



DISCUSSION METHOD TO ENHANCE CREATIVE THINKING SKILLS IN LEARNING ENGLISH AT MADRASAH ALIYAH SINGO WALISONGO MAGETAN

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Abstract

Creative thinking is the ability to analyze something based on data or information to generate new ideas in understanding something. One of the learning methods that is often used to improve creative thinking skills is the discussion method. The objective of this article is to describe the implementation of discussion method to enhance creative thinking skills in learning English at Madrasah Aliyah Singo Walisongo Magetan. This study applies a qualitative-descriptive approach. The data were collected using three data collection techniques covering observation, interviews, and documentation. The data obtained then analyzed using the theory from Moleong, which includes the processes of organizing data, summarizing data, and checking data validity. From the data analysis, it was found that the discussion method in learning English is effective to enhance creative thinking skills including preparing learning tools, understanding core competencies, basic competencies, learning objectives, mastering the material, active interaction between teacher and students, simplification of the material, making assessment benchmarks, and preparing class conditions. It is supported by students' interest in learning, facilities and infrastructure, teachers' sincerity and devotion, and discussion rules, while inhibiting factors include different characters, misuse of smartphones, and lack of support from parents. Overall, students are able to fulfill the characteristics of creative thinking skills such as flexibility, fluency, original thinking, elaboration, and evaluation skills.

Keywords: Discussion Method, Creative Thinking Skills, Learning English, Madrasah Aliyah Singo Walisongo.

A. INTRODUCTION

Education is a process that influences students to adapt to their environment and allow them to function properly in community life. In the 21st century, along with the development of the globalization phenomenon, education in Indonesia is expected to produce qualified students. For this reason, Law Number 20 of 2003 on the National Education System of Indonesia states that the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and responsible.

Based on that, the development of students' potential includes making them creative. To realize creative students, learning methods are needed that are able to foster active participation of students in the teaching and learning process, as well as participation that has meaning, by growing and developing awareness about the meaning of one's ability to compete in the realities of life at this time.

Creative thinking is the ability to analyze something based on data or information to generate new ideas in understanding something. According to Guilford, the ability to think creatively has several characteristics, which include fluency of thinking, flexibility of thinking, elaboration, and originality (Munandar, 2009). In developing creative thinking skills, students must go through several stages, such as the stimulus stage, the exploration stage, the planning stage, the activity stage, and the review stage (Susanto, 2013).

The development of creative thinking skills in the realm of learning does not only focus on one area. This development covers various fields that cover various subjects, one of them is learning English. English is a basic tool for participating in the cultural life of English-speaking communities, where in the use and practice of students' creative thinking

abilities can be said to be one of the factors supporting the success of students' English learning.

The competence of teachers in the implementation or process of implementing learning includes many things. In its implementation, changes are required in the organization of the class. The use of teaching and learning methods and strategies is also important, as well as the attitudes and characteristics of teachers in the management of the teaching and learning process. The use of various methods in the teaching and learning process can increase students' attention in understanding the lesson and support the achievement of educational goals. A good teaching method is a teaching method that can foster effective teaching and learning activities, as well as using various appropriate teaching methods (Suryobroto, 1997).

Teachers are required to comply with several requirements and conditions to achieve the goals of education and must pay attention to student feedback in determining methods of teaching. The higher and wider the education and mastery of the material that the teacher has, both in the way he teaches and, in his appearance, the more it will affect the quality of his teaching. So, the success of a teaching process is primarily determined by the teacher's choice in deciding materials and using the correct method (Trigan, 1990).

One of the learning methods that is often used is the discussion method. The discussion method presents lesson material in which educators give students (groups of students) to hold scientific discussions to gather various opinions, draw conclusions, or develop alternative ways of solving the problems being discussed. Students become more tolerant as they become accustomed to listening to people's opinions, even if they disagree with themselves and others (Hamdayana, 2017). This is important for students, especially in their future, in order to be able to grow and develop scientific attitudes and ways of thinking so that they are brave in expressing their opinions when faced with various problems that cannot be solved alone but must be solved through cooperation or deliberation to obtain maybe a better solution (Suryobroto B. , 1986).

Based on the initial assessment process that we conducted by having observations and brief interviews at the research location, it is known that Madrasah Aliyah Singo Walisongo Magetan applies the discussion method in its learning to improve students' creative thinking skills. That's because most of the students still had difficulty developing their creative thinking skills. The thinking ability of students tends to be limited to low-level thinking skills. This inevitably makes it difficult for students to deal with questions requiring creative thinking skills. According to Ulva, the discussion learning model can improve creative thinking and student activity (Zalena, 2020). In addition, the discussion method is also useful in increasing students' learning enthusiasm, motivation, activeness, creativity, and responsiveness during learning, especially when faced with problem-solving (Wahyuni, 2019).

Considering the above facts, this article intended to examine the implementation of the discussion method in enhancing creative thinking skills at Madrasah Aliyah Singo Walisongo Magetan, especially for 10-grade students.

B. METHODS

This study used a descriptive-qualitative approach. According to Bogdan and Taylor, descriptive qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviour (Moleong, 2005). Descriptive qualitative research is research that describes the properties and characteristics of certain individuals, circumstances, symptoms, or groups. Descriptive research, on the other hand, is not intended to test specific hypotheses but rather to describe what a variable, symptom, or situation is (Arikunto, 1993). This article has a characteristic that lies in its purpose, which is to describe everything related to the implementation of the discussion method to enhance creative thinking skills in learning English at Madrasah Aliyah Singo Walisongo Magetan.

Data collection can be conducted in various settings, from various sources, and in various ways. In qualitative research, the main data collection techniques are observation and interviews (Sugiyono, 2010).

In accordance with the type of research, according to Sugiyono, the techniques that we can do in qualitative research are interviews, observations, and documentation (Sugiyono, 2010). Therefore this article used three kind of data collection techniques, include observation, interview, and observation.

According to Bogdan and Biklen in their book *Qualitative Research for Education*, as quoted by Moleong, qualitative data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, discovering what is important and what is learned, and deciding what to tell others (Arikunto, 1993). In this article, the process of data analysis that carried out went through several stages, include the processes of organizing the data, summarizing data, and checking the data validity.

C. RESULTS

Based on the results of the interview with one of the English teachers at Madrasah Aliyah Walisongo Magetan, Ms. Siti Namiroh, S.Pd., it is known that the things which need to be considered in preparing the discussion method include lesson plans, mastery of the material, and preparing conditions in class. The following activities were activities conducted in implementing discussion method.

Table 1. The Implementation of the Discussion Method

No.	Activities
1	The teacher entered the study room on time.
2	The teacher greets students upon entering the class.
3	The teacher asked how the students were doing and checked the attendance.
4	The teacher asked the students about their readiness to learn.
5	The teacher made associations or perceptions before explaining the material.
6	The teacher conveyed the material to be learned.
7	The teacher explained the basic competencies or learning objectives to be achieved.

No.	Activities
8	The teacher explained the description of the subject matter.
9	The teacher asked students to sit in groups according to the groups that have been determined at the previous meeting.
10	The teacher re-explained the tasks that have been given at the previous meeting to each group.
11	The teacher ordered each group to do or complete the assigned task.
12	The teacher instructed students to discuss in formulating results.
13	The teacher instructed each group to present the results of their group discussion.
14	The teacher invited other groups to provide feedback regarding the results of the discussion that has been presented.
15	The teacher gave assignments to students for assessment or tests the students' understanding.
16	The teacher and students concluded the material that has been studied.
17	The teacher provided reinforcement of the material that has been studied.
18	The teacher conveyed the material to be studied next.
19	The teacher closed the lesson by saying Hamdalah.

Based on the research findings obtained from the results of observations, interviews, and documentation, it is known that the factors that influence the implementation of the discussion method consist of two types factors, namely factors that support the implementation and factors that hinder the implementation which is explained as follows:

Table 2. The Factors Supporting and Inhibiting the Implementation of Discussion Method

No.	Supporting Factors	Hindering Factors
1	Students' learning interest	The different characters of students
2	Facilities and infrastructure	The misuse of smartphones
3	The sincerity and devotion of a teacher	The lack of support and attention from parents
4	Discussion rules	

Furthermore, it is also known that the students' creative thinking abilities before and after the implementation of the discussion method in learning English as follows:

Table 3. The Students' Creative Thinking Abilities Before and After the Implementation of Discussion Method

No.	Indicators	Observed Aspects	Before	After
1	Fluency	1. Students actively ask questions.	✓	✓
		2. Students actively answer with a number of answers if there are questions.	✓	✓
		3. Students have many ideas about a problem.	×	✓
2	Flexibility	1. Students can give various interpretations of an image, story or problem.	✓	✓
		2. Students can apply a concept or principle from the material they have learned in different ways.	✓	✓
		3. Students can think of different ways to solve a problem.	×	✓
3	Originality	1. Students can think of problems or things that have never been thought of by other people.	×	✓
		2. Students try to think of new ways of solving problems by referring to existing ways.	×	✓
		3. Students have a different way of thinking than others.	×	✓
4	Elaboration	1. Students are able to develop or enrich the ideas of others.	×	✓
		2. Students try to examine the details to see which direction to go.	×	✓
		3. Students add details to their own or other people's descriptions or ideas.	×	✓
5	Evaluation	1. Students give consideration on	×	✓

No.	Indicators	Observed Aspects	Before	After
		the basis of their own point of view.		
		2. Students analyze problems or solutions critically.	×	✓
		3. Students have reasons that can be accounted for to reach a decision.	×	✓

D. DISCUSSION

The process of implementing discussion method for learning English at Madrasah Aliyah Singo Walisongo Magetan includes two main processes: the preparation process and the implementation process. The preparation for the implementation of the first discussion method is to make learning devices in the form of an RPP (*Rencana Pelaksanaan Pembelajaran* or Lesson Plan). Understanding core competencies, basic competencies, learning objectives, and the learning process that will be delivered also needs to be prepared. Preparing how to interact actively with students is also important, as it can increase students' interest and attention in learning. Teaching materials are the main thing that must be prepared before implementing the discussion method, as they help teachers or educators when carrying out teaching and learning activities that enable students to learn a core or basic competency sequentially, systematically, and are able to master all competencies as a whole and integrated (Majid, 2008).

Assessment benchmarks need to be prepared for the learning process in order to create systematic teaching and learning activities. The assessment carried out was in the form of doing assignments in the student's handbook, not in accordance with what was attached to the RPP (Lesson Plan). To prepare for the implementation of the discussion method in this English subject, it is important to make lesson plans, master the material, and prepare the classroom environment. Making an RPP follows the pre-existing RPP format, and mastery of the material is important as it makes students feel more interested. Additionally, preparing the conditions in the classroom is also necessary to make the learning process conducive.

The discussion method is a way of educating that seeks to solve the problems faced. Two or more people each submit arguments to strengthen their opinions. In order to get things to agree on, each of them must eliminate selfishness and emotionality, which will reduce the proper mindset and reasoning (Majid, 2008).

According to the research results, the division of discussion groups was carried out at the previous meeting and the division of tasks or topics of discussion that will be discussed later. This was done because discussion is a type of learning method that requires a lot of time to implement and to maximize the short learning time at the next meeting, these steps were taken so that the discussion could run as effectively and efficiently as possible. The implementation of the discussion method in the English subject conducted by Ms. Siti Namiroh S.Pd. began with the initial activities, such as the teacher entering the study room on time, greeting when entering class, asking news and checking students' attendance, asking about students' learning readiness, making associations or perceptions before explaining material, conveying material to be studied, and explaining basic competencies or learning objectives to be achieved. The core activity, which is the main activity, shows whether the discussion method is carried out or not. The closing activity is the final part of the learning process, namely the teacher asking students to conclude the material that has been studied, providing reinforcement of the material that has been studied, conveying the material that will be studied next, closing the lesson by saying *hamdalah* (Praise be to God), and greeting the participants.

The supporting factors in implementing the discussion method include interest in learning, facilities and infrastructure, as well as sincerity and devotional intent, and discussion rules. Student learning interest is one of the most important factors supporting the implementation of the discussion method in learning. Based on observations, it was known that students tend to be active when learning and teaching activities take place. Facilities and infrastructure are facilities that assist in achieving learning objectives, such as teaching aids and adequate classrooms. Effective means are also able to attract the attention

and interest of students (Suyanto, 2013). Observation results showed that the facilities and infrastructure were quite adequate, but the classrooms that had been standing for a long time made it seem not so neatly organized and poorly maintained.

Sincerity and devotional intention to devote oneself to education are the main things that become supporting factors in the learning process. The most important details in this text are that a teacher is still a teacher wherever she is, regardless of the conditions in which she teaches, and that sincerity and a strong devotional intention will help the teacher overcome a problem that arises during learning. Additionally, a teacher's strong teaching determination will also affect students' interest in learning indirectly. The discussion rules strongly support the use of the discussion method in the learning process, such as task division and time allocation, as well as rules on how to give and respond to opinions during the discussion. These rules will help create conducive conditions during discussions so that all students can express their own opinions. This is important considering that one of the things that must be considered in implementing the discussion method is a conducive situation that supports the course of the discussion so that it can stimulate students' creative thinking abilities (Hamdayana, 2017).

While the inhibiting factors in the implementation of the discussion method include the character of students, smartphones, and a lack of parental support. The diverse character of students is very influential in the course of the discussion. Students who are diligent tend to support the discussion method, while those who are lazy and shy tend to hinder the discussion. This is because the enthusiasm for student learning is greatly influenced by the surrounding environment. The teacher explains that this can be overcome depending on what steps are taken by the teaching teacher.

Besides that, there was the excessive use of smartphones, which does not correspond to needs. The teacher believes that the use of technology in the form of smartphones and internet networks has greatly impacted the students' enthusiasm for learning. The researcher observed that the most of students became busy doing something outside the context of learning

on their smartphones during discussions, such as playing games, exchanging messages, and opening social media. Additionally, the lack of parental support to pay attention to students' learning at home has an impact on the student's enthusiasm for learning at school, as students who do not receive enough appreciation from their parents for the learning outcomes and effort they have expended while studying at school tend to be lazy in taking the entire existing learning process, making them unprepared to accept lessons at school regardless of any method used.

Characteristics of creative thinking are an ability that a person does not necessarily have or that is inherent from birth. To assess these characteristics, an indicator is needed that can be used as a benchmark. Five characteristics of creative thinking as a process involving the elements of fluency, flexibility, originality, elaboration, and evaluation skills. The data obtained from the results of observations, interviews, and documentations show that students' creative thinking abilities in English subjects before the discussion method was implemented were limited to a few aspects. The visible characteristics include only fluency and flexibility. This can be seen from the research findings, namely students actively ask and answer questions, students are able to interpret an image, story, or problem, and students are able to apply concept or principle from material they have learned. This is not in accordance with the indicators of the characteristics of creative thinking, as students only fulfill two of the five existing characteristics, namely fluency and flexibility.

The data obtained from interviews and observations related to students' creative thinking abilities after implementing the discussion method in learning English shows that students' creative thinking abilities have increased. Students who initially only met two of the five existing characteristics, after applying the discussion method, met all of them in terms of fluency, flexibility, originality, elaboration, and evaluation. It can be said that the students showed the characteristics of creative thinking perfectly in the English subject with the group discussion method.

This includes the character of fluency, which can be seen from the activeness of students in asking and answering questions; the character of flexibility, which can be seen from the ability of students to apply what

they have learned to interpret and solve a problem; the character of originality, which can be seen from the way each student in solving problems that are different from each other; the character of elaboration, which can be seen from the ability of students to develop and enrich an idea; and finally, the character of evaluation, which can be seen from the ability of students to analyze and find or determine solutions to a problem. This is in line with Munandar's indicator that the characteristics of creative thinking are the ability to generalize ideas, solve problems, and see a problem from a different perspective (Andrianto, 2013). Walls' opinion states that students prepare themselves to solve a problem by learning to think creatively and looking for an answer to the questions they have obtained (Munandar, 2004).

E. CONCLUSION

The discussion method is an effective way to learn English. It involves formulating objectives and problems, preparing the necessary facilities and infrastructure, compiling the roles of students in discussions, giving sufficient directions to students, creating a conducive atmosphere, giving opportunities to students equally, adjusting the holding of discussions to the time available, being aware of the teacher's role in the discussion, and ending the discussion by drawing conclusions from what has been discussed.

The ability to think creatively in learning English before the implementation of the discussion method was not in good state. The students were only able to demonstrate skill and flexibility in thinking with indications of their activeness in asking and answering questions and their abilities in interpret a particular image or topic. After the implementation of the discussion method, the ability to think creatively can be seen clearly because students are able to fulfill the characteristics indicators of creative thinking. These indicators include flexibility in thinking, fluency in thinking, original thinking, elaboration, and evaluation skills.

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