Encouraging High School Student's Creative Thinking irn Improving Speaking Skill

by H Wijayadi

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ABSTRACT

This research is based on learning that applies creative thinking skills in improving the speaking ability of high school students. The application of the 21st century in learning is stated to be very necessary and able to improve students' abilities in this modern era. Researchers describe the results and changes experienced by students before and after learning by applying creative thinking during class. The purpose of this research is to improve students' speaking skills to be better and fluent by applying creative thinking in every meeting and class learning. The researchers using qualitative descriptive data to explain the result and for the strategy researcher choose discovery learning by utilizing creative thinking consist of 25 students in a class. This methodology has several advantages including classroom action research which consists of planning and taking surveys through online data collection.the instrument will be collect from intervew and questionaire. Data analysis showed that most of the students in one class showed satisfactory results with a parameter which is an assessment table that in accordance with the abilities that must be achieved by students to make their speaking skill better. This is indicated by the increasing ability of students during the final test. The average score of students to be better 85% based on the calculation of the graph. Speaking skills such as pronunciation, vocabulary and intonation are getting better. During learning, students feel comfortable and enjoy. So, from the results obtained, it can be said that students' creative thinking is encouraged and their speaking skills are increased.

Key Words: Creative Thinking; Speaking Skill

INTRODUCTION

As a language productive skill, speaking is one of important skills that should be mastered. By mastering speaking skill speakers can express their idea and respond to meaning orally (Pulungan & Siregar, 2020). In English language learning

speaking is the most difficult to be learned by some learners, because in English there are some voices that no exist in Indonesian (Suryani et al., 2021). At the high school level students will be taught further. In English, at least they have already understood some verbs, nouns, adjectives and adverbs in light communication. Especially grade X, they will be trained more deeply before entering a higher class, such as increasing vocabulary and correct pronunciation. Before being able to read and write students must know what they are going to write and what they are going to say. Several conceptions of convergent and divergent thinking are being compared to determine the superior one (Strategy & Promote, 2022). Teaching about speaking skill is focus on making student active and creative. So in the process of learning the students must speak more. English is not simple one, because there are several components should be mastered. In this case teachers are supposed to be creative in developing their teaching learning process, to create the good atmosphere, improve the students' speaking skill, give attention to the elements of speaking and make the English lesson be more exciting (Muhlasin et al., 2019). In general, a person's needs in mastering English vary, according to their goals in the communicative function. In English itself, the minimum limit to just being able to meet the needs of language and daily conversation is around 2000 words. Seeing these numbers, it is natural that many people think that it would be impossible to learn vocabulary only with the knowledge given in the classroom and school environment.

Harvey & Jones (1991) said that creative thinking is a form of active, energetic, patience and is about exploring. With good method, students will learn various expressions with lots of vocabulary. Creativeness will make someone move "sideways" to do different perceptions, different concepts, and different points of entry (Gafour, 2021). As we know that skills in the 21st century, including innovative thinking, problem solving, or critical thinking skills are critical initial abilities of citizens of the world in diverse societies. So this is will be improve student's speaking skill. Kinds of creative thinking skill are Analytical Skills, Skills in Open- Minded Thinking, Good Problem Solving Skills, Skills in Organization and Skills in Communication (Doppelt, 2009). According to Johnstone & Marcellino (2010), in the process of communication using a language, a person needs more than just the ability to use language in accordance with grammatical rules. In the process of communication using a language, a person needs more than just the ability to use language in accordance with grammatical rules. From those theories, researchers want to combine that creative thinking to improve speaking skills is a good combination for satisfying results.

The problem found in the field occurred in class X grade, the lack of students' ability to speak English fluently. As grade X student who should already have mastered some basic elements needed in speaking skill, the teacher wants the students' level of understanding and speaking skills to increase and become better. Wrong pronunciation will be revised, poor speech will be corrected, tone and expression will be trained. There are some difficulties faced by students when learning speaking like pronunciation, fluency, intonation, fillers word, and

accuracy, shy and not confident (Fitria et al., 2021). Meanwhile, interaction which is an inseparable part of human life is one of the keys to learning new languages and to learning digital media (Kaffah & Anshori, 2021). In grade X students' speaking will be strengthened and fluency will be assessed. If there is a slight problem it will be understood the most important thing is the improvement before and after treatment. Then in the next class they already get the previous knowledge so it's not too difficult to follow it. Basic will be taught from the beginning of speaking material. The active role of teachers and students is very important to support the quality of the desired learning atmosphere in the future (Muhlasin et al., 2019).

From the previous study using 21th century to improve speaking skill has good result. Research from (Yudha et al., 2018) showed that there was no students got 0 score of the test. It means that the students master creative and innovative thinking skills in solving the problem. Then the result from (Roqobih et al., 2019) very successful in improving student's creative thinking skill significantly, based on learning the outcome, percentage of student's activity. To be more creative in scaling up educational innovation would imply, in the first place, the abandonment of the progress and modernization perspective (Orozco-Gómez, 2006).

Creative thinking can be defined as the ability to think broadly and even out of the ordinary. Creativity in an individual is shown from his ability to see various sides. A cool term for someone who is able to think creatively is 'out of the box (Trostle & Yawkey, 1982)'. Many people think that creative thinking is an ability that only art workers need. For example painters, writers, musicians, actors, and other art workers. It is not true because creative thinking is basically needed by all individuals. Not only in the world of work, school, students also need to acquire these skills in order to maximize their potential. The ability to think creatively in employees is expected to produce a solution to a problem (problem solving). Within the scope of the company, people with managerial level positions or above generally have a creative way of thinking (Morewedge & Norton, 2009).

In the implementation of this research, there is also an important role in order to improve speaking skill. Creativeness will make someone move "sideways" to do different perceptions, different concepts, and different points of entry (Gafour, 2021). As we know that skills in the 21st century are including innovative thinking, problem solving, or critical thinking skills are critical initial abilities of citizens of the world in diverse societies. Education is becoming increasingly important to ensure that students have the skills to learn and innovate and can work, and survive using life skills. This can be achieved by inquiry-based learning that integrates skills to support 21st century skills (Uswatun & Widiyanto, 2018). This is will be improve to the student speaking skill. They are able to present solutions to various obstacles at work based on the strategy that the researcher apply in class that is Discovery Learning. So that all tasks can be completed properly. The ability to think creatively is one of the abilities needed in the 21st century. In

addition, creativity can also trigger the creation of a new creation (Husniawati et al., 2019). So researchers want to know how teachers teach in class, how teachers can solve problems during class and whether teachers can deal with students when there are difficulties.

LITERATURE REVIEW

Creative Thinking

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Speaking Skill

As a language productive skill, speaking is one of important skills that should be mastered. Teaching about speaking skill is focus on making students active and creative. So in the process of learning the students must speak more. English is not simple one, because there are several components should be mastered.

By mastering speaking skill speakers can express their idea and respond to meaning orally (Pulungan & Siregar, 2020). In English language learning speaking is the most difficult to be learned by some learners, because in English there are some voices that no exist in Indonesian (Suryani et al., 2021).

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METHOD

Design

In this study, the researcher used CAR and will be explain with Qualitative method. This is done to facilitate the presentation of the data after observation. Therefore, the use of Qualitative method in research can result in a more comprehensive study of a phenomenon because this study grappled with assessing and analyzing students' ability to solve problems (Ihsan et al., 2021).

Participant

This research was conducted in one of the senior high schools in Bojonegoro. Researcher will do observations in X grade on the subject of English. Consists of 25 students and will undergo treatment in several meetings. Research will be conducted every week at school.

Instrument and Data Type

The data collected from the direct school that is the vice chairman of the curriculum and the civil servant teacher. There was a few interviews between the researcher and the school. In addition, data from observations in class also be listed and explained. Data sources in the form of documents and documentation in class and school during research and learning.

Data Collecting Technique

The researcher prepared a questionnaire in Google form to determine the students' abilities before carrying out class observations. After getting student data, the researcher began to develop a lesson plan in which this study used the CAR method and had to prepare for the material. The first stage has been completed making observations, then class actions will be carried out. In 4 meetings there will be a cycle of 45 minutes of lessons. Students will be given material that is in accordance with the school curriculum on speaking skills combined with learning ideas that have been compiled by researchers. Such as conducting interviews or questions and answers between teachers and students, conducting dialogues, dramas in front of the class and some ice breaking that supports students to speak in English. After all finished in 4 meetings. Then the researcher will see and evaluate the learning outcomes. Whether creative thinking can improve their speaking skill using calculations and distributing questionnaires for the last time to know their experience during the class.

Data Analysis

According to Creswell, qualitative research is the process of investigating understanding based on a different methodological tradition from inquiry that explores social or human problems. Researchers construct complex and holistic pictures, analyze words, report detailed views of information, and conduct studies in natural settings. Encouraging students to think critically is expected to improve

their ability to speak English better and fluently. The research approach is observation research which is arranged into 3 cycles and each cycle consists of four stages, namely planning, action, observation, and reflection. Then the data will be obtained through teacher interviews and several questionnaires and the results will be in the form of data content or written.

When data collection collect at the first meeting the students were formed into 5 groups and asked them to do what the teacher told them to do. For 3 meetings, students will stay with their groups and do role play dramas. The material given will be the same every week, namely doing role play with different themes and different steps. For the first day students are allowed to read the script and continue to try to remember the sentences in each scene. At the second and third meetings, students slowly had to leave the script and try to remember and improvise. The teacher also asks students to write down vocabulary that is not understood and then discussed in class together. That way, student's vocabulary can be increased and class concentration will also be controlled. Do not forget that when learning in class, students are asked to noted important things. In the end of the method, teacher give a test to the student to know how the progress during the class.
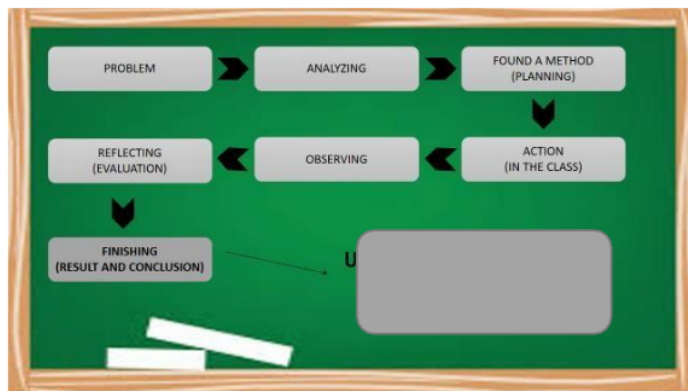
The learning model is carried out with the same data collection process, that is 4 steps during and after learning. This is done so that students are not bored and feel different vibe every meeting. So that way their knowledge will increase, creativity will increase and become enthusiastic to learn.

RESULT AND DISCUSSION

The following data shows that student speaking skill is improved. Encouraging creative thinking made the learning process run well and get the purpose of the research. According to Harris, there are five components of speaking skill concerned with **comprehension, grammar, vocabulary, pronunciation, fluency**.
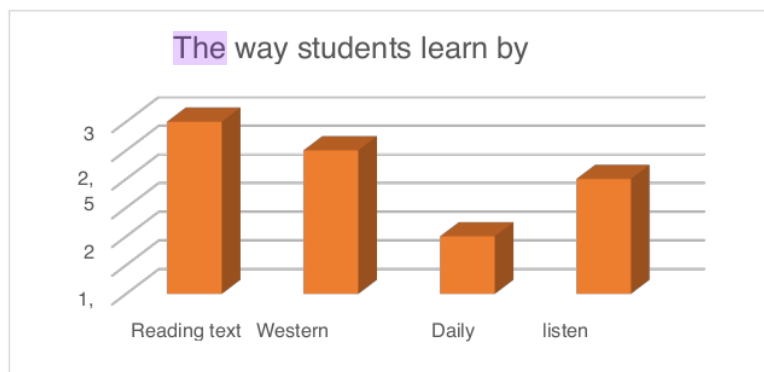
Chart 1. It shows that mostly students learn by reading to improve their English. This is less effective if you only read a lot without practicing it by learning to speak directly. It is shown that only a few children engage in daily conversations to hone their speaking skills. Therefore, researchers apply various types of learning by utilizing creative thinking to improve students' speaking skills
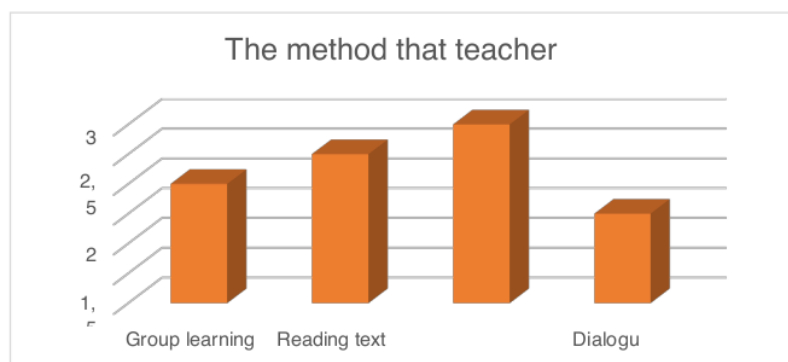

Chart 2. Most teacher use the common method to tech the students. Memorizing is not appropriate as a strategy to improve speaking especially for High School students because it will be difficult for students to remember every word without understanding its meaning. From here it can be seen that learning is less effective for improving speaking skills
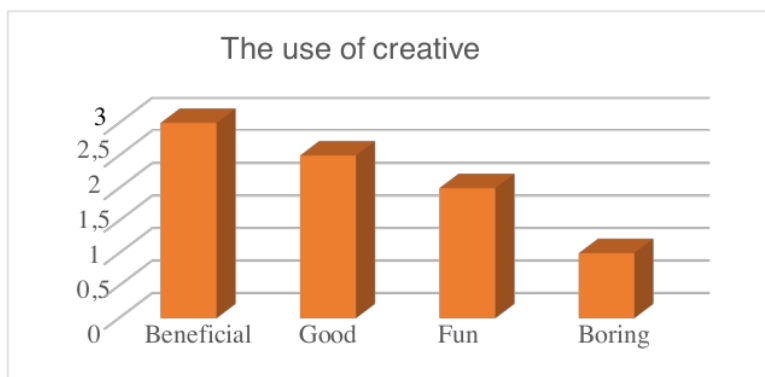
Chart 3. On average, students choose that creative thinking is very useful and has a good impact on improving their speaking because they are required to come up with new ideas and see from other students creatively when giving opinions during learning. Besides that, this learning model is also not too boring
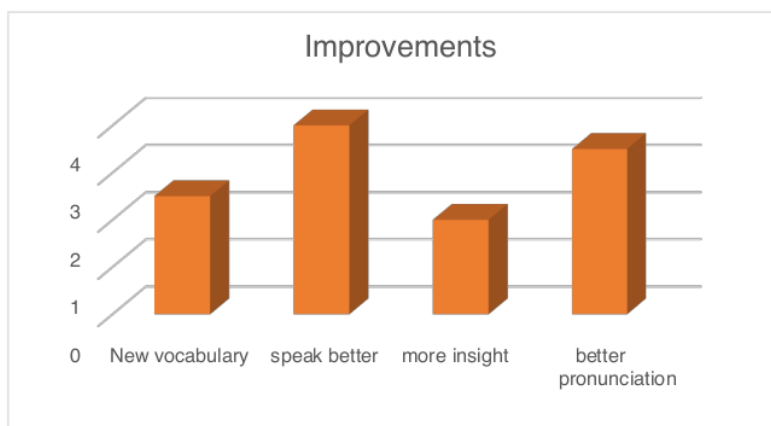

Chart 3. The table above shows that the average student has been able to feel the benefits and changes from the treatment carried out for 4 meetings. Improved speaking skills, can pronounce words correctly and sentences with appropriate intonation. In addition, knowledge and understanding of many points of view.
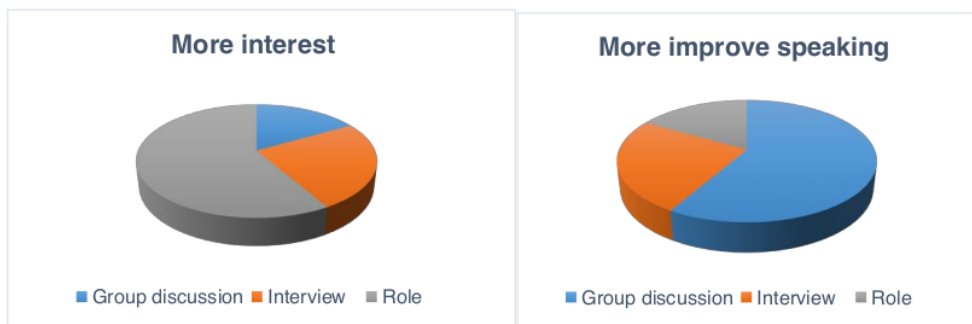
Chart 4. Of the three learning methods that have been carried out, students are more interested in role play. This is because the cooperation between players and members when performing actions in front of the class with their respective roles is quite enjoyable. In addition, the class atmosphere was not too tense and went well.

Chart 5. In this chart, the student recognized that group discussion can improve their speaking ability. They interest in role play but the way group discussion went is has more good result. Here they use creative thinking to dig and know more about what they are going to learn to get new perspectives and insights

Percentage of student's score	Qualification
90 - 100	Half of the total class can follow the lesson well. 18 students got good grades. The students achievement in English improve and the method that be applied can improve the student's achievement in English successfully.
75-85	4 students did the test clearly and had a good result. The students achievement in english improve enough and the method that be applied is not successfull yet in improving
<70	3 students follow the lesson well but with an unsatisfactory score. The vocabulary improvement increased a little and need lot of evaluation.

Chart 6. The table above is the score of students during learning in 4 meetings and show good results.

DISCUSSION

This research is based on the experiences of the related object. In the learning process students are often difficult to be invited to learn and are less able to absorb knowledge properly without sufficient curiosity and intention to learn. Based on the strategy in this study, the data in this study are analyzed using classroom action analysis. Each cycle was analyzed by Descriptive analysis and percentage techniques to see the trend occurs in the learning process. The following formula is used to analyze the data from the test. The student's ability before the implementation of this method ranged from a score of 60-75 in a whole class.

Based on the data presented above, it has been proven that implementing creative thinking in improving speaking skills can produce good results and achieve learning objectives. Researchers apply creative thinking by analytical skills, problem solving and communication. The table in the previous explanation has shown that the majority of students have followed the lesson well and got perfect results. The assessment was taken by the researcher with a speaking assessment rubric and was processed every week.

In previous studies which also used creative thinking for speaking skills using Schoology from (Roqobih et al., 2019) said the results of this study were very

successful in improving student's creative thinking skills significantly, based on learning the outcome, percentage of student's activity and completeness catch creative learning indicators. Then a book from (Rodd, 1999) stated research indicates that programs that are able to improve pupils' cognitive skills typically define thinking, identify the specific skills to be taught, and provide direct and systematic thinking skills are related to the production of more ideas, a correspondingly higher number of good ideas, better rationales for choices, and better thinking skills across a range of situations. The other research show that this very successful. (Gafour, 2021) said that from this research, we could conclude that creativity skills are among the foremost sought after life and work skills within the 21st century and this skill could be developed and improved using various techniques and practices.

The research that has been done at this time and from previous research shows the same results that is the success achieved when researchers use creative thinking in teaching students in the classroom while the differences shown are in strategies and methods. The aim of this research is to encourage students' creative thinking and some of the studies that have been mentioned have different objectives such as student motivation and concentration. Research from (Saputri et al., 2022) is to investigate the direct and indirect contribution of debate.

High school students do need to be continuously motivated and a little forced to do something, especially for things that must be mastered. The ability to speak is important for them in this era where globalization and modernization are rife. By utilizing creative thinking, teachers can invite students to think better and from a wide variety of perspectives.

Future research can develop this method and media as a reference teachers so that students do not feel bored with the usual way of learning. As an English teacher should be more resourceful and knowledge to know what and how to teach. In addition, the teacher must be able to adjust the proportion or balance of the two according to the needs of students (Darong & Menggo, 2021). It doesn't just stop here, encouraging creative thinking to improve speaking skills can be used at different levels of education such as EYL or even university students. So, we can all become the next generation who are equipped to compete widely and internationally.

CONCLUSION

In improving speaking skills and inviting students to be able to think creatively requires cooperation between teachers and students. The teacher teaches patiently, looking for the best way to make students comfortable with a classroom atmosphere that stimulates the spirit of learning and good thinking. the purpose of this research is to improve speaking skill by thinking creatively and students have succeeded in achieving that with satisfactory results. Students prefer to learn together and involve other people when trying to solve problems. In role play

section, student feel enjoy and happier. Of course, with the help and motivation of teachers, students will also develop according to their initial goals.

In this study there are still many shortcomings and further research is expected to be able to develop methods and invite students to think more about how to create new ideas and perspectives to solve problems, so that the learning process and students' abilities will be honed. The use of the usual method will make students bored and the material provided will not be channelled because the condition of the class and the students themselves must be in good performance. Different combinations of learning are needed. Creative thinking makes students act differently than before. Divergent thinking is used to find ideas to solve problems while logical thinking is used to verify these ideas into a creative solution (Uloli et al., 2016). Each meeting is held with a different method but with the same goals and intentions. From here we can see students' abilities, how they study well, which paths make them more comfortable and what methods they prefer.

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