Intrinsic-Task Motivation and Creative Writing through Project-Based Language Learning (PBLL) Using *Video Scribe*

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Abstract

This paper presents the importance of intrinsic motivation to accomplish the task within project-based language learning (PBLL) using a particular technology in the form of a *video scribe* to elevate pre-service teachers' creative writing. The result shows that PBLL using *video scribe* facilitates pre-service teachers to elevate their writing language production and their creativity exposure. The strategy also stimulates personal competence covering enthusiasm, curiosity, problem-solving, motivational intensity, intrinsic value, and patience, reasonable challenges to support student teachers' professional competence and pedagogical competence. It also strengthens the other competence that allows them to be more sociable persons. This study implies that PBLL empowers pre-service teachers' competencies in which the three "Hs" of Hand, Heart, and Head are embedded which allow them to encourage their creativity and critical thinking.

Keywords: intrinsic task-motivation, creative writing, Project-based Language Learning (PBLL), *video scribe*

1. INTRODUCTION

Project-based language learning (PBLL) can be defined as an instructional approach that allows students to make interrelationship among others to solve problems together within groups. To implement PBLL in classroom instruction, three required characteristics should exhibit, they are, process-oriented, context-oriented, and students-centered (Lipson et al.'s, 2007). Recently, research on PBLL has been carried out extensively to cope with the problems of EFL learners' communicative competence. Previous research results show that PBLLcan support the attainment of learning outcomes and the development oflearner motivation in accomplishing language tasks(Bas & Beyhan, 2010;Chu et al., 2017;Winarsih et al., 2019; Wudingar & Qureshy, 2015); PBLL can also develop students' intellectual domain and social skills (Kelsen, 2018). However, it is scarcely discussed how EFL pre-service teachers engage themselves to design materials as a final project using a particular technology in the form of *video scribe* within PBLL.

EFL pre-service teachers should be equipped with pedagogical competences, one of which is designing learning materials. PBLL can be integrated in their teaching practicum so that EFL pre-service teachers can learn how to develop learning materials more creatively. Creative learning materials can stimulate students' motivation.Midby et al. (2020) found out that learner's motivation boosts them to accomplish their intersectional language task and assignment in terms of fieldwork assignments, multimodal autobiographies, reflective classroom discussion, and documentaries. Henry et al. (2015) found out the form of motivational behavior that characterizes learners' investment goals to obtain better performance.

This research discusses how learning materials within PBLL using *sparkol video scribe*can be designed as a part of materials development course requirement.Previous research has exploredPBLL from task and collaboration angles, but little attention has been devoted to investigatingPBLL from the students' psychological lens in terms of intrinsic-task motivation.This present study seeks to investigate how pre-service teachers engage themselves to accomplish PBLL tasks using a particular technology in the form of *sparkol video scribe*, which was reflected by their intrinsic-task motivation and their creative materials writing.

2. METHOD

The participants of this study were2 9 EFL pre-service teachers, 9 males and 20 females, enrolled in a university in East Java Province, Indonesia. The participants were assigned to design learning materials as a part of course assignments, following the procedures of text collection and text selection by Tomlinson and Mashuhara (2004) as well as of materials adapting and adopting by Tomlinson (2011). The learning materials might be in the forms of short functional texts such as riddles, poems, wise words, proverbs, quotations, idioms, and greeting cards related to the grammar and vocabulary being studied. These materials were selected based on the current ELT curriculum as well as the availability of the *sparkol videoscribe* application.

Questionnaires of intrinsic task-motivation were used to elicit data about pre-service teachers' engagement, complemented with post-task intrinsic focus group interviews following Dornyei and Ushioda (2011) and Creswell(2012). Responses to the questionnaires were reported in the forms of percentages. In addition, analytical scoring rubrics of creative writing of Bookhart (2013) were employed to evaluate the tasks submitted in terms of the following aspects: depth and quality of ideas and originality of contribution than consists of motivating power of materials, layout, and combination. Post-task intrinsic focus group interviews with some randomly-selected participants were carried out after they accomplished the assignments in the form of reflective group work presentation. The reflective report highlighted how the course had contributed to their pedagogical, professional, personal, and social competence.
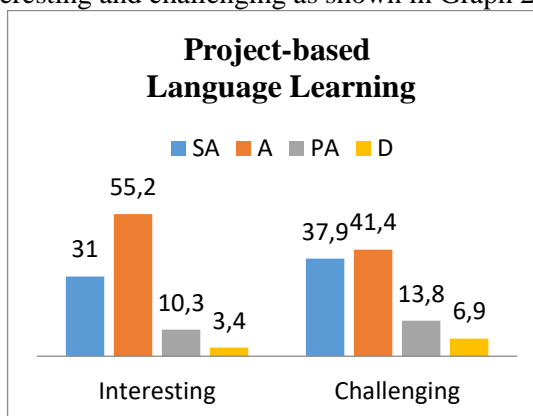
3. FINDINGS AND DISCUSSION

EFL Pre-service Teachers' Intrinsic Task-motivation towards PBLL Using *Sparkol Video Scribe*

The data garnered from questionnaires evaluates two variables under interest: task-motivation and PBLL activities. Task motivation encompases enthusiasm, motivation, and curiosity as shown in Graph 1, while PBLL activities encompass elements of being interesting and challenging as shown in Graph 2.
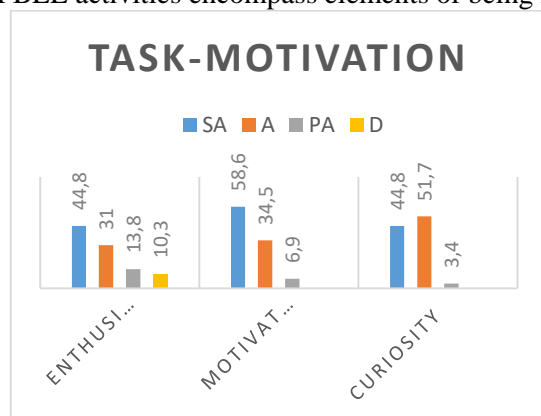
Graph 1 Subjects' Intrinsic Task-Motivation   **Graph 2 PBLL Activities**

The data presented in Graph 1 show that the teaching and learning process give the students intrinsic value attributed to the activity that appeals to their involvement in a positive and enthusiastic manner, arousing their motivational intensity and engaging their curiosity. In addition, Graph 2 reveal that the teaching and learning processes of PBLL activities are found to be interesting and challenging. Such findings are in conjunction with what has been stated by Dornyei and Ushioda (2011) in that learners engage themselves to work in a group to share ideas to accomplish the task within a group as well as with other groups. The pre-service teachers in this study have more opportunities to use their interpersonal skills and social skills to participate actively in group works to strengthen their teamwork as their social competence. Thus, the four Cs of Creativity, Collaboration, Communication, and Critical thinking embedded in PBLL activities will not only stimulate the development of the pre-service teachers' social skill and interpersonal skill (Han et al.,2014) but also encourages their personality exposure in term of enthusiasm and curiosity as their personal competence.

Students did not depend solely on the motivational intensity; however, they have to encourage themselves to empower their intellectual domain because PBLL activities have tended to deal with the "Heart" or motivational intensity which is associated with their personal competence as well as their

"Head" or intellectual domain which is associated with their professional competence. Thus, the two "Hs" (Heart and Head) embedded in our activities facilitate pre-service teachers' motivational intensity and intrinsic value which are associated with their personal competence to support their intellectual domain which is associated with their professional competence. Thus, PBLL using *video scribe*-based materials design gives a positive impact on the development of pre-service teachers' professional growth. It arouses their personal competence in the forms of enthusiasm, curiosity, problem-solving, motivational intensity, and intrinsic value, reasonable challenges to support their professional competence in terms of empowering their intellectual domain. It also strengthened the other competence that allows them to be a sociable person.

EFL Pre-service Teachers' Creative Writing with PBLL Using *Sparkol Video Scribe*
The data obtained from analytical scoring rubric of creative writing using PBLL refer to two variables under study, namely, depth and quality of ideas and originality of contribution, covering motivating power of materials, layout, and combination as shown in Chart 1 and Chart 2 respectively.
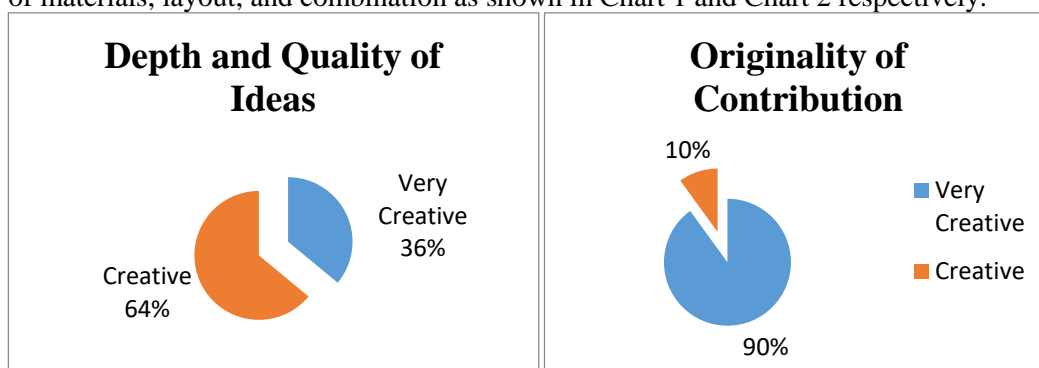

Chart 1 Depth and Quality of Ideas   Chart 2 Originality of Contribution

Chart 1 presents the research findings that the depth and quality of ideas reflect the creativity of ideas, 36% admitting the very creative level and 64% creative one. The variable of originality of contribution, as shown in Chart 2, reveals the attractiveness of materials developed. It shows that the motivating power of the materials, layout, and combination reach the score of 90 %.

The information obtained from the post-task focus group interview was obtained from three randomly-selected participants. The first participant told that she was very lucky to get involved in this material development course because she was assigned not just to design materials by herself but also to develop her curiosity to create a challenging form of creative learning activity. It implies that the learning environment will affect students' achievement. After having attended several courses related to pedagogical competence improvement, she acknowledged that this course was completely different from the previous ones as can be seen in Excerpt 1 from the interview transcripts.

> *This course is perfectly challenging. It gives me new experience and insight pertaining to the development of pedagogical competence. This creative learning activity is the first course that arouses my curiosity. Creative learning comes from a creative teacher that affects students' achievement. I am happy to be here attending the course you lead.* [Excerpt 1]

From the non-verbal means of communication expressed by this subject, it can be concluded that she enjoyed attending the course using *video scribe*. However, this application needs more time to prepare such as downloading the application, signing in to the *sparkol* application, and creating the g-mail as a private e-mail account. This made the teaching and learning process take a few participants to exploit this kind of application.

Similar to the first participant, the second expresses her impression with the teaching and learning process. She told that the teaching and learning process encourages her imagination and creativity to improve not only the quality of writing but also to the quality of the content as shown in Excerpt 2.

> As I attend the classroom with a laptop and connected internet, I think I could not operate the computer. It takes a long time to download the application and sign in. after a few minutes I understand what my lecturer wants and I learned several features. I tried to type, insert images and voices. As my lecturer asked me to display I shouted: "*Lhopancen ndesso* – I am a real villager". This is the real modern teaching instructional media. [Excerpt 2]

From the non-verbal expression impressed by this participant, it can be concluded that the student teachers are amazed by this learning model. Even though they are not familiar with the advancement in technology, PBLL enables them to share ideas, solve a problem, and share jobs within a group. So, anything about the use of the applications and connected internet and the intricacies of electronic devices can be solved together either in a group or with other groups.

The next participant stated that he could create more materials after he found the result of writing texts. He found other applications namely "Vegas pro" and MP4 power director as a combination tool to make the materials more attractive and more interesting. Thus, creativity is not only in the quality of writing but also in experimenting the tool combination. All in all, the participants feel the joy of creating materials in the form of *video scribe* cartoon as they design vocabulary materials for teaching elementary level.

The creativity levels are categorized into four categories, they are, very creative, creative, ordinary, and imitative. The result shows that the sub-heading of "depth and the quality of ideas" represents a starting variety of important concepts from a different context. The aspect of "Motivating power of materials" shows that the materials allow the participants to create product draws on a wide-ranging variety of sources that can boost learners to learn more, including colors, image, and sound. The aspect of "Layout and combination" represents how the ideas are combined in an original way, attracting aesthetic responses, positioning, using of space, balancing of visual and text. The aspect of "Originality of contribution" indicates that product created is interesting, new, and/or helpful, making an original contribution that includes identifying a previously unknown problem, issue, or purpose.

The data obtained from post-task focus group interviews show that the current creative activity gave the participants experiences to develop their pedagogical competence. They implied that learning activities should be provided by a challenging learning environment that allows them to involve their head (intellectual domain), heart (motivational intensity, and hand (creativity). This research finding is in conjunction with what has been noted by Bookhart (2013) that involving learners in a particular project will elevate their creativity level. Furthermore, selecting and collecting materials (Tomlinson and Mashuhara, 2004), or adapting and adopting materials (Tomlinson, 2007), help them to be autonomous materials designers.

4. CONCLUSION

PBLL activities using *video scribe*-based materials give a positive impact on the development of pre-service teachers' professional growth, encouraging pre-service teachers to elevate their creativity levels and their writing language production. This study proves the possibility of developing the five Cs (Creativity, Collaboration, Communication, Critical thinking, Curiosity) and also the three "Hs" (Heart, Hand, and Heart). The pedagogical, professional, social, and personal competences can be stimulated. Additionally, extra competences in making use of technology can be integrated into PBLL more effectively. Future researchers are recommended to examine whether or not there is a relationship between intrinsic-task motivation and language production within group work.

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