 5% ($\alpha = 0.05$).

Table 2. The Results Of Normality And Homogeneity Tests

Group	Test	Sig. of Kolmogorov-Smirnov test;	Levene statistic
Experimental group (second semester)	Pre-test	0.109	0.536
	Post-test	0.165	
Experimental group (fourth semester)	Pre-test	0.184	
	Post-test	0.101	

Shows that the experimental groups' pre-test and post-test data have a normal distribution. The significant value for both groups, which is larger than 0.05, provides the foundation for this conclusion. Furthermore, given that both variables' Levene statistic values are larger than 0.05, it may be assumed that the two variables have the same homogeneous variance. In light of the factors mentioned above, the researcher employed a parametric t-test in the SPSS version 26 program to conduct a statistical analysis and identify any

significant variations between the students' speaking and confidence using digital based project.

According to the hypothesis' test table, H1 is accepted at a significant level of 0.000, meaning that the indicative value is less than 0.05. Thus, it can be said that the use of the creative learning strategy using digital based project has improved the learning outcomes of University PGRI students in Palembang between second semesters and fourth semester.

Descriptive Analysis

The purpose of this research is to conduct interviews in order to examine the results of questionnaire and speaking using digital based project with implementing of creative learning strategy. Based on the findings of the interviews, most students found that creative learning strategy using digital based project improved their practice routines and made them feel more at ease while speaking in English. The researcher was able to determine the connection between the usage of digital based project and the students' creative for speaking skills based on the answers of the students who had previously been questioned.

D. CONCLUSION AND SUGGESTIONS

Based on the research findings, creative learning strategy has the potential to not only enhance students' speaking skills but also boost their creativity in using the target language. As students engage in meaningful, real-world tasks, they are given the opportunity to practice their speaking skills in a supportive and collaborative setting. This can help students build their creativity in using the language, as they receive feedback from their peers and teachers.

Some suggestions for learning practices and future research are:

For teachers, it is important to stimulate motivation in learning and create a good atmosphere in teaching to help students achieve their study goals.

For students should set clear goals, establish creativity, participate in group activities, develop a strong interest in learning English, and master study methods to be successful in English learning.

For researchers suggest conducting research on a wider area with more participants and using various methodological tools for better results.

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