

Teachers' creativity in applying English teaching methods

Nurain Djalali¹, Titin Suhartini Kaaba^{2*}

¹ IAIN Sultan Amai Gorontalo

² IAIN Sultan Amai Gorontalo

✉ titinkaaba27@gmail.com

Article information:

Received

Revised

Accepted

Abstract

The goal of this research is to determine creativity of teachers in applying English learning method. This research was carried out on 2 English teachers at SMP Negeri 1 Botumoito. A descriptive qualitative type was employed in this research with data collection techniques using semi-structured interviews. The results reveal that 2 English teachers who teach class 1 and class 2 at SMPN 1 Botumoito use various learning methods, those are: 1) discovery learning, 2) scientific learning, 3) question and answer/discussion, 4) project based learning, 5) roleplay, 6) demonstration, 7) and recitation method. From the implementation of all methods, teachers modify the stages according to learning materials, learning objectives and students' needs. The combination of the above methods affects skills and enthusiasm of the students in responding to learning. Then, at evaluation stage the teachers apply various way including giving assignments to the students to see how active they are in asking and answering during the learning process.

Keywords: teachers' creativity, implementation of learning method

INTRODUCTION

Teacher is required to have ability to use appropriate methods in learning so that students can easily accept, understand learning materials and achieve learning objectives. In carrying out learning process, the teacher does not only prepare lesson plans and materials that will be given to the students, but must also choose methods in accordance with the learning objectives, media, and other supporting facilities because not all methods can be used in learning. Creative teacher will try their best to find a method that suits characteristics of students and goals to be

achieved. Teacher's creativity in learning is part of a system that is inseparable from being educated and education. The role of teacher's creativity is not only to help superficial aspects in students, but includes other aspects, namely cognitive, psychomotor and effective.

Creativity can be interpreted as the ability to create new product, either completely new or a modification or change by developing things that already exist. If this is related to the creativity of the teacher, the teacher's concern may create a teaching strategy that is completely new (originally created by himself), or the teacher may modify his method to produce a new form.

Slameto (2010, p.145) explained that understanding is related to the discovery of something that could be in the form of producing new things by using something that already exists. Creative teachers are teachers who have the ability to develop new ideas and new ways of educating, teaching, guiding, directing, training, assessing and developing students. By increasing the creativity of teachers, creative learning activities can also increase students' learning motivation.

As revealed by Talajan (2012) regarding the importance of teacher creativity, among others, it is useful in increasing students' interest in the subject, transferring information fully, stimulating students to think more creatively through scientific method in observing symptoms of society or natural phenomena that become the object of study in learning, and stimulating students' creativity.

The learning method is defined as the principles that underlie the activities of directing a person's development, especially the teaching and learning process. In order to achieve the learning objectives that have been formulated, a teacher must know various methods so that a teacher will more easily determine the method that is most appropriate to the situation and conditions. The use of the method is very dependent on the learning objectives.

The use of the method is a very important factor in determining the success of the learning process in addition to student factors, objectives, facilities, situations. The better the method used, the more effective the achievement of learning objectives are. Even the method is quite conventional, but when a creative teacher can handle it then the implementation will be extraordinary.

According to Darwyan (2007, p. 134), methods play an important role in teaching, including:

1. Method as a tool of extrinsic motivation

One of the teaching components that can provide learning motivation to students is the teacher. The skill of using various teaching methods of teachers can generate and maintain students' learning motivation. The learning method provided by the teacher must lead to a positive attitude of students and arouse enthusiasm for learning.

2. Method as a Learning Strategy

Learning strategy is the real action of a teacher in teaching by using certain ways and teaching components (objectives, materials, methods, tools, and evaluations) which aims to make students achieve the learning objectives that have been set.

3. Methods as means to achieve goals

Teaching objectives will not be achieved if one component of teaching is not involved. One of these components is the teaching method. Through teaching methods teachers can connect students with teaching materials and learning resources. Through the intermediary method, students can master the teaching materials.

The purpose of the learning method is to facilitate the process and learning outcomes so that what has been planned can be achieved in accordance with what has become the main goal as well and as easily as possible by students. According to Wina (2009, p. 149), the learning method is the method used to implement the plans that have been prepared in real activities so that the goals that have been prepared are achieved optimally. Therefore, the use of methods is very important in the learning process, and the focus of this research is how teachers' creativity in applying English teaching methods is.

METHODS

This study used qualitative research method with descriptive approach. This research was conducted on junior high school English teachers. This study took 2 teachers of English subjects in junior high school. Researchers chose the 2 teachers because of the few teachers available, only these 4 teachers had creativity in the use of learning methods.

This qualitative research used semi-structured interview as instrument, and documentation in the form of a learning implementation plan. Researchers conducted open semi-structured interview that refers to provided questions so it is possible for new questions will arise because of the answers given by the resource persons, and during the interview session, information can be carried out more deeply with the aim of obtaining in-depth information from respondents. The researchers conducted interviews with 4 junior high school

English teachers about what learning methods they use when teaching English and, how creative they are in applying these learning methods.

A valuable source of information in qualitative research can be documentation. Documentation in interviews (audio recorder) and lesson plans are used as the source of data in this research.

Then the researcher did data reduction, namely summarizing, choosing the main things, focusing on the important things, looking for themes and strategies and discarding the unnecessary. Further, the data were presented in the form of text, both brief descriptions, charts, tables, so that they are easy to understand. Then, conclusion was drawn to answer the problem by interpreting the findings from the interview.

RESULTS AND DISCUSSION

Results

Data collection was taken from the results of interviews conducted by researchers in June – July 2021. Informants who were successfully interviewed intensively were grade 1 and Grade 2 teachers in SMPN 1 Botumoito, Kab. Boalemo. The purpose of the researchers conducting interviews was to find out what learning methods were used by teachers in learning English and to obtain information about how creative teachers were in applying learning methods. Researchers used interviews with several questions related to what learning methods were used by teachers and how their creativity was in modifying the stages of using these learning methods according to their creativity. The following are the results of interviews obtained by the researchers:

1. Methods used during teaching and learning process.

Below are the answers of the two participants:

Participant A: *"Combining the discovery learning method with the question and answer method and discussion. Sometimes discovery learning is combined with the demonstration or the project based learning method, basically adjusting to the learning materials and students' needs"*.

Participant B: *"Using the scientific learning method and combining of discussion and practice methods (role play), sometimes combining the scientific method with the recitation method according to the learning materials and learning objectives"*.

From the answers above, the researchers concluded that the teachers combine methods that are tailored to the needs of the material and of course this is done to achieve learning objectives. The most common methods used in teaching are discovery learning, scientific learning, project-based learning, role play, question and answer and discussion, recitation, and also demonstration method.

2. Stages of the learning method.

The following are the answers from participants:

Participant A: *"Yes, I use all stages of using the discovery learning method. Sometimes I don't use stages 5-6 because the learning time allocation factor is not possible. In using the project based learning method, what I did not do was at the project supervision stage because I gave students the freedom to do their own work."*

Participant B: *"Yes, I use all learning methods, scientific learning with 5 stages of M".*

From the results of the interview above, the researchers concluded that a teacher does not use a 1-stage learning method but the other uses all stages, this is done of course with several considerations, for instance, participant A sometimes does not use stages 5-6 in discovery learning due to limited of time in learning process, and does not use the supervision stage because they want students to be creative on their own in doing the project assignments that are given.

3. How the teachers apply learning method.

Here are the answers from the participants:

Participant A: *"I adjust to the material using discovery learning, sometimes combining it with discussion if there is something that needs to be discussed with students. Then, when I use discovery learning with the demonstration method, before giving project assignments to students, the first thing I do is do the demonstration method, which is to present lessons by demonstrating and showing students about a particular process, situation or object, both real and using an imitation."*

Participant B: *"Using the scientific learning method and combining it with the discussion method and the role play method, I will divide students into several groups and students will practice conversation on the material. Then using the scientific method, I give assignments outside of school hours to students according to topics by using recitation method as well so that students carry out learning activities and provide reports on the results of these assignments."*

From the answers of the participants above, the researcher concludes that teachers at SMPN Botumoito use more than 1 kind of learning method in the interaction of the teaching and learning process. This is because there is no perfect learning method, so it is better not to use only one method, besides that each method must have advantages and disadvantages, so teachers must use various methods in every classroom interaction.

4. The method used can be applied to all grade levels and to all topics of English learning material.

Here are the opinions of several participants:

Participant A: *“I started teaching in 2018 and I just taught in grade 8 and from the beginning I taught myself using that method. I think this method is very suitable to be used in several learning materials, because this method encourages students to ask questions and draw conclusions from my material”.*

Participant B: *“very suitable but adjusting to the material”*

Researchers can conclude that they use learning methods and adjust to the learning materials. A creative teacher will develop the use of learning methods according to his wishes but still consider the material and learning objective.

5. How to evaluate the success of the learning method.

Following are the answers from the participants:

Participant A: *“Usually I use LKS (Student Worksheet), after they work on it and I check I will judge how successful this method is from the LKS results. They usually give assignments at school but I divide them according to a schedule or usually between group representatives. From the results of the project and after discussing it, I can measure the success of the method I apply”.*

Participant B: *“From the results of the exercises and questions and answers and how active students are in discussion during the learning process.”*

From the results of the participants' answers above, it can be concluded that they use the results of the tasks carried out by students and from the results of questions and answers to measure the success of the applied learning methods.

6. Facilities used by the teacher in applying the learning method.

The following are the answers from the participants:

Participant A: *“I use the textbook because I think it will make it easier for educators to deliver learning materials”.*

Participant B: *“Usually I compose learning modules and textbooks”*.

From the answers of the participants above, the researchers concluded that the successful application of learning methods certainly requires facilities, and they tend to use textbooks.

7. English learning materials that often use the combination of method.

The following are the answers from participants:

Participant A: *“For example, in Descriptive Text material, after I explain the material I will give questions to students and they take turns to answer the questions and I give text to each group and they answer questions related to the text in the book orally. Then Before giving project assignments to students, the first thing I will do is do a demonstration method, namely presenting lessons by demonstrating and showing students about a particular process, situation or object. For example, in advertisements and announcements, the teacher shows examples of the two materials, then students look for them in the newspaper and stick them on cardboard and write down the contents of the two materials in English and decorate them according to their creativity.*

Participant B: *“I divide students into several groups and students will practice conversation on the material, for example on part of speech material and news reading material, I ask students to demonstrate according to what is instructed”. This is done to see the ability of students in terms of vocabulary and student cooperation. For example, in narrative text material and procedural text material, after the teacher explains the material, the teacher gives examples and instructs students to make assignments outside of school hours with the recitation method.*

In the creativity of teachers in applying learning methods not only fixated on the use of one method, instead teachers do a combination of teaching and learning activities so that the learning process is not monotonous and boring.

8. The effect of using combination of method on the learning process.

Participant A: *“Yes, you see, students are more enthusiastic in learning because this learning stimulates the cognitive of students, so that students are stimulated to convey their knowledge, besides that my students who used to only answer questions from what I asked are now more critical in responding to all the learning that I explain, so that from the experiment I did this there was reciprocity from the learning process and I am even more enthusiastic in developing learning”*.

Participant B: *“Yes, students are more active and they prefer the role play method because they think it is challenging to practice”.*

From the results of the participants’ answers above, the researchers concluded that the two teachers have experienced the effect of using combination of learning methods on problem-solving abilities and how much it influences on the activeness of students in learning, and it also provides training to students in order to improve problem solving skills.

9. How the combination of these methods affect learning.

Following are the answers from participants:

Participant A: *“According to my observations, the effect of its development has been seen because students are more enthusiastic in responding to the learning that takes place, and their curiosity increases”.*

Participant B: *“Yes, I think it has an effect, although there are some students who don't seem to have fully mastered the material, but there are many students who have improved their skills after I apply a combination of learning methods”.*

From the answers of the two teachers above, the researchers concluded that the two teachers, after applying their learning methods, can see the progress and development of their students.

Discussion

The success of a learning course cannot be separated from the role of teachers who work hard to achieve the learning objectives, and this requires the creativity of the teacher and in applying his learning method so that the material being taught is successful.

There are various kinds of learning methods above that vary greatly. The two teachers use all stages of the learning method, adjust, and combine with other learning methods for various reasons, but still focus on the initial goal which to achieve the learning objectives that have been set.

The teachers’ creativity in applying learning methods is not only fixated on one method, instead the teachers do a combination of teaching and learning activities so that the learning process is not monotonous and boring. This is relevant to Talajan that the creativity of teachers in learning is part of a system that cannot be separated from being educated and education.

The role of teachers’ creativity is not only to help human aspects, but includes other aspects, namely cognitive, psychomotor, and effective. The method plays an important role in

learning as explained by Martinis Yamin (2010) that method is a way of teaching which functions as a tool to achieve teaching goals. The better the method used, the more effective and efficient the achievement of its objectives will be. With a variety of methods used in the learning process, teacher can assess students' ability in understanding the material being taught.

Based on the results of interviews and documentation, it can be concluded that the two English teachers at SMPN 1 Botumoito above uses discovery learning method and scientific method so that students can easily understand the subject matter being delivered. Because the learning method is a way to convey material to students, then the method is very important in the teaching and learning process, therefore a teacher must be creative in using and implementing the methods.

Creativity itself not only creates something new, but creativity must have a usability value. The selection of learning methods is an absolute thing that must be done by the teacher so that the material presented is easily accepted and can foster students' activity in the teaching and learning process.

CONCLUSIONS

Creativity is related to the discovery of something, it might be in the form of producing something new by using things that already exist. Creative teachers are teachers who have the ability to develop new ideas and new ways of educating, teaching, guiding, directing, training, assessing and developing students. By increasing teacher's creativity, creative learning activities can increase students' learning motivation. Although teachers have been creative in using methods in learning, they continue to strive to improve their innovation power in managing learning in order to improve student achievement. In teaching the class, teachers should use a variety of innovative and varied methods so that students find it in the learning process.

REFERENCES

- Ahmad, S. (2007). Strategi belajar mengajar micro teaching. Ciputat: Quantum Teaching.
- Darwyan, S., & Abd Aziz, H. (2007). Pengantar Statistik Pendidikan. Bandung: Diadit Media.
- Slameto. Belajar dan Faktor-Faktor yang Mempengaruhinya. (2010). Jakarta: PT. Rineka Cipta.

- Talajan, G. (2012). *Menumbuhkan Kreativitas dan Prestasi Guru*. Yogyakarta: Laksbang Presindo.
- Sanjaya, W. (2011). *Strategi pembelajaran berorientasi standar proses pendidikan*. Jakarta : Kencana Predana Media Group.
- Yamin, Martinis. (2007). *Profesionalisme Guru & Implementasi KTSP*. Jakarta: Gaung Persada Press.