



The Effect Of Rap Music On Verbal Creativity In Youth

Siti Rizki Kartika

Faculty Of Psychology, University Of North Sumatra, Jl. Dr. Mansur No. 9 Padang Bulan, Kec. Medan Baru, Kota Medan 20222

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ABSTRACT

Verbal creativity is the ability that is expressed verbally, based on data or information that comes from the many answers to problems, which lie in the quantity, effectiveness, and diversity of answers (Munandar, 1985). Increasing verbal creativity can be done through music that prioritizes verbal techniques. This type of music is rap music. This study aims to determine the effect of rap music on verbal creativity in adolescents. The hypothesis proposed is that there is an effect of rap music on verbal creativity in adolescents. The subjects of this study were students of class X and class XI SMA Negeri 16 Medan as many as 28 people. To obtain the data used Verbal Creativity Test from Munandar. Data analysis used non-parametric statistical test, namely the Mann Whitney Test. The results show (1) There is an effect of rap music on verbal creativity which is indicated by a significant value of $.000 < .05$ with the median value of the experimental group (Mdn = 4) being higher than the control group (Mdn = -1). (2) The resulting effect is 43.56% and is classified as large. From these results it can be concluded that rap music has an influence on verbal creativity in adolescents.

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Corresponding Author:

Siti Rizki Kartika,
Faculty Of Psychology,
University Of North Sumatra,
Jl. Dr. Mansur No. 9 Padang Bulan, Kec. Medan Baru, Kota Medan 20222.
Email: sitikartika@gmail.com

1. INTRODUCTION

Individual verbal creativity can be seen through language skills both oral and written (Munandar, 1985). Language skills consist of writing, listening, speaking and reading skills (in Mulyati, 2015). The identification of language skills according to Johnson (in Munandar, 1999) is having a broad vocabulary, speaking continuously, having an extraordinary memory, reciting ideas out of his head, giving his opinion, understanding books and discussions, and proposing several solutions to solve problems. the same problem.

The development of language skills at school can be seen from the tasks given by the teacher at school. Researchers conducted a survey of 100 students of SMA Negeri 16 Medan that their teachers also gave more questions in the form of essays, gave storytelling assignments and there were several subject assignments that used the presentation method mixed with questions and answers between students which gave students the opportunity to discuss the same. useful for their language development. According to Munandar (1999) language learning in schools should emphasize the development of creative skills by involving students in problem solving, providing

opportunities for students to express thoughts and feelings in writing and speaking as well as the use of broad themes in presentations.

Cognitively positive verbal creativity is associated with the left inferior frontal gyrus which regulates language production and comprehension, new semantic representations and is also associated with the right inferior frontal gyrus which regulates distraction and controls inhibition. Overall, individuals who have good verbal creativity can show greater efficiency in brain areas involved in cognitive processes including language production, semantic representation and cognitive control (Zhu, Zhang et al, 2013).

Associated with an indication of low verbal creativity in students seen from their low language skills is supported by research from Tibiscus University which conducted research on 105 high school students who stated that verbal creativity in high school was lower than their figural creativity (Gaspar, 2012).

The low level of verbal creativity in high school students is also related to the part of the brain called the prefrontal cortex, which is the highest level of the frontal cortex which is in charge of decision making, creativity, self-control that is not yet fully developed and continues to develop until the age of 18 to 25 years (Santrock, 2009).). According to ACT for Youth in Papalia (2009) the brain can still continue to develop and they can try to improve it.

Rap music is poetry with a beat (Escher, 2006). According to Rakim (in Escher, 2006) that rap is rhythm and poetry. According to Rose (1994) rap music is a form of rhythmic storytelling as well as electronic-based music. From the definition put forward by the characters above, the researcher concludes that rap music is poetry with beats with lyrics that are made by themselves and performed with flow without the need for musical instruments.

Rap music itself has been growing for a long time in Medan as evidenced by the many Medan rap communities such as SEMUT, BOR_MDN and ONE VOICE. Through rap music, information is easily accepted by high school students. For example, the Planning Generation Rap (GenRe) socialization about postponing marriage until a mature age is easily accepted by high school students through songs and music (Pos Kota, 2015). To increase students' understanding of HIV/AIDS and drugs through a rap song competition held by BKKBN in Palembang (Sindo News, 2014). In Indonesia, rap music has developed and has become one of the preferred genres and many young Indonesians have become famous rappers such as Iwa K, Igor Saykoji, and Bondan Prakoso (Warta Info, 2014). Besides being liked by many young Indonesians,

Research from Beaty (2015) says that improvisation is associated with an increase in the part of the brain, namely the left inferior frontal gyrus during the task of generating creative ideas. When individuals play rap and flow music, beta waves move quickly from consciousness to slow motion between alpha and theta waves, which is when ideas are combined (Kotler, 2014). The prefrontal cortex is temporarily disabled, precisely in the dorsolateral prefrontal cortex, resulting in individuals being much more courageous, critical, and increasing the ability to imagine new possibilities. As well as hormones that can cause pleasure that have a sufficient impact on creativity, namely dopamine, endorphins and norepinephrine to become active where these hormones increase the possibility of imaginative possibilities (Kotler, 2014).

There is also research showing rap music can stimulate creativity. The results of research from the National Institute on Deafness and Other Communication Disorder and the National Institute of Health found that there was deactivation including the frontal eye and contiguous portions of the dorsolateral prefrontal cortex and dorsal premotor which regulate monitoring and monitoring. Improvisation by combining lyrics and music triggers the brain to be more creative where activity is high in the frontal cortex (Liu, 2012).

2. RESEARCH METHOD

This study uses experimental quantitative methods where the situation is fully under the control of the researcher. The aim is to see the causal relationship (cause and effect) between the independent variable and the dependent variable (Azwar, 2013). This research uses pure experiment to study the causal relationship mechanism. The characteristic that becomes the criteria for pure experimentation is that the grouping of subjects is carried out using a random assignment technique, so that if the number of subjects meets the requirements, methodologically all external

variables are evenly distributed in the experimental group and the control group (Latipun, 2004). The design uses a pretest-posttest between subject design which uses two different groups, namely the experimental group and the control group.

This study uses Munandar's verbal creativity test to measure verbal creativity. The resulting subject scores will be compared between the experimental group that was given rap music training and the control group that was not given rap music training. This Verbal Creativity Test will be presented by a tester and also assisted by researchers. Processing time is approximately 75 minutes. A high score will indicate that the participant's verbal creativity is high while a low score will indicate that the participant's verbal creativity is low.

3. RESULTS AND DISCUSSIONS

3.1 Research Sample Overview

The samples in this experimental study were students of class X and XI of SMA Negeri 16 Medan. The total number of participants was 28 people, with the grouping divided into 2, namely the experimental group of 13 people and the control group of 15 people. The details of the distribution can be seen in table 1 below:

Table 1. Distribution and Proportion of Samples in the Experimental Group and Control Group by Gender

	TO	%	KK	%	N	%
Man	13	46%	8	29%	21	75%
Woman	0	0	7	25%	7	25%
N	13	46%	15	54%	28	100%

3.2 Research Assumption Test Results

It is important to test assumptions before the researcher chooses the right statistical test to use next (Field, 2009). The assumption test that will be carried out in this study is the normality test and homogeneity test. Testing the assumptions of this research will be assisted by the SPSS program.

a. Normality test

Table 2. Normality test results using the Shapiro-Wilk . test

Group	Significance	Status
Experiment	.003	Abnormal
Control	.068	Abnormal

b. Homogeneity Test

Table 3. Results Homogeneity test using *Levene's Test*

Levene Statistics	Df1	Df2	Sig.	Status
7.372	1	26	.012	Inhomogeneous

c. Hypothesis Test

The research hypothesis test aims to test the researcher's hypothesis, namely to determine the effect of rap music on the verbal creativity of high school students. The formulation of the researcher's statistical hypothesis is:

- 1) $H_0 : 1 < 2$ means that the verbal creativity of high school students who practice rap music is not better than the verbal creativity of high school students who do not practice rap music.

Conditions for H0 to be rejected if the p value < .05

- 2) Ha : 1 > 2 means that the verbal creativity of high school students who practice rap music is better than the verbal creativity of high school students who do not practice rap music.

Table 4. Overview of General Statistics

Group	N	median	Mean Rank	Standard Deviation
Experiment	13	4.0000	20.31	1.67562
Control	15	-1.00000	9.47	2.84856

Furthermore, H0 will be rejected if the significance value (1-tailed) is less than .05 or $p < .05$ with a 95% confidence level.

Table 5. The results of the U-Mann Whitney hypothesis test

U-Mann Whitney	Asymp Sig. (2 tailed)	Z	Sig. (1 tail)
22,000	.000	-3.521	.000

Based on the results of the Mann-Whitney test obtained through the SPSS program, it is known that Sig. (1 tailed) $.000 < .05$ with 95% confidence level. It can be concluded that H0 is rejected and Ha is accepted with $.000 < .05$. This indicates that there is a significant difference in verbal creativity between the experimental group that was given rap music training and the control group that was not given rap training. In addition, it can also be concluded that the verbal creativity of the experimental group who practiced rapping was better than the control group who was not given rap practice. This can be seen from the results of the Median difference in the two groups where the experimental group (Mdn = 4) is higher than the control group (Mdn = -1).

3.3 Additional Data Results (Observations)

Observations were made when the treatment was given as many as 16 meetings starting on Saturday, February 18, 2017 to Thursday, March 30, 2017. The meetings were held 3 times a week. Starting from 14.30 WIB until 17.00 WIB. On the first day of practice, the participants were very enthusiastic and enthusiastic in answering the questions given by the trainer and listening to what the trainer explained. Participants feel happy with rap practice so that it has a positive impact on participants because they know about rap and what the components of rap are.

On the next day, the participants looked tired due to the tight school schedule as indicated by the participants yawning and sleepy but even so they still listened to what the trainer explained. In this case, the physical condition affected the participants in composing the lyrics, thus making it difficult for some of the participants to think of lyric ideas. But there were also participants who felt happy by making lyrics and felt that by making these lyrics they continued to learn to increase their vocabulary. Making lyrics can make them creative because they are required to make beautiful words and they are free to express themselves. puns are indispensable in rap this, and they have to multiply their words so that the lyrics they make are beautiful.

At the beginning of flow practice, they have difficulty in doing flow. When flowing in front, participants scratched their heads and pushed each other when asked to come forward. They are still stammering as if reading while carrying the flow and battling between the beat and the lyrics. After a few days of flow practice, they had an improvement in doing flow as shown by they were able to enter the lyrics with a beat and not chase anymore. But they still look nervous when doing the flow in front.

Similar to flow, the beginning of their freestyle practice also experienced difficulties. They say that freestyle requires smooth thinking. When participants were asked to come forward they scratched their heads while thinking about the next lyrics. They complain that they don't know what lyrics to say next and they say that they have difficulty coming up with ideas spontaneously. Participants were given 10 minutes to think about their lyrics where the freestyle should have been without being given time to directly produce lyrics. At the beginning of their freestyle practice, they were only able to produce 3 lines of lyrics and as the practice progressed they were able to produce up to 8 lines.

During battle practice, participants have difficulties for fear of being offended by their battle opponents. Before starting their battle practice, they shook hands with each other first. Participants who sat laughing saw the participants who came forward. As they battle in front of the class the participants shake their bodies while looking up at the same time while thinking. When the battle they are able to produce 2 to 3 lines. On the 15th day, the researcher forgot to bring the loudspeaker so that the participants were less enthusiastic about the exercise because the music used was not loud. Finally, the battle exercise, participants experienced an increase in producing lyrics where participants were able to produce 8 lines, initially 2-3 lines.

The results of experimental research conducted for 16 days (\pm 150 minutes) plus 4 days of pretest and posttest with 28 participants. The results showed that there was a significant difference as seen from the gain score of the experimental group and the control group with $p < .05$ ($.000 < .05$). Meanwhile, to see the magnitude of the effect of treatment, it can be seen from the effect size of 43.56% which is classified as large (large) and also evidenced by the increase in their lyrics when doing freestyle and battle which was initially capable of 2 to 3 lines after practicing they were able to produce 8 lines and the evaluation results participants who said that made them creative. This means that treatment in the form of rap music training can significantly increase verbal creativity.

4. CONCLUSION

There is an effect of giving rap music to verbal creativity in teenagers at SMA Negeri 16 Medan. This is evidenced by an increase in the TKV value in the experimental group.

The magnitude of the effect in this study is included in the large category, which is 43.56% and is evidenced by the increase in the participants' lyrics, which were initially 2-3 lines and as the exercise progressed they were able to reach 8 lines.

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