



## The Implementation of Creative Teaching in Literature Class in English Education Department Universitas Ahmad Dahlan Yogyakarta

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### Abstract

A lecturer or teacher is required to be very creative in order to make students motivated to learn. This study aims to explain the creative teaching that can be applied in literature classes in the English Education Department of Universitas Ahmad Dahlan. Moreover, this study also will explore the improvement of students' motivation by implementing creative teaching in literature classes of English Education Department of Universitas Ahmad Dahlan.

This research is a descriptive study. Observation is the initial activity that will be carried out in this study, and the data from this study were collected through a process of observation to find out its usefulness to students' motivation for creative teaching in literature classes.

The expected outcome of this research is that creative teaching can be applied well in the literature class at the English Education Department of UAD. Also, the positive benefits that can be learned from the implementation of creative teaching are the availability of materials in the form of podcasts and various activities in the teaching of literature class such as a gallery walk, creative writing, jigsaw, group discussions, role play, and others. Students' motivation is pretty good for the implementation of these activities.

**Keywords:** creative teaching, gallery walk, creative writing, jigsaw

### Introduction

In the English Education Department of Universitas Ahmad Dahlan, literary subjects received the same spot as other subjects. The students get literature subjects since the third semester, namely Intro to English Literature. In the fourth semester, students get Drama, Prose, and Poetry subject. Furthermore, Literary Criticism earmarked by fifth-semester students. Literature in ELT and Research on Literature are for sixth semesters students and then, Seminar on Literature for students in the seventh semester.

In the other hand, although students get literature subjects since the third semester, students (under observation) had some difficulties including:

- most students have less interest in reading where the main thing needed to study literature is reading,
- Lecturers' teaching methods that are less varied so that some students in the class become less interested or sleepy,
- The absence of books as source materials,
- Learning literature means learning western culture as well, and students rather difficult to understand,



- e. vocabulary in a literary work is very complex, so it is rather difficult to be understood by students.

From the explanation above, it is clear that students have difficulty in learning literature. Besides the students, the lecturer also experienced difficulties in presenting the material. Based on the light observation, the difficulties also faced by lecturers are:

- a. student interest in reading literature is still low,
- b. Student motivation entering the English Education Department is to become an educator so that the interest in literature and literary subjects are less,
- c. The unavailability of the module so that the lecturers should compile material from many sources, including books and journals.

Based on the description above, both students and lecturers face difficulties in the literature subject of the English Education Department. The difficulties faced are, of course, only a small part of the difficulties faced by students and lecturers in the literature class at the English Education Department. Thus, it is necessary to have ice breaking from this problem. One of those ice-breakers is creative teaching in the literature class at the English Education Department. Creative teaching will attract students' interest in studying literature in the English Education Department. Therefore, the purpose of this research is to explain the implementation of creative teaching in drama, prose, and poetry classes.

## Review Literature in Language Teaching

According to McKay in Shazu (2014), if students enjoy their activities in reading novels, short stories, poems, or drama, their motivation will increase, and naturally, this will improve students' reading abilities. Literary works help students master English and help students improve their language skills. This is because literary works present authentic input for language learning (Shazu, 2014).

Maley (2010) defines creativity as something broad that is believed about letting imagination disappear freely, including self-expression. Creativity is born from difficulties. Whereas, Read (2010) adds that creativity is thinking outside of people in general. From these explanations, it can be concluded that creative teaching is outstanding teaching. Creative Teaching will provide many advantages in the classroom. Read (2010) added; there are several benefits that can be drawn from the application of creative teaching in English classes.

## Research methods

This type of research is a qualitative descriptive study. Sheman and Webb (1988) argue that qualitative research focuses on the meaning or message conveyed by individuals who carry out social interactions. Bogdan and Biglen (1982) argue that qualitative research is descriptive in which the data collected is in the form of words or images and not numbers. The object of this research is Drama, Prose, and Poetry class students in the English Education Department of Universitas Ahmad Dahlan. Data from this study are data derived from observations. Observations were made to determine the usefulness of literature subjects teaching at the English Education Department.



## Findings and Discussion

### Creative Teaching in the Drama, Prose and Poetry Subject

Many new terms must be memorized by students in drama, prose, and poetry subject. Teaching with the conventional system is very boring for students, especially for literary courses like this. Therefore, lecturers must be creative in delivering the material. The creative teaching implemented is as follows:

#### 1. Jigsaw

Amri and Ahmadi (2010) argue that J cooperative learning type jigsaw is a learning model using a grouping / small team consisting of four, six, even up to eight people who have different backgrounds.

Furthermore, the assessment system is carried out on groups, and each group will get an award if the group can demonstrate the required performance. In Drama, Prose, and Poetry subject, the Jigsaw model is applied to give students a deeper understanding of drama history material or the History of Drama. The systematic implementation of Jigsaw in Drama, Prose, and Poetry classes is as follows:

- a. the lecturer gives material about the History of Drama as a student's initial knowledge, b.class is divided into nine groups (A, B, C, D, E, F, G, H, I) or referred to as home groups  
with each group consisting of 9 students,
- c. After that the formation of Expert group consisting of 9 groups and one group consists of 9 students (A1, B1, C1, D1, E1, F1, G1, H1, I1) and so on, because there will be 9 material in the history of drama that must be explored and sought to know more deeply. The nine stages of drama history are The Beginning, Greek Tragedy, Greek Comedy, Roman Comedy, Drama in the Middle Ages, Morality Plays and Interludes, Elizabethan Drama, Restoration and 18th Century Drama, 19th Century Drama,
- d. students move, and group with their expert groups and each group looks deeper into one stage of the history of drama which is part of it for 30 minutes,
- e. after the time runs out, each student in the expert group disbands and returns to their initial group or home group,
- f. each student in the first formed group shares the results of their discussion that has been carried out in the expert group.

The implementation of Jigsaw in class is beneficial for students who have difficulty in understanding the material. With the explanations given by fellow students, it is beneficial for lecturers to provide an understanding of the history of the drama to students, besides students with low English skills will be significantly helped because his friend explains in sentences that are easy to understand.

#### 2. Role Play

Role-playing is an activity that re-enacts events that have occurred in the past. It aims to get a picture of events from the past, or provide a picture of events from the future. The purpose of this learning method for students is for students to understand, understand, and hope to feel events that occurred in the past with the hope that students will be able to reflect on it (Supriono and Sapari, 2001: 137). To better understand the types of drama, students carry out role play. The systematic role play implemented in the Drama, Prose, and Poetry class is as follows:

- e. students were divided into three groups
- f. students are given a short drama script should be played
- g. The drama script is Romeo and Juliet, Oedipus the king and Waiting for Godot,
- h. The script plays the student and the results uploaded to Youtube

#### 3. Group Discussion

Group discussion is a type of activity that is often encountered in classes.



Group discussion is explained as meeting a group of people to talk about a particular thing or topic informally. In this activity, the students involved will actively listen and discuss (Zander, 1979). In the Drama, Prose, and Poetry class, the group discussion method is also applied. In this case, the Type of Prose or the types of prose is the right material to be the topic of student discussion. Fiction and Non-fiction are types of prose, but what is used as discussion material is fiction because there are more types, and the material students must know more complex. The mechanism is very simple:

- a. the class is divided into eight groups,
- b. each group is given a topic that they must find out, and in the end, they will share the results of the discussion with other groups,
- c. topics that should be sought further through group discussion are; historical fiction, realistic fiction, science fiction, mystery, metafiction, romance, short story, and novel,
- d. the discussion time allocation is 30 minutes
- e. within 30 minutes, each group must find out the types of prose available
- f. after the time runs out, each group must present the results of the discussion.

#### 4. Gallery Walk

Mahmudi (2008: 152), called the Gallery Walk as the Learning Gallery. "Learning Gallery is a way to assess and remember what students have learned. Gallery Walk is an exciting activity. Not only students' understanding of the material, but communication skills and artistic spirit, as well as student creativity, are also honed in this activity. Gallery Walk implemented a discussion of novels and their types. The steps in implementing this Gallery Walk are:

- a. At the previous meeting, the class was divided into five groups, which were divided into several topics to discuss the types of novels, their characters, and examples,
- b. the types of novels that should be used as contents of their group gallery, including picaresque, gothic, epistolary, historical, autobiographical, satirical, detective fiction, prose romance novel,
- c. on days when material about novels and short stories is discussed, students must bring their gallery or work in class and stick it on the wall,
- d. then at that time, each group was divided into two, one as the visitors of other galleries and some were in charge of guarding the galleries. They have to take turns implementing them,
- e. students have the right to ask questions when visiting their friends gallery and students who are waiting for galleries must answer them,
- f. the activities of going around, visiting other galleries, asking questions and answering this are carried out during one lecture session or for 50 minutes,
- g. then after 50 minutes, there is an evaluation.

#### 5. Group presentation

The method of discussion and presentation is a direct presentation by exchanging ideas, opinions about an issue (Santoso, 1995). Group presentations in the literature class are to give students a deeper understanding of the material elements of the prose or the Elements of Prose.

The mechanism for implementing this group presentation are,

- a. the class is divided into six groups,
- b. each group is looking for a short film,
- c. students analyze the elements of prose (characters, settings, themes, mood, plot, point of view) in the short film,
- d. the elements analyzed are characters, settings, themes, mood, plot, point of view,
- e. students present it in front of the class,
- f. other students may ask questions, and the group presenting must answer.





## 6. Creative Writing

Creative writing has become an inseparable part of everyday life. The main purpose of the writer is to convey his ideas and thoughts to the reader. To achieve their goals, they are required to become skilled writers because they must use their unique imagination and innovative ideas in writing. Their writing style must be different from other writers and present content or ideas in unique ways to attract readers (Surasith, 1998). Creative Writing implemented in this literature class is still in a simple form. The main point is to change the stigma of students that writing is not just about writing draft articles and other serious formats. Besides that, it also aims to improve student skills in expressing ideas, thought, and imagination in the form of unique activities.

In this literature class, Creative Writing is carried out when students study Poetry or English Poetry. Students are asked to write poems of their work and based on their imagination, ideas, and thoughts. Students are free to choose the type of poetry they write. Students are welcome to choose one type of poem that they write, including the type of haiku, acrostic, free verse, or limerick. Then students are asked to pour or write the poems in a different way. The following are some of the results of poetry writing activities by students that have been implemented in the Drama, Prose, and Poetry class, especially when discussing Poetry material.

## Conclusion

Based on the results that have been described, The expected outcome of this research is that creative teaching can be applied well in the literature class at the English Education Department of UAD. Also, the positive benefits that can be learned from the implementation of creative teaching are the availability of materials in the form of podcasts and various activities in the teaching of literature class such as a gallery walk, creative writing, jigsaw, group discussions, role play, and others. Students' motivation is pretty good for the implementation of these activities. conclusions can be drawn, such as the activities implemented in drama, prose, and poetry classes, as follows: Jigsaw, Role Play, Group Discussion, Gallery Walk, Group Presentation, Creative Writing.

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