



Developing Creativity Through Drama In Teaching Speaking At Sman 2 Kediri

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ABSTRACT

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. One crucial skill that school graduates must have, is creativity. Therefore, the English teachers should facilitate learning activity through a certain method to develop students' creativity. This research was carried out to describe the effectiveness of drama in training students' creativity in teaching speaking English. This pre-experimental one shot case study was carried out when the researcher did teaching practice at SMAN 2 Kediri. The students were assigned to perform a short drama in groups. To take the students' scores, the researcher considered 4 aspects to assess 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.

Keywords: Creativity, Drama, Teaching Speaking

ABSTRAK

Pemerintah telah mengembangkan kurikulum baru yang disebut Kurikulum Merdeka Belajar untuk semua tingkat sekolah. Kurikulum ini menekankan semua mata pelajaran sekolah harus mengembangkan berbagai keterampilan untuk semua lulusan sekolah untuk meningkatkan daya saing di abad ke-21. Salah satu keterampilan penting yang harus dimiliki lulusan sekolah, adalah kreativitas. Oleh karena itu, guru bahasa Inggris harus memfasilitasi kegiatan pembelajaran melalui metode tertentu untuk mengembangkan kreativitas siswa. Penelitian ini dilakukan untuk mendeskripsikan efektivitas penggunaan drama untuk melatih kreativitas dalam mengajar berbicara Bahasa Inggris. Pre-experimental one-shot case study ini dilakukan ketika peneliti melakukan praktik mengajar di SMAN 2 Kediri. Para siswa ditugaskan untuk melakukan drama pendek dalam kelompok. Untuk mengambil nilai siswa, peneliti mempertimbangkan 4 aspek untuk menilai kreativitas. Mereka adalah kelancaran, fleksibilitas, orisinalitas dan elaborasi. Hasil penelitian menunjukkan bahwa skor rata-rata adalah 81, di mana skor ini termasuk dalam kategori "sangat kreatif". Dengan kata lain, untuk mengembangkan kreativitas dan kemampuan berbicara siswa, guru bahasa Inggris dapat memanfaatkan drama.

Kata Kunci: Kreativitas, Drama, Mengajar Berbicara



INTRODUCTION

The government has created a curriculum called Kurikulum Merdeka Belajar. This curriculum was created to prepare the nation's generation to face competition in the 21st century. 4c skills are abilities that are expected to help students compete in the 21st century. (Sipayung, 2018) said that to compete in the 21st century, the country needs to master the 4Cs. Creativity is one of the 4Cs skills that is crucial to master. Thinking creatively allows one to generate original, practical ideas and concepts. If students are highly creative, they will receive satisfactory grades. This is a result of the fact that creative people think more quickly, more intelligently, and can solve problems as they emerge (Sumarni, 2016). Someone that are inventive, highly curious, keen to explore the unknown, enjoy difficulties, aren't scared to attempt something new, and are able to understand ambiguity can be considered as a creative person (Amrullah, 2018).

After conducting observations, the researcher found that the students had difficulty in answering questions directly. This shows that the students of class XI-1 SMAN 2 Kediri had deficiencies in speaking or communicating. In fact, the ability to communicate is a very important aspect in learning a language to compete in the 21st century. In communicating, it requires good speaking skills. Speaking ability has a strong relation with creativity. As (Krumm, 2016) said that the ability to combine unrelated issues in new ways and avoid familiar patterns is what is meant by creativity, which is the culmination of the expression of new ideas. And in speaking, someone must have good creativity as well.

Creativity is the ability to solve an issue in a genuine way. This ability involves considering a certain scenario and issue from several angles. (Kumar S. S., 2016) defines creativity is an individual's ability to express themselves freely and think creatively. Meanwhile, (Halverson, 2018) that in the field of education the term "creativity" describes ability that inspires students to make unusual or distinctive things. (Sternberg, 1996) added that since a new concept or thinking is frequently a modification of an older thought or a mixture



of thoughts known or possessed previously, creativity goes beyond generating something out of nothing. Therefore, it can be concluded that the ability to generate novel ideas, concepts, or solutions through the exploration of non-traditional perspectives, the formation of unexpected connections, and the acceptance of ambiguity is referred to as creativity.

In the field of education, students' creativity needs to be trained, as creative ability has been defined as the ability to create, and express oneself. Practicing creativity in students can be done along with one of the 4 basic skills in learning languages. In this study, creativity training was carried out when teaching speaking ability. Seen from several aspects found in the ability to speak and the ability to think creatively.

The use of drama is very effective in teaching speaking as well as training creativity. Drama in education aims to include students in active learning, foster creativity, enhance communication skills, develop empathy, and encourage critical thinking. Drama is an activity that helps student express their concerns, ideas, and desires (Dawoud L. K., 2020). In addition, drama can enhance students' language proficiency, lessen self-doubt, and increase their understanding of the language they are studying (Yuniwati R. W., 2010).

The use of drama to train students' creativity in teaching speaking is considered effective. Research conducted by (Zahara, 2018) with the title "*Students' Perception of Using Drama to Create Students' Creativity in Speaking Skill*" found that every interviewee has a favorable opinion of the use of drama in speaking classes, it fosters students' creativity and improves their speaking abilities. They believe that using drama as a speaking style in class works well. Along with practicing their pronunciation and intonation, students can also expand their vocabulary. Demonstrated by use of student surveys and interviews.

Realizing the facts, the researcher is interested to carry out this research to describe the effectiveness of drama in training students' creativity in teaching speaking English at SMAN 2 Kediri.



METHOD

This study employed a quantitative research. Quantitative research is a methodology that focuses on collecting and analyzing numerical data to quantify relationships, occurrences, or outcomes. As part of quantitative research procedures, statistical analysis techniques are frequently used in conjunction with structured data gathering tools, such as surveys or questionnaires. Quantitative research uses statistical inference to identify patterns, correlations, or trends in data in order to test research questions or hypotheses Burns and Grove, 2005 in (Mohajan, 2020).

This research used Pre-Experimental One-Shot Case Study design. Pre-experimental one-shot case studies are studies in which one group or person is observed or measured following their exposure to a particular intervention or treatment. It usually uses a single assessment to evaluate the effects of the treatment and does not have a control group (Sugiyono S. , 2017). The pre-experimental one-shot case study research design by (Sugiyono S. , 2017) can be seen in the table below:

Table 1 Pre-Experimental One-Shot Case Study Design

X	O
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Note:

X = the treatment given (the use of drama or independent variable).

O = the results of treatment (creative thinking ability or independent variable).

This research was conducted at the same time as the internship at SMAN 2 Kediri, on October 6 to November 10, 2023. Purposive random sampling was the data collection technique used in this study. Unlike simply random sampling techniques, which aim to achieve an objective representation of the entire population, purposeful random sampling focuses on selecting samples that fit current criteria or traits of interest (Trochim, 2001). The sample taken in this study was one of the 12 classes at SMAN 2 Kediri, namely class XI-1 which had 36 students.



In this research, the researcher used mean calculation. The mean is a group explanation technique based on average group ratings. The average, or mean, is calculated by adding up all of the data from the group members and dividing it by the total number of group members.

RESEARCH FINDINGS AND DISCUSSION

RESEARCH FINDINGS

The findings of the research is divided into two, the steps of treatment and the students' score in creativity.

The following are the steps of treatment:

1. In the first meeting, the researcher focused on definition, purpose, general structure, and linguistic aspects as she reinterpreted the narrative text that the SMAN 2 Kediri teachers had taught in three activities: preliminary, main, and closing.
 - a. The researcher asks students to respond orally to prepared questions concerning the image, characters, main character, story, and message after presenting an image or movie poster linked to a narrative tale.
 - b. To train their reading abilities, students were given the narrative text "The Legend of King Arthur." Following their viewing of a video on Indonesian folklore, they were asked to write responses to questions regarding the characters, plot, and message. Next, the researcher provided a synopsis of the play, covering the plot, characters, setting, theme, and dialogue.
 - c. The researcher examined the conversation and divided the class into six-student groups to act out a play, selecting narrative texts from myths, tales, folklore, and other sources. One day prior to the performance, the script needs to be sent in.
2. Three activities were conducted during the second through fourth meetings: preliminary, main, and closing. While material reviews were part of the preliminary activities, dramatic performances were the main events. In the last exercise, students reviewed the drama's plot and offered comments and ideas.



After collecting field data, the next stage is to analyze the collected information. One of the data analysis tasks is to group data based on respondent type and factors. Presenting data on the variables under investigation, addressing the problem formulation through computations, and assessing the developed hypotheses by computations are further tasks.

The data analysis procedure for this investigation includes several steps. First, the researcher used evaluation criteria for fluency, adaptability, originality, and elaboration to watch the pupils' creativity. These four criteria are those conveyed by the Guildford Divergent Thinking Model and the Torrance Test. After adding the conforming students' ratings to a table, the researcher calculated the total frequency based on the assessment rubric's requirements. Finally, the researcher calculates the average score that each student received in order to evaluate how effective the medium used was. Below are the scores obtained by 36 students of class XI-1 SMAN 2 Kediri.

Table 2 Students' Score

No.	Scores	Total Number of Students
1.	70-75	12 students
2.	76-80	9 students
3.	81-85	7 students
4.	86-90	6 students
5.	91-95	2 students

Those scores can be classified into the highest to the lowest scores which can be seen in the following table.

Table 3 The Overall Scores

No.	Classification	Score
1.	The Highest Score	95
2.	The Lowest Score	70
3.	The Average Score	81



The detail scores for each aspect are presented in table below.

Table 4 The Highest Number of Scores in Each Aspect

No.	Aspects	Amount
1.	Fluency	12
2.	Flexibility	15
3.	Originality	8
4.	Elaboration	13

In table 4 it can be seen that, students who got a perfect score of 5 in the aspect of fluency there were 12 students, flexibility 15 students, originality 12 students, and elaboration 8 students. It can be concluded that student flexibility is the aspect most affected by drama.

The result obtained from the average calculation above is 81.1 in the "Very Creative" category. The value range in the very creative category is between 81 and 100. Based on the aforementioned computations, the researcher deduces that the students can attain exceptional creative scores by employing drama. Thus, it can be concluded that using drama to foster students' creativity is "successful and effective".

DISCUSSION

The purpose of this study is to describe the effectiveness of drama in training students' creativity to teach speaking English. After analysing the students' ability to perform drama, the researcher found that most of the students had good scores. There were 12 students got the highest scores in the aspect of fluency, 15 students in the aspect of flexibility, 12 students in the aspect of originality, and 8 students in the aspect of elaboration.

In the aspect of fluency, there were 12 students who obtained the highest score in the aspect of fluency. One student got a score of 5 because he was able to express his ideas well and in accordance with the context. This is related to their performance in intonation, facial expressions and movements that are appropriate to the context of the drama they performed. For example,



when the student performed as *Buto Ijo* in the story "*Timun Mas*", the researcher assessed how they acted with good expression, gestures, and intonation which were suitable with the character *Buto Ijo*.

Spontaneity and the ability to handle an unexpected problem in a drama performance are things that are assessed in the aspect of flexibility. The students got 5 in this aspect when they were able to overcome problems spontaneously during drama performances properly and correctly. For example, when the students forgot the dialogue during the performance, they could deal with this by using their own sentences which were totally different with the one written in their script. Their sentences were not distract other students because they did not change the story. In the aspect of spontaneity, there were 15 students who were able to spontaneously express their ideas very well.

In the aspect of originality, the students who got perfect scores are those who are able to create uniqueness from the role or a story they perform. This uniqueness can be in the form of characters or storylines of the dramas they perform. It is like the creation of new stories that they make up themselves. In addition, if the story shown is not self-made, but has a uniqueness in a fresh and new character or plot, it also has the possibility to get the highest score. An example is the stories they created themselves about issues that have recently occurred among teenagers, such as the coronavirus, the rise of LGBT among teenagers, drug use and others. Another example is the development of character uniqueness in folklore dramas, it can be the addition of interesting characters or plot twists.

The last aspect is elaboration, the students can get a perfect score if students are able to express their ideas well so that they can be understood by the audience. In this case, the deliverability of their intentions is assessed. Such as how students speak, aloud or mumble, and whether the sentences used are appropriate and understandable to the audience. For example, when 2 students are talking loudly and muttering. Obviously, the student whose speak loudly could be clearly understood by the audience, so that the audience could follow the storyline well. In contrast to the student whose mumbling, often makes the audience unable to grasp what the student were saying. In addition to this, is the clarity of the sentence spoken. I.e. related to grammar and proper



pronunciation. Such as when a student has a loud voice, but has a dishevelled sentence structure and inappropriate pronunciation, it has a high probability of audience incomprehension.

From the explanation above, it can be seen that drama can train 4 aspects of creativity, especially the flexibility aspect. In addition, in table 4.3 it can be seen that the highest score of grade XI-1 students is 95 and the lowest score is 70, which can be interpreted as students have a percentage of scores between creative and very creative. After calculating the average score obtained by class XI-1 SMAN 2 Kediri showed 81.1. Therefore, the researcher concluded that the use of drama in training students' creative thinking ability is effective.

There are many researches focusing in teaching speaking through drama. For example, research conducted by (ALTWEISSI, 2022) shows that drama can improve speaking skills. Another research by Tribhuwan Kumar (Kumar T. Q., 2022) revealed that drama can improve students' speaking ability significantly. Those two researches focus on speaking skills only, while this research focuses on training creativity in teaching speaking using drama. This research in line with some previous researches. First, (Yasar, 2012) has conducted research that proved drama can increase student creativity. However, Yasar did not mention about teaching speaking, while in this study is to train students' creativity in teaching speaking. In addition, research conducted by (Zahara, 2018) found that drama can train students' creativity in speaking classes. Her research was a survey on the opinions of several people without providing treatment. Whereas in this study, it proves directly by taking data from samples that have been given treatment. Therefore, this research is expected to prove more accurately that drama can train students' creativity in speaking classes.

CONCLUSION AND SUGGESTION

Every student's creative score is rather good; the lowest score they received was 70, and the best score was 95. This demonstrates how well drama may help every students develop their capacity for creative thought. The category of "very creative" is shown by the average score of XI-1



students, which is 81. This demonstrates how well drama trains students' creativity when teaching speaking.

Drama is undoubtedly one of the best methods for developing students' creativity in grades XI–1 at SMAN 2 Kediri, according to this study. Teaching narrative text content can benefit from the use of drama practice. The average score of students in class XI-1 at SMAN 2 Kediri shows how successful the use of drama is in developing students' creativity.

Drama is effective to teach speaking and creativity. Therefore, the researcher recommends English teachers to apply this method in their class. For other researchers, the researcher suggested to do research on teaching speaking which develop students' creativity by utilizing modern media which are familiar with the characteristics of Gen-z students, for example podcasts, Instagrams, etc.

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