TEACHING SPEAKING USING DRAMA TO TRAIN CREATIVITY TO THE 11TH GRADE STUDENTS AT SMAN 2 KEDIRI

SKRIPSI

Submitted in order to fulfil the Requirements for Obtaining a Bachelor's Degree in Education (S.Pd.)

English Language Education Department, FKIP UN PGRI Kediri

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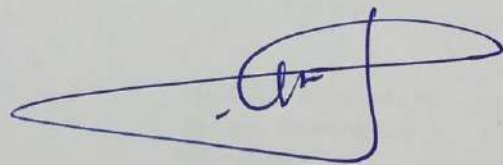
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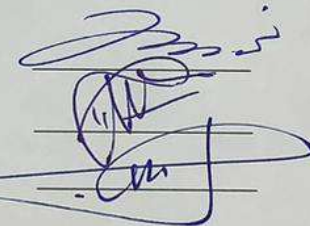English Language Education Department

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STATEMENT

The undersigned below,

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Declaring truthfully, that in this Skripsi no work has ever been submitted to obtain a graduate degree at a university, and to the best of my knowledge no written work or opinion has ever been published by anyone else, except those that are deliberately and in writing referred to in this text and mentioned in the bibliography.

Kediri, July 11th, 2024

Signed by

SHINTIA YUNISTRIA NASTITI

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MOTTO AND DEDICATION

MOTTO:

"The steps in acquiring knowledge are to listen carefully, keep what we have heard, practice it, and then spread it."

Sufyan Bin Uyainah

DEDICATION:

1. *My Mother (Sumiati)   : Thank you for the prayers you always give me, as well as the encouragement and motivation when I am at my lowest. I love you so much.*

2. *My Father (Sugeng Riadi) : Thank you for always giving the best, giving me a lot of support, and believing that I can get through it all. I love you so much.*

3. *For Myself   : Thank you for always trying the best. Thank you for surviving around so far. Whatever happens, keep spirit up and continue the next mission.*

4. *My Family   : Thank you for always being there. Continue to provide encouragement and motivation in every time I have difficulty working on my skripsi. I love you.*

Abstract

Shintia Yunistria Nastiti Teaching Speaking Using Drama to Train Creativity to the 11th Grade Students at SMAN 2 Kediri, Skripsi, English Department, FKIP University of Nusantara PGRI Kediri, 2024.

Key words: creative, drama, teaching speaking

The government has developed a new curriculum called *Kurikulum Merdeka Belajar* for all school levels. This curriculum emphasizes all the school subjects must develop various skills for all school graduates to enhance competitiveness in the 21st century, such as creativity, communication, critical thinking, collaboration. One crucial skill that school graduates must have, is creativity. Therefore, all teachers, including English teachers, must select appropriate method to develop this skill. The English teachers should facilitate learning activity through a certain method to develop students' creativity. Therefore, this research was carried out to describe the students' speaking ability and creativity through performing drama in teaching speaking. This descriptive quantitative research was carried out when the researcher did teaching practice to the 36 students of XI-1 class, at SMAN 2 Kediri. The students were assigned to perform a short drama in groups, in each group consists of 6 students, of which 6 groups will be formed. To take the students' scores, the researcher considered 4 aspects to assess the speaking ability and creativity. They were fluency, flexibility, originality and elaboration. The results of the research shows that the average score was 81, in which this score is included in the "very creative" category. In other words, to develop students' creativity and speaking ability the English teacher can make use of drama.

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Praise be to God for His blessings because only for His approval can the task of compiling this thesis be completed.

The skripsi with the title "Teaching Speaking Using Drama to Train Creativity to the 11th Grade Students at SMAN 2 Kediri " was written to fulfil some of the requirements for obtaining a Bachelor of Education degree, at the English Language Education Department FKIP UN PGRI Kediri.

In this occasion, sincere thanks and appreciation are expressed to:

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5. Dr. Suhartono, M.Pd. as Second Advisor
6. My beloved parents who always support me to finished skripsi

I realized that this thesis still has many shortcomings, so I welcome comments, criticism and suggestions from various parties.

I hope this thesis will be useful for all of us, especially for the world of education.

Kediri,

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CHAPTER I

INTRODUCTION

This chapter presents background of the research, identification of the problem, limitation of the problem, problem formulation, research objective, research significant, and definition of key terms.

A. Background

Science and technology are advancing at an extremely fast pace in the 21st century, every nation must do this by making their country more competitive. Since people would be in charge of overseeing everything that belongs to the state, human resources are a crucial factor that needs to be taken into account in order to boost a country's competitiveness. The areas of knowledge and abilities possessed reveal the quality of human resources. A healthy balance between knowledge and skills is essential for people to be able to apply theory in real-world social situations and make direct contributions to the area. Therefore, students are expected to be able to compete globally in this 21st century.

In its realization, the government has created a new curriculum called *Kurikulum Merdeka Belajar*. This curriculum for Senior High Schools gives students greater freedom in selecting subjects and developing skills according to their interests. This includes an emphasis on contextual learning, projects, and the development of critical and creative competencies. 4Cs skills are skills that the government hopes are capable and are in line with the demands of the 21st century. 4Cs skills are expected to be able to help students compete in the 21st century. As

said by (Sipayung, 2018), that 4Cs capabilities must be mastered so that the nation can compete in the 21st century.

One of the 4Cs abilities that is very important to learn is creativity. Creativity is a way of thinking to produce useful new ideas and concepts (Sipayung, 2018). Students will get satisfactory scores if they have high creativity. This is due to the fact that those who possess creativity will think more quickly, think more intelligently, and be able to solve problems as they arise (Sumarni, 2016). The teacher's lack of experience in incorporating creative into his teaching may be the cause of the students' likely low levels of creativity. Science content, scientific process, and scenarios of science learning can increase creative thinking skills (Cheng, 2010).

Someone who can be said to be creative are those who are imaginative, have great curiosity, willingness to explore something that is not known, likes challenges, not afraid try something new and have the ability to understand ambiguity (Amrullah, 2018). Creative individuals have businesses and steadfastness, having self-efficacy, namely great confidence in abilities possessed.

The problem found when the researcher came to class XI - 1 of SMAN 2 Kediri, they experienced difficulties when required to answer questions directly. That's because the learners are required to produce sentences directly. This shows that there is a lack of abilities in class XI-1 students at SMAN 2 Kediri. However, in communication, good speaking skills are needed in order to achieve the goals of the communication activities. This of course will also influence student creativity.

Speaking and creativity are two interrelated abilities. (Krumm, 2016) said that creativity is the highest level of expressing a new idea and the ability to combine unrelated topics in different ways to avoid familiar patterns. To express an idea, good speaking skills are needed. In speaking, a person must also have good creative ability. Therefore, students must be able to master the four main components of creative skills, namely fluency, flexibility, originality and elaboration (Alghafri, 2014).

In order to increase students' creativity, the researcher thought that it is necessary to create innovations in a variety of teaching models and techniques. In this situation, a learning model that incorporates research-based learning and can support these 4Cs abilities must be created. Project Based Learning has the potential to greatly enhance 21st century skills.

Project Based Learning is an educational approach that provides teachers with the opportunity to differentiate instruction in the classroom by including project work. Project work is a type of work that involves many complex tasks based on questions and issues that are very enlightening and inspire students to learn how to navigate, solve problems, formulate opinions, carry out research projects, and provide opportunities for independent learning. The use of Project Based Learning in improving students' creative ability is considered very appropriate, which is to solve problems and formulate opinions need creativity. This will encourage students to practice their creativity.

Drama is one method that is considered effective in applying Project Based Learning. (Maley, 2006) said that Drama naturally incorporates language abilities.

The goal of using drama to teach English is to help students learn and practice the language in the setting that it is intended for, rather than to transform them into professional actors (Banerjee, 2014). In developing students' abilities, drama is one of effective way. Students who study drama must create by utilizing a poem, tale, dialogue, or literary material. The goal of drama is to use the "content" of the literature, not to force students to memorize the texts word for word. Since memorization of sentences is not the focus, students must integrate several skills (Yumurtaci, 2014).

Research conducted by Bayraktar and Okvuran (Bayraktar and Okvuran, 2012) revealed that drama can improve students' creativity and writing abilities. met. In these two studies, they tended to examine students' writing and speaking abilities using drama. Meanwhile, not many researchers have conducted research that focuses on students' creativity. From the explanation above, researchers have conducted quantitative research that focuses on the use of drama as a medium in improving students' creativity entitled **"TEACHING SPEAKING USING DRAMA TO TRAIN CREATIVITY TO THE 11TH GRADE STUDENTS AT SMAN 2 KEDIRI".**

B. **Identification of the Problem**

In learning English in class XI-1 SMAN 2 Kediri, the students have very good pronunciation skills. However, they seemed to have difficulty responding to questions or discussions directly using English. This is because when communicating directly, students are required to think about how to express their

thoughts and ideas in English at that moment. In speaking, creativity are very necessary. This is why creativity needs to be taught to students.

The second problem, how do we train students' creativity? The creative process involves selecting important elements known from various fields and combining them into new formats, using information in new situations, drawing on aspects of experience, patterns, and analogies as well as unknown fundamental principles (Natty, 2019). Under the Project Based Learning (PjBL) learning model, students are given a project or problem related to the subject matter, which they must solve or create based on questions and problems. This process of searching, investigating, and discovering for oneself is then continued in order for students to gain a comprehensive understanding by applying ideas or new ideas that they have acquired from theories, concepts, or information that has been developed into something new and different. Therefore, Project Based Learning is considered an effective way to develop students' creativity.

In improving creativity, the students of XI-1 at SMAN 2 Kediri, the researcher has a solution to this problem, by using drama. Drama in education is a role-playing activity played by students, where in this drama activity students are required to improvise with the characters they play. Drama has several types, including fable, romance, legend, adventure, fairy tale, folktale, myth, etc.

This research used 4 aspects that stated by Guildford Divergent Thinking Models, in Wijayati research. In her research entitled "Improving Student Creative Thinking Skills through Project Based Learning" (Wijayati, 2019) to measure students' creativity. These four aspects are fluency, flexibility, originality and

elaboration. These 4 aspects are considered the most suitable in measuring students' creativity through drama.

C. Limitation of the Problem

The lack of students' speaking skills in class XI-1 SMAN 2 Kediri is caused by the students' lack of creativity. Even though in speaking, the ability to think creatively is very important. If someone has good creative ability, this will affect their speaking abilities as well. Therefore, this research focused on the effectiveness of drama in improving students' creative thinking abilities.

The subject of this research is class XI – SMAN 2 Kediri consisting of 36 students. The students are divided into 6 groups in perform drama, one group contains 6 students. All students are asked to contribute from the beginning of the drama script formation to the drama performance. In the process, students are free to choose what type of narrative text they practiced. In practice, the narration takes turns so that all students get to take part in role playing and dialogue. The time required to prepare the script is one week, and the drama performance time is no more than 15 minutes per group. There are 4 aspects of creativity that are assessed, namely fluency, flexibility, originality and elaboration. The maximum score in 1 aspect is 25, so the total perfect score from 4 aspects is 100.

D. Problem Formulation

Based on the limitation of the problem above, the researcher formulates the following problems to be solved.

1. What are the steps in teaching speaking to train the creativity of class XI-1 students at SMAN 2 Kediri?

2. How effective is drama in training the creativity of class XI-1 students at SMAN 2 Kediri?

E. Research Objective

The objectives of this research are:

1. To describe the steps taken in teaching speaking to train students' creativity are forming groups, group discussions, determining titles and characters, compiling scripts, performing dramas and taking creativity scores for class XI-1 students at SMAN 2 Kediri.

2. To find out whether drama is effective in training the creativity of grade XI-1 students of SMAN 2 Kediri.

F. Research Significance

It is hoped that this research will be able to significantly assist teaching both theoretically and practically.

1. Theory

This study aimed to support the usefulness of drama in the teaching and learning process, particularly in the development of creativity, by offering

empirical data. PjBL, or Project Based Learning, is an instructional strategy that has been shown to dramatically increase students' capacity for original thought. Students participate in demanding, realistic, and contextual projects in PjBL that call for innovative problem-solving to meet predetermined objectives. This statement is supported by the results of research by (Ummah, 2019) that there is an increase in students' creative ability in implementing Project Based Learning.

2. Practice

Firstly, teachers have a new method for training students' creativity, through drama. Secondly, students can practice their creative ability as well as their speaking ability at the same time using a more fun method. Lastly, it is hoped that this research can become a reference for other researchers as a source of information for the research.

3. **Definition of Key Terms**

   1. Creativity is the ability to generate innovative and imaginative ideas, solutions, or approaches by exploring unconventional connections, thinking flexibility, and breaking away from traditional thought patterns.

   2. Project Based Learning is an instructional approach where students engage in hands-on projects to explore real-world challenges, solving problems and gaining a deeper understanding of the subject matter.

   3. Drama in teaching language involves incorporating theatrical techniques, role-playing, and interactive activities to enhance language learning.

Drama helps students improve communication abilities, language fluency, and cultural understanding by immersing them in engaging and dynamic scenarios, making the language acquisition process more enjoyable and effective.

4. Speaking which is related to creativity is the ability to express ideas or concepts orally using creative thinking. It involves the ability to think outside the box, consider multiple points of view, and convey information in innovative and engaging ways. In this context, creative thinking helps in designing delivery methods that are unique, engaging and motivating to listeners.

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