

Generation Z Motivating Learning Approach and Activity in Oral Performance Development: Professional-Work-Context Project

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Abstract: In higher education, performing a presentation is a challenging task for students. Currently, university students can be categorized as the Generation Z learners in which they have different characteristics in learning compared with the previous generation especially in behaving and absorbing information. Those issues challenge the educator especially lecturer to be more creative and innovative in finding a solution based on the students' needs, characteristics, and global demands. For that reasons, the study tried to seek the most relevant learning approach to be applied and dig out the most exciting activity that can motivate the students in learning. The finding shows that Project Based Learning approach in the form of Professional-work-context project activities was the most suitable approach and activity in developing their speaking skills collaboratively. The students' communication skills and confidence were improved. The students in Generation Z can explore and develop their real creativity outside of the class and utilize their work with suitable technological tools happily.

1 INTRODUCTION

Since 2015, Indonesia faces a great challenge of the new era that is ASEAN Economic Society (AEC). To be able to internationally compete with others especially in the ASEAN context, students should master many 21st century skills. The subject content, ICT literacy, reading literacy, working skills, life skills, and language becomes the important keys to be successful in this global world. Language is a medium of every communication so that mastering English skills in a real-life situation becomes a crucial need.

Discussing the needs and reality, there is a big problem that is faced by Indonesian students. At the University level, performing a real-life presentation is a challenging task for them. Many of them can do a presentation in front of the class but they face more challenges when they should perform outside the class. Furthermore, students are easily got bored with a conventional presentation in the classroom since they need to listen to others after they have finished presenting their materials.

Related to the new era, the university level students can be categorized as the Generation Z

learners in which they have different characteristics in learning compared with the previous generation especially in behaving and absorbing information. Students prefer to use technology, recording, watching, listening, finding a new thing, and experiencing meaningful tasks in their learning. Therefore, there should be changes in the students learning approach especially in giving a task and stimulation based on their learning needs, characteristics, and global demands. Therefore, based on those discussions, this research mainly focus on the following problem formulation: What learning approach was suitable to be used for the EWBC students in delivering a business presentation?; Which of the learning activity was more motivating to the students when the approach is implemented?, and How was the implementation of the chosen approach and activities based on the students' perceptions?

The significance of the research is to contribute information and feedback for practitioners in the field of English for Written Business Communication or others including curriculum designers and material developers, lecturers, teachers, and instructors in delivering teaching,

training, and guidance directly or indirectly to their students. In addition, this research helps students to gain a better understanding of speaking.

2 RELATED THEORIES

2.1 Generation Z

Generation Z is the generation that was born in 1995 – 2010. This generation who is known as the digital natives is the generation that lives with the technology connecting the world globally (Dauksevicute, 2016, Rothman, 2016). This influences the differences in characteristics among other generations. The open-minded generation has the focus to make a difference in their lives. Besides, they see the working place as the place to solve problems (Elmore T., 2010). Gen Z also shows much Fear of Missing Out (FOMO) anxiety (Strong R., 2016). Similar and Grace also argue that the preference to work alone and lack of creativity can be the obstacles for them to achieve their goal of being the agent of change.

Specifically, in the learning aspect, the response of generation Z as the students is influenced by their way of thinking. The brain structure of this generation is different from the other previous generations. This is caused by the external environment spurring the brains for responding to the certain type of situation. Generation Z is accustomed to complex visual imagery causing the rapid development of the visual part of the brain (Rothman D., 2016). Based on the fact, it is more effective to apply visual forms of learning for them. Besides, in the learning process, they prefer recording to take notes and they are encouraged with instant communication and information (Dauksevicute, 2016, Rothman, 2016). Therefore, joining classes was more attractive when challenges, interactive games, advance organizers and collaborative projects are constructed.

2.2 Students Centered Instruction

Researchers describe a student-centered instruction as an instructional approach in which students influence the content, activities, materials, and step of learning (Huba M E., 2000; and Freed J E., 2000). There are some active learning approaches that can be adopted such as Cooperative Learning, Metacognitive Learning, and Project-based Learning. Implementing student-centered instruction can lead to increased motivation to learn, the greater

gaining of knowledge, deeper understanding, and more positive attitudes towards the subject matter (Collins, (2003, Jarmon, 2008, Luke, 2016, Luke 2017).

2.3 Project-Based Learning

In the current era, the learning process is focused more on the enhancing the cognitive skills and delivering values rather than merely transferring the content of knowledge (Lam S F., 2009; Cheng R W., 2009; Ma W Y K., 2009). Therefore, in constructing a learning process, the activity should be varied and emphasize more on the student-centered. One of the methods that can be applied in the class is project-based learning. This method allows the students to find the solution to a problem, create questions, obtain data, analyze data, draw a conclusion and deliver the findings (Hmelo, 2004, Zimmerman D C., 2000). Project-based learning can facilitate students with portfolios, written reports and performance assessments, which increase their knowledge, cognitive skills and life value (Andres Y M., 2006). Project-based learning is defined as complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time, and culminate in realistic products or presentations (Thomas J., 2000)

It is believed that PBL can enhance the students' critical thought and problem-solving skills (Shepherd, 1998, Tretten, 1995). In applying this method, the students can be brought into real-life phenomena in which the students are provided with the technology usage, content relevancy, student engagement, career exploration and community connection [Shepherd, 1998, Spronken-Smith R., 2009; Kingham S., 2009]. In this method, the teacher does not need to provide any direction because the student just needs to be facilitated (Copon N., 2004; Kuhn J., 2004).

There are three types of project-based learning, namely Research project, in which the students are asked to find problems, review literature, collect data and analyze data (Kilinc, 2010, Beringer J., 2007, Spronken-Smith R., 2009; Kingham S., 2009); Construction project, in which the students are instructed to design and create a product based on the module given by the teacher (Frank, 2004, Botha, 2010); and Professional- work-context project, in which the students have to use their knowledge to work with certain communities to

solve problem in real-world life (Hanney, 2013, Jarmon, 2008). In addition, there are four goals in applying Project-based Learning namely conceptual knowledge and problem-solving, collaboration, self-directed and lifelong learning, and intrinsic motivation (Hmelo S C E., 2004).

2.4 Speaking Skills

There are five stages in acquiring speaking skills, namely: Pre-production, the stage in which the learner can barely understand the words used; Early production, the stage in which the learners start responding to the structured and predictable conversation; Speech emergence, the level in which the learner can produce conversation with wider context; Intermediate fluency, the level in which the learner is able to convey ideas by producing complex sentences; and Advanced fluency, the last stage in which the learner can communicate well without having proper preparation (Botha M., 2010).

3 METHODOLOGY

This study is a descriptive study that concerned with the application of Project Based Learning approach in the form of Professional-work-context project activities. The research population in this study was 103 students of English for Written Business Communication (EWBC) class at Bina Nusantara University, Anggrek Campus. In this study, the researchers applied cluster random sampling. It means that the samples or subjects in this study were randomly chosen from some classes. There were three EWBC classes, in which each of the class consists of around 30-35 students, in the academic year of 2017/ 2018.

Based on the nature of the research, the authors applied quantitative and qualitative research, concerning on the reliable data through statistic result and developing explanations of social phenomena. The authors applied percentage and mean scores counting to collect the quantitative information and the researchers organized, summarized, and described the surveys to get the qualitative information.

The data used was particularly obtained from primary data based on the performance result to find the most suitable approach that is appropriate for the EWBC Class and surveys by using questionnaires. Firstly, related to the three different approaches (Collins, 2003, Jarmon, 2008, Luke, 2016, Luke, 2017), a questioner containing the polling of those

three approaches (Cooperative Learning, Metacognitive Strategy and Project Based Learning) was used. Then, to see the most preferred motivating activity there were 3 items. The first research project involved the students to find problems, review literature, collect data and analyze data (Kilinc, 2010, Beringer J., 2007, Spronken-Smith R., 2009; Kingham S., 2009). The second is the construction project, in which the students are instructed to design and create a product based on the module given by the teacher (Frank, 2004, Botha, 2010). The last is a professional-work-context project, in which the students have to use their knowledge to work with certain communities to solve the problem in real-world life (Hanney, 2013, Jarmon, 2008). Those questionnaires used a Likert scale from less motivated, motivated, and most motivated. Further details about the application of the chosen approach and activities then gained from the student's performances and an open-ended question. The author was analyzed the score of the presentation performance from the whole participants, organized the data by arranging the respondents' statements into a frequency distribution and described them.

4 FINDINGS

The study has three main focuses to be solved. The first finding related to the most chosen approach of learning in developing the speaking skills especially doing a presentation. The second finding was the most motivated learning activities found among the students and the implementation result also perceptions of the students. The findings of the study are described as follows:

4.1 Project-based Learning Approach

The result of the first questionnaire gathered from 103 participants shows that there were three chosen approaches such as Project Based Learning, Cooperative Learning, Metacognitive Learning. The lowest percentage with 12% is Metacognitive Learning. Then, the highest percentage of the chosen learning approach is Project Based Learning (PBL) in which organized task and challenging activities were applied in such a period of time. The second percentage was Cooperative Learning (CL) in which this approach also quite familiar and interested to be applied. The result of these two learning approaches was not having a big rivalry with only 4% different but still, the most chosen learning approach was taken as the highest consideration in

the next questionnaire. The most suitable learning approach to be used by the EWBC students in delivering a business presentation is Project Based Learning with 46%.

4.2 Professional-Work-Context Project Activities

The most preferred activity was based on the Professional-work-context project that is almost achieved 300 points. This result was far away from the two others project-based activities that are almost in the same scores under 250 points. The result shows that the research project in the second position and construction project in the third position. This means that the most motivating activity for the students in learning English especially during the oral development in the form of presentation was based on the project-based learning in the form of Professional-Work-Context Project Activities. The main steps of implementing these activities were:

Table 1. Professional-Work-Context Project Activities.

No	Steps	Examples
1	Preparing real context and Task	Visit a real business related to the students' field of study
2	Finding and Formulating Problem	Interview and observe the real condition of the business (strength and weakness or obstacle)
3	Finding Solution and Language Building	Discuss in the class with the friends and lecturer orally about the faced problem in the real situation and share about a possible proposed solution to the business
4	Propose Solution and Action	Come back to the business and offer some help
5	Evaluating	After helping to solve the problem, evaluate how was the

		proposes solution run (success and failure)
6	Data Sharing and Language Building	Bring the portfolios of the investigation, share in the class about the valuable experiences orally
7	Technological Building	Introduce some tools of presenting using blog, web, application, etc.
8	Drafting	Create the draft of the product (Written Form)
9	Production	Create a Blog/ Similar Business/ Web/ etc. about the things that have been done using appropriate tools of technology
10	Reporting	Present in front of the class about the final product that they have made based on their real experienced.

4.3 Students' Performances and Perceptions

The implementation of Professional-Work-Context Project Activities under Project Based Learning approach in this research was successful. Based on the data gathered from the Presentation performance the mean scores of 103 students was achieved at 83.47. The students speaking skills and confidence were improved as supported by the students' feedback "My speaking skills improve a lot due to the projects. Doing a presentation is really good for us to improve speaking but not only that we also become more confident about giving presentations." This statement proves that Language Building, sharing (practicing), and drafting can be the important elements of this project.

Furthermore, communicating skills in the real situation help the students to express their passion and creativity. This result based on the students' statement that "Especially, I, myself as a student of Visual Communication Design, communication is important, we can really make a real communication through our artwork to send our message for people." The condition shows that real life communication teaches the students not only the ability to speak up but also the ability to have a social interaction and show who they are.

In addition, Professional-Work-Context Project Activities also help the students to gain useful experiences, inspire them to be successful, and motivate them to learn more in a fun situation. Those have been strengthened by two other students' comments "All of the experience that I gain from this class can be very useful and applied into daily life, precisely in the future job or when I want to start my own business." and "Many lessons in this class are also taught in a very fun and interesting way. Because of that, it helps me to understand better and make me interested and wants to try other things at home."

5 CONCLUSION

The finding shows that Project Based Learning approach in the form of Professional-work-context project activities was the most suitable approach and activity in developing their speaking skills collaboratively. The mean scored of the students' presentation performances was 83.47 and positive feedback toward the activities proved that real-world life investigation in a certain community suited the students' characteristics since the students did not only learn from the classroom and teacher but also the real related field and environment. The students' communication skills and confidence were improved. The students in Generation Z can explore and develop their real creativity outside of the class and utilize their work with suitable technological tools happily.

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