THE IMPLEMENTATION OF DISCUSSION METHOD TO ENHANCE CREATIVE THINKING SKILLS IN LEARNING ENGLISH AT MA SINGO WALISONGO MAGETAN

THESIS

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STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO
2023**

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TO ENHANCE CREATIVE THINKING SKILLS IN LEARNING ENGLISH
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THESIS

Presented to State Islamic Institute of Ponorogo in Partial Fulfillment of the Degree of Sarjana in English Language Teaching Department

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2023

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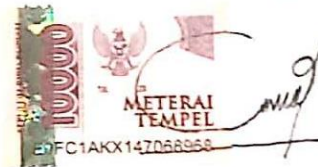Masruroh

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DEDICATION

All praise to Allah SWT and also the support and prayers of loved ones, this thesis can finally be completed properly. Therefore, with pride and joy, I would like to express my gratitude and dedicate my thesis to:

1. To my father, Alm. Mohammad Dahlan, and my beloved mother, Markamah, who have provided every important support as well as endless prayers for my health, happiness and success. It is thanks to their teachings that I can become a strong, opinionated, and independent person, which has allowed me to survive this far and in the end be able to complete my thesis.

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6. Last but not least, to myself, who never gave up and kept holding on until this point, who was always strong, who always got up after being down, and who always held fast to what you believed in, even though it was very heavy and painful things, thank you so much for holding on.

MOTTO

قال امامنا الشافعي رضي الله عنه

لَا يُفْلِحُ مَنْ طَلَبَ الْعِلْمَ بِعِزَّةِ النَّفْسِ وَسَعَةِ الْمَعِيْشَةِ، وَلَكِنْ مَنْ طَلَبَهُ بِذِلَّةِ النَّفْسِ وَضَيْقِ الْعَيْشِ وَخِدْمَةِ الْعُلَمَاءِ اَفْلَحَ

(ادب العالم والمتعلم : ٢٦)

Which means someone who seeks knowledge will not experience success if when seeking

knowledge is accompanied by self-indulgence and a luxurious life, but people who seek

knowledge with humiliation, humility, a simple life, and with serving scholars or teachers are the

ones who can achieve success.[1]

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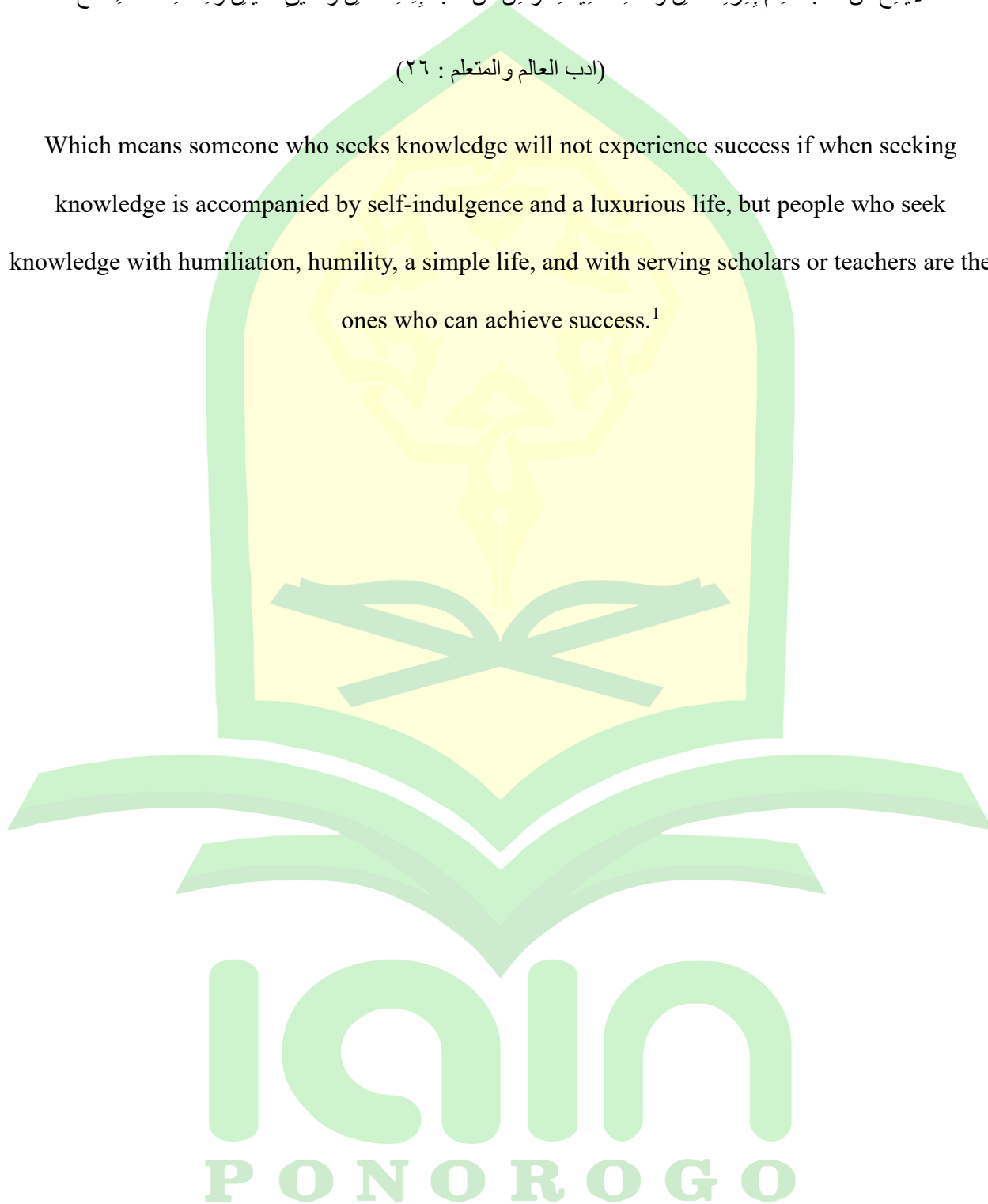
[1] Hasyim Asy'ari, *Adab At-Ta'lim Wa al-Muta'allim* (Jombang: Maktabah Turost al Islamy, 1994), 26.

ABSTRACT

Masruroh. 2023. *The Implementation of Discussion Method to Enhance Creative Thinking Skills in Learning English at MA Singo Walisongo Magetan*. Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Fenty Andriani, M.Pd.

Key Words: Discussion Method, Creative Thinking Skills, Learning English

Creative thinking is the ability to analyze something based on data or information to generate new ideas for understanding something. 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. Each of these stages needs to be carried out carefully in order to develop students' creative thinking abilities as part of an effort to prepare students to face the increasingly rapid development of the era. Discussion method is a way of presenting lesson material in which educators give opportunities to students (or groups of students) to hold scientific discussions to gather various opinions, draw conclusions, or develop alternative ways of solving the problems being discussed. This method is also useful in broadening the mindset of students. Students become more tolerant as they become accustomed to listening to people's opinions, even if they disagree with themselves or others. 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 maybe obtain a solution that is better.

The objectives of this study are to: (1) describe the implementation of discussion method to enhance creative thinking skills in learning English at MA Singo Walisongo Magetan; (2) explain the factors that support and hinder the implementation of discussion method in enhancing students' creative thinking skills in learning English at MA Singo Walisongo Magetan; and (3) describe the students' creative thinking skills before and after the implementation of the discussion method in learning English at MA Singo Walisongo Magetan.

This study applies a qualitative-descriptive approach. The data in this study was sourced from the English teacher and the entire class X students. The data were collected using three data collection techniques, which included observation, interviews, and documentation. The data that has been obtained is then analyzed using the theory of Lexy J. Moleong, which includes the processes of organizing data, summarizing data, and checking data validity.

Based on data analysis, it was found that (1) the discussion method in learning English involves 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; (2) the discussion method in learning English is supported by students' interest in learning, facilities and infrastructure, teachers' sincerity and devotion, and discussion rules, while inhibiting factors include different characters of the students, misuse of smartphones, and lack of support from parents; and (3) students' ability to think creatively in learning English before the discussion method was not in good state. After the implementation, they are able to fulfill the characteristics of creative thinking skills, such as flexibility, fluency, original thinking, elaboration, and evaluation skills.

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First of all, I would like to thank Allah SWT, who has given His infinite mercy and grace so that the researcher can complete this thesis well and smoothly. Secondly, sholawat and greetings are always addressed to the Great Prophet Muhammad SAW, whose intercession we look forward to at the end of the day.

The researcher realizes that the completion of this thesis cannot be separated from the help of various parties, so on this occasion, the researcher would like to express her gratitude and extraordinary appreciation to:

1. Dr. Hj. Evi Muafiah, M. Ag., as Rector of State Institute of Islamic Studies Ponorogo.
2. Dr. H. Moh. Munir, Lc, M.ag., as Dean of Tarbiyah and Teacher Training of State Institute of Islamic Studies Ponorogo.
3. Dr. Dhinuk Puspita Kirana, M.Pd., as the Head of English Education Department of State Institute of Islamic Studies Ponorogo.
4. Ms. Fenty Andriani, M.Pd., as the advisor who has been patient and sincere in guiding the researcher in the process of working on this thesis.
5. English teacher for class X students MA Singo Walisongo as the research subject.
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The researcher realizes that during the preparation process and until the completion of this thesis, there are errors and limitations; therefore, the author apologizes to all those who have been involved. Finally, the researcher hopes that this final project will be useful for all interested parties.

Ponorogo, 24 March 2023

Masruroh
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CHAPTER I

INTRODUCTION

A. Background of the Study

Education is a process that influences students to adapt to their environment and allow them to function properly in community life. One way for students to grow and develop themselves well is through the teaching process in an educational institution. Teaching is tasked with directing this process so that the goals of the change can be achieved as desired.[2]

In the 21st century, along with the development of the globalization phenomenon, education in Indonesia is expected to produce qualified students. Qualified students are not only those who have intellectual abilities but also those who are able to develop their potential. 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.

Learning in the 21st century expects a quality in an effort and the results of an activity carried out. The new demands call for various breakthroughs, including the ability to think creatively. The 21st century learning framework clearly shows that creative

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    [2] Hamalik Oemar, *Proses Belajar Mengajar* (Jakarta: PT. Bumi Aksara., 2008), 79.

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thinking skills as a need are one of the important things in learning to achieve student competence for future needs. Relevant learning materials according to needs need to be considered to develop participants' skills. In addition, the learning process used is one of the factors that can move students to be able to think at a higher level because educators must already understand a lesson. The meaning of good learning is learning in which students become more active participants, or participant-centered learning, and assessment as part of evaluating student achievement.

Creative thinking is the ability to analyze something based on data or information' to generate new ideas in understanding something. The ability to think creatively is a very important ability and is classified as a high-level ability because it applies aspects of cognitive, effective, and metacognitive skills. In other words, students' creative thinking is able to produce a unique concept of discovery, a new art. According to Guilford, the ability to think creatively has several characteristics, which include fluency of thinking, flexibility of thinking, elaboration, and originality.[3] 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.[4] Each of these stages needs to be carried out carefully in order to develop students' creative thinking abilities as part of an effort to prepare students to face the increasingly rapid development of the era.

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. Learning English is learning the meanings agreed upon by a group of native speakers of that language. English is a basic tool for participating in the cultural life of English-speaking communities, where in the use and practice of students'

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[3] Utami Munandar, *Pengembangan Kreativitas Anak Berbakat* (Jakarta: PT. Rineka Cipta, 2009).
[4] Ahmad Susanto, *Teori Belajar Dan Pembelajaran Di Sekolah Dasar* (Jakarta: Kencana Prenada Media Group, 2013), 115.

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 teacher acts as the manager of the teaching and learning process and acts as a facilitator who seeks to create effective teaching and learning conditions, thus enabling the teaching and learning process to grow and develop lesson materials well, as well as improve students' ability to listen to lessons and master the educational goals they are aiming for. To fulfill this, teachers are required to be able to manage the teaching and learning process so that it can provide stimulation to students.[5]

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. In that case, an educator should play an important role in selecting the best teaching method and determining the success of the learning process. The use of methods in the proper implementation of the learning process is not only determined by the number of methods or types of teaching methods used in learning. A good teaching method is a teaching method that can foster effective teaching and learning activities, as well as using various appropriate teaching methods.[6]

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. So that it can be seen how high students' ability is in learning and its

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[5] Moh. Uzer Usman, *Menjadi Guru Profesional* (Bandung: Rosdikarya, 2002), 9.
[6] Soemadi Suryobroto, *Proses Belajar Mengajar Di Sekolah* (PT. Rineka Cipta, 1997), 43.

suitability with the methods and learning materials that have been prepared so that later student learning outcomes can increase. 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.[7]

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. With this discussion method, students can learn and understand something by way of deliberation, among others, under the leadership or guidance of educators. This method is also helpful in broadening the mindset of students. Students become more tolerant as they become accustomed to listening to people's opinions, even if they disagree with themselves and others.[8] 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.[9]

Thus, it can be concluded that one of the factors that supports the success of the learning process is the selection of appropriate learning methods. Effective and appropriate learning methods can influence optimal student learning outcomes, so the role of an educator in improving the quality of teaching is needed to achieve the goals of education. It must, however, be supported by supporting facilities and infrastructure that play a role

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[7] Djago Trigan, *Proses Belajar Mengajar Pragmatik* (Bandung: Angkasa, 1990), 41.
[8] Jumanta Hamdayana, *Metodologi Pengajaran* (Jakarta: Bumi Aksara, 2017), 103.
[9] B. Suryobroto, *Metode Pengajaran Di Sekolah* (Yogyakarta: Amarta Buku, 1986), 31.

in determining the success and failure of a learning process, so educators can focus their attention on developing their skills and knowledge by their expertise as educators.[10]

Based on the initial assessment process that the researcher conducted by having observations and brief interviews at the research location, it is known that MA Singo Walisongo Magetan applies the discussion method in its learning to improve students' creative thinking skills. That's because most of the students at MA Singo Walisongo Magetan 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.[11] 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.[12]

This phenomenon led the researcher to examine the implementation of the discussion method to enhance creative thinking skills at MA Singo Walisongo Magetan, especially for X-grade students. This phenomenon raises fundamental problems, including how the preparation for implementing the discussion method enhances creative thinking skills in learning English, how the implementation of the discussion method in increasing students' creative thinking skills, and the supporting and inhibiting factors for the implementation of the discussion method in increasing students' creative thinking skills. Based on the phenomenon and the importance of the problem, the issue was examined through qualitative research. Thus, for more clarity, the researcher gave the title of this

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[10] Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar* (Bandung: Sinar Baru Algensindo, 1989), 71.

[11] Ulva Zalena, "Penerapan Model Pembelajaran Diskusi Untuk Meningkatkan Berpikir Kritis Dan Keaktifan Siswa Kelas X SMA 10 Pekanbaru" (Riau Islamic University, 2020).

[12] Wahyuni, Mashudi, and Bambang Budi Utomo, "Analisis Penerapan Metode Diskusi Meningkatkan Berpikir Kritis Siswa Mata Pelajaran PPKN Kelas X," 2019.

research with the title "**The Implementation of Discussion Method to Enhance Creative Thinking Skills in Learning English at MA Singo Walisongo Magetan**".

B. Research Focus

In a research, research focus is very necessary in order to avoid any deviations or widening of the subject matter so that the research is more focused and facilitates the discussion so that the research objectives will be achieved. Recognizing the broad scope of the research, the researcher focuses on the use of the discussion method to improve creative thinking skills in X grade students learning English at MA Singo Walisongo Magetan.

C. Statements of the Problem

Based on the background study above, the problems of the research are follows:

1. How is the implementation of discussion method to enhance creative thinking skills in learning English at MA Singo Walisongo Magetan?

2. What are the factors supporting and hindering the implementation of discussion method enhancing creative thinking skills in learning English at MA Singo Walisongo Magetan?

3. How are the students' creative thinking abilities before and after the implementation of the discussion method in learning English at MA Singo Walisongo Magetan?

D. Objectives of the Study

Based on the statements of the problem, the objectives of this study are to:

1. To describe the implementation of discussion method to enhance creative thinking skills in learning English at MA Singo Walisongo Magetan

2. To explain the factors that support and hinder the implementation of discussion method in enhancing students' creative thinking skills in learning English at MA Singo Walisongo Magetan.

3. To describe the students' creative thinking skills before and after the implementation of the discussion method in learning English at MA Singo Walisongo Magetan

E. Significances of the Study

The significances of this research can be viewed from two sides, namely theoretical significances and practical significances, which the researcher describes as follows:

1. Theoretical Significance

The theoretical significance of this research is to increase the repertoire of knowledge in the field of education, especially in the use of the discussion method in learning, and is expected to be a reference for improving creative thinking skills in English subjects.

2. Practical Significances

a. For student

This study is able to increase students' interest during the learning process so that students can understand the subject matter more optimally and develop their creative thinking skills.

b. For Teachers

This study can be used as material for consideration and input in improving English learning using the discussion method at the next meeting, especially in an effort to improve students' creative thinking abilities.

c. For School

This study can be used as input for schools in an effort to improve the quality of learning, especially English learning and teaching processes, through the use of

discussion methods so that it can improve students' creative thinking skills more optimally, which will have an impact on increasing student learning outcomes as well.

d. For Researchers

This study can provide insight, knowledge, and experience in reviewing the implementation of discussion methods to improve creative thinking skills, especially in English subjects.

F. Organization of the Thesis

The thesis organization is a general description of the thesis that serves to facilitate the interconnected language of each other in detail related to the implementation of the discussion method to enhance creative thinking skills in learning English at MASingo Walisongo Magetan. The systematics of the thesis for this research is as follows:

1. **The Beginning Part of Thesis**

   The initial part of this thesis contains the thesis cover page, title page, guidance approval sheet, validation sheet for examiners and department heads, table of contents, and list of tables.

2. **Contents section.**

   This section contains three chapters, including an introductory chapter, a literature review, and research methods, as outlined as follows:

   CHAPTER I: INTRODUCTION

   This chapter contains several sub-chapters that contain research background, research focus, problem formulation, research objectives, research significances, organization of the thesis, and a research schedule.

   CHAPTER II: LITERATURE REVIEW

This theoretical study chapter contains three sub-chapters. The first sub-chapter discusses the theoretical basis, the second sub-chapter discusses the studies of previous researchers, and the third sub-chapter discusses the conceptual framework. The first sub-chapter itself contains a description of the theories used by the researcher, which include theories related to discussion methods and theories of creative thinking skills. In the second sub-chapter, the researcher describes some of the results of previous research. Then in the third sub-chapter, the researcher describes the theoretical framework of this research.

CHAPTER III: RESEARCH METHOD

This research method chapter contains eight sub-chapters that are useful in explaining the methods used in research conducted by researcher, which include: research design, research settings, data sources, data collection procedures, data collection techniques, data analysis techniques, data validity, and research procedures.

CHAPTER IV: RESULT AND DISCUSSION

This chapter consists of three sub-chapters, including a general description of the research background, a description of the data, and a discussion. The first sub-chapter contains a description of the research object, which includes school background and descriptions related to the research subject. Furthermore, the second sub-chapter contains a description of data from observations, interviews, and documentation that has been carry out by the researcher regarding the implementation of the

discussion method to increase the ability to think creatively in learning English at MA Singo Walisongo, Magetan. And finally, the third sub-chapter contains an explanation of the results of the research data analysis that the researcher has described in the previous sub-chapter regarding the implementation of the discussion method to increase the ability to think creatively in learning English in MA Singo Walisongo Magetan.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two sub-chapters, which include conclusions and recommendations. In the concluding section, the researcher describes the conclusions of the research that has been conducted regarding the implementation of the discussion method in improving students' creative thinking skills in learning English at MA Singo Walisongo Magetan, while in the recommendations section, the researcher expresses the hopes of researcher for the school, teachers, and students in order to make the learning and teaching process run better in the future.

CHAPTER II

LITERATURE REVIEW

This chapter consists of three sub-chapters, namely, theoretical background, previous research findings, and theoretical framework.

A. Theoretical Background

This sub-chapter describes the four main theories used by researcher during the research, which cover theories about learning English, teaching methods, discussion methods, and creative thinking skills.

1. English Learning

Learning is something that cannot be separated from the subject of the nature of teaching and learning. Because there are teaching and learning events in every learning process. Learning activities cannot be separated from teaching and learning activities because learning is essentially a learning activity between teachers and students. Learning comes from the word "learning", which means a process, way, or deed so that people or students learn and gain knowledge. So, the word "learning" is a teaching and learning process that is an integration between teacher activities as a teacher and student activities as students so that there is interaction between the two in instructional situations that are teaching in nature.[13] In essence, learning is a process characterized by changes in a person. Changes as a result of learning can manifest in various forms, including changes in knowledge, understanding, perceptions, skills, abilities, habits, and other aspects that exist within the individual.

According to Emda, learning is a process activity and is a very fundamental element in every type and level of education. The theory of learning according to Shah means that changes that occur in the learning process are due to experience or practice that is

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[13] Ferdi Widiputera et al., "Measuring Diversity in Higher Education Institutions: A Review of Literature and Empirical Approaches," 2017.

done intentionally or consciously, or in other words, not by chance.[14] According to *Kamus Besar Bahasa Indonesia*, the meaning of the word "learning" is trying to acquire intelligence or knowledge, while "learning" is defined as a process, method, or act of making people or living things learn. The definition of learning is a system that aims to help the student learning process and contains a series of events designed and structured in such a way as to influence and support the internal student learning process. Sugandi stated that learning is a translation of the word "instruction," which consists of two sub-meanings: self-instruction (from within) and external instruction (from outside). According to Sugandi, learning with external instructions, among others, comes from the teacher, which is called the teaching process.[15] Meanwhile, Darsono divides learning theory into four psychological streams, which include:[16]

a. Learning from a Behaviouristic perspective

Behaviourists assume that humans are passive creatures and do not have psychological potential related to learning activities, including thoughts, perceptions, motivations, and emotions. With the assumption that humans can be engineered according to the goals to be achieved, the most important thing in learning is the provision of a stimulus that results in observable and measurable behaviour. Therefore, the stimulus must be selected according to the purpose, then given repeatedly (practice), resulting in a mechanistic response. In order for the desired behaviour (response) to occur, training and rewards (or reinforcement) are needed. Then the learning event has occurred. This means that there has been a change from "no response has been seen" to "a response has been seen". Behaviourists do not believe in abstract changes in behaviour, such as changes in

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[14] Amna Emda, "Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran" 5 (2017): 172.

[15] Achmad Sugandi, *Teori Pembelajaran* (Bandung: PT. Remaja Rosdakarya, 2002), 6.

[16] Partono Thomas, "Manajemen Pembelajaran Di Smk Negeri 2 Semarang," 2011, 256–78.

understanding or changes in the perception or view of an object, because such changes can sometimes be witnessed and measured.

b. Learning from a Humanistic perspective

Sumanto argues that adherents of the humanistic school assume that each person can determine his own behaviour. People are free to choose according to their needs, not those of their environment. Thus, the purpose of education is to help each individual know himself as a unique human being and realize the potential that exists in each of them.

c. Learning from a Gestalt perspective

Learning according to the Gestalt perspective is about how a person perceives an object and has the ability to organize the perceived object (especially the complex ones) so that it takes on a form (structure) that is meaningful or easy to understand. If a person is able to perceive an object (stimulus) as a Gestalt, then that person will gain "insight" (understanding). When insight has occurred, it means that the learning process has occurred.

d. Learning from a Cognitive perspective

Experts who adhere to the cognitive school argue that learning is an internal event, meaning that learning can only occur if there is an ability in a person who is learning. This ability is the ability to recognize what are called cognitive terms. In contrast to the behaviouristic learning concept, which relies heavily on the environment as a stimulus, adherents of the cognitive school view people who learn as beings who have to understand different objects outside of themselves and have the ability to perform an action or response as a result of this understanding. In order for change to occur, a thinking process must first occur within a person, which then creates a response in the form of action.

a. English Learning Definition

The concept of learning English as a second language needs to be known and understood exactly as to what the meaning of the language itself is. According to Brown, language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another.[17] Brown thinks that language is a system consisting of sounds and symbols that can be used to communicate. Giving a further definition of language, Brown says that a consolidation of a number of possible definitions of language is explained as follows: (a) Language is systematic; (b) Language is a collection of separate symbols; (c) The symbols are primarily vowels, but may also be visual; (d) The meaning of the symbol has been adapted to the reference; (e) Language is used as a communication tool; (f) Language is used in community or cultural speech; (g) Language is primarily for humans, though the possibilities are not limited to humans; and (h) The language that humans use mostly has the same way.[18]

Besides that, according to the *Kamus Besar Bahasa Indonesia*, language is defined as a tool for expressing meaning (ideas, thoughts, opinions, and feelings). In other words, the meaning to be conveyed to other people or understood by other people is contained in the language used. Based on this view, English can be said to be a tool for expressing ideas, thoughts, opinions, and feelings, both orally and in writing. In Indonesia, English is a tool to absorb and develop science, technology, and arts and culture.

Using a structured language is one of the results of learning a language. Language itself is a human capability that enables us to communicate, learn,

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[17] H. Douglas Brown, *Principles of Language Learning & Teaching*, 4th ed. (New York, 2000), 5.
[18] H. Douglas Brown, *Principles of Language Learning & Teaching*, 4th ed. (New York, 2000), 5.

think, make judgments, and develop values. Learning English is learning the meanings agreed upon by a group of native speakers of that language. English is the main tool for participating in the cultural life of English-speaking communities. Regarding learning English, Brown stated:[19]

a. Learning is acquisition or "getting".

b. Learning is retention of information or skill.

c. Retention implies storage systems, memory, cognitive organization.

d. Learning involves active, conscious focus on and acting upon events outside or inside the organism.

e. Learning is relatively permanent but subject to forgetting.

f. Learning involves some form of practice, perhaps reinforced practice.

g. Learning is a change in behaviour.

From the above opinion, it can be concluded that the essence of language learning is a change in behaviour in a positive direction which is the result of experience and practice in communicating in the context of learning a language.

b. **English Learning Objectives**

In relation to the process of learning a language, it is necessary to know the main purpose of learning a language, especially English. The Indonesian Ministry of Education and Culture states that learning English has the following objectives:

a. Develop communication skills that accustom them to interpreting and expressing thoughts, feelings, and experiences through various spoken and written English texts to extend their interpersonal relations to an

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[19] H. Douglas Brown, *Principles of Language Learning & Teaching*, 4th ed. (New York, 2000), 7.

international level and to gain access to the world of knowledge, ideas, and values in English.

b. Helping students reflect on the English used and the uses of English, as well as raising awareness about the nature of English and the nature of their mother tongue through comparisons, so that students can understand the working system of each language and, ultimately, recognize the power of language for them as human beings, both as individuals and as citizens of society.

c. Help students develop an understanding of the interrelationships between language and culture and broaden their capabilities to cross cultures, engage in diversity.

d. Helping students broaden their knowledge of the language and relate to various ideas related to their interests, world problems, and concepts originating from a range of learning areas.

c. English Learning Competences

In the context of learning English, students can communicate using spoken or written language. This speech or writing reflects that the person understands the rules of the language. Knowledge of the rules and regulations in this language is what Chomsky calls competence.

According to Brown, the general definition of competence refers to one's underlying knowledge of a system, event, or fact. It is the unobservable ability to do or perform something..[20] In a more specific definition of language competence, Brown states in more detail that in reference to language, competence is one's underlying knowledge of the system of a language,

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[20] H. Douglas Brown, *Principles of Language Learning & Teaching*, 4th ed. (New York, 2000), 30.

including its rules of grammar, its vocabulary, all the pieces of a language, and how those pieces fit together.[21] Based on this definition, it is clear that language competence is more focused on grammar rules, vocabulary, and all parts that are related to one another. There are four components or sub-categories put forward by Canale and Swain that contain a person's components, namely:[22]

1) Grammatical competence, contains elements of lexical knowledge and morphological, syntactic, semantic, and phonological rules.

2) Discourse competence, contains the ability to connect sentences so as to form discourse and to form meaning from a series of utterances. Discourse means everything from simple conversations to lengthy written discourses. If grammar competence focuses on grammar at the sentence level, discourse competence places more emphasis on the relationships between sentences.

3) Sociolinguistic competence, covering the sociocultural rules of language and knowledge of discourse, requires an understanding of the social context in which the language is used, which includes the role of each participant, the information discussed, and the function of the interaction.

4) Strategic competence, in the form of both verbal and nonverbal communication strategies, is used to remove obstacles in communication, both caused by deficiencies in performance and by a lack of competence. This competence can also be said to be the ability to correct deficiencies, for example a lack of knowledge in grammar, and to keep the communication process going, for example by rephrasing other sentences that may be simpler, repetition, guessing, and so on.

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[21] H. Douglas Brown, *Principles of Language Learning & Teaching*, 4th ed. (New York, 2000), 31.
[22] H. Douglas Brown, *Principles of Language Learning & Teaching*, 4th ed. (New York, 2000), 31.

Based on the description above, the writer draws the conclusion that language has a central role in the intellectual, social, and emotional development of students and is a key determinant of success in all fields of study. Language is expected to help students recognize themselves, their culture, and the culture of others, express ideas and feelings, participate in communities that use that language, make responsible decisions on a personal and social level, and find and use analytical and imaginative abilities that exist in themselves.

2. Teaching Method

The word "method" comes from the Greek "*methodhos*," which means the way or path taken. So, the method is a way that is used to achieve the goals that have been set. In line with this, Murtadlo explained that the learning method is a procedure, goal, steps, and method used by educators to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives.[23] Meanwhile, according to Daryanto, the learning method is a way of establishing or strengthening the understanding of participants (recipients of information) about a presentation of information or teaching materials.[24]

The learning method is the knowledge of teaching methods used by teachers or instructors. There are many kinds of learning methods that are practiced by teachers and instructors. Each type of learning method has its own strengths and weaknesses. Sometimes teachers and instructors do not use just one kind of method. They can also combine several methods that are still commonly used in the teaching and learning process.[25] So it can be concluded that the learning method is a path or method that is taken by a teacher in the learning process in order to achieve a goal.

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[23] Zainal Aqib, *Kumpulan Metode Pembelajaran Kreatif Dan Inovatif* (Bandung: PT. Sarana Tutorial Nurani Sejahtera, 2016), 9.

[24] Daryanto, *Strategi Dan Tahapan Mengajar* (Bandung: Yrama Widya, 2013), 1.

[25] Imas Kurniasih and Berlin Sani, *Ragam Pengembangan Model Pembeelajaran Untuk Peningkatan Profesionalitas Guru* (Jakarta: Kata Pena, 2016), 6.

a. **Types of Teaching Methods**

In each study, the teacher can use or select teaching methods based on the needs of the students. According to Syaiful and Aswan, there are several types of teaching methods that are often used or chosen by teachers in teaching, such as preaching method, discussion method, demonstration method, recitation method, experimental method, study tour method, drill method, team teaching method, peer teaching method, problem solving method, project method, teileren method, and ganze method. But there are also those who only classify teaching methods into several types, such as the lecture method, the question and-answer method, the discussion method, the assignment method, the field trip method, the group work method, the problem-solving method, the socio-dramatic method, and the role-playing method.[26]

b. **Principles in the Use of Teaching Methods**

There are several principles that need to be considered in the use of teaching methods that are related to the development factors of students' abilities, including the following:[27]

1) The teaching method must be able to arouse students' curiosity about the subject matter.

2) Teaching methods must allow for opportunities for creative expression in the artistic aspect.

3) Teaching methods must enable students to learn through problem solving.

4) Teaching methods must allow students to always want to test the truth of something (scepticism).

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[26] Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2006), 199.

[27] Zainal Aqib, *Kumpulan Metode Pembelajaran Kreatif Dan Inovatif* (Bandung: PT. Sarana Tutorial Nurani Sejahtera, 2016), 30.

5) The teaching method must allow students to make discoveries (inquiries) on a topic of concern.

6) The teaching method must enable students to be able to listen.

7) Teaching methods must allow students to learn independently (independent study).

8) The teaching method should enable students to learn cooperatively (cooperative learning).

9) Teaching methods should enable students to be more motivated in their learning.

c. **Considered Factors in the Selection of Teaching Methods**

There are several factors that must be considered in choosing a teaching method, including:[28]

1) Factors of learning goals and motivation, goals are the main factors in choosing a method, and learning motivation will influence success in the learning process.

2) Maturity factors and individual differences, maturity both psychologically and physiologically, and the need to pay attention to differences between individuals.

3) Opportunity factors provide opportunities and practical experience, allowing students to actively participate and gain direct experience during the learning process.

4) Integration of understanding and experience, previous understanding and experience is useful to make it easier to understand the material.

5) Functional factors, provide benefits and meaning of learning for students.

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[28] Jamil Suprihatiningrum, *Strategi Pembelajaran (Teori Dan Aplikasi)* (Yogyakarta: Ar-Ruzz Media, 2014), 284.

6) Exciting factors, students become less tense and feel more enjoy learning.

3. Discussion Method

Discussion is a responsive conversation woven by questions containing problems aimed at eliciting problem solving. This is in line with the understanding put forward in the *Kamus Besar Bahasa Indonesia*, which is the official monolingual dictionary of the Indonesian language. It is said that discussion is a scientific meeting to exchange ideas about a problem. There are always problems to be solved in the discussion.[29]

Discussions are ideal for enabling a variety of course objectives. According to Lowman, discussion is very effective for increasing student engagement and active learning in the classroom, aside from clarifying content, teaching rational thinking, and emphasizing affective assessment.[30] Students are engaged in what is offered in lectures or other class tasks through discussion. The discussion technique is useful in strengthening students' higher-level thinking skills and learning, such as application, analysis, synthesis, and assessment, as well as creativity.[31]

Discussion is a useful way to see the knowledge, skills, and attitudes of a group of students before concluding learning objectives, introducing new topics and the start of a new school year for teachers who do not yet understand the students. Discussion can also be interpreted as a learning method that confronts students with a problem. Discussion is more about exchanging opinions or experiences to determine certain decisions together. Discussion can be characterized by oral communication between teachers and students or between other students. Discussion is also an activity where the teacher provokes a response or participation and monitors student understanding.

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[29] Enco Mulyasa, *Menjadi Guru Profesional (Menciptakan Pembelajaran Kreatif Dan Menyenangkan)* (Bandung: Remaja Rosdakarya, 2011), 116–17.

[30] Julian Lowman, *Mastering the Techniques of Teaching*, 2nd ed. (San Francisco: Jossey-Bass, 1995), 164.

[31] Lorin W. Anderson et al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York, 2001), 85.

Discussions can also be intended to present new topics, improve performance, and learn to solve problems.[32]

The discussion method is actually a process of exchanging information, opinions, and elements of regular experience with the aim of getting a clearer and more thorough understanding of the issues or topics discussed. The discussion method is one way of educating that seeks to solve the problems faced by two or more people, each of whom submits arguments to strengthen their opinions. In order to get people to agree on things, each one must eliminate the selfishness and emotionality that reduce the mindset and proper reasoning. The discussion method can also be interpreted as a regular exchange of information, opinions, and elements of experience. Discussion is different from debate, which is more of an argument, your own opinion, and your understanding. Discussions are also different from lectures, which only involve teacher direction. Discussions contain democratic value by providing opportunities for all students to express and develop ideas.[33]

The discussion method is widely applied to cooperative learning and problem-solving models. This method makes students communicate about the material being taught with other students or teachers. This method is usually done in groups. The groups formed have diversity both in academic and social terms.[34] Based on the definitions above, it can be concluded that the discussion method is a learning method that involves exchanging ideas or opinions to solve a problem and reach a conclusion.

a. **Purposes of Discussion Method**

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[32] Ridwan Abdullah Sani, *Inovasi Pembelajaran* (Jakarta: Bumi Aksara, 2015), 158.
[33] Jumanta Hamdayana, *Metodologi Pengajaran* (Jakarta: Bumi Aksara, 2017), 102.
[34] Suprihatiningrum, *Strategi Pembelajaran (Teori Dan Aplikasi)*, 284.

The discussion method in the learning process has several objectives, which include:[35]

1) Train students to develop skills, ask questions, communicate, interpret, and conclude discussions.

2) Train and establish socio-emotional stability.

3) Develop the ability to think for yourself when solving problems so that a more positive self-concept grows.

4) Growing the success of students in finding opinions.

5) Develop attitudes toward controversial issues.

6) Train students to have the courage to have an opinion about a problem.

b. **Discussion Method Steps**

The learning process with the discussion method, so that it runs smoothly and produces learning goals effectively, needs to pay attention to the following steps:[36]

1) Formulate goals and problems that will be the topic of discussion.

2) Prepare the necessary facilities and infrastructure for the discussion.

3) Arranging the roles of students in the discussion according to the type of discussion to be carried out.

4) Give directions to sufficient students to involve themselves actively in discussion activities.

5) Creating a conducive atmosphere so that students can express their opinions freely to solve the problems being discussed.

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[35] Abdul Majid, *Perencanaan Pembelajaran (Mengembangkan Standar Kompetensi Guru)* (Bandung: Remaja Rosdakarya, 2008), 142.

[36] Enco Mulyasa, *Menjadi Guru Profesional (Menciptakan Pembelajaran Kreatif Dan Menyenangkan)* (Bandung: Remaja Rosdakarya, 2011), 117.

6) Give opportunities to students evenly so that discussions are not dominated by just a few people.

7) Adjusting the holding of discussions with the time available.

8) Be aware of the teacher's role in the discussion, either as a facilitator, supervisor, mentor, or evaluator of the course of the discussion.

9) End the discussion by drawing conclusions from what has been discussed. Conclusions should be drawn by students, perhaps under the guidance of the teacher. If students find it difficult to draw conclusions, conclusions can be made by the teacher: do not drag out the process.

Meanwhile, in the other side, there are the stages of a typical classroom discussion, which are based on the steps in problem solving, which include:[37]

1) Define the question, topic, or problem to give the discussion focus.

2) Have students suggest possible answers or solutions.

3) Collect relevant information or data that might help answer the question(s) at issue.

4) Evaluate positions argued by, or solutions proposed by, the students during the discussion.

5) Try to have the group reach a decision about the best position to start with or the best solution to try, based on the discussion.

c. **The Factors that Influence the Implementation of Discussion Method**

The success or failure of the application of the discussion method in learning depends on several factors, including:

1) The ability of the discussion leader to lead the discussion.

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[37] Marilla Svinicki and Wilbert J. McKeachie, *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, 13th ed. (Belmont, CA: Wadsworth, 2011), 42.

2) Clarity of the purpose of the discussion and the issues discussed.

3) Participation of each discussion participant.

4) Stimulating and supportive situations.

5) The teacher's active role in the discussion, either as an expert, a supervisor, a liaison, or a motivator.[38]

d. Matters Needing Attention in the Use of Discussion Method

In using the discussion method, there are several things that must be considered, including:[39]

1) Discussion planning

Formulate goals clearly; discussion participants must meet certain requirements; and the time and place of discussion must be appropriate so as not to drag on.

2) Implementation of discussion

Create group structure, divide tasks, motivate students to participate, take important notes, value every opinion, and create fun situations.

3) Follow up discussion

Make results or conclusions, read or present the results of the discussion, and make an assessment of the implementation of the discussion.

4) Notes to pay attention to

The ability of the discussion leader, the clarity of the formulated problem, and the participation of each group member create a situation that stimulates the discussion. The problem is made more interesting, which stimulates students to think.

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[38] Surya Subroto, *Proses Belajar Mengajar* (Jakarta: PT. Rineka Cipta, 2002), 181.
[39] Jumanta Hamdayana, *Metodologi Pengajaran* (Jakarta: Bumi Aksara, 2017), 102–103.

e. Types of Discussion Methods

There are several types of discussion method, including:

1) Class discussion

Class discussion or group discussion is a problem-solving process carried out by all class members as discussion participants. The steps used in this discussion are:

a) The teacher divides the tasks according to the implementation of the discussion, for example, who will be the moderator, and others.

b) Problems, the teacher or one of the students explains the problem to be solved for 10-15 minutes.

c) Students are given the opportunity to respond to problems after registering as a moderator.

d) One of the students who explained the problem responded.

e) The moderator concludes the results of the discussion.

2) Small group discussion

Small group discussions were conducted by dividing students into groups. The groups numbered 3-5 people. The implementation begins with the teacher presenting the problem in general, then the problem is divided into sub-problems that must be solved by each small group. After finishing the discussion in small groups, the group leader presents the results of the discussion.[40] The definition of small group discussion in teaching and learning activities is not much different from the definition of class discussion. Students discuss in small groups under the leadership of the teacher or their friends to share information, solve problems, or make decisions. The discussion took place in an open atmosphere. Every student

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[40] Abdul Majid, *Strategi Pembelajaran* (Bandung: Remaja Rosdakarya, 2013), 201.

is free to express his ideas without feeling pressure from his friends or teachers, and every student must obey the rules that have been set previously. The following are the components of skills in guiding discussions, namely:

a) Focusing students' attention on the purpose and topic of discussion

Formulate the objectives and topics to be discussed at the beginning of the discussion, raise specific problems, note changes or deviations from the discussion from the objectives, and summarize the results of the discussion in the discussion.

b) Expanding the problem or opinion

Redefine or summarize the sequence until it becomes clear, ask students for comments by asking questions that help them clarify or develop the idea, and elaborate students' ideas by providing additional information or appropriate examples until the group gains a clearer understanding.

c) Analyzing student views

Researching whether the reasons do have a solid basis and clarifying the things that are agreed upon and those that are not agreed upon.

d) Increase student turnover

Asking questions that challenge students to think, providing appropriate verbal or nonverbal examples, giving time to think, and proving support for students' opinions with attention.

e) Spread the opportunity to participate

Trying to provoke a crowd of students who are reluctant to participate by directing direct questions wisely, preventing

simultaneous conversations by giving a turn to quiet students first, discreetly preventing students who like to monopolize the conversation, and encouraging students to comment on their friends so that interaction between students can be improved.

f) Close the discussion

Summarize the results of the discussion with the help of the students, provide an overview of the follow-up to the results of the discussion or on the topic of future discussions, and invite students to assess the process and the results of the discussions that have been achieved.

3) Symposium

Symposium is a method of discussion that involves discussing an issue from various points of view based on expertise. The symposium was conducted to provide broader insight to students. After the presenters gave their views on the issues discussed, the symposium ended with reading the conclusions of the work of the formulation team that had been determined previously.

4) Panel discussion

A panel discussion is a discussion of a problem carried out by several panellists, consisting of 4-5 people, in front of the audience. This discussion is different from other discussions because the listeners are not directly involved but only play a role in reviewing the panellists who are carrying out the discussion. Therefore, in order for panel discussions to be effective, they need to be combined with other methods, for example, with assignments.

5) Seminar

A seminar is a type of meeting attended by a group of people to conduct research and discuss a problem through the exchange of ideas facilitated by an expert. Seminars are usually initiated by keynote speakers who aim to provide material direction or discussion. Each speaker discusses a topic and refers to a seminar theme or main issue being discussed.

6) Workshop

This activity is a type of meeting in which problems that arise as a result of the seminar's outcomes are discussed so that conceptual issues can be reduced to a product that is ready to be developed or worked on.[41]

f. **The Strengths and Weaknesses of Discussion Method**

The discussion method has several strengths and weaknesses, which include:

1) **Strengths of the discussion method**

a) Students become aware that problems can be solved in various ways, not just one.

b) Make students aware that by discussing, they are able to express their opinions in a structured manner so that good conclusions are obtained.

c) Students become more tolerant as they become accustomed to listening to people's opinions, even if they disagree with themselves and others.[42]

d) The classroom atmosphere becomes more lively.

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[41] Abdul Majid, *Strategi Pembelajaran* (Bandung: Remaja Rosdakarya, 2013), 202.
[42] Jumanta Hamdayana, *Metodologi Pengajaran* (Jakarta: Bumi Aksara, 2017), 103.

e) Increase students' self-confidence because they are trained to speak in front of the class.

f) Students have the opportunity to express their opinion.

g) More to conclude the material, because it is done in groups.

h) Motivate students to think more critically.[43]

2) Weaknesses of discussion method

a) Cannot be used in larger groups.

b) Students, as discussion participants, get limited information.

c) Students who are more articulate can sometimes monopolize the conversation.

d) Students usually prefer a formal approach.

e) Discussions sometimes produce unexpected things or are not in accordance with the learning objectives when the teacher does not provide clear signs.

f) It takes longer because sometimes it is influenced by conversations outside the discussion material.

g) More effective for small groups.[44]

4. Creative Thinking Skills

Creative thinking is a mental activity experienced by someone when they are faced with a problem or situation that must be solved. In essence, creative thinking is related to the discovery of something; it's about things that produce something new by using something that already exists. According to Sternberg and Lubart, creativity refers to the capacity for coping with a given problem in authentic ways.[45] Such

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[43] Jamil Suprihatiningrum, *Strategi Pembelajaran (Teori Dan Aplikasi)* (Yogyakarta: Ar-Ruzz Media, 2014), 288.

[44] Jamil Suprihatiningrum, *Strategi Pembelajaran (Teori Dan Aplikasi)* (Yogyakarta: Ar-Ruzz Media, 2014), 288.

[45] Robert J. Sternberg and Todd I. Lubart, "Investing in Creativity" 51, no. 7 (1996): 677.

capacity is about looking at a specific situation and problem from different perspectives. Creativity is beyond creating out of nothing since a new idea or thought is often a variation version of an older thought or a combination of thoughts known or possessed previously. Thus, creativity can be defined as synthesizing previous thoughts and redefining previous thoughts.

Creativity is a basic skill included in all aspects of human beings' life and the evolution of human beings. According to Harriman, "creative thinking" is a way of thinking that tries to create new ideas.[46] Creativity is being sensitive to problems, insufficiencies, shortage of information, nonexistent elements and incompatibility; identifying challenges, seeking for solutions, estimation and hypothesizing or modifying hypothesizes in relation with insufficiencies, selecting and trying one of the solutions, retrial, and concluding accordingly.[47] So, it can be concluded that creative thinking is the ability to analyze something based on data or information to generate new ideas for understanding something.

a. **The Indicators of Creative Thinking Skills**

According to Munandar, a student's ability to think creatively can be measured directly through several indicators, including:[48]

1) Fluency, namely a student's ability to express several opinions in learning. This ability is the ability of students to spark many ideas, answers, problem-solving, or questions. This ability supports students in providing many ways or suggestions for doing various things during learning. With this ability, students can think of more than one answer when faced with a problem.

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[46] Harriman, "Berfikir Kreatif. Journal of Chemical Information and Modeling" 53 (2017): 120.

[47] Ellis P. Torannce, *Torrance Test of Creative Thinking, Verbal Tests Forms A and B (Figural A&B)* (Bensenville: Scholastic Service, 1974).

[48] Risye Amarta, *Agar Kamu Menjadi Pribadi Kreatif* (Yogyakarta: Sinar Kejora, 2013), 32.

2) Flexibility is a thinking skill that is different from most people, looking for varied alternative answers, giving different considerations to the situation at hand, and being able to change the direction of thinking spontaneously.

3) Originality, namely the skills of students in generating new, unique ideas, making unusual combinations to show themselves, and looking for new approaches to solving problems in their own way.

4) Elaboration, namely, students are able to create and develop an idea by adding or detailing the details of an object, idea, or situation.

5) Evaluation, namely students are able to determine the standard evaluation of a problem so that students can make decisions about the existing situation.

According to Torrance, there are some indicators to measure the ability to think creatively include:[49]

1) Fluency, namely the ability to produce many ideas.

2) Flexibility, namely the ability to generate various ideas or use various approaches.

3) Originality, namely the ability to produce ideas that are on track.

4) Detail (elaboration), namely the ability to fill in details.

5) Redefinition, namely the ability to define or understand in a way that is different from the usual way.

b. **Characteristics of Creative Thinking Skills**

The ability to think creatively is a very important ability and is classified as a high-level ability because it applies aspects of cognitive, effective, and metacognitive skills. In other words, students' creative thinking is able to

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[49] Ellis P. Torannce, "Creativity What Research Says to The Teacher," 1969, 8.

produce a unique concept of discovery, a new art. Creative thinking can also be interpreted as a person's ability to create something new, both in the form of ideas and real work, in the form of aptitude and non-aptitude characteristics, in new works or in combination with existing things, and all of them are relatively different from those that existed before. According to Susanto, the ability to think creatively has several characteristics that can be viewed from different aspects, namely, cognitive and affective aspects.[50]

From a cognitive perspective, the characteristics of students' creative thinking abilities are related to their creative or divergent thinking skills, which are characterized by the presence of certain skills, such as fluent thinking skills, flexible thinking, original thinking, detailing skills, and judging skills. The more creative a person is, the more these traits stick to him. On the other hand, when viewed from the affective aspect, the characteristics of students' own creative thinking skills are assessed to be more related to one's attitudes and feelings, which are characterized by a variety of certain feelings, such as: curiosity, being imaginative or fantasy, daring to take risks, respect, self-confidence, and openness to new experiences.

Meanwhile, on the other hand, Guilford also expressed almost the same opinion and stated that there are several characteristics of creativity or the ability to think creatively, which include:[51]

1) Fluency of thinking, namely the ability to quickly generate many ideas that come out of one's mind. In fluent thinking, what is emphasized is quantity, not quality.

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[50] Ahmad Susanto, *Teori Belajar Pembelajaran Di Sekolah Dasar* (Jakarta: Prenada Media Group, 2016), 102.
[51] Utami Munandar, *Pengembangan Kreativitas Anak Berbakat* (Jakarta: PT. Rineka Cipta, 2009), 113.

2) Flexibility of thinking, namely the ability to produce a number of ideas, answers, or questions that vary, be able to see a problem from different perspectives, look for different alternatives or directions, and be able to use various approaches or ways of thinking. People who are creative are flexible in their thinking. They can easily abandon old ways of thinking and replace them with new ones.

3) Elaboration, namely the ability to develop ideas and add or detail details of an object, idea, or situation so that it becomes more interesting.

4) Originality, namely the ability to spark unique ideas or the ability to spark original ideas.

c. **Creative Thinking Skills Development Stages**

The ability to think creatively allows students to see various possible answers to solving problems from the outside as well as in the learning process at school. Creative thinking also makes it possible to improve students' brain abilities. According to Susanto, the creative process will emerge if there is a stimulus.[52] Various steps are defined in developing creative thinking skills, which are summarized in five stages, namely:

1) Stimulus

To think creatively, there must be a stimulus from another mind. The initial stimulus is driven by an awareness that a problem must be resolved.

2) Exploration

Learners are assisted in paying attention to alternative choices before making a decision. To think creatively, students must be able to investigate further.

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[52]Ahmad Susanto, *Teori Belajar Dan Pembelajaran Di Sekolah Dasar* (Jakarta: Kencana Prenada Media Group, 2013), 115.

3) Planning

After holding a stimulus in the form of a problem, then exploring for problem solving, then opening up various plans or strategies for solving the problem. From the various plans made, some of the most appropriate plans for the solution can be taken.

4) Activity

The creative process starts with an idea or a collection of ideas; in other words, it gives students the opportunity to realize their thinking in the form of activities or carry out more defined plans.

5) Reviews

Students need to evaluate and review their work. Learners are trained to use their imaginations to evaluate.

Meanwhile, Munandar revealed that there are five stages in developing creative thinking skills, which include:[53]

1) Orientation (the problem is formulated, and the problem aspects are identified).

2) Preparation (individuals attempt to gather as much relevant information to the problem at hand as possible).

3) Incubation (the temporary halting of various problems when they reach a dead end. But even so, the thought process continues in the subconscious soul).

4) Illumination (when the incubation period concludes with the discovery of a solution to the problem).

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[53] Utami Munandar, *Pengembangan Kreativitas Anak Berbakat* (Jakarta: PT. Rineka Cipta, 2012), 54.

5) Verification (stage to test and critically assess the problem-solving proposals in the fourth stage).

B. Previous Research Findings

Before the researcher conducts the study, the researcher will check other studies to find out whether there are any similar studies or not. Previous studies related to the use of the discussion method have been carried out by several researchers.

The first, conducted by Ahmed Mohamed Soliman, was titled "Use Group Discussion Techniques and Develop Creative Thinking for Primary School Students". This research was a type of experimental group research. This research shown about the development of students' innovative thinking skills through the practice of a professional intervention program based on group discussion.[54] The similarity between this research and previous research is that both of them are researching the use of discussion methods in learning. Meanwhile, the differences between this previous research and this research are the methods used. This previous study was a quantitative study that used an experimental group, while this study used a qualitative descriptive approach.

The second was conducted by Ismuhul Fadhil and entitle "*Implementasi Metode Diskusi Dalam Meningkatkan Kemampuan Berpikir Kreatif Pada Hasil Belajar IPS Siswa Kelas IV*". This research employed classroom action research, which consisted of two cycles. This research shown about analysing the application of the discussion method in improving creative thinking skills in the social studies learning outcomes of grade IV students.[55] The similarity between this research and previous research is that both of them are researching the use of discussion methods in learning. In addition, this previous research and this study also used almost similar data collection techniques, namely,

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[54] Ahmed Mohamed Soliman, "Use Group Discussion Techniques and Develop Creative Thinking For Primary School Students" 7, no. 3 (2021): 203–31.

[55] Ismuhul Fadhil, "Implementasi Metode Diskusi Dalam Meningkatkan Kemampuan Berpikir Kreatif Pada Hasil Belajar IPS Siswa Kelas IV" 4 (2020), http://dx.doi.org/10.32934/jmie.v4i2.165.

observation. Even so, this research and previous research still have significant differences. The differences between this previous research and the research are the methods used. The previous research was classroom action research, while this research was qualitative research. In addition, for the data collection instrument itself, in addition to using the observations, this previous research uses tests conducted at the end of each cycle. Meanwhile, in addition to using observation to collect data, this research also uses other instruments in the form of interviews and documentation. In addition, the focus of the research is also different. This previous research focused on the social science learning process (IPS), while this study focused on the English learning process.

The third, conducted by Rika Anggela, Suherdiyanto, and Rina, was titled "*Peningkatan Creative Intelegency (Kecerdasan Kreatif) Siswa Melalui Metode Diskusi Kelompok Pada Pembelajaran Geografi*". This research employed "classroom action research". This research objective was to obtain objective information regarding increasing students' creative intelligence through the group discussion method in geography learning in class X SMA Negeri 1 Tanah Pinoh, Melawi Regency.[56] The similarity between this research and previous research is that both of them are researching the use of discussion methods in learning. In addition, this previous research and this study also used almost similar data collection techniques, namely observation and documentation. Even so, this research and previous research still have significant differences. The differences between this previous research and the research are the method used, the data collection techniques, and the data analysis techniques. The previous research was classroom action research, while this research was qualitative research. In addition, this previous research used quantitative and qualitative descriptive methods in analyzing the data. Meanwhile, in addition to using observation and documentation in collecting data, this research also uses other instruments

[56] Rika Anggela, Suherdiyanto, and Rina, "Peningkatan Creative Intelegency (Kecerdasan Kreatif) Siswa Melalui Metode Diskusi Kelompok Pada Pembelajaran Geografi" 7, no. 2 (2020): 207–220.

in the form of interviews, which are analyzed descriptively by referring to the theory of qualitative data analysis issued by Lexy J. Moleong.

The fourth, conducted by Desi Novitasari, was titled "*Penerapan Metode Diskusi Kelompok Untuk Meningkatkan Kreativitas Siswa Tema Cita-Citaku Kelas IVB SDN Kepatihan 06 Jember*". The research employed classroom action research. This previous study aims to increase student creativity through group discussions in class IVB students at SDN Kepatihan 06 Jember.[57] The similarity between this research and previous research is that both of them are researching the use of discussion methods in learning. Even so, this research and previous research still have significant differences. The differences between this previous research and the research are the method used, the data collection techniques, and the data analysis techniques. This previous study was classroom action research, while this study used a qualitative descriptive approach. In the process of collecting data, this previous study used tests, interviews, observation, and documentation as instruments, which were then analyzed using quantitative and qualitative descriptive methods. On the other hand, in collecting data, this research uses instruments in the form of observations, interviews, and documentation, which are then analyzed descriptively by referring to the theory of qualitative data analysis issued by Lexy J. Moleong.

The fifth, conducted by Umar Soleh, Ferry Ferdianto, and Setiyani, was titled "*Korelasi Model Group Investigation Dengan Kemampuan Berpikir Kreatif Dan Kemampuan Pemecahan Masalah*". This research employed quantitative research with experimental methods. The purpose of this previous research was to determine the relationship between the group investigation model and the ability to think creatively and solve problems.[58] The similarity between this research and previous research is that both

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[57] Desi Novitasari, "Penerapan Metode Diskusi Kelompok Untuk Meningkatkan Kreativitas Siswa Tema Cita-Citaku Kelas IVB SDN Kepatihan 06 Jember" (Jember University, 2019).

[58] Umar Soleh, Ferry Ferdianto, and Setiyani, "Korelasi Model Group Investigation Dengan Kemampuan Berpikir Kreatif Dan Kemampuan Pemecahan Masalah" 3, no. 2 (2018): 139–54.

of them are researching the use of discussion methods in learning. Nevertheless, there are still several aspects that distinguish this previous research from this research, namely the method used, data collection techniques, and data analysis techniques. This previous study was quantitative experimental research, while this study used a qualitative descriptive approach. In the process of collecting data, this previous study used tests and observation as instruments, which were then analyzed using the quantitative method. On the other hand, in collecting data, this research uses instruments in the form of observations, interviews, and documentation, which are then analyzed descriptively by referring to the theory of qualitative data analysis issued by Lexy J. Moleong.

The last was conducted by Muhamad Johansyah Hasyim and entitled "*Peningkatan Kemampuan Berpikir Kreatif Dengan Metode Diskusi Kelompok Pada Mata Pelajaran Sejarah Kebudayaan Islam Siswa Kelas XI Di MA Ma'arif Udanawu Blitar*". This research employed qualitative research of the phenomenological type. The aim of this previous research is to describe and analyze the improvement of creative thinking skills using the group discussion method in the subject of Islamic cultural history for class XI students at MA Ma'arif Udanawu Blitar.[59] The similarity between this research and previous research is that both of them are researching the use of discussion methods in learning. This research and previous research also use the same research method. In addition, this previous research and this study also used the same data collection techniques, namely observation, interview, and documentation. Even so, this research and previous research still have significant differences. The differences between this previous research and the research are data validation techniques. This previous research used the triangulation technique for validating the data. Meanwhile, the data in this research are validated descriptively with two types of data analysis techniques, which include extended research and triangulation.

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[59] Muhamad Johansyah Hasyim, "Peningkatan Kemampuan Berpikir Kreatif Dengan Metode Diskusi Kelompok Pada Mata Pelajaran Sejarah Kebudayaan Islam Siswa Kelas XI Di MA Ma'arif Udanawu Blitar" (Tulungagung, Tulungagung State Islamic University, 2018).

Table 2.1. Previous Research Findings

No.	Name of Researcher, Year of Research, Title of Research, Origin of Institution	Similarities	Differences
1.	Ahmed Mohamed Soliman, 2021, Use Group Discussion Techniques and Develop Creative Thinking For Primary School Students, Higher Institute of Social Work in Kafr Saqr.	Both of them are researching the use of discussion methods in learning.	The method used.
2.	Ismuhul Fadhil, 2020, *Implementasi Metode Diskusi Dalam Meningkatkan Kemampuan Berpikir Kreatif Pada Hasil Belajar IPS Siswa Kelas IV*, Sunan Kalijaga State Islamic University.	Both of them are researching the use of discussion methods in learning and use same data collection techniques (observation).	The method used, data collection techniques (one of them uses observation and tests while the other uses observation, interviews and documentation) and the focus of the research.
3.	Rika Anggela, Suherdiyanto and Rina, 2020, *Peningkatan Creative Intelegency (Kecerdasan Kreatif) Siswa Melalui Metode Diskusi Kelompok Pada Pembelajaran Geografi*, IKIP PGRI Pontianak.	Both of them are researching the use of discussion methods in learning and use same data collection techniques (observation, and documentation).	The method used, data collection techniques (the previous research used questioners, meanwhile this research used interviews) and data analysis techniques.
4.	Desi Novitasari, 2019, *Penerapan Metode Diskusi Kelompok Untuk Meningkatkan Kreativitas Siswa Tema Cita-Citaku Kelas IVB SDN Kepatihan 06 Jember*, Jember University.	Both of them are researching the use of discussion methods in learning.	The method used, data collection techniques and data analysis techniques.
5.	Umar Soleh, Ferry Ferdianto, and Setiyani, 2018, *Korelasi Model Group Investigation*	Both of them are researching the use of	The method used, data collection techniques

	Dengan Kemampuan Berpikir Kreatif Dan Kemampuan Pemecahan Masalah, Swadaya Gunung Djati University.	discussion methods in learning.	and data analysis techniques.
6.	Muhamad Johansyah Hasyim, 2018, *Peningkatan Kemampuan Berpikir Kreatif Dengan Metode Diskusi Kelompok Pada Mata Pelajaran Sejarah Kebudayaan Islam Siswa Kelas XI Di MA Ma'arif Udanawu Blitar*, Tulungagung State Islamic University.	Both of them are using same research method and data collection techniques.	The data the validation techniques.

C. Theoretical Framework

A method is a way or path that is followed by someone in achieving the desired goal. The learning method is a way or path that is carried out by a teacher in delivering the specified learning materials. The method greatly influences learning outcomes. By using the right method, maximum results can be obtained.

The discussion method is one of the methods of learning. The discussion method is a method of delivering material that focuses more on activating students in learning because, with the discussion method, students are required to participate in interactions both as a group and individually in solving the problems being discussed. So, with this method, students can further develop their creative thinking because indirectly, they can try to solve problems by using the knowledge they have to formulate useful conclusions to answer or solve the problems they face.

The implementation of the discussion method on English subjects in class X MA Singo Walisongo Magetan is to carry out or implement the theory of learning methods in the classroom. In addition, see and describe the preparation, supporting factors, and inhibiting factors in the implementation of the discussion method as well as the students' creative thinking skills on English subjects in class X MA Singo Walisongo Magetan. The following is the framework of thinking about this research, namely:

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                    ┌─────────────────────┐
                    │  Discussion Method  │
                    └─────────────────────┘
                               │
                               ▼
                    ┌─────────────────────┐
              ┌────▶│     Preparation     │
              │     └─────────────────────┘
              │                │
              │                ▼
┌──────────┐  │     ┌─────────────────────┐      ┌──────────────┐
│ Teacher  │──┼────▶│   Implementation    │─────▶│  Students'   │
└──────────┘  │     └─────────────────────┘      │  Creative    │
              │                │                  │  Thinking    │
              │                ▼                  │   Skills     │
              │     ┌─────────────────────┐      └──────────────┘
              └────▶│  Supporting factors │
                    │and Inhibiting factors│
                    └─────────────────────┘
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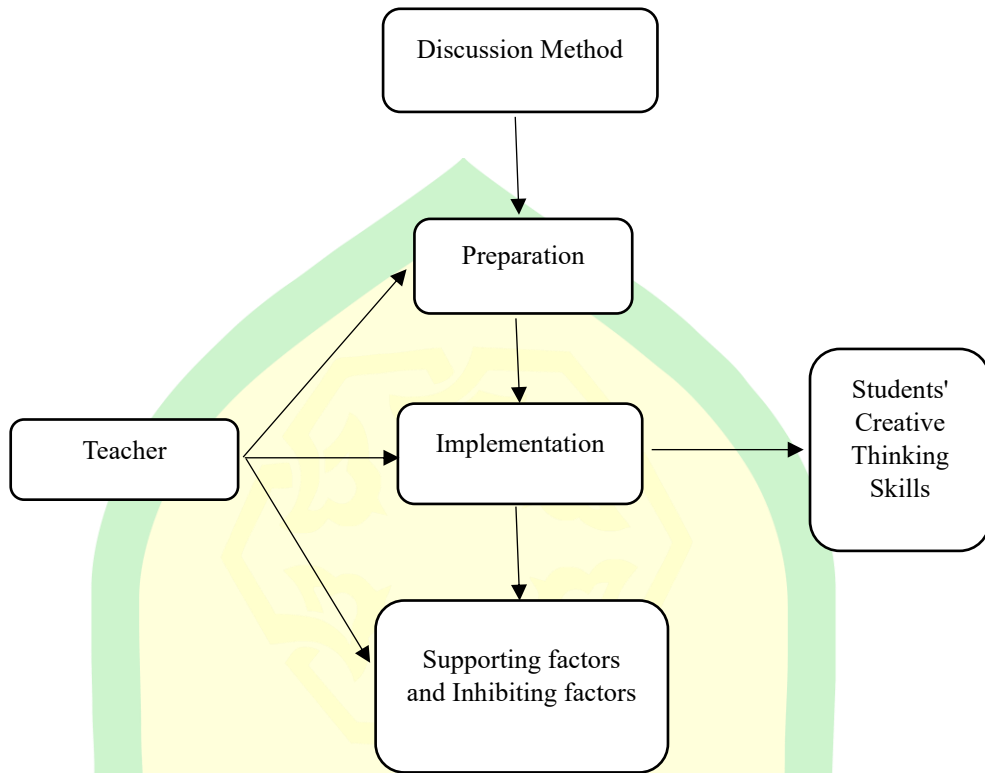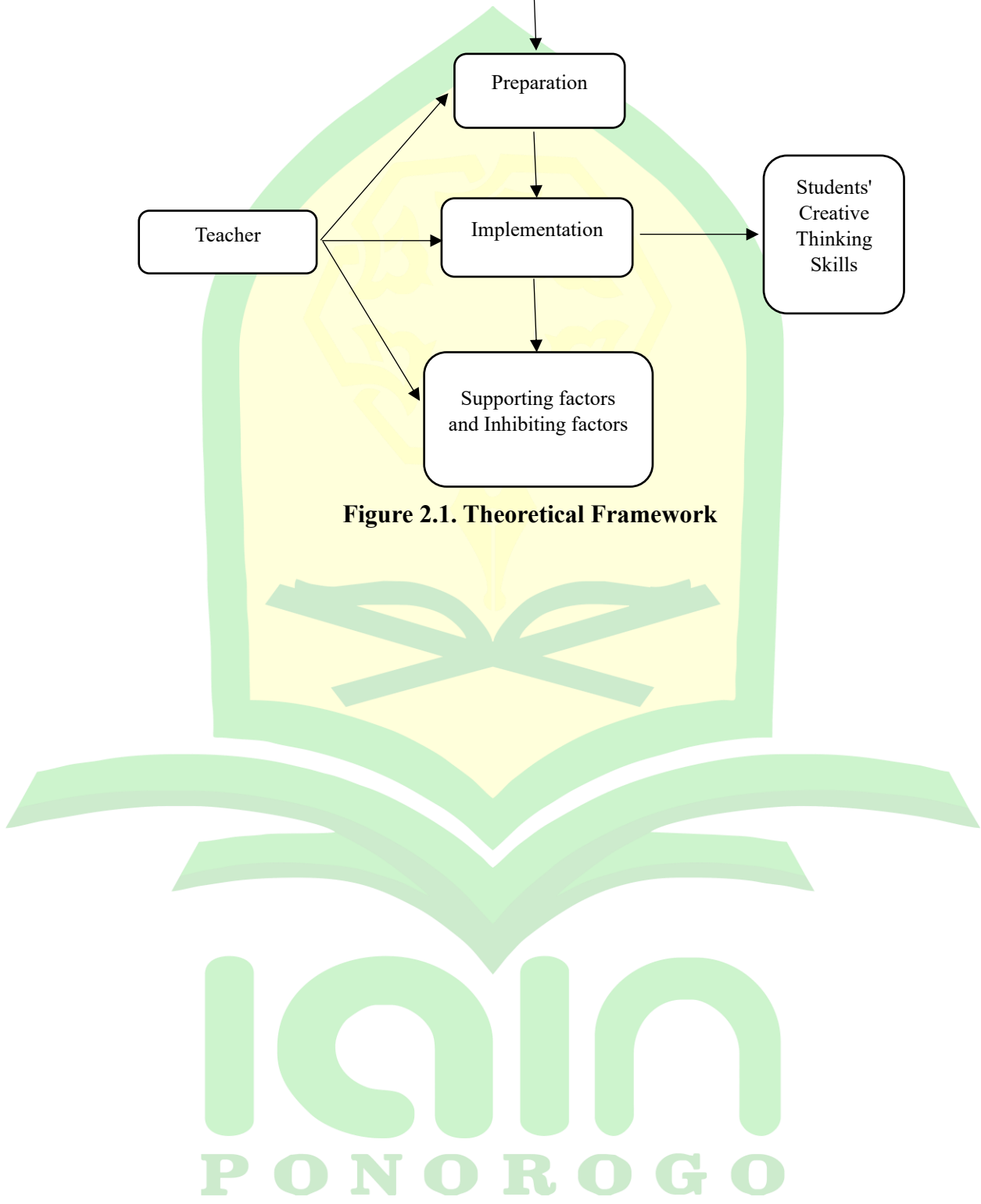
Figure 2.1. Theoretical Framework

CHAPTER III

RESEARCH METHOD

This chapter consists of eight sub-chapters, namely research design, research settings, data sources, data collection procedures, data collection techniques, data analysis techniques, data validity, and research procedures.

A. Research Design

Based on the title taken by the researcher, in this study the researcher uses 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.[60] Descriptive qualitative research is intended to understand phenomena about what is experienced by research subjects, such as behaviour, perceptions, motivations, actions, and others, as a whole by means of descriptions in the form of words and language, in a special natural context, and by utilizing various scientific methods.[61]

There are four characteristics of qualitative research:

1. Using a scientific background

2. Descriptive

3. More concerned with the process than the result

4. Inductive

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.[62] Where this research has a characteristic that lies

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[60] Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2005), 4.
[61] Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2008), 4.
[62] Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: PT. Rineka Cipta, 1993), 310.

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 MA Singo Walisongo Magetan. So, this study aims to understand the phenomena that occur holistically, by means of descriptions in the form of words and language, in a special natural context, and by utilizing various natural methods.

B. Research Setting

This research took place at MA Singo Walisongo, which is located in Becok hamlet, Kartoharjo village, Kartoharjo district, Magetan regency. The reason why the researcher chose this location is because MA Singo Walisongo is one of the senior high schools in Magetan district that used an Islamic boarding school-based education system that is also under the auspices of the Singo Walisongo Islamic Boarding School.

In accordance with this type of research, namely qualitative research, the presence of researcher at the research site is absolutely necessary as the main instrument. Researcher act as the main instrument that is acting as data collector, analyzer, and reporter of results. Meanwhile, instruments other than humans only act as supporters. Then the status of the researcher and this research was known by the informant or subject because previously the researcher had submitted a letter of permission to the principal of MA Singo Walisongo Magetan. Meanwhile, the role of the researcher in this case was that of a full observer, and in addition, the presence of the researcher was known by her status as a researcher, as confirmed MA Singo Walisongo Magetan.

C. Data Sources

There are two sources of data in this study, namely primary and secondary data sources. Primary data sources are data sources that directly provide data to data collectors.

Secondary data sources are sources that do not directly provide data to data collectors, for example, through other people or documents.[63] The sources of data for this research are:

1. **Primary data**

   Primary data sources are data collected, processed, and presented by researcher from primary sources who directly provide related data to researcher. In this study, the main sources of data or respondents are the English subject teachers and students of class X MA Singo Walisongo Magetan.

2. **Secondary Data**

   Secondary data sources are data obtained or collected by people in conducting research from existing sources.[64] This data is used to support primary information that has been obtained, namely from library materials, literature, previous research, books, and so on (parties from outside the school or institution).

D. **Data Collection Techniques**

   Data collection can be done in various settings, from various sources, and in various ways. When viewed from the setting, data can be collected in natural settings; when viewed from the data source, data collection can use primary and secondary data. In qualitative research, the main data collection techniques are observation and interviews.[65] In accordance with the type of research used by the researcher, namely the type of qualitative data that uses descriptive methods, according to Sugiyono, the techniques that we can do in qualitative research are interviews, observations, and documentation.[66]

1. **Observations**

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[63] Sugiyono, *Metode Penelitian Pendidikan "Pendekatan Kualitatif, Kuantitatif Dan R&D"* (Bandung: Alfabeta, 2010), 193.

[64] M. Iqbal Hasan, *Pokok-Pokok Materi Metodologi Penelitian Dan Aplikasinya* (Bogor: Ghalia Indonesia, 2002), 58.

[65] Sugiyono, *Metode Penelitian Pendidikan "Pendekatan Kualitatif, Kuantitatif Dan R&D"* (Bandung: Alfabeta, 2010), 308.

[66] Sugiyono, *Metode Penelitian Pendidikan "Pendekatan Kualitatif, Kuantitatif Dan R&D"* (Bandung: Alfabeta, 2010), 194.

Observation is one of the methods used to gather information about the implementation of the discussion method in improving students' creative thinking skills in learning English at MA Singo Walisongo Magetan, namely, by recording information witnessed by researchers in the field during the research.[67] According to Nasution, observation is the basis of all science. Scientists can only work based on data, namely facts about the real world obtained through observation. Besides that, Marshall also stated that through observation, researchers learn about behaviour and the meaning of that behaviour.[68]

Observation is a method of collecting data by conducting systematic observations and recordings of real phenomena to be investigated and researched. The observation method is an activity that involves focusing attention on an object to be studied using all the senses. According to Sugiyono, the most important thing in observation is the process of observation and a sharp memory.[69] Observations were made by the way the researcher directly observed the process of learning English using the discussion method at MA Singo Walisongo Magetan. So, in this case, the observation was carried out only during English class hours. While the way of collecting data is by researcher filling out observation sheets that have been prepared in accordance with the real conditions that occur in the teaching and learning process of students and teachers.

In this case, the researcher used two types of observation, namely, unstructured observation and structured observation.

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[67] W. Gulo, *Metodologi Penelitian* (Jakarta: Grasindo, 2010), 116.

[68] Sugiyono, *Metode Penelitian Dan Pengembangan Research And Development* (Bandung: Alfabeta, 2015), 222.

[69] Sugiyono, *Metode Penelitian Pendidikan "Pendekatan Kualitatif, Kuantitatif Dan R&D"* (Bandung: Alfabeta, 2010), 203.

a. An unstructured observation is one that is not planned out in advance for what will be observed. This type of observation is used by researcher to find some information, which includes:

1) The process of implementing the discussion method in learning English at MA Singo Walisongo Magetan.

Table 3.1. The Implementation of The Discussion Method in MA Singo Walisongo Magetan

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.
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*.

2) The factors supporting and inhibiting the implementation of the discussion method in learning English at MA Singo Walisongo Magetan.

Table 3.2. The factors Supporting and Inhibiting The Implementation of The 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	-

b. A structured observation is one that has been carefully planned. This type of observation is used by researchers to find information related to students' creative thinking abilities before and after implementing the discussion method in learning English at MA Singo Walisongo Magetan.

Table 3.3. Students' Creative Thinking Skills Before Implementing the Discussion Method

No.	Indicators	Observed Aspects	Yes	No
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 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.		√

Table 3.4. Students' Creative Thinking Skills After Implementing the Discussion Method

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

5.	Evaluation	4. Students give consideration on the basis of their own point of view.	√	
		5. Students analyze problems or solutions critically.	√	
		6. Students have reasons that can be accounted for to reach a decision.	√	

2. Interviews

One of the techniques used data collection in this study is the interview method. Interviews are a type of data collection technique that consists of question-and-answer interactions between researcher and research informants to learn about which data in the field.[70] The use of the interview method in research is useful for finding problems in the field that will be discussed in the research. In addition, the interview method is also useful for digging up data in the field related to research problems.[71]

Interviews are used as a data collection technique, namely, conversations with a specific purpose. The conversation was carried out by two parties, namely the interviewer who asked the question and the interviewee who gave the answer. In this research, the researcher used two types of interviews, namely structured interviews and unstructured interviews. Structured interviews are conducted by data collectors who prepare research instruments in the form of several questions and their answer choices, while unstructured interviews are free interviews where researchers do not use interview guidelines that have been neatly arranged, such as structured interview guidelines, and researchers only use guidelines that outline the problem; no answer choices will be provided.[72] While the interviews that the

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[70] Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2008), 186.
[71] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2014), 317.
[72] Sugiyono, *Metode Penelitian Pendidikan "Pendekatan Kualitatif, Kuantitatif Dan R&D"* (Bandung: Alfabeta, 2010), 194–97.

researcher conducted used unstructured interviews, namely asking structured questions to the English teacher at MA Singo Walisongo Magetan, whose answers had not been determined by the researcher and fully depended on the answers from the interviewees.

In this case, the researcher conducted interviews in order to find information related to the implementation of the discussion method in English subjects at MA Singo Walisongo Magetan, the factors supporting and hindering the implementation of the discussion method in English subjects at MA Singo Walisongo Magetan, and also related to the students' creative thinking skills before and after the implementation of the discussion method in English subjects at MA Singo Walisongo Magetan.

Table 3.5. Interview Outline

No.	Components	Questions
1.	The implementation of discussion method	1. How is your preparation for applying the discussion method in English teaching for X grade students' MA Singo Walisongo Magetan, specifically in improving students' creative thinking skills?
		2. What are the things that need to be considered in preparing for the implementation of the discussion method in teaching English for class X students of MA Singo Walisongo Mageatan, especially in improving students' creative thinking skills?
		3. How is the implementation of the discussion method that you usually do in teaching English to class X students at MA Singo Walisongo Magetan, especially in improving students' creative thinking skills?

		4. How are your efforts in making the discussion method effective during the English learning process for class X students at MA Singo Walisongo Magetan, especially in improving students' creative thinking skills?
2.	The factors supporting and hindering to the implementation of discussion method	1. What are the supporting factors in implementing the discussion method in the process of learning English for class X students at MA Singo Walisongo Magetan, especially in improving students' creative thinking skills?
		2. What are the hindering factors in implementing the discussion method in the process of learning English for class X students at MA Singo Walisongo Magetan, especially in improving students' creative thinking skills?
3.	The students' creative thinking skills before and after the implementation of discussion method	1. How is the creative thinking skills of class X students before the implementation of discussion method in English subjects at MA Singo Walisongo Magetan?
		2. How is the creative thinking skills of class X students after the implementation of discussion method in English subjects at MA Singo Walisongo Magetan?

3. Documentation

Documentation is a method of collecting data by viewing and recording data that already exists at the research location. The documentation can be in the form of notes, books, modules, pictures, and so on, in order to complement the interview and observation evidence.[73] G.J. Renier argues that the term "documentation" in a general sense can be categorized as covering all research data. Meanwhile, in a narrow sense, documentation is all research data in written form. As for the notion

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[73] *Sugiyono, Metode Penelitian Pendidikan (Bandung: Alfabeta, 2014)*, 329.

of documentation in a special sense, namely all data originating from the center. According to Meleong, there are several reasons why documentation is very useful in qualitative research, including:

    a. Documentation serves as a permanent and extensive source so that researchers can dig deeper into their research.

    b. Documentation can be used as evidence related to research that has been carried out.

    c. Documentation serves as an overview of research data.

    d. Analyzing the documentation data can deepen the exploration of problems in research.[74]

Documentation itself is a data collection technique where researchers look for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, agendas, and so on. According to Heri Jauhari, that documentation comes from the word "document" which means written items or archives related to investigations.[75] Researcher at MA Singo Walisongo Magetan used the documentation method to collect data about the course of teaching and learning activities, particularly English learning activities, in X grade students using discussion method. The data obtained will be in the form of photos when English learning activities take place. In addition to photo documentation of activities, researcher also look for data about the history of the founding of MA Singo Walisongo Magetan, organizational structure, and teacher and student data.

E. Analyzing Data Techniques

According to Bogdan and Biklen in their book Qualitative Research for Education: An Introduction to Theory and Methods, as quoted by Lexy J. Moleong, qualitative data

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[74] Sugiyono, *Metode Penelitian Dan Pengembangan Research And Development* (Bandung: Alfabeta, 2015), 240–241.

[75] Heri Jauhari, *Pedoman Penulisan Karya Ilmiah Edisi Revisi* (Bandung: Pustaka Setia, 2007), 36.

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.[76]

The process of data analysis that will be carried out by researcher will go through the following stages:

1. **Organizing data**

    This data is organized using a variety of sources, including informants and direct experiences documented in field notes, interview transcripts, and documentation. Then break it down into units, synthesize, arrange into patterns, choose which ones are most important and what will be studied, and make conclusions that can be told to others.

2. **Summarizing data**

    At this stage, the researcher will choose the main things, focus on the most important things, and make categories.

3. **Data validity check**

    The analysis technique that the researcher uses is descriptive qualitative data analysis. Qualitative descriptive analysis, according to Winarno Surachmad, is to determine and interpret the existing data. For example, about the situation encountered, a relationship, activity, view, or attitude that emerges, or about an emerging process, an apparent tendency, a sharp conflict, and so on, or, in other words, describing qualitative data by compiling and grouping existing data to provide the reader with a complete picture.[77]

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[76] Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2005), 48.

[77] Winarno Surachmad, *Pengantar Penelitian Ilmu Dasar Metodik* (Bandung: Tarsito, 1999), 139.

F. Data Validity

The data collection went through three stages, including the preliminary stage, the filtering stage and the stage of completing the data that was still lacking.[78] Checking the validity of the data often occurs at the data filtering stage. Therefore, if there is irrelevant and insufficient data, the data will be filtered again in the field, so that the data has a high level of validity. In testing the validity of the data, the researcher used several techniques as follows:

1. **Extend research**

   By extending the research, researcher can re-examine their research. The method is by returning to the field to make observations and interview again with data sources that have been encountered and new ones. This observation implies that the researcher's and informant's relationship is becoming more intimate, open, and trusting, so that there is no longer any hidden information. With the extension of this observation, the researcher checks again whether the data that has been given so far is the correct data or not. Definite data is valid data that corresponds to what happened.[79]

   The extension of this observation relates to the discussion method in improving the creative thinking skills of class X students in learning English at MA Singo Walisongo Magetan, which contains the preparation for implementing the discussion method, the process of implementing the discussion method, the inhibiting and supporting factors for the implementation of the discussion method, as well as the students' creative thinking skills before and after the implementation of the discussion method in learning English at MA Singo Walisongo Magetan.

2. **Triangulation**

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[78] Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2005), 173.
[79] Sugiono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2014), 368–370.

Triangulation is done to strengthen the data and make the researcher believe in the truth and completeness of the data. The triangulation can be done continuously until the researcher is satisfied with the data.[80] In this qualitative research, the researcher uses the triangulation technique, namely, by re-checking the information obtained from informants with different techniques.[81] For example, data obtained by interview, then checked by observation and documentation. If the data from the three data credibility testing techniques produce different data, the researcher must conduct further discussions with the data sources obtained to determine which data is correct or maybe all of them are correct, because of different points of view.[82] This was done to obtain credible information regarding the implementation of the discussion method in improving the creative thinking skills of the tenth-grade students of MA Singo Walisongo Magetan.

G. Research Procedures

This section describes the research procedure that the researcher went through, which is a description of the steps used by the researcher to collect data to answer the research questions posed in this study, which includes three stages, namely the pre-research stage, the field research stage, and the data analysis stage.

1. Pre-research stage

In this stage, the researcher proposes several titles to the head of department to get approval on which title will be used. After the research title is accepted, the researcher

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[80] Afrizal, *Metode Penelitian Kualitatif* (Jakarta: Rajawali Pers, 2016), 168.

[81] Sugiyono, *Metode Penelitian Dan Pengembangan Research And Development* (Bandung: Alfabeta, 2015), 242.

[82] Sugiyono, *Metode Penelitian Pendidikan "Pendekatan Kualitatif, Kuantitatif Dan R&D"* (Bandung: Alfabeta, 2010), 274.

begins to develop a research outline, which will be submitted again to the head of the department to serve as the basis for preparing a thesis proposal. Then, when the head of the department has decided that the research outline is appropriate to be used as a reference, the researcher begins to compile a research proposal. Research proposals that have been completed are then submitted to take part in proposal seminars. After the research proposal is declared eligible to be tested and is received by the examiners, the researcher can carry out the thesis proposal exam.

2. **Field research stage**

The real research is done at this stage. The first thing that was done was to apply for a permit from the faculty, addressed to MA Singo Walisongo Magetan. Researcher can collect data after waiting for approval from the school concerned and can introduce themselves in advance to the subject or informant to make observations in the school environment. Only after that did the researcher begin to collect data, conduct interviews with informants, record statements from documents, and record things that were being observed. The researcher tried to obtain as much information as possible about the application of the discussion method to English subjects and other relevant matters. Before conducting the interview, the researcher prepared a list of questions in advance, but the researcher could develop these questions if the answers from the informants were too short and direct these questions to be more focused on research.

3. **Research data analysis stage**

The data that has been collected during research activities in the field is still raw; therefore, it needs to be analyzed so that the data is neat and systematic. It is at this stage that the researcher classifies and organizes the data into a pattern so as to produce a clear, detailed, and systematic description. As explained earlier, data analysis was carried out during and after data collection. To check the validity of the data, the researcher did not only obtain information from one informant, but also needed to

obtain information from other informants as a comparison, so that new data was obtained.[83]

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[83] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2006), 123.

CHAPTER IV

RESULT AND DISCUSSION

This section contains a general description of the research location, data exposure, and research findings.

A. General Description of The Research Location

This section contains a description of the research background situation based on the character of the research subject. The general description of the background of this research is the starting point in the description of the next core section.

1. Background of The School

a. School Profile

a) School Name : Madrasah Aliyah Singo Walisongo

b) School Statistics Number (NSM) : 131235200009

c) Operational Permit Number : Number: 7858 Year 2016

d) School Accreditation : Accredited B

e) Street : Pondok Pesantren Street

f) Village : Kartoharjo

g) District : Kartoharjo

h) Regency : Magetan

i) Telephone Number : (0351) 864778

j) E-mail : masingomagetan9@gmail.com

k) School Deed Number : Number AHU-0002699-AH.01.04.

In 2012

l) Land Status : Privately Owned

m) Land Size : 2000 m^2

n) Building Status : Privately Owned

o) Building Level : 2 (two) floors

p) Building Size : 1200 m^2

b. **School Visions and Missions**

1) School visions

a) The realization of the quality of Education.

b) Faith and piety that understand Ahlussunah Wal Jamaah.

c) Harmonious relations with the community.

2) School missions

a) Educating the life of the nation.

b) Developing Islamic religious attitudes and practices.

c) Carry out learning and guidance effectively so that each student can develop optimally, according to the potential they have.

d) Fostering an intensive spirit of excellence for all madrasah residents, both in academic and non-academic achievements

c. **School Objectives**

The expected goals of organizing education at Madrasah Aliyah Singo Walisongo are:

a) Preparing students to be able to develop themselves in line with science, technology, and the arts guaranteed by IMTAQ Islamic teachings.

b) Creating diligent students in worship with noble character in accordance with the Shari'ah.

c) Guiding students to develop their own potential, in order to achieve in the lives of religion, society, and the state.

d) Students have an increased interest, talent, and ability in English and Arabic than before and are able to become MCs (Masters of Ceremonies) and give speeches in these two languages

d. **Students Data**

Table 4.1. Data on The Total Number of MA Singo Walisongo Students

Academic Year	Class X IIS&MIA		Class XII IIS&MIA		Class XIII IIS&MIA		Class X-XII	
	The Number of Students	The Number of Robel	The Number of Students	The Number of Robel	The Number of Students	The Number of Robel	The Number of Students	The Number of Robel
2019/2020	18	1	31	2	30	2	79	5
2020/2021	19	1	18	1	31	2	62	4
2021/2022	10	1	9	1	18	1	47	3
2022/2023	12	1	10	1	9	1	31	3

e. **Teachers Data**

Table 4.2. Data on The Total Number of MA Singo Walisongo Teachers

No.		Status of Educators and Personnel Education	Total
A.		Educators	
	1.	PNS teachers are seconded permanently	-
	2.	The permanent teacher of the foundation	14
	3.	Honorary teacher	-
	4.	Not permanent teachers	2
B.		Personnel Education	
	1.	KTU	1
	2.	TU staff	1
		Total Personals Number	18

2. Research Subject

The subject of this study was a teacher who taught English at MA Singo Walisongo Magetan. The teacher teaches English subjects from class X to class XII at MA Singo Walisongo Magetan. The following is the profile of the teacher, namely:

- Name : Siti Namiroh
- Place and Date of Birth : Magetan, 28 October 1997
- Gender : Woman
- Religion : Islam
- Address : Kartoharjo Magetan
- Start teaching on : 2020
- Degree/Study Program : Bachelor degree (S1)/ bachelor of mathematics education

B. Data Description

The data presented is the result of research conducted in the field using established data mining techniques, namely observation, interviews, and documentation. The data in this study are also presented in the form of descriptions accompanied by statements and have been adjusted to the order of the problems. From the results of the research that researcher conducted at MA Singo Walisongo Magetan regarding the implementation of the discussion method in improving students' thinking skills in learning English at MA Singo Walisongo Magetan, the researcher will describe the data obtained as follows:

1. Implementation of Discussion Method in Improving Students' Creative Thinking Skills in Learning English at MA Singo Walisongo Magetan

The results of the documentation were used in the preparation for the implementation of the discussion method, namely by making a learning implementation plan (RPP) on historical text material. Based on the results of the

interview conducted on February 16, 2023, Ms. Siti Namiroh, S.Pd., explained that

the preparations made before implementing the discussion method were:

> First, learning tools must be prepared so that they don't only study textually but truly master the material being taught. Furthermore, understanding core competencies and basic competencies, learning objectives, learning processes, children's assessment benchmarks such as the terms enrichment and remedial, how teachers and children interact, and preparing teaching materials. Furthermore, learning English is not only conceptual but also habitual. In order for children to understand more easily, the material should be taught as simply as possible in class.

Preparation is essential before implementing the discussion method in

English subjects, and it is inextricably linked to learning tools. The learning device

is in the form of an RPP (Learning Implementation Plan). According to Mrs. Siti

Namiroh S.Pd., the next preparation was to really master the material that would be

taught later. Next is to understand the core competencies, basic competencies,

learning objectives, and learning processes that will be conveyed to students. Ms.

Siti Namiroh S.Pd., also stated that a teacher must first understand how the teacher

and students interact so that the learning process can take place actively later on.

The material presented in class is also explained in a simple way so that it is easier

for students to understand and apply in everyday life. Next, prepare teaching

materials that will later be delivered in class, along with assessment benchmarks

that will later be carried out. The assessment that will be carried out later includes

enrichment and remedial if the student does not meet the KKM of 70.

This is directly proportional to the results of observations made on February

16, 2023, when the researcher saw Mrs. Siti Namiroh S.Pd., as the research subject

before entering class and re-read the lesson plan (RPP) and the subject matter to be

delivered.

Based on the results of the interview conducted on February 16, 2023, Ms. Siti Namiroh S.Pd., explained that the things that need to be considered in preparing for the implementation of the discussion method are:

> Prepare the lesson plan that will be taught because it is a teacher's reference; if he doesn't (doesn't) have a lesson plan, it means he is careless, so actually, the lesson plan makes it easier for the teacher, right? In lesson plans, there are core competencies, basic competencies, and learning objectives. If the teacher is too lazy to make lesson plans, what's the story? That's why the K-13 implementation manual already exists, so it's just a matter of preparing the children. The material must really be mastered; after that, we prepare the conditions in class.

Based on the above, it is known that the things that need to be considered in preparing for the implementation of the discussion method include lesson plans, mastery of the material, and preparing conditions in class. The RPP is the main reference when a teacher will teach in class because the RPP contains the core competencies and basic competencies that need to be achieved by students in the material taught by a teacher. Furthermore, the RPP also contains learning objectives and others that really help the teaching and learning process of a teacher in class or can be said to be a teacher's reference in teaching. Mastery of the material is also very important because a teacher who is good at explaining makes students feel more interested, because the material explained becomes easier for students to understand.

Based on observations made on February 16, 2023, the researcher saw that before teaching, the research subject read or re-checked the lesson plan (RPP) and the material to be taught so that when they entered class, they were ready to teach.

Finally, the thing that needs to be considered is how to prepare the classroom conditions for learning. When they first entered class, not all students were ready to learn right away because they might not have prepared themselves to learn. Like still playing with friends, thinking about other things that are outside the classroom,

less clean classrooms, not having prepared books and stationery for studying, and so on. Conditioning the class is very important because the discussion method requires good direction from the teacher so that the discussion is conducive and there is no discussion that does not lead to learning objectives.

Based on observations made on February 16, 2023, the researcher saw Mrs. Siti Namiroh S.Pd., conditioning the class so that they were ready to learn, namely by asking students to tidy up their seats and prepare stationery to be used for learning.

Based on the results of an interview conducted on February 16, 2023, Ms. Siti Namiroh S.Pd., explained the implementation of the discussion method in English subjects, as follows:

> Greet the children as usual, say hello. I usually spend 10 or 5 minutes getting used to strengthening spiritual values, besides asking about material taught to them before or yesterday, so there will be interaction because in the 2013 curriculum, the teacher as a facilitator only directs and guides them. So now it's more about reflection, so that it stimulates them to catch and reason; after that, it's just about core competencies; but before that, I told (ordered) to observe them first, but before observing, I asked them first, I lured them, "How was the practice yesterday?"; after that, only if they really have mastered it according to the lesson plan that we have prepared, we will move on to the core competencies; namely, the first to observe depends on our strategy with the teaching methodology. When we use the discussion method, we usually order to form groups of 3-4 people. After that, we give the assignments to each group to work on or discuss, and then each group comes forward for the presentation. The other groups responded to the results of the discussions that were presented.

Based on the results of observations on February 9, 2023, the researcher found that Ms. Siti Namiroh S.Pd. usually divided the discussion groups at the previous meeting. Learning begins with greetings and student attendance. Furthermore, the learning process is not much different from learning in general. However, at the end of the lesson, Mrs. Siti Namiroh S.Pd. will divide the students into several groups consisting of 3-4 people and give assignments or problems for each group to work on.

Based on subsequent observations, on February 16, 2023, researcher saw that the process of implementing the discussion method in learning began by greeting students, saying greetings, praying, and strengthening student understanding by providing additional material for about 5-10 minutes at the beginning of learning in the form of associations or perceptions of students. Then the discussion continued by asking each group to come forward in turn to present the results of their discussion; other groups responded to what had been presented; and lastly, Mrs. Siti Namiroh S.Pd., asked questions to students and explained the material so that they can understood it better. Based on the results of the observations made, the implementation of the discussion method in the English subject was carried out by Ms. Siti Namiroh S.Pd., namely:

Table 4.3. The Implementation of The Discussion Method in The English Subject was Carried Out by Ms. Siti Namiroh S.Pd.

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.
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 results of observations made on February 16, 2023, the implementation of the discussion method in the English subject conducted by Ms. Siti Namiroh S.Pd., began with the initial activities, namely: the teacher entered the study room on time at 8.50 WIB, said greeting when entering class, asked news and checked students' attendance, asked about students' learning readiness, started learning activities by making associations or perceptions before explaining material, conveyed material to be studied, and explained basic competencies or learning objectives to be achieved.

Furthermore, the core activity, which is the main activity, shows whether the discussion method is carried out or not. The following is the implementation of the discussion method in the core activities, namely: the teacher explained the description of the subject matter, asked students to sit in groups according to predetermined groups, re-explained the tasks that have been given at the previous meeting to each group, instructed each group to work on or complete the assignments given, instructed students to discuss in formulating results, instructed each group to present the results of their group discussions, invited other groups to provide feedback regarding the results of the discussions that have been presented, and assigned assignments to students for assessment or testing their understanding of the subject matter.

Figure 4.1. Students actively discuss the tasks given by the teacher

Then, the last activity is the closing activity, which is the final part of the learning process. Following are the closing activities in implementing the discussion method in English lessons, namely: the teacher asks students to conclude the material that has been studied, provides reinforcement of the material that has been studied, conveys the material that will be studied next, closes the lesson by saying *hamdalah*, and greets the participants. Learning from the day's observations ended at 10.10 WIB.

Based on the documentation results, the material presented at the observation on February 16, 2023 is belief in the last day. The lesson plan (RPP) used by Mrs. Siti Namiroh S.Pd., in teaching shows that the discussion method is used by dividing groups of 4-5 people, giving assignments, namely sub-sub-materials about historical texts, and instructing students to discuss in completing assignments. After that, one of the groups presented the results of their group discussion, and the other groups gave their responses.

Based on the results of the documentation and looking at the lesson plan (RPP), the discussion method is seen in the core activity, namely Mrs. Siti Namiroh S.Pd., dividing the groups the same as before. Next, Ms. Siti Namiroh S.Pd., gave each group a story to discuss regarding historical texts. The results of the discussion

were presented in front of the class by each group, and finally the other groups gave their responses.

2. **The Factors Supporting and Hindering The Implementation of Discussion Method Enhancing Creative Thinking Skills in Learning English at MA Singo Walisongo Magetan**

Based on the research findings that the researcher 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 of factors, namely factors that support the implementation and factors that hinder the implementation which is explained as follows:

a. **The Factors Supporting The Implementation of The Discussion Method Enhancing Creative Thinking Skills in Learning English at MA Singo Walisongo Magetan**

Based on the results of an interview conducted on February 16, 2023, Mrs. Siti Namiroh S.Pd. explained the factors that contribute to the effectiveness of the discussion method's implementation in the learning process, as follows:

> The first thing we have to do is stimulate their interest, because their interest in wanting to learn and understand what we teach. The main way is to make us do quizzes (ask a question), although sometimes the questions are outside of the chapter we are teaching. We give them school reasoning, we make prizes, and only after that do we give them the courage to go to school. in front, so that you don't get sleepy (not sleepy), some don't catch you (don't understand), and we give trust to them to interact in front. For example, when talking about the Historical Texts chapter, we make zigzags (alternating based on the seats) in front of the blackboard, try to get three people to come forward, and if we immediately give them historical texts, what are the historical texts? monotone means we love (give) children's interactions to move forward, maybe in a pattern, for example by way of games or discussions. We give zigzag (alternately based on the seat), whose order will be first; if you don't dare, we will take two that's the second way.

Based on the results of observations made on February 16, 2023, researcher found that during English language learning using the discussion method, students tend to be active when learning and teaching activities take place. Students actively asked various kinds of questions and answered existing questions well during discussion process.

The first thing that becomes a supporting factor in the implementation of the discussion method is the interest in learning from students. Interest in learning is very influential in the learning and teaching process because, with an interest in learning a material students become more enthusiastic in learning and it is easier to understand the material, being taught. Mrs. Siti Namiroh S.Pd., also conveyed other things that were supporting factors in implementing the discussion method, as follows:

> Facilities and infrastructure are certain, but that is not the reference. If building can teach a teacher down (decrease in teaching enthusiasm), the most important principle for us as teachers is that the main supporting factor is sincerity, our dedicated intention to dedicate ourselves to education. The teacher, when it comes to social status anywhere, is that a teacher can't (can't) be a manager, so whatever it is, then it's of a regulatory nature, sincere, intention to devote oneself to education, that's what must be locked, and when it's all there in a teacher, then the supporting factors can be processed. Yes, one of the efforts is definitely textbooks, then teaching aids, to make it easier for students to learn; if they isn't (don't) a visual aid, for example, if we want to describe goods or people, if there is no demonstration, if there is no pictures, it's difficult, right?; it's even better if there's a movie. Another supporting factor is the existence of rules in the discussion, so that they are not busy themselves.

Figure 4.2. Interview process with Mrs. Siti Namiroh S.Pd.,

Based on the results of observations made on February 16, 2023, researcher found that the facilities and infrastructure were quite adequate; it's just that the classrooms that had been standing for a long time made it seem not so neatly organized and poorly maintained. The researcher also saw the teacher patiently and painstakingly guided and helped students during the discussion process in the class. The teacher also decided the rules for the discussion in the form of task division, time allocation, and how to give and respond to opinions during the discussion.

Mrs. Siti Namiroh S.Pd., also explained that facilities and infrastructure are also important in supporting the learning and teaching processes but are not the main supporting factors. The main supporting factor in the implementation of the discussion method is sincerity and devotion to educating oneself. A teacher remains a teacher wherever he is, for students or people who already know him as a teacher. Other supporting factors can be in the form of handbooks or textbooks and visual aids that are adapted to the material to be taught. Teaching aids are also useful for further increasing students' understanding of the material being taught and increasing student interest in learning. Finally, the existence of rules in the discussion is the supporting factor in implementing the discussion method. This is so that the discussion runs systematically and regularly and is directed to achieve the learning objectives at that time. The students are also increasingly responsible for carrying out their respective duties. Then, the discussion time goes according to what is determined and produces conclusions according to the learning objectives.

b. **The Factors Hindering the Implementation of The Discussion Method Enhancing Creative Thinking Skills in Learning English at MA Singo Walisongo Magetan**

Based on the results of an interview conducted on February 16, 2023, Mrs. Siti Namiroh S.Pd. explained the inhibiting factors in implementing the discussion method in the learning process, as follows:

> The hindering factor is the character of the students themselves. Sometimes there are those who are diligent, lazy, or embarrassed to come to the front of the class, so how do we take care of it? Then (furthermore), nowadays, smartphones (handphones) really influence children, so when we tell them to study, interact with friends, and hold discussions while looking at references on Google, sometimes they are even engrossed in playing on their own smartphones. Open social media, play games; when it's like that, it's hard. Then besides that, children have a great deal of curiosity; if their parents don't support them in the learning process, I think that will be the biggest obstacle. The second factor is the encouragement factor of parents, who must really support learning at home.

Based on observations made on February 16, 2023, researcher found that there were students who were less enthusiastic during discussion. The students who were less enthusiastic during the discussion focused more on playing their smartphones during the discussion. Some of the students were busy playing games, exchanging messages, and playing social media.

The first inhibiting factor stated by Mrs. Siti Namiroh S.Pd., was the character of the students themselves. This means that it is more inclined toward the mastery of the teacher in the classroom. According to Mrs. Siti Namiroh S.Pd., currently developing technology has greatly influenced the students' enthusiasm for learning. Smartphones with lots of social media and games in them that are currently developing are bringing the attention of students there, so that students are not ready to accept the lessons that will be taught at that time. The next inhibiting factor is a lack of parental support in

encouraging their children to study at home. When the child begins to be unenthusiastic about studying at home, the child is also not very well prepared or has the enthusiasm to study at school.

Based on the factors inhibiting the implementation of the discussion that was said by Ms. Siti Namiroh S.Pd., it has more to do with external factors inhibiting student learning in general. This can be seen from the explanation of Mrs. Siti Namiroh S.Pd., which is more directed at the inhibiting factors for students' in learning that come from outside the classroom and influence the classroom. Then, from the explanation of Ms. Siti Namiroh S.Pd., it can also be seen that whatever method is used, the inhibiting factors that have been conveyed can become obstacles in implementing learning methods in the classroom, be it the lecture method, the question and answer method, or even the discussion method.

3. **The Students' Creative Thinking Abilities Before and After The Implementation of The Discussion Method in Learning English at MA Singo Walisongo Magetan**

One of the teaching methods that is often used in MA Singo Walisongo Magetan is the discussion method. The discussion method is considered to be able to improve students' creative thinking. This is because in conveying the learning material, the teacher also provides examples that are related to and in accordance with existing facts, such as historical text material. The teacher gives examples that match the material, which is then followed by asking students to discuss, search for, and analyze similar material as a form of evaluation. From this learning, the level of creative thinking of students can develop.

Based on the results of an interview conducted on February 16, 2023, Ms. Siti Namiroh S.Pd., explained students' creative thinking abilities before implementing the discussion method, as follows:

> Actually, the students have the ability to think creatively, but yes, some are visible and some are not. In normal lectures, they are also diligent in asking questions; if asked something like that, they can also answer well; but what they say isn't much different from one another; so, their opinions seem monotonous and just like that, nothing special; there's nothing new. Then, when asked for problem solving, it's still a bit difficult, sis. How should I say it? They are confused about how to solve it. So, if they are told to do their own problem solving… or given a project to make something up, for sure it's difficult... even if you could do that later, the results would be similar, not much different anyway...

Based on the results of observations made on February 9, 2023, researcher found that during English language learning, students actively asked various kinds of questions and answered existing questions well. Besides that, students are also able to give different interpretations of a situation based on pictures or stories given by the teacher. Students are able to apply the concepts they have learned well from their own point of view. However, when faced with problem solving, students experience difficulties solving existing problems. The ideas they give for solving problems tend to be monotonous and do not differ much from one student to another.

Based on the results of an interview conducted on February 16, 2023, Ms. Siti Namiroh S.Pd., explained students' creative thinking skills after implementing the discussion method, as follows:

> If you use discussion, it's better… Previously it was less varied, monotonous… It becomes more diverse when you use discussion. They also become more active in their opinions. Because the point of the discussion is exchanging opinions with others, so the result is that their mindset develops. If asked to solve a problem like that, they can think of new ideas for what kind of solution should be used, sis. Then another example like before when they were presenting: the project I gave them was completed well, and the results were also quite satisfying… usually just following along with their friends, if not then just being silent when they repeat (teach) right… If you use their discussion so that it's more critical and everything is active, then the

answers are also varied. So the point is that students' creativity is honed more when using discussion.

Based on the results of observations made on February 16, 2023, researcher found that during English language learning using the discussion method, students actively asked various kinds of questions and answered existing questions well. Besides that, students are also able to give different interpretations of a situation based on pictures or stories given by the teacher. The students are able to apply the concepts they have learned well from their own point of view. Students are also able to develop and enrich an idea related to the problem that is the topic of their discussion. Students also tend to find new ideas to solve existing problems. These ideas themselves come from the results of the analysis and critical thinking abilities of students in solving problems. Finally, students are able to make decisions or draw conclusions regarding what they are discussing as a form of problem solving.

Table 4.4. The Students' Creative Thinking Abilities Before and After The Implementation of The 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.	X	√
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.	X	√

				X	√
3.	Originality	1. Students can think of problems or things that have never been thought of by other people.		X	√
		2. Students try to think of new ways of solving problems by referring to existing ways.		X	√
		3. Students have a different way of thinking than others.		X	√
4.	Elaboration	1. Students are able to develop or enrich the ideas of others.		X	√
		2. Students try to examine the details to see which direction to go.		X	√
		3. Students add details to their own or other people's descriptions or ideas.		X	√
5.	Evaluation	1. Students give consideration on the basis of their own point of view.		X	√
		2. Students analyze problems or solutions critically.		X	√
		3. Students have reasons that can be accounted for to reach a decision.		X	√

C. Discussion

Based on the results of the research that has been carried out through interviews, observation, and documentation, the researcher then conducts data analysis according to the analysis technique that has been chosen, namely using qualitative data analysis techniques. The data analyzed is in accordance with the research data and refers to the problem formulation. The following are the results of the researcher's analysis:

1. **Implementation of Discussion Method in Improving Students' Creative Thinking Skills in Learning English at MA Singo Walisongo Magetan**

   The process of implementing the discussion method for learning English at MA Singo Walisongo Magetan, especially in learning English, includes two main processes: the preparation process and the implementation process.

Based on the findings in the field, both from the results of interviews, observations, and documentation, the preparations made prior to the implementation of the discussion method in order to improve students' creative thinking abilities are no different from other conventional learning methods. The preparation for the implementation of the first discussion method is to make learning devices. The learning device is in the form of an RPP (Learning Implementation Plan).

Understanding core competencies, basic competencies, learning objectives, and the learning process that will be delivered also needs to be prepared for the smooth implementation of discussion methods in English subjects in class X MA Singo Walisongo Magetan. Preparing how to interact actively with students is also important, so that the learning process can increase students' interest and attention in learning. This is directly proportional to the opinion of Dede Rosyada, who stated that the role of educators in implementing the method is so important because student learning activities are strongly influenced by the attitudes and behavior of educators in the classroom.[84]

According to the interviewees, active interaction is often carried out by asking questions of the teacher, and for students who are able to answer, they get additional points. Based on the narrative of the research subject, active interaction is also carried out by attracting students' interest in learning by presenting interesting stories according to the students or descriptions of the material to be studied, so as to be able to bring students to follow the lessons with focus.

Teaching materials are the main thing that must be prepared before implementing the discussion method. It is because teaching materials are anything

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[84] Abdul Majid, *Perencanaan Pembelajaran (Mengembangkan Standar Kompetensi Guru)* (Bandung: Remaja Rosdakarya, 2008), 94.

that helps teachers or educators when carry 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.[85] The results of the observations show that the teaching materials used for teaching are teacher and student handbooks.

Assessment benchmarks need to be prepared entering the learning process because for the sake of creating systematic teaching and learning activities. Based on the research results, the prepared assessment is attached to the RPP (Lesson Plan). 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).

Based on the results of research conducted through interviews, observation, and documentation, things that need to be considered in preparing for the implementation of the discussion method in this English subject include making lesson plans, mastering the material, and preparing the classroom environment. Making an RPP (Lesson Plan) to carry out this discussion method is not much different from the implementation of other learning methods. Making RPP (Lesson Plan) follows the pre-existing RPP format. This can be seen based on the documentation that the researcher did for the RPP (Lesson Plan), which the researcher then made into an attachment to this study.

Mastery of the material becomes very important because a teacher who is good at explaining makes students feel more interested because the material being explained becomes easier for them to understand. In addition, preparing the conditions in the classroom is also something that cannot be ignored, all of which

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[85] Abdul Majid, *Perencanaan Pembelajaran (Mengembangkan Standar Kompetensi Guru)* (Bandung: Remaja Rosdakarya, 2008), 173.

are intended to make the learning process conducive. Suhaenah Suparno suggests the criteria that must be met when arranging classroom facilities, namely:[86]

a. The arrangement of the room is considered good if it supports the effectiveness of the learning process, one of which is that the children learn actively and the teacher can manage the class well.

b. The arrangement is flexible so that changes from one goal to another can be carried out in such a way that it is in accordance with the nature of the activities required by the goals to be achieved at that time.

c. When children learn about a concept, there are facilities that can provide assistance to clarify these concepts, namely in the form of pictures, models, or other media so that these concepts are not verbal in nature. The storage for tools and media is quite easy to reach so that students' learning time is not wasted.

d. Spatial planning and existing facilities in the classroom must be able to help students increase their motivation to learn so that they feel happy learning. Of course, this indicator is not immediately known, but an experienced teacher will be able to see whether students are happy or not.

Based on the results of the study using observation techniques, preparing class conditions was seen when Ms. Siti Namiroh S.Pd., entered the class, then ordered students to tidy up their seats, dispose of trash if there was scattered trash, prepare stationery to be used for learning, and tidy up the class.

The method is the method used by the teacher to convey lessons to students. Therefore, the method to be used must be appropriate to the goals and objectives that have been set.[87] The discussion method is a way of educating that seeks to solve

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[86] Abdul Majid, *Perencanaan Pembelajaran (Mengembangkan Standar Kompetensi Guru)* (Bandung: Remaja Rosdakarya, 2008), 168.

[87] Jumanta Hamdayana, *Metodologi Pengajaran* (Jakarta: Bumi Aksara, 2017), 94.

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.[88]

Based on the research results from interviews, observations, and documentation, it is known that the division of discussion groups was carried out at the previous meeting. This also applies to the division of tasks or topics of discussion that will be discussed later. According to Mrs. Siti Namiroh S.Pd., this was done because discussion is a type of learning method that requires a lot of time to implement. So, in order 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. At the next meeting, the implementation of the discussion method for learning English is carried out with the following steps:

Table 4.5. The Steps for Implementing The Discussion Method for Learning English

No.	The Steps
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 asks the students about their readiness to learn.
5.	The teacher makes associations or perceptions before explaining the material.
6.	The teacher conveys the material to be learned.
7.	The teacher explains the basic competencies or learning objectives to be achieved.
8.	The teacher explains the description of the subject matter.
9.	The teacher asks students to sit in groups according to the groups that have been determined at the previous meeting.
10.	The teacher re-explains the tasks that have been given at the previous meeting to each group.

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[88] Abdul Majid, *Perencanaan Pembelajaran (Mengembangkan Standar Kompetensi Guru)* (Bandung: Remaja Rosdakarya, 2008), 141.

11.	The teacher orders each group to do or complete the assigned task.
12.	The teacher instructs students to discuss in formulating results.
13.	The teacher instructs each group to present the results of their group discussion.
14.	The teacher invites other groups to provide feedback regarding the results of the discussion that has been presented.
15.	The teacher gives assignments to students for assessment or tests the students' understanding.
16.	The teacher and students conclude the material that has been studied.
17.	The teacher provides reinforcement of the material that has been studied.
18.	The teacher conveys the material to be studied next.
19.	The teacher closed the lesson by saying *Hamdalah*.

The discussion method carried out by Mrs. Siti Namiroh S.Pd., is a type of small group discussion. This is based on the notion of small group discussion, which is carried out by dividing students into groups. The groups consist of 3-4 people. The implementation begins with the teacher presenting the problem in general, then the problem is divided into sub-problems that must be solved by each small group. After finishing the discussion in small groups, the group leader presents the results of the discussion.[89]

Looking at the steps above, the implementation of the discussion method is appropriate, as described by Mulyasa.[90] The following describes the steps of the discussion method, namely:p

a. Formulate goals and problems that will be the topic of discussion.

[89] Abdul Majid, *Strategi Pembelajaran* (Bandung: Remaja Rosdakarya, 2013), 201.

[90] Enco Mulyasa, *Menjadi Guru Profesional (Menciptakan Pembelajaran Kreatif Dan Menyenangkan)* (Bandung: Remaja Rosdakarya, 2011), 117.

Formulating goals and problems is done when making lesson plans. This can be seen in the assignments given by Ms. Siti Namiroh S.Pd., for each group to be discussed.

b. Prepare the necessary facilities and infrastructure for the discussion.

The facilities prepared for the implementation of the discussion method are teaching materials in the form of student handbooks, teacher handbooks, and assignment sheets containing the results of student discussions, which will be discussed further with other groups.

c. Arrange the roles of students in the discussion according to the type of discussion to be carried out.

Arranging student roles in discussion can be seen in the core activities in learning at numbers (13) and (14), namely, the teacher orders each group to come to the front of the class to present the results of their group discussion and invites other groups to provide responses related to the results of the discussion that has been presented. In this case, the teacher implements a type of small-group discussion method.

d. Give directions to sufficient students to involve themselves actively in discussion activities.

Giving directions to students was carried out by Ms. Siti Namiroh S.Pd., along with explaining an overview of the subject matter. These activities are contained in the core activities listed number (8).

e. Creating a conducive atmosphere so that students can express opinions freely to solve the problems being discussed.

Creating a conducive atmosphere is carried out by the teacher by distributing worksheets that will be used to accommodate the results of group discussions from the assignments that have been given to each group at the

previous meeting to work on or complete. Thus, each group only focused on the worksheets and assignments they had to discuss.

f.   Give opportunities to students evenly so that discussions are not dominated by just a few people.

Providing opportunities to students equally, namely by instructing one student from each group to present the results of their group discussion and inviting other groups to provide feedback related to the results of the discussion that has been presented. Teachers more often appoint students to provide feedback on the results of presentations from other groups. These activities are contained in numbers (13) and (14).

g.   Adjusting the holding of discussions with the time available.

Adjusting the holding of discussions with the time available, seen from the opportunities given by the teacher to each group to discuss, present the results, and provide feedback on the results of other groups' presentations. Then, the existence of discussion rules is also intended so that the holding of discussions is in accordance with the time available.

h.   Be aware of the teacher's role in the discussion, either as a facilitator, supervisor, mentor, or an evaluator of the course of the discussion.

Aware of the teacher's role in the discussion, it can be seen from the observation that Ms. Siti Namiroh S.Pd., more often stood up and walked around explaining an overview of the material or ordering students to present and provide feedback.

i.   End the discussion by drawing conclusions from what has been discussed.

In the core activity number (16) in the closing part of the lesson, there is the teacher's activity asking students to conclude the material that has been

studied. This shows that each discussion activity produces conclusions according to the material being taught.

2. **The Factors Supporting and Hindering the Implementation of The Discussion Method for Enhancing Creative Thinking Skills in Learning English at MA Singo Walisongo Magetan**

Based on the results of the interview conducted on February 16, 2023, 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. While the inhibiting factors in the implementation of the discussion method include the character of students, smartphones, and a lack of parental support. For more details, the supporting and inhibiting factors in the implementation of the discussion method in English subjects are described as follows:

a. **The Factors Supporting The Implementation of The Discussion Method Enhancing Creative Thinking Skills in Learning English at MA Singo Walisongo Magetan**

Student learning interest is one of the most important factors supporting the implementation of the discussion method in learning. This is because without a high interest in learning from students, the learning process will tend to be passive. The results of the observations made show that students tend to be active when learning and teaching activities take place. The above is also in accordance with Taufik in his book, which says that students who have an interest in learning will tend to be active, such as by asking questions, expressing objections, doing assignments quickly, or even becoming

demonstrators, and are willing to participate either directly or indirectly in a subject.[91]

Facilities and infrastructure are facilities that assist in achieving learning objectives, especially when the teacher applies the discussion method. The existence of good facilities and infrastructure, such as teaching aids and adequate classrooms, will of course greatly assist the course of the discussion. Effective means are also able to attract the attention and interest of students.[92] Observation results on February 16, 2023, showed that the facilities and infrastructure were quite adequate; it's just that 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 becomes supporting factors in the learning process. Based on the observations, the teacher patiently and painstakingly guides and helps students during the discussion process in the class. The results of interviews with research subjects said that a teacher is still a teacher wherever she is, regardless of the conditions in which she teaches. Sincerity and a strong devotional intention will help the teacher overcome a problem that arises during learning. In addition, a teacher's strong teaching determination will also affect students' interest in learning indirectly. High interest in learning will certainly be very helpful in achieving learning goals, and learning outcomes will be more maximal. This statement turns out to be in line with what Mulyasa said in his book; it says that a teacher, when he is in the

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[91] Taufik Tae, *Inspiring Teaching (Mendidik Dengan Penuh Inspirasi)* (Depok: Gema Insani, 2009), 203.

[92] Asep Jihad Suyanto, *Menjadi Guru Profesional (Strategi Meningkatkan Kualifikasi Dan Kualitas Guru Di Era Global)* (Jakarta: Erlangga, 2013), 88.

community, will be judged by the community; when he is in school, he will be observed by students, and other teachers or their superiors.[93]

The discussion rules strongly support the use of the discussion method in the learning process. Based on the observations, rules for this discussion can be in the form of task division and time allocation as well as rules on how to give and respond to opinions during the discussion. These rules will certainly help create conducive conditions during discussions so that all students can express their own opinions. This is, of course, very 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.[94]

b. The Factors Hindering the Implementation of The Discussion Method Enhancing Creative Thinking Skills in Learning English at MA Singo Walisongo Magetan

The inhibiting factors of the discussion method are any kind of things that can hinder the course of the discussion during the learning process. Based on interviews, observations, and documentation that has been done, it is known that there are three main factors that can hinder the discussion method, which include student character, smartphones, and 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, but students who are lazy and shy during learning tend to hinder the discussion. Based on observations made on February 16, 2023, it is known that students who are less enthusiastic during learning will affect students who

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[93] Enco Mulyasa, *Menjadi Guru Profesional (Menciptakan Pembelajaran Kreatif Dan Menyenangkan)* (Bandung: Remaja Rosdakarya, 2011), 49.

[94] Jumanta Hamdayana, *Metodologi Pengajaran* (Jakarta: Bumi Aksara, 2017), 102.

are enthusiastic during learning. This is because the enthusiasm for student learning is greatly influenced by the surrounding environment. Students who were originally diligent and enthusiastic at the beginning of learning will become lazy and not enthusiastic about learning because they see their other friends who are not serious about discussing and doing assignments. If this is allowed to continue, of course it will have an impact on hindering the discussion. According to the narrative of Mrs. Siti Namiroh S.Pd., this can be overcome depending on what steps are taken by the teaching teacher. This is because creating a situation that supports the course of the discussion is the role of the teacher who teaches and is also one of the things that must be considered in implementing the discussion method.[95]

The inhibiting factor for the implementation of the discussion method is the excessive use of smartphones, which does not correspond to needs. According to Mrs. Siti Namiroh S.Pd., the currently developing technology has greatly influenced the students' enthusiasm for learning. In the process of implementing the discussion method at MA Singo Walisongo Magetan, the use of technology in the form of smartphones and internet networks is allowed, but only as necessary to support students in finding information related to the topics discussed. But unfortunately, this resulted in students' attention being more focused on their smartphones, so that the time that should be used for studying was reduced. Based on the observations, the researcher saw 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. Then, this also affects the learning process in the classroom because students are not

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[95]Jumanta Hamdayana, *Metodologi Pengajaran* (Jakarta: Bumi Aksara, 2017), 102.

ready to discuss and accept the material that will be taught by the teacher at that time.

Then the last factor is the lack of parental support to pay attention to students' learning at home. According to Ms. Siti Namiroh S.Pd., parents have an important role in the success of learning process. This has an impact on the student's enthusiasm for learning at school. 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, which in the end makes these students unprepared to accept lessons at school regardless of any method used.

3. **The Students' Creative Thinking Abilities Before and After The Implementation of The Discussion Method in Learning English at MA Singo Walisongo Magetan**

Characteristics of creative thinking are an ability that a person does not necessarily have or that is inherent from birth. However, this ability exists because there is a training process. Of course, to see if someone has an increased ability to think creatively, an indicator is needed that can be used as a benchmark in assessing these characteristics of thinking. Five characteristics of creative thinking as a process involving the elements of fluency, flexibility, originality, elaboration, and evaluation skills. The five characteristics are defined as follows:[96]

a. Fluency (fluent thinking skills)

Fluency is the ability to create many ideas.

b. Flexibility (flexible thinking skills)

Flexible thinking skills are the ability of an individual to change his mental set when circumstances require it or the tendency to look at a problem instantly from various perspectives.

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[96] Risye Amarta, *Agar Kamu Menjadi Pribadi Kreatif* (Yogyakarta: Sinar Kejora, 2013), 43.

c. Originality (original thinking skills)

Original thinking skills refer to the uniqueness of any given response.

d. Elaboration

Elaboration is the ability to reduce a particular object.

e. Evaluation

Evaluating skills involves determining evaluation benchmarks and determining whether a question is right, a plan is sound, or an action is wise.

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. This was marked by several characteristics that students showed during learning. The visible characteristics include only fluency and flexibility. This can be seen from the research findings, namely:

a. Students actively ask and answer questions,

b. Students are able to interpret an image, story, or problem.

c. Students are able to apply concept or principle from material they have learned.

This fact is, of course, not in accordance with the indicators of the characteristics of creative thinking. This is because students only fulfill two of the five existing characteristics, namely fluency and flexibility. Fluency here refer to students' activeness in asking and answering questions, while flexibility can be seen in students' ability to apply material concept and interpret an image, story, or problem.

Meanwhile, the data obtained from interviews and different 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 originally 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. This can be seen from the research findings, as follows:

Table 4.6. Students Behaviour During Learning English Using The Discussion Method

No.	Indicators	Students Behaviour
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 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.

From this, 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 also in accordance with the indicators stated by Munandar that the characteristics of creative thinking are the ability to generalize ideas, solve problems, and see a problem from a different perspective.[97] Besides that, it is in line with Walls' opinion, which explains that students prepare themselves to solve a problem by learning to think creatively and looking for an answer to the questions they have obtained.[98]

Based on the researcher's analysis of the characteristics of students' creative thinking abilities, it shows that before implementing the discussion method, students' creative thinking abilities could already be identified but were still at a fairly low level because they only fulfilled two characteristics. On the other hand, students' creative thinking abilities after implementing the discussion method are satisfactory because they have fulfilled all the characteristics perfectly. This can be seen by the students, who can bring up new ideas and see a problem from a different perspective during the discussion method. This aligns with the research conducted

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[97] Tuhana Taufiq Andrianto, *, Cara Cerdas Melejitkan IQ Kreatifitas Anak* (Yogyakarta: Ar-Ruzz Media, 2013), 105.

[98] Utami Munandar, *Kreativitas Dan Keberbakatan Strategi Mewujudkan Potensi Kreatif Dan Bakat* (Jakarta: Rineka Cipta, 2004), 59.

by Desi Novitasari, who found that learning using the group discussion method provides great opportunities for students to respond creatively to existing problems by producing fresh ideas and imaginations. With this learning, students can create something new that might not have existed before. This can be seen from the observations that researchers conducted on class X students, where students were able to come up with new ideas and see a problem from a different point of view. Other in this case in completing the analytical task that the teacher makes.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two sub-chapters, which include conclusions and recommendations. The conclusion section contains answers to the formulation of the problems raised or the achievement of research objectives. While in the recommendations section, the researcher expresses the hopes of researcher for the school, teachers, and students in order to make the learning and teaching process run better in the future.

A. Conclusions

Based on the results of research and discussion of the implementation of the discussion method in English subjects on X grade students MA Singo Walisongo Magetan, the following conclusions can be drawn:

1. In applying the discussion method to learning English, there are several things that need to be prepared, which include making 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. Meanwhile, in implementing the discussion method in learning English, there are several steps which cover: formulating objectives and problems that will be used as topics of discussion, preparing the necessary facilities and infrastructure, compiling the roles of students in discussions, and giving sufficient directions to students to involve them. themselves actively in discussions, creating a conducive atmosphere so that students can express opinions freely to solve the problems being discussed, giving opportunities to students equally so that discussions are not dominated by just a few people, adjusting the holding of discussions to the time available, being aware of the teacher's role in the discussion, either as a facilitator, supervisor, mentor, or as

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an evaluator of the course of the discussion, and ending the discussion by drawing conclusions from what has been discussed.

2. There are several factors that can support and hinder the implementation of the discussion method in learning English. Factors that support the implementation of the discussion method in learning English include students' interest in learning during the discussion, facilities and infrastructure that support the course of the discussion, the sincerity and devotion of a teacher, and the existence of discussion rules so that the discussion goes as it should. Meanwhile, the inhibiting factors include the different characters of students, the misuse of smartphones, and the lack of support and attention from parents for their children's education.

3. Students' ability to think creatively in learning English before the implementation of the discussion method was not in good state. It is because they did not meet the characteristic indicators of the ability to think creatively perfectly. 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. Meanwhile, 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. The students are able to show flexibility in thinking, the indications are students are able to see a problem from different perspectives; fluency in thinking indicates that students have a lot ideas; original thinking indicates that students are able to produce new expressions; elaboration indicates students are able to enrich an idea, evaluation skills indicate students are able to make decisions about open situations.

B. Recommendations

With all the limitations and shortcomings, it does not reduce the researcher' respect for the principal as well as for the teachers and students of MA Singo Walisongo Magetan.

The authors try to provide suggestions and recommendations. Based on the research and discussion on the application of the discussion method in improving students' creative thinking skills in English subjects, the researcher will provide some suggestions related to the matters concerned. Some of these suggestions are:

1. For MA Singo Walisongo Magetan

    The implementation of the existing discussion method is further developed and supported by the development of existing infrastructure in order to be able to improve students' creative thinking skills so that they are in accordance with what is expected by the school.

2. For English educators or teachers

    From the application of existing discussion methods, it is proven to enhance students' creative thinking skills. Therefore, the competence of teachers who are already good still needs to be improved and further developed as a form of teacher professionalism so that the results achieved can be even more optimal.

3. For students

    Students are expected to be more enthusiastic about participating in teaching and learning activities at school. Students are also expected to be active in every activity at school.

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