TEACHERS' CREATIVITY: A WAY OF TEACHER TEACHING IN EFL CLASSROOM

A THESIS

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ABSTRACT

Romauli Megaria, 2024: Teachers' Creativity: A Way of Teacher Teaching in EFL Classroom (XI SMKN 05 PEKANBARU in Academic Year 2023/2024)

In this study, the researcher found a problem not all students can accept the creativity that teachers do when teaching in class due to students' interest in learning English. This study aims to explore the role of teacher creativity in teaching EFL classes, and its impact on students' learning experience at SMKN 05 Pekanbaru. Qualitative research methods were used by conducting interviews, checklist observations, and in-depth field notes with 2 EFL teachers who already had experience with applying creative approaches in their teaching. Data analysis revealed that various creative strategies used by teachers, including the use of canva, flashcards, educational board games, icebreakers, and games can trigger student engagement. The findings also highlighted the challenges and barriers faced by teachers in applying their creativity, such as limited resources and students' interest in English language learning. Conclusion Teachers are creative when teaching because they use various ways or strategies in teaching using canva as a technology media tool, flashcards, educational board games, ice breaking, and games these strategies can significantly increase student engagement, interaction, and learning effectiveness.

Keywords: Teacher creativity and teaching strategies

ABSTRAK

Romauli Megaria, 2024: Kreativitas Guru: Cara Guru Mengajar di Kelas EFL (XI SMKN 05 PEKANBARU Tahun Pelajaran 2023/2024)

Dalam penelitian ini, peneliti menemukan permasalahan bahwasanya tidak semua murid dapat menerima kreativitas yang guru lakukan saat mengajar dikelas dikarenakan minat siswa dalam belajar bahasa inggris. Penelitian ini bertujuan untuk mengeksplorasi peran kreativitas guru dalam mengajar di kelas EFL, serta dampaknya terhadap pengalaman belajar siswa di SMKN 05 Pekanbaru. Metode penelitian kualitatif digunakan dengan melakukan wawancara, observasi ceklis dan catatan lapangan mendalam terhadap 2 guru EFL yang sudah memiliki pengalaman dengan menerapkan pendekatan kreatif dalam pengajaran mereka. Analisis data mengungkapkan berbagai strategi kreatif yang digunakan oleh guru, termasuk penggunaan canva, flashcard, educational board games, ice breaking, and games dapat memicu keterlibatan siswa. Temuan juga menyoroti tantangan dan hambatan yang dihadapi oleh guru dalam menerapkan kreativitas mereka, seperti keterbatasan sumber daya dan minat siswa dalam mengikuti pembelajaran bahasa inggris. Kesimpulan guru kreatif ketika mengajar karena menggunakan berbagai cara atau strategi dalam mengajar penggunaan canva sebagai alat media teknologi, flashcard, educational board games, ice breaking, and games strategi-strategi ini dapat secara signifikan meningkatkan keterlibatan, interaksi, dan efektivitas pembelajaran siswa.

Kata Kunci: Kreativitas guru dan strategi pengajaran

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CHAPTER I

INTRODUCTION

A. Background of the Research

Teacher creativity is one of the things that a teacher must pay attention to. Teachers have a central role in education which is not just about conveying knowledge but can also create a learning environment that fosters critical thinking, innovation, and creativity in students. Teacher creativity is important in creating a learning environment when teaching in class. This means that teachers must be creative in presenting material, conveying information, developing teaching strategies, using learning media, and applying information methodology in teaching and evaluating student learning outcomes. Creativity makes teachers more interesting when teaching in class and makes classes fun (Khoiriawati & Afriyanti, 2023). A creative teacher is a teacher who utilizes a variety of teaching methods, techniques, activities, and strategies in his class. This means that teachers do not choose methods and procedures erratically, but rather depend on the interests, needs, and learning styles of their students. It cannot be denied that teacher creativity is essential to make students independent learners and to increase their ability to create or produce something new and original. Students need creative teachers to facilitate their learning, make it more interesting and fun, and motivate them to learn and solve problems independently.

The role of teachers in the world of education, especially in designing classes, is very important because teachers are the spearhead of educational change to educate the nation's next generation. Professional teachers are needed in the world of education so they can be role models for the nation and students in their environment. If the teacher can manage the class well then learning was be effective, efficient, and enjoyable. The roles that teachers play when designing learning in the classroom include planning, organizing, directing, coordinating, supervising, and assessing students. In designing a classroom, teachers can create and maintain classroom conditions so that the teaching and learning process can

take place well according to its targets. This means that the efforts made by the teacher, so that students whose abilities are not all the same, can follow and master the subject matter taught by the teacher. Rindu and Ariyanti (2017), state that the teacher's role can refer to the part that is expected by students, and the teacher can carry out joint learning tasks because the role of a good teacher must have the capacity to do so and carry out his role depending on different circumstances effectively. To create successful education, good classroom management is very important, because by implementing this, a teacher can control, organize, assess, and direct a healthy class.

In order to produce creative generations with the ability to address challenging social and environmental issues, creative thinking is crucial. By utilizing games, technology, language projects, and collaborative techniques, innovative educators can try out various pedagogical approaches and strategies to suit the needs of their students and improve English language learning in the classroom. The ability of students to overcome barriers to learning English, such as grammatical errors or low student motivation, is also correlated with the creativity of teachers. According to Tangkelangi et al. (2021), creativity makes teachers more was to teach and makes learning more enjoyable because creative learning produces information, insights, and ideas that are realistic, logical, unique, and cohesive. Creativity can be defined as an individual's ability to generate original ideas and solve problems in a way that is focused on their own goals (Banks et al., 2021). With teacher creativity in designing the learning process in the classroom, teachers can help develop students' abilities in EFL learning in the classroom with fun learning methods. This can attract students' attention in changing students' mindsets that learning English is fun and this gives rise to the belief that by incorporating game mechanisms into learning design, teachers can engage students in productive learning experiences and change their behavior in the desired direction.

Creative teachers are not fixated on one teaching method, because teachers must try to find teaching methods that are appropriate to the learning material, which can be the use of technology, games, discussions, and projects to create interesting learning experiences and with these methods, teachers can encourage students to ask questions, think critically and participate actively in learning. The use of technology for some teachers who use technology in class is usually to display presentation material that they want to convey using the PowerPoint that has been provided. In addition, teachers use technology in the classroom to deliver lessons frequently and effectively using computers, laptops, and cell phones to encourage collaborative learning of English language skills in the classroom, using learning applications prepared by teachers and students or produced commercially, such as exercises, tutorials, and computer-based assignments (Rahimi & Yadollahi, 2011).

One way that teachers determine is to make learning fun in class by using games in class. The games that teachers use can teach students the parts of the body, then sing the parts of the body by touching the head, shoulders, knees, and feet, and when it is mentioned the whole body students can touch it and this is consistent with the theory of Kristanti D (2014), which argue that games are an efficient and enjoyable English language teaching tool when learning begins. In the project learning method, teachers give students to train students' teamwork skills by collaborating with their colleagues and this is where the teacher acts as a facilitator who will guide students to work on their projects (Ngadiso et al., 2021). PBL in-class students can work together in groups to plan, work, and present the results that have been discussed by their respective groups. Students are usually asked to present their projects to communicate their ideas to their peer. PBL creates a situation where the learning process will be more exciting and enjoyable with a real-world focus rather than teacher explanations, as in traditional teaching methods (Lee et al., 2014). Teachers serve as facilitators for their students' projects in the project-based learning approach, which allows students to practice working in teams by collaborating with peers (Ngadiso et al., 2021). Students can plan, work, and present in groups during PBL in the classroom. Students are

typically required to present their projects to their peers at the end of the term to share their ideas. Instead of relying solely on teacher explanations as in traditional teaching methods, PBL creates an environment where learning will be more engaging and joyful with a real-world focus (Lee et al., 2014).

The difficulty that teachers face when designing EFL classroom learning is the difficulty in determining the right strategy to be used by all students involved in learning activities because each student who participates in learning activities is different and has different levels of understanding of specific instructions, which may be difficult. for teachers to design appropriate EFL lessons for each student. Due to this low motivation to learn, teachers often have to go so far as to encourage students to participate in class activities until the end. According to Nurul Inayah (2004), different student reactions to teaching strategies are caused by students' negative language attitudes and the heterogeneity of their language abilities. Consequently, educators have to devote more time and energy to dealing with students who perform poorly, sometimes even just explaining simple things such as an activity.

Integrated technological advances make it easier for teachers to teach in class and to design each lesson using computers, telecommunications, and the internet which has provided great opportunities for teachers and students to explore the knowledge that students will have. Thus, the ease experienced by educators in designing EFL classroom learning is helped by a variety of information starting from the network, and the advantages of high-tech devices such as smartphones, tablets, and laptops as teaching aids for ubiquitous learning. With the help of technology, teachers can design their own teaching materials, including creating teaching materials such as presentations using Infocus and laptops, learning modules, videos, or other learning activities. Teachers can use creative tools and technology to develop interesting and relevant material. This makes it easier for educators to design each learning material using mobile technology which shows that the perceived benefits and ease of use provide a positive effect by facilitating learning such as ubiquitous learning which can

combine competitive strategies to guide students to acquire the necessary knowledge and improve learning attitudes.

The ease of designing teaching materials is a very interesting process and allows educators to carry out activities both during the design process and throughout the teaching materials used in class. Designing material is full of struggles and challenges that must start with defining the theme and type of activity, as well as the needs and motivation of the students. However, this is an experience that everyone who wants to become a teacher must go through, especially teachers in preparing learning materials in class. In this way, it will be easy for students to understand how the learning process begins.

Based on interviews conducted by researchers on September 27, 2023, at SMK Negeri 5 Pekanbaru, the teacher's way of designing the class is by preparing lesson plans or scenarios, having language skills, and doing warming-up actions and reflections during the learning process. this is related to the findings conducted by Hestika et al. (2021) that creativity or the way teachers design classes affects the interest of second-grade junior high school students in learning English. Therefore, researchers was conducted further research at different levels of education to find out how teateaching English classes at the SMK Negeri 5 Pekanbaru class XI school. Researchers was investigated the case entitled "*Teachers' Creativity: A Way of Teachers Teaching in EFL Classrooms".*

B. Identification of the Research

Based on the background of the problem that has been described above, the phenomena that exist can be identified to determine phenomena that exist to determine teacher creativity: how teachers design classes:

1. The importance of teacher creativity in designing learning
2. The role of teachers in designing EFL classes before learning begins
3. How teachers design the EFL classroom so that active and conductive class

4. Some difficulties and conveniences (Hestika et al., 2021)experienced by teachers in designing learning in the classroom

C. Limitation of Problem

This research will be limited by several factors, including research location, number of subjects, and time of research implementation. In addition, this research will focus on the experiences of English teachers who teach in middle or high schools in designing classroom learning.

D. Formulation of the Problem

Based on the background of the problems described above, the following problems can be identified: How is teachers' creativity teaching EFL classrooms?

E. Purpose of the Research

a. To explore ways and techniques that can be used by teachers to increase creativity in designing EFL classrooms.

F. Significance of the Research

There are several highlights from this research, which can be found below:

Theoretical Context: For English language education teachers, having research results aims to obtain information and knowledge as input to improve teaching quality and continue to increase experience in the learning process.

For students, high motivation has a positive impact on student involvement in learning and academic achievement. That way, this research will contribute to improving student learning outcomes.

Practical Context: For teachers, it can be used as material for teacher evaluation that using appropriate English strategies in practicing learning designs in class can create a successful learning environment and help students understand the material provided. Teachers will gain insight into strategies and techniques that they can use to increase creativity in designing learning. Thus, this research not only has an impact on the scope of academic research but also on the daily practice of teachers who teach English.

Further research:

This research can form the basis for further research in this area. Therefore, this research can stimulate the interest of other researchers to explore the creative aspects of teachers in the context of English learning more deeply. This has the potential to enrich educators' understanding of how creativity can influence language learning. Therefore, this research is very important in improving the effectiveness of teaching English as a foreign language and supporting the development of students' English language proficiency.

G. Definitions of Key Terms

To avoid research in this research, the researcher would like to provide several terms related to this topic as follows:

a) Teacher creativity: Teacher creativity in learning is proven to provide various benefits in the language learning process. When teachers are innovative in teaching, the strategies that have been planned are approaches that teachers use to facilitate student learning and make the process more effective and interesting. Teaching strategies can help students learn by doing, preventing boredom and contributing to the success of their learning goals as teachers (Pt & Sari, 2023).

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the results of research using interview techniques, observation checklists, and field notes conducted on 2 English teachers at SMKN 05 Pekanbaru the creativity of teachers when teaching in EFL classes can be concluded that teacher in SMKN 05 have creativity in teaching creativity in teaching in the classroom can be improved by using various technological media tools and diverse learning approaches. The use of Canva as a technological media tool allows teachers to create visually appealing learning materials and adjust to students' needs. In addition, the use of flashcards as a learning tool helps improve student memory through visualization and repetition of material.

The use of educational board games adds an element of fun to learning, thus triggering student engagement and enriching their learning experience. Icebreaking and games help to break the initial ice in the classroom, build a comfortable atmosphere, and increase interaction between teachers and students, thus creating conditions conducive to effective learning. Overall, this integration of technological media tools and innovative learning approaches can enhance teachers' creativity and effectiveness in teaching as well as improve students' motivation and learning achievement. It increases students' engagement and facilitates the understanding of difficult concepts, students do not feel bored during class, and students are active and happy when learning English. In addition, learning English, using this creative strategy can help students in developing speaking, listening, reading, and writing skills effectively.

B. Suggestions

Based on the research results and conclusions above, the suggestions that can be given are as follows:

1. Further research can be conducted to explore the effectiveness of using these creative strategies in English language learning contexts in more depth, including their impact on students' academic achievement and their learning motivation.

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