

**CREATIVE WRITING SKILLS OF ENGLISH EDUCATION
STUDY PROGRAM STUDENTS ON DRAMA SCRIPTS AT
SRIWIJAYA UNIVERSITY**

A Thesis

By:

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**LANGUAGE AND ARTS EDUCATION DEPARTMENT
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SRIWIJAYA UNIVERSITY
PALEMBANG**

2024

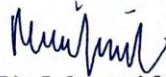
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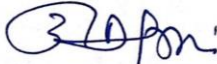
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DECLARATION

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Cerified that the thesis entitled "Creative Writing Skills of English Education Study Program Students on Drama Scripts at Sriwijaya University" is my own work, and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of the Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, May 2024

The undersigned,



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DEDICATION

This thesis was dedicated to the sun of my life, my parents, Zaman and Yana Rohana, who always gave me enthusiasm and prayers while working on this thesis. Their belief in my ability makes me believe I can get through this. My older brothers and my little brother, who never stopped giving attention and support, both morally and physically, made me confident to complete the writing of this thesis. My family is the biggest motivation in this life. And most importantly, I dedicate this thesis to myself, who has survived this far.

MOTTO

نَا كُلَّ شَيْءٍ خَلَقْنَاهُ بِقَدَرٍ

" Indeed, We have created everything perfectly preordained."

(QS. Al-Qamar 54: Ayat 49)

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Palembang, May 2024

The writer

A handwritten signature in black ink, appearing to read 'Putri', with a stylized flourish extending from the end.

Putri Nur Halimah

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**CREATIVE WRITING SKILLS OF ENGLISH EDUCATION STUDY PROGRAM
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ABSTRACT

Writing a drama script can be used to improve writing skills, which requires creativity to be channeled into writing. Thus, creative writing is needed in it. This study focused on students' perception of writing drama scripts experienced by the research object, in creative writing point. The subjects of this study is students of the English Education Study Program, at Sriwijaya University, Palembang campus. This used a descriptive study with a quantitative approach. This study used a nonprobability sampling technique with saturated sampling. The data were collected by distributing questionnaire which divided into Perception of Writing, Perception of Creative Writing, and Perception of Writing Drama Scripts. This study used MS.Excel as a statistical program to calculate the questionnaire data in percentages. The researcher found that most students showed positive perceptions that creative writing in drama script writing can increase creativity and can express their thoughts, emotions, and imagination freely; implementing creative writing in writing projects can improve their critical thinking and communication.

.Keywords: Writing Drama Script, Creative Writing, Student Perceptions

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CHAPTER 1

INTRODUCTION

This chapter presents (1) the background of the study, (2) the problem of the study, (3) the objective of the study, and (4) the significance of the study

1.1 The Background of The Study

Language is a means of communication organized into units, such as words, groups of words, clauses, and sentences expressed orally and in writing (Wiratno & Santosa, 2014). Devianty (2017) also adds that language is a communication tool used to convey intentions, ideas, thoughts, and feelings to others. In conclusion, language is an essential part of communication. There are several languages in the world, one of which is English. English is declared as the universal or global language of the world. Therefore, English is an interesting language to learn. In its part, English has four language skills that must be understood and learned as the first step to knowing English. The four skills include listening skills, speaking skills, reading skills, and writing skills. This study will focus on writing skills.

Writing has a meaning as a way to communicate something the writer feels and is channeled through structured words to produce ideas and concepts for the writer. Olimovna (2023) also mentions that writing skills are specific skills that help writers convey their thoughts in the form of words meaningfully and engage mentally with the message. It means that the writer can convey their thoughts to their readers. It takes the writer's expertise to become an expert in writing because several aspects must be considered by the writer, like the content, grammar, style, coherence, word order, the content of the writing, and the writer's purpose needs to be clear. Grenville in Toba et al. (2019) states three purposes of writing. First, to entertain, it can be in the form of writing novels, stories, poems, etc. Second, to inform something, it can be in newspapers, articles, scientific, etc. Third, to persuade, it can be in the form of advertisement. In its division, there are several types of writing in English, such as article writing, academic writing, creative

writing, and others. There are various aims and objectives to create good written works.

Learning English writing skills also requires media or tools as a forum for students to improve that ability. In honing English language skills, students need tools or media as a place for them to learn. Therefore, researchers in this study took drama as one of the appropriate learning media. Drama learning also occurs in the Literature in ELT class in the fourth semester of the English Education Study Program Palembang campus. Drama is a form of fictional prose performed or staged by several characters and has a storyline. Learning drama has a lot of benefits, such as improving their confidence, developing their language, and many more. According to Tum (2010), in Dundar (2013) drama has been used in foreign language teaching to teach foreign languages since the Middle Ages. Drama is classified as a type of narrative text, such Adıgüzel (2020) also stated that the implementation of creative drama can be utilized as an effective and successful pedagogical method for narrative text. A narrative text is a text that tells a story, such as a novel or short story. this is for educating and entertaining the reader with the meaning of it Toba et al. (2019). Drama can also revive children's creativity because it gives them the freedom to think and imagine as creatively as possible to develop characters or roles in the drama through writing, commonly called Drama script or scriptwriting. These activities lead to students' personal and social development (self-confidence, freedom of expression, cooperation, responsibility, independent opinion, problem-solving skills, and personal involvement) and language skills (Maley & Peachey, 2010).

Writing drama scripts is how the students develop their ability to write creatively. Writing a drama script or scenario requires great language skills to build a good story. Drama script is part of the literature work (Anwar & Pamulang, 2017a) literature is a word often related to art, culture, aesthetic work, and a result of creation. According to Davis (2012) cited by Dundar (2013), Scriptwriting is an activity where students write their own words (and sometimes actions) to dramatize.

In making a drama script, the writer could write it by themselves or in pairs, or groups. Besides that, drama scripts make students focus on the register, adjacency pairs, vocabulary in context, and fluency (Dundar, 2013). The students who are confident enough in the language may go straight into the improvisation to practice what they already know (Maley & Peachey, 2010). From the definition, it means that writing a drama script needs creativity. Thus, creative writing also takes a part in making a drama script.

In English writing skills, students must be completely familiar with creative writing. Nowadays, the use of creative writing is fundamental things to the implementation of teaching and learning activities. Creative writing is one of the developmental changes in Education. Some works that implement creative skills are drama, music, storytelling, projects, and creative writing, all of which require a lot of creativity and imagination. Thus, creative writing skills also play an important role in language learning. According to Rajaram (2014), as cited by Pentury et al. (2020) creative writing is one of the language skills that uses a variety of subjects, themes, and digital literacies as a way to guide students' inquiry, vocabulary, grammar, imagination, and critical thinking. Creative writing encourages students to use their imagination and emotions. As such, creative writing can include any written expression. It could be a novel, short story, play, drama, etc. In addition, Greenawald (2021) in (Karwandi et al., 2022) mention creative writing as any form of writing that uses the author's style or combines several writing styles to convey the story so that it keeps the reader entertained and surprised. Drawing from the above, creative writing in its various forms offers students a canvas to paint their thoughts, emotions, and aspirations.

However, writing is the most complex skill among other language skills (Akinwamide, 2012). it is undeniable that a lack of ideas, organizing ideas, rhetoric or thought patterns, cohesion, and coherence often occurs among writers (Nurhayati, 2016). Therefore, Rababah et al. (2017) add that students require help and support and feel that they lack support in their writing abilities. In addition,

Rababah et al. (2017) explain the factors of difficulties that students experienced while developing their EFL writing creativity, such as a limited vocabulary, lack of unity and coherence because students are unable to stick to the topic of the essay because they had no idea how to do so. Besides that, Karwandi et al. (2022) add more about the students' problems in writing drama scripts, in which students had difficulty suiting the condition of the story, and the students needed more vocabulary.

According to Natasya et al. (2020), in writing creatively, students do not focus on writing but combine it with creativity. She also mentioned that students face difficulties in expressing something creative in writing. It concludes that students can write but the students have less knowledge of interesting media to put ideas. Many media can be used to develop students' creativity; one of them is drama. According to Nurhayati (2016), drama can teach students how to establish good teamwork, and students also become more confident to show their own creativity through writing drama scripts.

Based on the explanation above, this research focused on students' perceptions of creative writing in a drama script. This study aims to describe or express the English Education Study Program Palembang Campus students' perceptions of creative writing in writing drama scripts through their experience in the Literature in ELT course at the English Education Study Program of Sriwijaya University. Therefore, the researcher conducts this research entitled "Creative Writing Skills of English Education Study Program on Drama Script at Sriwijaya University".

1.2 The Problem of The Study

Based on the background above, the problems are formulated as follows:

What are the perceptions of students of the English Education Study Program Palembang campus towards creative writing in writing drama scripts?

1.3 The Objective of The Study

Concerning the problem of the study mentioned previously, the objective of the study is to find out:

To find out the perceptions of students of the English Education Study Program Palembang campus towards creative writing in writing drama scripts.

1.4 The Significance of The Study

Conducting this research, in general, is expected to give new insights and information about students' perceptions of creative writing in writing a drama script for everyone. For teachers and lecturers, this research is expected to provide the most up-to-date information on the importance of creative writing in learning that can be implemented in a project, namely, writing a drama script. Lastly, this research is expected to provide new insight to future researchers, in the hope that, the future researcher can develop research with a more in-depth theme with a larger sample.

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