

**TEACHERS' CREATIVITY IN DEVELOPING  
ENGLISH TEACHING MATERIAL FOR JUNIOR  
HIGH SCHOOL STUDENTS**

**THESIS**

Submitted in Partial Fulfilment of the Requirement for the Degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



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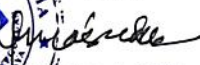
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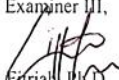
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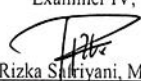
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## ABSTRACT

Ipung, Mochamad. (2019). *Teachers' Creativity in Developing English Teaching Material for Junior High School Students.*

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Key Words: *creativity, teacher's creativity, development teaching English material, teachers' challenges.*

In developing English teaching material, the teachers must have high creativity to support the students learning outcome process is good in the classroom. In creativity, the teachers can find new ideas, solve the problems, and create something new or different. To foster teachers' creativity, the teachers can use media as a tool to convey the material to be taught. This study aims to know and describe what's teachers' creativity in developing English teaching material and find out the challenges by the teachers in developing English teaching material for junior high school students. To answer these questions, the researcher used qualitative method which used descriptive qualitative to analyze the data. The participants of this research are three English teacher who teach in this Junior High School students. The researcher used two research instruments, there are Interview and audiorecorder. The result show that, teachers' creativity in developing English teaching material was the ability to develop English teaching materials, provides a motivation for the students, new ways in delivering the English teaching material, create something new. However, there are several challenges by teachers. They are instruction and goal, content or material, method and technique, and obstacle or another challenge.

## ABSTRAK

Ipung, Mochamad. (2019). *Teachers' Creativity in Developing English Teaching Material for Junior High School Students*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Fitriah, Ph.D, Pembimbing II: Drs. Muhtarom, M.Ed, Grad, Dip. TESOL

Kata Kunci: *keaktifitas, kreatifitas guru, mengembangkan bahan ajar, tantangan guru.*

Dalam mengembangkan bahan ajar bahasa inggris, guru harus memiliki kreativitas yang tinggi untuk mendukung proses belajar siswa dengan hasil yang baik di dalam kelas. Dengan kreativitas, guru dapat menemukan ide-ide baru, memecahkan masalah, dan menciptakan sesuatu yang baru atau berbeda. Untuk menumbuhkan kreativitas guru, guru dapat menggunakan media sebagai alat untuk menyampaikan materi yang akan di ajarkan. Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan apa kreativitas guru dalam mengembangkan bahan ajar bahas inggris dan mengetahui tantangan guru dalam mengembangkan bahan ajar bahas inggris untuk siswa SMP. Untuk menjawab pertanyaan-pertanyaan ini, peneliti menggunakan metode kualitatif yang menggunakan deskriptif kualitatif untuk menganalisis data. Partisipan penelitian in adalah tiga guru bahasa inggris yang mengajar di SMP ini. Peneliti menggunakan dua instrumen penelitian. Ada wawancara dan perekam audio. Hasil penelitian menunjukkan bahwa, kreativitas guru dalam mengembangkan bahan ajar bahasa inggris adalah kemampuan untuk mengembangkan bahan ajar bahasa inggris, menyediakan motivasi bagi siswa, cara-cara baru dalam memberikan bahan ajar bahasa inggris, menciptakan sesuatu yang baru. Namun, ada beberapa tantangan oleh guru. Mereka adalah instruksi dan tujuan, isi atau materi, metode dan teknik, dan kendala atau tantangan lain.

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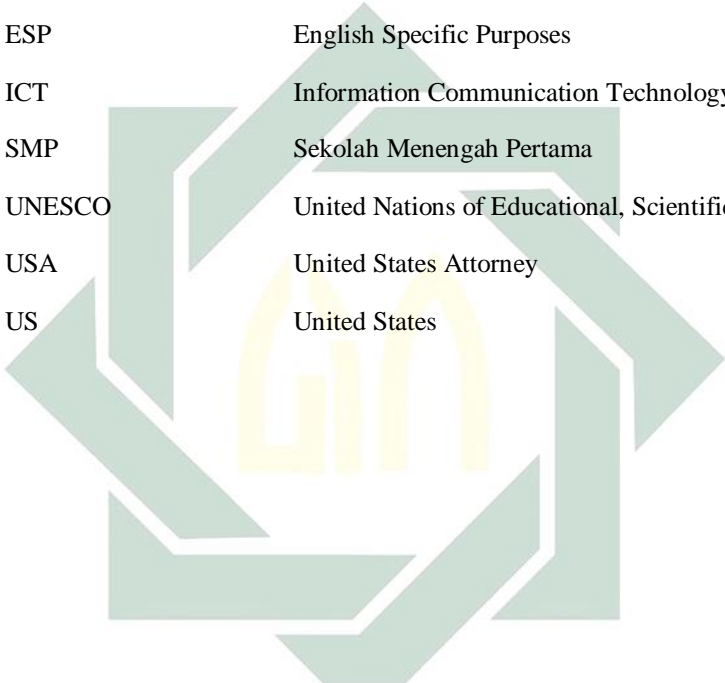
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## LIST OF ABBREVIATION



CS	Computer Science
ESP	English Specific Purposes
ICT	Information Communication Technology
SMP	Sekolah Menengah Pertama
UNESCO	United Nations of Educational, Scientific
USA	United States Attorney
US	United States

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# CHAPTER I

## INTRODUCTION

This chapter describes the introduction to this study. It consists of background of the study, research questions, and objectives of the study, significance of this study, scope and limitation, and definition of key terms.

### A. Background of the Study

Creativity has come to increasingly more necessary in the 21<sup>st</sup> century as a creative and knowledge. Based on economies interest a creative product that brings benefits and enjoyment to people. People with creative skills are a resource for the development of these economies.<sup>1</sup> So, the researcher believed that creative potential has become ability in every people and educational has a power to develop their students' creativity. However, a curriculum based on these learning methods blended with more direct forms of instruction is necessary to build knowledge, understanding, creativity and other twenty-first century skills.<sup>2</sup> The curriculum can be seen as factor of achieving specific educational goals and objectives.

Furthermore, students needs to master additional subject areas, including foreign languages, the arts, geography, science, and social studies. In the other hand, students needs to be taught different skills in the 21<sup>st</sup> century, and that the skills they learn should reflect the specific demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology driven economy and society.<sup>3</sup> Besides that, technology and tools are revolutionizing curricula and educational activities and transform in traditional teaching and learning.<sup>4</sup> Thus, the teacher should be creative in

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<sup>1</sup>Brady, R., & Edelman, L. A., State of Create Global Benchmark Study: Global Benchmark Study on Attitudes and Beliefs about Creativity at Work, School and Home. <https://www.adobe.com/aboutadobe/pressroom/pdfs/>, 2012)

<sup>2</sup>Cynthia Luna Scott, Education research and foresight working papers. (UNESCO: 2015)<sup>3</sup>

<sup>3</sup> Glossary of Education Reform, *21st Century Skills* : (<https://www.edglossary.org/21st-century-skills/> , 2016)

<sup>4</sup>Wesley Fryeri, *The Digital Face of 21 –Century Curriculum*. (i.e. educators:2005)

integrating academic and learning into student's technology and tools. Students must be engaged in the creation of authentic knowledge products and collaborating with another student. It is because technology and tools are skills that needed by students in the 21st century.

Creativity is something important in human life and relating to the potential that exists in a man who used to change lives.<sup>5</sup> However, the teacher must have basic skills to determine the success of learning, and the basic skills that must own by the teacher are pedagogical skills, personality, professional and social skills. Four those capabilities as an indicator to determine the success of the learning process that handles by the teacher. Teachers' creativity of learning process very influential on students understand because students can more creative to deliver material in the learning process. Another hand, the role of teachers is more important to help student for achievement success and have the ability management in the classroom so conducive for situation condition and student more active and efficient.

Creativity are a technique of curiosity exploring, imagining and thinking. Based on one's knowledge, experiences, emotions and motivations to generate original and effective (useful, fit, appropriate, or valuable) products (ideas, solutions, and concrete objectives).<sup>6</sup> Creativity is a positive meaning of a positive education to develop the students as a effective creator for society. Another hand, disparate personality traits are desired for creativity. However, curiosity, imagination and creative thinking are considered important traits and they are closely interrelated in creative processes.<sup>7</sup> Curiosity means need to know about how things work and how people think. Imagination means the ability to be creative for

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<sup>5</sup> Hernowo, Menjadi Guru Yang Mampu Mengajar Secara Kreativitas. (Bandung: MLC, 2007), 26

<sup>6</sup> Creative Education,  
<http://www.scirp.org/journal/cehttp://dx.doi.org/10.4236/ce.2016.77107> , 2016), 1026

<sup>7</sup> Creative Education,  
<http://www.scirp.org/journal/cehttp://dx.doi.org/10.4236/ce.2016.77107> , 2016), 1027

creating something new and interesting ideas that have not exist before. Creative thinking means the art of a generating solution to the problem by force of reasoning and incorporate lateral thinking that allows people to see something new and unusual ways. However, the role of them are play significant in every creative domain. For example, in English creativity means asking new questions, imagining different solutions and the choosing and using a unique one to solve an English problem. In fact, the development of a creative is an idea an issue of the simultaneous process of exploration, imagination and creative thinking and stimulated by individual emotions and motivations.

Teacher are now seen as active participants in learning and teaching, and successful teacher are considered to have the significant impact on students' learning performance.<sup>8</sup> However, teachers' success are not limiting the presence or otherwise to do the absence of only one factor. Rather, teachers' personality and behaviors are various elements that have been found to have an influence on teachers' success. However, teachers' ability and skills are like basis to have some significant impact on the way the teacher does his or her job to be creative in the classroom.

In education, it must be put on the four pillars, learning to know, learning to do, learning to live together and learning to be.<sup>9</sup> A curriculum is only the basic material, not the fixed price. Besides that, teachers have rights to be creative in developing the relevance competence components, one of them is communicative competence. The communicative competence is expected ability by learners to convey and interpret the meaning in interacting using the language and when developing their materials trying, at the same time, to keep a balance among students' language learning needs, preferences, motivations and expectations, their effective needs and the institutional policies.

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<sup>8</sup> Jahanbakhs Nikoopour, EFL Teacher creativity and their cognition about teaching profession (Iran Journal of applied linguistics and language learning, 2017), 2

<sup>9</sup> Sobhi Tawil, Revisiting Learning: the treasure within assessing the influence of the 1996 Delors report, Unesco Education Research and Foresight, 2013), 2

Besides that, one of the consideration in developing English teaching material is based on the students' needs.<sup>10</sup> The material is means more important things which impact aims a teaching and learning English material in the classroom. teaching materials help the teacher in teaching and learning process. Teaching materials should produce it possible for students to prepare and show their lessons, and teaching materials should allow for adoption and improvisation. However, if they are not created specifically for them, teaching materials must be suitable for students' needs. In many cases, teaching materials are means of instruction and one of the most relevant influence aims at what goes on in the classroom. in fact, the development of teaching materials and teaching aids is important to the success of educational activities. Thus, to make the material related to the vocations that the students have chosen, it can make the teacher to be creative in developing teaching materials.

Teachers' challenge in Indonesian education skills is incorporating the 21<sup>st</sup>-century learning skills. Especially based on this study is a creativity. These skills help students learn, and so they are vital to success in school and beyond.<sup>11</sup> Teachers should focus on students outcomes involving the skills, for which they require training, so that the development is not restricted to be just content-related but it should be integrated with all of the 21<sup>st</sup> century outcomes. The 21<sup>st</sup> century educational concepts have been adopted by the Ministry of Education and Culture of the Republic of Indonesia to develop new curriculum for elementary school, junior high school, senior high school and vocational high school.<sup>12</sup> Besides that, teachers have challenges. Therefore, teachers should be creative to teach the students in the classroom. Another hand, teacher should understand about the learning

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<sup>10</sup> Brown, J. D. The elements of language curriculum: A systematic approach to program development, journal of English and Education 2016)

<sup>11</sup> Thoughtful Learning, *what are learning skills?*

(<https://k12.thoughtfullearning.com/FAQ/what-are-learning-skills> 2018 )

<sup>12</sup> Dr. Kuntari Eri Murti, MM, *Pendidikan abad 21 dan Implementasinya pada Pembelajaran di Sekolah Menengah Kejuruan (SMK) untuk paket keahlian desain interior*, (Widyaswra Madya), 1



strategy which could they use in teaching and learning process. According to David Nunan, strategies defined as the mental and communicative procedures learners use in order to learn and use language.<sup>13</sup> Strategies also help students elaborate language confidently, less time and energy. So that the teacher should choose a learning strategy that enable students more active in learning process. Thus, it can make the students learning easier, faster, more self-direct, more effective, and become to new situation.

There are some previous studies which similar with this study. The first is the study which was done by Brielle Grievink who conducted a research entitled “ *An evaluation of learning material designed to teach 21<sup>st</sup> Century skill problem solving skill in secondary education*”. Here this study focused on two materials developed for the 21<sup>st</sup> Century skill problem-solving in secondary education.<sup>14</sup> The second is the study which was done by Linda Salna who conducted a research entitled “ *Creativity as a 21<sup>st</sup> Century skill : Training teachers to take it beyond the arts*”.<sup>15</sup> Here this study focused on examine the extent to which support materials and training for public school teachers to foster creative thinking and problem solving in their classrooms is useful to the teacher. The third is the study which was done by Robert J. Hurle who conducted a research entitled “ *Teaching for Creativity Development : Lessons learned from a preliminary study of vietnamse and international upper (High) secondary school Teachers’ perceptions and Lesson plans*”<sup>16</sup>Here this study focused on their perceptions of whether creativity was a skill and could be developed in different subjects and in every person; especially the importance of ICT, extracurricular activities and curriculum for creativity to carry out creativity development

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<sup>13</sup> David Nunan, *Language Teaching Methodology*. (London: Prentice Hall, 1991), 84

<sup>14</sup> Brielle Grievink, Thesis : *An evaluation of learning material designed to teach 21<sup>st</sup> century problem solving skill in secondary education* (University of twente, 2016)

<sup>15</sup> Linda Salna, Thesis : *Creativity as a 21<sup>st</sup> Century skill : Training teachers to take it beyond the arts* ( State University of New York, 2012)

<sup>16</sup> Hurle, R. J. Thesis : *Teaching for Creativity Development: Lessons Learned from a Preliminary Study of Vietnamese and International Upper (High) Secondary School Teachers’ Perceptions and Lesson Plans*. (University in Hanoi of Vietnam, 2016)

for their students. The fourth is the study which was done by Bob Jeffrey who conducted a research entitled “ *Teaching creatively and Teaching for creativity: Distinctions and relationship*”.<sup>17</sup> Here this study focused on the effects of creativity teaching on learners, its effectiveness, the creativity they bring to the learning context and the creativity they are encouraged to develop by being part of creativity teaching context.

The similarity with my research, which also talking about creativity skill, the teachers will be easy to develop material in teaching and learning activities. The difference between those research and my research are the focus, object, and method. First, the study by Brielle Grievink and my research are the study focused on problem solving in an evaluation of learning material and descriptive in nature as a method but in my research focused on creativity in developing English teaching material and qualitative descriptive as the method. Second, the study by Linda Salna and my research are the study focused on creativity thinking and problem solving in an examine which support the material. The third, the study by Robbert J. Hurler and my research are the study focused on perceptions of water creativity skill in developed different subjects, and preliminary and secondary school as a object but in my research focused on creativity in developing English teaching material and secondary school as the object. The fourth, the study by Bob Jeffrey and my research are the study focused on the effect of creativity teaching on learners and quantitative and qualitative as a method but in my research focused on creativity in developing English teaching material and qualitative descriptive as the method.

Based on the data above, this study focuses on what’s teacher’s creativity in developing English teaching material for junior high school students in the classroom by the teacher. However, teacher’s creativity is more important to deal with the challenge which can cause of problem in developing English teaching material. In this research, there is a reason

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<sup>17</sup>Bob Jeffrey, Thesis : Teaching Creatively and Teaching for Creativity: Distinctions and relationship. (Faculty of Educations and Language studies: the open university)

why the researcher wants to observe Teachers' creativity in develop teaching material for junior high school students. Therefore, the teacher will be easier to know how to build their creativity within media that appropriate students' need in English teaching material. Thus, according to some articles that have published in website it stated that vision and mission of school is creating fun, creative, and applicable learning environment by paying attention to the development and potential of the students. So the researcher believed that the teacher of school should have the creativity skills and dealing with the challenges as a mean of development in teaching English material in the classroom.

## **B. Research Questions**

In relation to the background of the study previously outlined above, the researcher formulates two research question to guide this research.

1. What is teachers' creativity in developing English teaching material for Junior High School students at SMP Raden Rahmat Balongbendo?
2. What are the challenges by teachers in developing English teaching material for Junior High School students SMP Raden Rahmat Balongbendo?

## **C. Objectives of the Research**

Based on the research question, the objectives of this study are:

1. To know and describe what is teachers' creativity in developing English teaching material for Junior High School students at SMP Raden Rahmat Balongbendo.
2. To find out the challenges by teachers in developing English teaching material for Junior High School students at SMP Raden Rahmat Balongbendo.

#### D. Significance of the Research

To know more how the researcher gets the significance, here the researcher states below. This research is expected to give benefit for the teacher, the student, the researcher and also the next researcher.

1. *For the teacher*, the result of this study can be used for teacher to contribute the discourse of learning by the creativity of teacher in developing English teaching material, as an input always to be better teaching and learning activities the implementation especially of social and for considering the implementation of learning activities especially with subject, and to provide deeper information and knowledge about the use more creative in developing English teaching material that aims engage students' interest in learning process.
2. *For the students*, the result of the study can be used to help them as an input to be more motivation to your creativity in your learn obtain the optimal learning.
3. *For the researcher*, hopefully this research can be usefull to increase knowledge and as an input to the other researcher to conduct further research dealing with creativity skill in developing teaching material and preparation for implementation of learning activities in the future.
4. *For the next researcher*, the researcher hopes that there will be the next researcher who continuing the theme of this research. There are many types of creativity used by teacher during developing teaching material. In this reasearch, the researcher only does the research on the teachers' creativity in developing teaching material in the classroom. For the next researchers who will take the same theme, they can do the research on teachers' creativity in methodology or in assesment.

## **E. Scope and Limit of the Study**

This research has the scope and limitation as follows.

### **1. Scope of the study**

The scope of the study is creativity skills and challenges by the teacher whom has English education background to teach English material at Junior High school students in the classroom. The first concern is about what is teachers' creativity in developing teaching material in the classroom. The second concern is about the challenges by teacher to development teaching materials in the classroom. The third concern is about a teacher in dealing with teaching creativity and challenges in developing English teaching materials in the classroom.

### **2. Limitation of the study**

The researcher has the limitation for the teachers' respond in this research. The participants of this research is teachers of Junior High School students at SMP Raden Rahmat Balongbendo. The researcher only takes three teachers' response in this school. There is the main reason why the researcher choose the teacher of this school as a participant. The teacher having a good track record, having a good tenacity, having an English education background and as facilitator in teaching and learning process. Therefore, this response has taken after the class by interview to the teachers. So that the researcher makes the interview talking only mains of creativity and the challenges in developing English teaching material by using semi structure.

## **F. Definition of Key Terms**

The researcher writes down some design of key terms in order to support the readers to understand this study easily and have the same interpretation as the writer.

### **1. Creativity**

Creativity is an ability to create something new, new ideas and problem solving.<sup>18</sup> In here, it does not have to be completely a something new but it can also be a combination of elements that existed before.<sup>19</sup> Then, creativity in this research is defined as the teachers' way on how the teachers find something new in developing English teaching material.

### **2. Teachers Creativity**

Teachers' creativity is an ability potential to create something new.<sup>20</sup> Such as new an idea, new method an activity, and problem solution that creating something new that wasn't done by someone or existence a tendency to provide a certain amount knowledge.<sup>21</sup> The teachers is becoming an intellectual risk taker comes down to trying new things in the classroom as often as possible. it doesn't mean teachers can't have some tried and true activities that always are a part of their practice.

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<sup>18</sup>Yusuf A. Al-Hajjaj, 30 Kiat meledakan Kreatifitas. (solo: Ziyad visi Media, 2010), 16-18

<sup>19</sup>Yusuf A. Al-Hajjaj, 30 Kiat meledakan Kreatifitas.... 17

<sup>20</sup>Talajan, Guntur. Menumbuhkan kreativitas & prestasi guru. (yogyakarta: LaksBang PRESSindo, 2012),55-60

<sup>21</sup>Talajan, Guntur. Menumbuhkan kreativitas & prestasi guru.... 57

### 3. Material Development

Material development is a partial undertaking involving the production, evaluation, adaptation and exploitation of material intended to facilitate language acquisition and development.<sup>22</sup> The material developed were used to support the teachers in facilitating more students' need in teaching and learning in the classroom.<sup>23</sup> Material development in this research is defined as the procedures and principles of the implementation by the teacher.

### 4. Teachers Challenge

Teachers' challenge is something difficult which requires great effort and determination, something that tests strength, skill or ability.<sup>24</sup> These are factor that affect teachers in discharge of their activity at school. Challenge refers to the process of offering higher level or more academically challenging assignments, coursework, or learning opportunities.<sup>25</sup> In this resarch, the challenge of teaching process refers to the process of creativity skill teachers apply in developing English teaching material.

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<sup>2222</sup> M. Azarnoosh et al. (Eds), issues in Materials Development, published by Sense Publishers, 2016)

<sup>23</sup>Ottevanger, W., Using design research to develop teacher support materialsin order to facilitate thesuccessful implementation of a new sciencecurriculum in post-apartheid Namibia, 2013), 381-405

<sup>24</sup>Toynbee, J. Arnold, "*A study of History*" (London: Oxford University Press, 1987), 125

<sup>25</sup>Education reform, *Honor Challenge* (<https://www.edglossary.org/honors-challenge/>published on 2013)

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the review of literature which is used in the research. Related to the research, the researcher has divided the review of related literature into four parts. Those parts are Creativity in language teaching, Teachers' creativity, Development teaching material, and the challenge of development English teaching material. Each part of review of literature has been explained briefly based on the theory which related to the research.

#### **A. Review of Related Literature**

##### **1. Creativity in Language Teaching**

###### **a. Definition of Creativity Skills**

Definition of creativity which have influenced thinking in the past include that developed by Torrance, whose thinking dominated psychometric approaches to creativity in the USA and else where as discussed earlier in this report. Torrance said the creativity broadly as the process of sensing a problem, searching for possible solutions, drawing hypotheses, testing, and evaluating, and communicating the result to others.<sup>26</sup> He added that the process includes original ideas, a different point of view, breaking out of the mould, recombining ideas or seeing new relationship among ideas.

Moreover, A review of the literature summarized several definition for creativity or innovative people. The researcher defined creativity as a model that consist of some constructs or dimensions between individuals, still there has not been a unit explanation for creativity. For instance, creativity was explained as the mixture of divergent and convergent thought. Viewed of the theory, divergent thinking means the creation of choices

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<sup>26</sup> Torrance, E.P, *Creativity: what research says to the teacher*, series no.28, National Education Association, Washington, 1969), 116



and exclusive ideas in the thinking procedure, whereas convergent thinking means choosing ideas based on their uniqueness, achievability, and quality.

Based on Torrance's view, creativity divided into three core parts, so there are three characteristics to verify creative behaviour: creative abilities, creative skills and creative motivations. However, creative motivation is an important characteristic which has main role to creative achievement, so person with high degree of creative motivation have more creative achievement rather others. In addition, various type of commitment, and the skills are essential to make creative abilities. Thus, consequently creative achievers will be persons who have a high degree of creative abilities and skills if they have enough motivations. As well, a creative person as a creative achiever requires to mixture of these characteristic.

#### **b. The Function of Creativity Skills**

Terri zobel defined the function of creativity is the power of behind the global economy.<sup>27</sup> Creative ideas lead to create something new, concrete solutions that are developed into creative product and processes which come to enterprising ventures. The value of functional creation is not only in bussines, production and technology. These problem solving creations address human social, environmental, and political issues.

Function of creativity can be viewed as an interactive four stage, non linear process that is intertwined with high level of communication and testing for feedback from scientists, technologists, domain and subject matter expert and investors.<sup>28</sup> These stages are often repeated in a looping fashion as individuals and teams solicit and receive feedback,

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<sup>27</sup>Terri, Z., *Creativity: product, process, personality, environment and technology*, the canbrige handbook of creativity, Drexel University, 2013), 103

<sup>28</sup>Reisman, F., *Creativity: process, product, personality, environment & technology*, journal of the KIE international conference, riga, latvia, 22-25 july 2014

revisit previous stages and integrate knowledge gained into further interaction of concepts and products. Domain acceptance either provide or without the public acceptance and validation of whether the new offering is creative and timely is provided by Csikszentmihalyi. The four stages include.<sup>29</sup> The first, create problem is identified and a selection of strong potential solutions are conceptualized. The second, elaborate the solution are expanded upon and vetted for feasibility. The third, the response to the elaboration and vetting some ideas are eliminated and a final idea is identified as the solution for development. The fourth, adapt societal adoption through marked entry of new products/process.

The outcomes of the function of creativity process are realized in three distinct elements. The first, creative knowledge ideas and concepts are formed and elaborated upon for potential new products, devices, process, etc. The second, innovative products/process/systems, these concept are developed into real products and/ or process improvements. The third, creative products and process are integrated into domains and enter the market for trade, barter and or monetization.

The vetting that occurs in the ideation stages is more important so that time and resource are not wasted, particularly in already distressed economic climates. So there is the educational value of developing entrepreneurs for future success, but that, unfortunately doesn't decrease the global debt in the near future. Thus, ideally of countries across the globe should take a socially responsible approach in their utilization of resources by deciding on the best opportunities to pursue in the most efficient and honorable manner.

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<sup>29</sup> Csikszentmihalyi M., *Implication of a system perspective for the study of creativity*, New York: Cambridge University Press, 1999), 313-335

### c. **The Elements of Creativity Skills**

The operational definition of creativity for this chapter is provided by Robinson, who characterises creativity as having four main elements.<sup>30</sup>

#### 1. **The medium**

The creativity strengths of any one person may be specific to particular fields or types of activity. Creative processes suggest many different mental functions combinations of skills and personality attributes. They suggest special purpose for familiar mental operations. Then, Creativity suggests working in the medium. the medium may be a conceptual, as in English. It may suggest a physical medium, as an instrument, textbook, coursebook or audio, visual and audiovisual. For many people, creative ability is affected by the feel of the materials and the activity in question. If a person does not discover their best medium, they may never discover what their creative potential is, and never experience the pleasures, comfort and achievements that follow.

#### 2. **Expertise in or mastery of the medium**

Teaching with creativity and teaching for creativity involve all the characteristics of good teaching. These are involve strong motivation, high expectations, the ability to communicate and listen and the ability to interest and to inspire. Teachers' creativity needs expertise in their particular fields. Creative teaching in English consist a command of English ideas and priciples: creative teaching in Listening suggests a knowledge of listening forms

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<sup>30</sup> Barret, T., Donnelly, R., *Encouraging students' creativity in Higher Education*. In B. Higgs & M. McCarthy (Eds) *Emerging Issues II: The changing Roles and identities of teachers and learners in Higher Education*, (2008) ,5-6

and possibilities. But teachers' creativity needs more than this. They need techniques that stimulate curiosity and raise self-esteem and confidence. They must recognise when encouragement is needed and confidence threatened. They must correspondence structured learning with opportunities for self-direction, and the management of groups with attention to individuals. Therefore, They also must expert to kinds of questions appropriate to different purposes and kinds of solutions it is appropriate to expect.

### **3. The need to play and take risks**

Creativity involves playing with ideas and trying out possibilities. In any creative process there are likely to be dead-ends: ideas and designs that do not work. There may be many failures and modifications and much reshoning of imaginative activity before the best outcomes, the best fit is produced. A similar process may then take place in terms of the applications of a creative outcome. Evaluating which ideas do work and which do not requires judgement and criticism. In this way creative thinking always involves some critical thinking. Understanding this is an important foundation for creative educations. There is a distinction, and there may be differences, between the evaluations made by the creator and those made by others. Equally, the value of something may only be recognised over time.

Beside that, creativity is play in all areas of human activity, such as young people and adults that have creative capacities. These capacities include a balance between teaching skills and understanding, and promoting the freedom to innovate, and take risks in development. Especially in take risk, They can learn by practising and repeating they are able to improve and develop an idea, they can take risks in finding solutions to problems without it affecting

their own relationship so that they can adopt the best way in real life and they can explore new ideas and develop their understanding of they learn.

#### **4. The need for critical judgement**

Judgement is an invaluable element as we produce ideas and then stretch them and connect them imaginatively as far as they can go. Although there is always a stage, maybe many stages, where critical appraisal is necessary, if only to assess coherence and relate ideas to evidence, paracticability, utility and audience response, generative thinking has to given time to flower. At the right way and in the right way, rigorous critocal appraisal is essential. At the wrong point, criticism and the cold hand of realism can kill an emerging idea.

Another hand, The outcome of imaginative activity can only be called creative it is of value in relation to task at hand. Value here is a judgement of some property of the outcome related to the purpose. There are many possible judgements according to the area of activity: effective, useful, enjoyable, satisfying, valid, tenable. The criteria of value vary according to the field of activity in question.

Each of these elements gives rise to important considerations for teaching creativity and teaching for creativity.

#### **d. The Components of Creativity Skills**

Torrance identified four components of creativity that enable creative behaviour. He established them as criteria to be used for measuring creative thinking and for evaluating the quality of creative output. Teacher can use these criteria as a guide for evaluating creative thinking in student work. These four componets are Fluency, Flexibility, Originality, and elaboration. As

individuals develop creatively these skills foster the development of ideas.<sup>31</sup>

### 1. Fluency

Fluency is generation of different issues, ideas, alternatives or solutions. It has been demonstrated that the more ideas we create, the more probable we are to find useful ideas and solutions. Fluency is more important ability especially in the creative problem solving process. another hand, alternative is not a good thing in problem solving. Especially if you have to be creative. In fact, there are many concepts for producing ideas, alternatives, and solutions. Thus, several researchers have demonstrated that training and practice with these components because fluency is a better.

One creative components, which has been used with biggest success for generating ideas is Brainstorming. Osborn invented it for the sole purpose of producing checklist of ideas than can be used in developing a solution to problem. The components is directed to generating unconventional ideas by suppressing the common tendency to criticise or reject them summarily. Osborn tried to separate idea-evaluation from idea generation because he believed that if evaluation comes early, it reduces the quantity and quality of the ideas produced. Therefore, Brainstorming session no criticism is permitted and freewheeling generation of a large number of ideas and their combination and development are encouraged. Brainstorming is founded on the associative premise that the greater the number of associations, the less stereotyped and more creative the ideas of how to solve a problem will be. So that all defined the fluency is means the ability to generate quantities of ideas.

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<sup>31</sup> Torrance. E.P. Torrance journal for applied *creativity: Inspiring creativity in teachers to impact to students* (university of Georgia, 2016), 42

## 2. Flexibility

Flexibility is the ability to handle ideas or object in numerous diverse ways given the same stimulus. It is the ability to delete old ways of thinking and start in several directions. Moreover, it is adaptive when pointed at a solution to a particular issue, challenge or dilemma. On the other hand, flexibility is particularly vital when logical methods fail to give satisfactory results. Looking at painting requires flexibility, the demand like from different perspectives in order to see different subjects, images and symbols. Seeing people or objects within clouds requires the flexibility of seeing concrete shapes in cloud formations. However, flexible thinking provides for changes in ideas, alternate routes in thinking to include contradictions, varying perspectives, alternative plans, varying approaches and various perspectives of a situation.

The components of creative thinking as known as a verbal checklist has been developed to enhance flexibility in the creative process. This is usually like a checklist of questions about an existing product, service, process, or other item to get new points of view and thereby lead to creative. Osborn has also developed more extensive verbal checklist while he was partner of a major US advertising firm. Besides that, the idea of verbal checklist is that an existing product or service can be improved if one applies a part of questions to it and pursues the answers to see where they may lead. The main questions take the form of verb such as modify or combine. These verbs indicate possible ways to improve an existing product or service by making changes to it. Then you add the definition words to the verb, for instance combine ideas, combine appeals, combine purposes, combine units, etc. So that all defined the flexibility is means the Generation of different types of ideas and categories.

### 3. Originality

Originality is means getting away from the self-evident and commonplace or breaking away from ability bound thinking. However, Original ideas are statistically infrequent. Besides that, originality is a creative quality, which is a mental jump from the self-evident. Moreover, Original ideas are usually described as unique, surprising, wild, unusual, unconventional, weird, remarkable or progressive. So the teacher would like courage to be creative, it is because as soon as a teacher propose a new ideas, the teacher are minority of one. In addition, the original thinker must be able to resist the ridicule and doubt, Which is able to be directed toward his/her ideas and himself/herself. To improve the creativity we got to be respectful of unusual or crazy ideas or alternatives. So that all defined the originality is means the uniqueness of ideas.

### 4. Elaboration

Elaboration is means a visual and verbal component usually used to structure complex situations in a radical and expanding way during the creative problem solving process. Besides that, it is definition by a creative pattern of relatd ideas, thoughts, process, objects, etc. It is difficult to identify the origin and the creator of this technique. In fact, it is quite probable that this has been inspired by research on the interplay between the left and right hemisphere of the brain. It is also be dated back to the Bulgarian doctor and psychiatrist Lozanov who experimented with the brain and accelerated learning. another hand, Buzan who has made ellaborating a well-known technique with many application.

In fact, the priciples to construct the elaboration are few to understand. The best way to learn it is by practice. To make it you have to draw



ideas from the centre of the paper and move in a radial and parallel way, to that you have to use both your creative and your logical brain. Thus, with some experience you develop your own style, your own pallet of colours, your own symbols, your own icons, etc. So that all defined the elaboration is means a the additional of detail.

These four fundantional skills are critical to understand and foster the development of creativity. Strategies and creative thinking components stimulate individual growth across the areas. Components and strategies tie back into these four overarching skills.

#### e. **The Types of Creativity Skills**

Here the three kinds of creativity thinking are summarized by Margaret A. Boden.<sup>32</sup> Involving different ways of generating the novel ideas.

##### **1. Combination of Creativity**

Combinational creativity has been studied extensively for decades, especially the cognitive aspects. Conceptual combination is a basic creative cognition, which involves emerging previously separate concepts to present new thoughts and provoke new ideas.<sup>33</sup> it can produce emergent properties which are not from parent concepts. Additionally, conceptual combination is positively related to creative problem solving.<sup>34</sup> scott et al have indicated two approaches, which are the analogical

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<sup>32</sup>Boden, M. *How Creativity Works*, published by Creativity East Midlands for the Creativity:Innovation and Industry conference, (University of Sussex, 2007), 1-13

<sup>33</sup>Ward, T.B., "Creative cognition, conceptual combination, and the creative writing of Stephen R. Donaldson", *American Psychologist*, 2001. Vol. 56 No. 4, pp. 350-354.

<https://doi.org/10.1037/0003-066X.56.4.350>

<sup>34</sup>Kohn, N.W., "Conceptual combinations and subsequent creativity", *Creativity Research Journal*, Vol. 23 No. 3, . <https://doi.org/10.1080/10400419.2011.595659>, 2011), 203-210

approach and the case- based approach, to produce conceptual combinations.

According to nagai et al, Studies exploring combinational creativity in design included who suggested three method to interpret combined concepts, which are property mapping, concept blending, and concept intergration. Han et al, indicated three approaches to produce combinational creativity such as problem, similarity, and inspiration-driven approach.<sup>35</sup> The problem-driven approach involves producing a combinational idea through combining a basic idea and a broblem-solving idea. The similar-driven approach suggests combinational ideas are generated by combining basic ideas and similar-representation ideas. The inspiration driven approach includes producing combinational ideas by combining basic ideas and inspirational ideas. Chen et al applied bisociation theory, which is form of combinational creativity associating separate and often conflicting ideas in new ways to discover creative knowledge for design.<sup>36</sup> In addition, a number of computational tools employing combinational creativity have been developed to supporte designers in creative idea generation at early phases of design. Bacciotti et al developed a tool concepts from two different dimensions for identifying scenarios to provoke creativity.<sup>37</sup> Han et al have developed software, called combinator, to assist creative ideation by producing combinational stimulus in both text forms

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<sup>35</sup>Han, J., “Three driven approaches tocombinational creativity: Problem-, similarity- and inspiration-driven”.*Proceedings of the Institution ofMechanical Engineers, Part C: Journal of Mechanical Engineering Science*,. <https://doi.org/10.1177/0954406217750189>, 2017)

<sup>36</sup>Chen, L., “A network-based computational model for creativeknowledge discovery bridging human-computer interaction and data mining”, *Proceedings of ASME 2017IDETC/CIE, Cleveland, USA*.<https://doi.org/10.1115/DETC2017-67228>, 2017)

<sup>37</sup>Bacciotti, D., “An original design approach for stimulating the ideation ofnew product features”, *Computers in Industry*, Vol. 75, 2016), 80-100

and image forms. Georgiev et al have proposed a computational method to create new scenes by combining existing ones for developing new products.<sup>38</sup>

Combinational creativity plays a significant role in design for supporting designers in generating creative ideas at early stages of design. It is also used extensively as the core to develop computational tools for assisting designers in creative ideation. Comprehending the distance between ideas could help designers identify appropriate ideas for producing combinational creative ideas. This could also benefit combination related computational tools by enhancing idea selection algorithms to improve effectiveness and efficiency.

## 2. Exploratory of Creativity

The exploratory creativity involves a number of related capacities. One is an ability to inhibit immediate responses and rehearse or sustain potential solutions in mind so that they can be elaborated and evaluated before a choice is made. The idea requires that creativity is conceptualized as some sort of search in a space of artifact. In Boden's formulation, Exploratory creativity refers to search within a given search space.<sup>39</sup> However, exploratory creativity is often associated with the kind of creativity to problem solving that ordinary people engage in ability. Then, Exploratory creativity is often modeled simply as objective driven search.

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<sup>38</sup>Georgiev, G.V., "Methodology for creating new scenes through the use of thematic relations for innovative designs", *International Journal of Design Creativity and Innovation*, Vol. 5No. 1-2, <https://doi.org/10.1080/21650349.2015.1119658>, 2017), 78-79

<sup>39</sup>Boden, M., *The Creative Mind: Myths and Mechanisms*, weidfield and nicholson, London, 1990), 1-21

In exploratory creativity, the existing stylistic rules or conventions are used to generate novel structure (ideas), whose possibility may or may not have been realised before the exploration took place.<sup>40</sup> Exploratory is not to be sneezed at. There are three reasons for exploratory creativity. The first, most artist and scientists spend their working time engaged in exploratory creativity. The second, Exploratory creativity can produce highly valued (beautiful, useful, interesting) structures or ideas. And the third, it can often offer surprises that are rather deeper than merely seeing the previously unseen. For exploratory creativity need not be a matter of adopting the current style unthinkingly. It can also involve the deliberate search for, and testing of, the specific stylistic limits concerned.

In some cases, Exploratory creativity is indeed limited by hard constraints that must be broken in order to transcend into unexplored regions of search space. In other cases, Exploratory creativity is instead limited by basis in the search process.

### 3. Transformational of Creativity

According to Bolden, Transformational creativity is different, for here the variation is greater, and the stylistic dimension that is being varied is deeper. So, the resulting change is very marked that new idea may be difficult to accept, or even to understand.<sup>41</sup> However, Transformational creativity is the process of transforming the rules and thus identifying a new sub-space. Thus, transformational creativity refers to changing the rules that bind the search so that other spaces can be searched. So whereas transformational creativity is

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<sup>40</sup>Kuhn, T. S., *The Structure of Scientific Revolutions* (Chicago: University of Chicago Press, 1962), 1-13

<sup>41</sup>Boden, M. A., *The Creative Mind: Myths and Mechanisms* (London: Routledge), 2nd edn., revised and expanded, 2004), 4-5

associated with major breakthroughs that redefine the way they see problems.

Naturally, much effort has been devoted to thinking up ways of modeling and implementing transformational creativity in a computational framework. Another hand, transformational creativity is the idea that fundamental creativity involves changing the conceptual space in order to generate something that couldn't have been generated before. If the structures required to change the space are already present in the creator's mind then this creative thought could have been generate before.<sup>42</sup>

Furthermore, transformational creativity is not every dimension of the style will have been changed. So there will be both structural continuities and structural discontinuities between the untransformed space and its seemingly impossible successor. Thus, the nature of these continuities and discontinuities will affect the valuation of the new idea.

In general, transformational creativity is valued more highly than the other two kinds.<sup>43</sup> It is because that is less true of literature than the other arts, the language offers scope for especially rich creative combinations, and the thme of human motivation offers huge exploratory potential. However, novel transformations are relatively rare. In the case, transformational creativity defined breaks commonly accepted rules, and challenges other people to adopt new values in accepting the novel idea.

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<sup>42</sup>Boden M.A., *Computer Models of Creativity*. The Psychologist, 2000), 72-76

<sup>43</sup>Boden, M. A., *The Creative Mind: Myths and Mechanisms* (London:Routledge). 2nd edn., revised and expanded, 2004), 6

## 2. Teachers' Creativity

### a. Definition of Teachers' Creativity

According to Siswoyo education of interaction that, "The educational process will do among the component of education functionally interconnected in an integrated unity."<sup>44</sup> In addition, Educational interaction can be include if students and teachers the influence of learning objectives. Learning objectives is means for to be success in students learning outcome. Therefore, teacher creativity on teaching and learning process in classroom management, and development material with utilization media toward influences of learning objectives.

According to Tajalan, Teacher creativity can be directed in two components of learning in the classroom<sup>45</sup>

#### 1. Creativity in classroom management.

Classroom management is activity teachers for manage classroom to dynamist, organizing existing resources and planning good teaching and learning activities which done in the classroom. In the case, The teacher creativity of classroom management to directed. Namely, to help of learners in order class learn related collaborative and cooperative and creating a conducive academic environment in the teaching and learning process.

#### 2. Creativity in developing teaching material within utilization learning media.

Learning media is means a tool that can be support in the teaching and learning English material. The function media is to help the students understand taught to abstract concept, increase motivation to learners in the teaching and learning

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<sup>44</sup> Siswoyo, dwi., dkk. Ilmu pendidikan. (Yogyakarta: University Press, 2007), 45

<sup>45</sup> Talajan, Guntur. Menumbuhkan kreativitas & prestasi guru. (yogyakarta: LaksBang PRESSindo, 2012), 58-59

English material, Reduce misunderstanding, Increase motivation to teacher for creativity skills in developing, Especially in materials. In the context as teacher in utilization media that reduce things to abstract in a lesson and to help of students for the integration of learning materials in situation.

Those are some needs various of component understood and developed to good function.

Teacher dream is a product or the balance between teacher control aspects and disciplines, they do not need to be contested but how teachers forget aspect of this personality and have a good capability in mastery the subjects. Personality intact and qualified teacher is very important because this is the emerging professional responsibility and readiness to always develop themselves. The task of teacher is to stimulate potential learners and teaching in order to learn.

Teachers in Islam is person who is responsible for the development of students by pursuing their full potential, both potential affective, cognitive potential, and potential of psychomotor. Teacher also adult person who is responsible for providing and help students in developing mental physical in order to achieve the level of maturity, and able to stand alone in fulfilling his duties as a servant of God. In addition, it is capable of as a social being and an independent individual.

Understanding of teachers, “ The teacher is office of profession that requires especially skills its main task as educating, teaching, guiding, directing, train, assess, and evaluate students in early childhood education formal education path, primary, and secondary school.<sup>46</sup> Moreover, Teacher have a important roles in teaching and learning process. learners need a background of a teacher to help them in the process of self-development and optimization of talent and ability who owned learners.

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<sup>46</sup> Etika profesi keguruan, kegiatan belajar 1 makna profesi, 2005), 40

Basically of teacher creativity can help students to increase their level of thinking. But very individual there is who value on ideas generated. There is also absolutely no regard for this ideas generated. As for some definition of creativity according to expert. The first, according to Indonesian definition that “the ability to create” or creativity. The word is related to the great power with the potential that exist in human which can utilized to change life.<sup>47</sup> The second, according to Zalena that “Create or make a something from nothing came into existence.”<sup>48</sup> The third, according to Yusuf Abu Al-Hajjaj that “creative is the ability to create something new, like a solution problem new appearance, artistic value, or new method”<sup>49</sup> The fourth, according to Munandar that “ Creative as a process of human thinking to create something new, by connecting facts, information, language, or a condition.”<sup>50</sup>

So that, the meaning of creativity suggested some formulation which conclusion an experts about creativity. The first, creativity is an ability to create new combination data, and information or items. The second, creative of creative thinking (divergent) based on the ability data or information provided, find lots of possible answers to a problem, its importance on quality, diversity, and appropriate answers. The third, operationally creativity can be formulated as an ability of reflecting smoothness, suppleness and originality of thinking, as well as ability to combine (dealing) an idea.

Then the authors conclude on describe above, creative action is an imposing of one’s own whole

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<sup>47</sup> Hernowo, Menjadi guru yang mampu mengajar secara kreativitas (Bandung: MLC, 2007), 26

<sup>48</sup> Zaleha Izhah Hassoubah, Mengasah pikiran kreatif dan kriteria (Bandung: Nuansa, 2007), 50

<sup>49</sup> Yusuf abu al- Hajjaj, 30 Kiat meledakkan Kreativitas. (solo: Ziyad Visi Media, 2010), 16

<sup>50</sup> Munandar, SCU. Kreatifitas dan Keberbakatan: Strategi Mewujudkan Potensi Kreatif dan Bakat (Jakarta: Gramedia Pustaka Utama, 1999), 12



personality on the environment in an unique characteristic way and create to something new idea.

According to Joyce wycoff, there are some of teacher characteristics :<sup>51</sup> Namely, boldness is look full in the face new challenges and prepared to risk facing failure, eexpressive is not afraid to express your thoughts and feelings, humorist is related to creativity combine things in such a way, so as to be different and unpredictable, and iintuition, accept as reasonable under to aspect of personality.

Beside that, Munandar described creativity of teacher that, there are some personal characteristic of creative: Imaginative, have initiative, broad interest, self independent, happy adventure, energyc, believe, dare to take risks, bold in opinionated and confident.”<sup>52</sup>

Those are description above creativity that can be drawn conclusions so that creativity is a free in the acting and thinking. the existence of initiatives foster a sense of wander, believe in yourself and have good imagination.

#### **b. The benefits of Creativity to Teacher**

Divergent production, then, seems to respond positively to some of the issues mentioned earlier<sup>53</sup> The first, materials can be put to new use in more effective and stimulating ways. The second, materials and lessons design becomes easier and more varied, as the tachers can come up with more than one solution to the problem of what to include at each stage. The third, it is easier for teachers to see new ways of changing existing material to fit in with their aims, learners and teaching context. The fourth, teacher produce more ideas, and

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<sup>51</sup> Sri wahyuni, Pengaruh Kreativitas dan Frekuensi Belajar Terhadap Prestasi Belajar Akutansi pada siswa kelas XI Akutansi SMK Muhammdiyah 2 Surakarta angkatan 2008/2009, universitas Muhammadiyah surakarta, 2009), 29

<sup>52</sup> Munandar,. Utami, Pengembangan Kreativitas Anak Berbakat (Jakarta: Rineka Cipta, 2004), 30

<sup>53</sup> Alan maley, Creativity in the English language classroom, British council, 2010), 117

some of them can also be quite original ones. The fifth, teachers are no longer slaves to one or another method but may be better able to evaluate, select, and be eclectic in a principled way. no longer slaves to one or another method but may be better able to evaluate, select, and be eclectic in a principled way.

### 3. Developing Teaching Material

#### a. Definition Material Development

Brown defined The materials can be defined as any systematic description of the techniques and exercises to be used on teaching and learning process in the classroom.<sup>54</sup> Moreover, there are three strategies come from the materials. They are adopting, developing and adapting materials. Adopting materials is means involved deciding on the type of materials that are needed, evaluating the materials, putting them to use, and reviewing them on an on going basis. Adapting materials is means included all of the steps necessary in adopting them. Meanwhile, Developing materials is means consisted of three phases. They are developing, teaching (find testing, and evaluating the materials. During the developing phases, the first step teachers need to work on the material including selecting the materials, then the second phase, which is teaching phase the material then be tried out and discussed in terms of their effectiveness. In the evaluating phase, then the materials are evaluated and revised to be a good material.

Based on Brian Tomlinson, Material development is an applied task relating the construction, assessment, variation and exploitation of materials planned to facilitate language achievement and development.<sup>55</sup> In

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<sup>54</sup> Brown, J. D., *The elements of language curriculum: A systematic approach to program development.* 1995)

<sup>55</sup> Brian Tomlinson, *Issues in Material Development* (Rotterdam: Sense Publisher, n.d.), 2

the material development, Teacher has to find out the lesson that related to the objective of students in teaching and learning process. According to Kathen defined that material development is the arrangement method by teacher which makes parts and instructions within those units to convey the aims and points of the course.<sup>56</sup> Development material refers to like the concept of creation to more detailed in your syllabus.

### **b. Language of Material Development**

Language materials are examples of curriculum resources or documents. They take from page of texts, textbooks, wordbooks, reference materials, pictures, reality or real-life artifacts, virtual artifacts, teacher prepared worksheets, exercises and activities, student prepared authentic texts, and other forms of materials.<sup>57</sup>

According to Bryan Tomlinson, adds that materials include any texts and media that English teachers and students make use of make English language learning happen. Then, Materials is also referred to as text and language and learning tasks or activities in textbooks, course books, or handouts.<sup>58</sup> These texts also take from of any artifacts that prompt the learning and use of language in the language classroom.<sup>59</sup> However, the materials is now used to refer to texts and task alike. These resources are now available on the internet. So, they open up possibilities for teacher and students to find authentic texts and activities, which showcase the actual use of language. Thus, the texts and activities can be vital resources for language teaching and learning.

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<sup>56</sup> Katherleen Graves, *Designing Language courses: A Guide for Teacher*. 149

<sup>57</sup> Guerettaz, A. M. And Johnston, B., *Materials in the classroom ecology*, *The modern language journal*, (2013), 779-796

<sup>58</sup> Harwood, N., *English Language Teaching Materials: Theory and practice*. Cambridge: Cambridge university press, (2010), 24

<sup>59</sup> Harwood, N., *English Language Teaching Materials: Theory and practice*. Cambridge: Cambridge university press, (2010), 25

Besides that, There are two types of language materials: locally produced or teacher created and experts created or commercial materials. These can take form of textbooks, worksheets, lesson units, course books, workbooks, and handouts. Some authors prefer commercial materials to textbooks. There are number of differences between locally produced materials and commercial texts, these differences as highlighted by Hutchinson and Waters, Tomlinson, Widodo and Savova, are summarized in table below.

Table 2.1 Summary of differences between Locally produced and Commercial Texts

Locally Produced Materials	Commercial Texts
Attempt to meet a group of learners' specific needs	Are geared for learners with diverse backgrounds and different needs.
Are grounded in these needs, which provide the basis for selecting, designing, and using such texts.	Serve as a guide, which provide activities, language resources, and topics, which may not relevant to a specific group of learners.
Are not designed based on the basis of "the profit imperative", but are driven by "considerations of the needs and wants of their target learners and by principles of language acquisition"	Put more emphasis on marketability (largely driven by commercial factors) than pedagogical concerns or values).
Are tailored to current pedagogical needs. The texts may respond to immediate constraints and resources.	Are not designed based on classroom research and do not take into account actual classroom concerns.
May not based on a sound theory of language learning and teaching because of teacher lack of training in language materials development.	Fill this need because they are mostly written by experienced writers or experts, but these may also not be based on sound theory.

Suit learners' local cultures and contexts.	May be culturally and contextually inappropriate in content.
Allow teachers to create their own syllabus	Offer a ready-made and structure syllabus, which teachers can follow.
May not carefully be edited and contain mistakes.	Have pleasing visual features such as full color illustrations, and they are carefully designed and edited for content and readability and regularly updated.
Challenges teachers to find other texts, which supplement core materials.	Offer a variety of additional materials such as teachers' workbooks, ready to administer tests, and CDs.
May accommodate the expectations of school-level policy makers, teachers, and students.	Represent the third voice (materials writers), so teachers' and students' voices are underrepresented.

Although commercial texts have some weakness, they can be useful if appropriated or adapted in particular classroom context. Then, teachers can make use of such materials such as a starting point for developing or designing their own classroom materials. In additional, commercial materials can be a stimulant for teacher thinking and creativity, so they can be resources for the teachers instead of seeing commercial materials as expert endorsed products to which they have so stick slavishly.<sup>60</sup> For this reason, teachers need to have sufficient knowledge and understanding of language materials development. Otherwise, they merely rely upon their personal beliefs. For example, in a study of textbook evaluation, Labelle observed,

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<sup>60</sup>Widodo, H.P., The development of Vocational English Material from a social semiotic, Univeristy of adelaide Australia, 2015), 25

“Many classroom instructors rely on their own personal judgment or intuition to select texts for their students or simply depend upon the textbooks approved by their district, school board, or nonprofit corporation”. Thus, this situation is exacerbated by the fact that there is no institutional support for developing local materials, and there is no room for teachers to design materials due to heavy teaching loads.

In this study, language materials development are defined as locally produced texts informed by theoretical orientations. In the design and use of such materials, both teachers and students alike navigate, select, adopt and use materials through a process of negotiation and collaboration. However, These locally produced materials respond to the fact that not all commercial ESP materials can cater to students’ specific language learning needs across a wide range of specializations within a context where both teachers and students engage in a vocationally oriented language learning enterprise. Thus, the disciplinary context will vary from one institutional domain another.

### **c. The Importance of Material Development**

Brian Tomlinson in his article clarifies the important of material development for teacher. It is means every teacher is a material developer who is always assessing the accessible materials, adapting them, replacing them, supplementing them and finding effective ways to implement the materials chosen for students need as topics in the classroom. However, He argued that today’s, universal course book for all students of English though most students of English these days are learning in characteristic perspective for characteristic commitments. Material development must subsequently be essential to any course designed to train, educate or progress new or particing teacher and it must be allowed significance by the connected linguists and teacher trainers who run such courses and/or publish courses, section and books for utilize on them. Besides

that point, Teaching material development can also be truly profitable as a “technique of selection teacher to recognize and apply concepts of dialect learning and to realize individual and qualified advance.<sup>61</sup> Material development is significant for teacher because it is the way to arrange the teaching learning process and it is also can teacher to teach the students effectively

#### **d. Issues in Material Development**

David Nunan, in *Language Teaching Methodology*. There are three issues in material development. They are selection, adaption, and creation of teaching materials.<sup>62</sup> in here is more explanation about three issues in materials development.

##### **1. Selection**

Adoption of certain course book or textbook series by a government ministry or educational authority is often fraught with controversy, and commercial publishers expend a great deal of time, effort money in promoting and securing contracts for their materials.<sup>63</sup> Adoption of course book from government can help teacher to choose a good course book for teaching learning process. On the side positive side, the best commercial materials fulfill an important teacher education function and remove much of the burden and time involved in creating materials from scratch.

It is important for teacher selecting commercial materials to match the materials with the goals and objectives of the program, and to ensure that they are consistent with one’s belief and preference.<sup>64</sup>

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<sup>61</sup> Brian Tomllinson, *Issues in Material Development*, (Rotterdam: sense publisher, 2016), 3.

<sup>62</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teacher* (Sydney: Prentice Hall, 1991), 208

<sup>63</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teacher* (Sydney: Prentice Hall, 1991), 209

<sup>64</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teacher....*210

The better of material is appropriate with the students goal and objective. Moreover, it is significant for teacher to select the nice material for the students.

However, evaluating and selecting commercial material is not easy task. Seldom decided that material should be evaluated according to criteria such as their rationale, accessibility, layout and easy of use.<sup>65</sup> Those criteria can help teacher to select the material for the students.

Moreover, Little John and Windeatt suggested that materials could be evaluated from six different perspectives.<sup>66</sup> Namely, the general or subject knowledge contained in the materials, views on the nature and acquisition of knowledge, views on the nature of language learning, the role relation implicit in materials, oopportunities for the development of cognitive abilities, the values and attitudes inherent in the materials.

Content areas covered in the materials include the use of fictionalized characters and events, general interest, academic subject matter, a focus on language itself, and literature. Therefore, teacher can select and evaluate the materials though those criteria.

## 2. Creation

In creation of the material, the materials designer should collect or creates texts and tasks around topic.<sup>67</sup> Thus, the important things that have to be prepared by designer of material. Therefore, there are some stages to design the material. In reality, the teacher and textbook writer probably jungle topic, text and task elements in creating materials,

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<sup>65</sup> L. Sheldon, Evaluating ELT textbooks and materials. *ELT journal*, 42 (4), 1988.

<sup>66</sup> A. Little john and S. Windeatt, *Beyond and Language Learning: Perspective on Materials Design*, (Cambridge: Cambridge University Press, 1988)

<sup>67</sup> David Nunan, *Language Teaching Methodology: A Textbook for teacher*, 215.



beginning, perhaps with a topic such as finding accommodation, collecting aural and written text relating to the topic, and then creating activities which reflect the communicative needs of the learners in relation to the topics.<sup>68</sup> Thus, the material writers should be careful to write the material. They have to write the material design, consider the development of the following unit of work from a set of draft materials based on topic, text and task.<sup>69</sup> They are select topic, collect data, determine what learners will need to do in relation to the texts, create pedagogical activities or procedures, analyze text and activities to determine the language elements, create activities focusing on language elements, Create activities focusing on learning skills or strategies, Create application tasks.

Corbel decided that there are four stages procedure to design materials.<sup>70</sup> Namely, identify the learners areas of interest in board thematic terms, identify a series of communication situation related to that theme and link them to form an action sequence, select or devise materials appropriate to the situation in the action sequence, choose language points to focuses on from the materials.

Therefore, there are many steps to design the material. Goal and objective of program are the important point to design the material. They have to design the material systematically.

### 3. Adaption

Most commercially produced material can be adapted to fit a range of needs and goals not originally envisaged by materials writers. However, before adapting materials, it should be kept in mind

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<sup>68</sup> David Nunan, *Language Teaching Methodology: A Textbook for teacher*, 216.

<sup>69</sup> David Nunan and J. Lockwood, *The Australian English Course (Pilot Edition)* (Sydney: Cambridge University Press, 1989).

<sup>70</sup> J. Corbel, *The Action Sequence of approach to Course Design* (Propet, n.d.).

that materials from reputable authors and publishers have been carefully written and extensively trialed and it is before experimenting and adapting them.<sup>71</sup> Therefore, teacher should pay attention before adapting material from commercial materials. Teacher adopts the appropriate material for the students. Teacher choose the material which is covered students need.

Those theory are used for analyzing the way teacher develop teaching material. So it is also help the researcher to analyze the way of teacher in developing teaching material. Another hand, It is also help the teacher to understand about issues in material development. Therefore, this theory is significant in this study because the researcher uses it to analyze the way teacher develop teaching materials for their students.

#### **4. The challenges of Development English Teaching Material**

New standards for what teacher should be able to do are replacing the basic skill competencies and knowledge expectations of the past. To meet this challenge schools must be transformed in ways that will enable students to acquire the creative thinking, flexible problem solving, collaboration and innovative skills they will need to be successful in work and life. Some authors (Carroll, Burmack, Riddle, Frey & Fisher, Elkins, Trilling & Fidel,). The big challenge is knowing how to support and teach these skills in schools and classrooms.<sup>72</sup>

Furthermore, There are a number of challenges of teachers in the implementation of quality practical work in teaching materisl. Barraket found there was challenge in the development of the course material to implementing

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<sup>71</sup> David Nunan, Language Teaching Methodology: A Textbook for teachers, 219.

<sup>72</sup>Pacific Policy Research Center, 21 Century Skills for Students and Teachers (Kamehameha school, August 2010)

activities to facilitate the students approach.<sup>73</sup> However, Developing creative ability is of fundamental importance in meeting the challenges of economic development. New ideas, innovation and ingenuity in the development of products and services are increasingly important to the economic competitiveness of school, companies, and countries. These will be needed at all levels, including in primary research, in development, in design, production, marketing and distribution.

Bekele and melesse found that teachers felt the content required to be covered is too large to allow for students learning.<sup>74</sup> However, stated that implementing activities do not take a significant amount of time, once ideas are generated. What may require much time is planning and organizing the learning activities. These points to the need to develop curriculum materials that are detailed enough to ease planning and organizing of the activities. Such materials would support the teacher by assisting them in lesson preparation, subject matter, teaching sequence, and utilization of student's feedback.

Lunetta et al attributed the persistent use of the laid down procedures to a lack of confidence and limited understanding of the science ideas on the part of the teacher.<sup>75</sup> According to Osborne defined the role of science education is to construct in the student a deep understanding of a body of existing knowledge.<sup>76</sup> Beside that, science is a creative process and should offer opportunity for the learner to create his/her own knowledge.

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<sup>73</sup> Barraket, J. Teaching research method using a student centered approach? Critical reflections on practice. *Journal of university teaching and learning practice*, (2005), 64-74

<sup>74</sup> Bekele, A. And Melesse, K. Qualitative exploration on the application of student-centered learning in mathematics and natural sciences: the case of selected general secondary schools in jimma, ethiopia. *Ethiopia Journal of Educations and Science*, (2010), 1-20

<sup>75</sup> Lunetta, V. N. Learning and teaching in the school science laboratory: An analysis of research, theory, and practice. In S.K. Abell & N. G. Lederman (Eds.), *A handbook of research on science education*, (2007) 395-441

<sup>76</sup> Osborne, J. Alternatives to practical work. *School science review*, (1993), 117-123

Teacher beliefs influence and drive science teachers' practice. It is suggested that science teachers need to consider the underlying belief they have about teaching and learning science inquiry and that they should be given opportunities to reframe and redefine their beliefs about inquiry instruction.<sup>77</sup> The materials prepared for this study were basically on the topic on acids and bases content but were designed to encourage teachers understand that their efforts in inquiry can be geared toward achievement of syllabus objectives.

Another hand, this is a generally reflected in the development teaching materials that the teachers use to guide creativity in developing English teaching material. In developing English teaching material should comprise scientific inquiry skills such as identifying problems, planning, predicting outcomes, conducting investigations, and formulating and communicating the results.<sup>78</sup> Thus, creativity in developing teaching materials that support this purpose may therefore be usefully adapted by teachers in their classroom.

The exemplary teaching materials developed for the study were geared towards addressing the challenges that teachers face in an attempt to implement investigative teaching in junior high school students. The material were designed to support the teacher's creativity by assisting them in lesson preparation, subject matter, teaching sequence and utilization of student's feedback.

Another hand, teaching is not only a process on delivering knowledges. Therefore, teaching must be accompanied by education. Indirectly, teacher has to lead their students to do and be aware of ethics, cultural and moral. According to Oemar Hamalik there are four

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<sup>77</sup> Moeed, A. Science investigation that best supports student learning: Teachers understanding of science investigation., *international journal of Environmental and Science Education*, 2013), 537-559

<sup>78</sup> Moeed, A. Science investigation that best supports student learning....359-441

problems in teaching.<sup>79</sup> they are instruction, content, method and obstacle. Therefore, teaching must become a systematic system in planning, designing, preparing, performing, and evaluating learning activities effectively at a reasonable time period.<sup>80</sup> In fact, teachers skill has a good planning. Teacher has to plan a good strategies, principles and techniques in other to use it in developing teaching material.

## B. Review of Previous Study

To support and to prove the originality of this research, the researcher considers four previous studies are already conducted, they are:

The first is the study which was done by Brielle Grievink who conducted a research entitled “ *An evaluation of learning material designed to teach 21<sup>st</sup> Century skill problem solving skill in secondary education*”. Here this study focused on two materials developed for the 21<sup>st</sup> Century skill problem-solving in secondary education.<sup>81</sup>

The second is the study which was done by Linda Salna who conducted a research entitled “ *Creativity as a 21<sup>st</sup> Century skill : Training teachers to take it beyond the arts*”.<sup>82</sup> Here this study focused on examine the extent to which support materials and training for public school teachers to foster creative thinking and problem solving in their classrooms is useful to the teacher.

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<sup>79</sup>Hamalik Oemar, *Perencanaan Pengajaran Berdasarkan Pendekatan Sistem* (Jakarta, PT Bumi

Aksara, 2002), 15

<sup>80</sup>Hilda Karli, dkk, *Implementasi KTSP dalam model-model Pembelajaran* (Jakarta, Generasi Info Media, 2007), 15

<sup>81</sup> Brielle Grievink, Thesis : *An evaluation of learning material designed to teach 21<sup>st</sup> century problem solving skill in secondary education* (University of twente, 2016)

<sup>82</sup> Linda Salna, Thesis : *Creativity as a 21<sup>st</sup> Century skill : Training teachers to take it beyond the arts* ( State University of New York, 2012)

The third is the study which was done by Robert J. Hurlle who conducted a research entitled “ *Teaching for Creativity Development : Lessons learned from a preliminary study of vietnamse and international upper (High) secondary school Teachers’ perceptions and Lesson plans*”<sup>83</sup> Here this study focused on their perceptions of whether creativity was a skill and could be developed in different subjects and in every person; especially the importance of ICT, extracurricular activities and curriculum for creativity to carry out creativity development for their students.

The fourth is the study which was done by Bob Jeffrey who conducted a research entitled “*Teaching creatively and Teaching for creativity: Distinctions and relationship*”.<sup>84</sup> Here this study focused on the effects of creativity teaching on learners, its effectiveness, the creativity they bring to the learning context and the creativity they are encouraged to develop by being part of creativity teaching context.

The fifth is a study by Sara Kasmaienezhadford who conducted a research entitled “*Students’ Learning through teaching creativity: Teachers’ perception*”.<sup>85</sup> Here, this study talks about students’ learning through teaching creativity with regarding teachers’ perception. So this study focused on the importance of creativity and perception of teachers about creativity can be effective in process of students’ learning.

The sixth is research done by Yohana Dian Ratna Pernamasari “*Developing English Learning Material for Grade X Students of Beauty study Program*”.<sup>86</sup> Here, this study focused on find out the target needs, learning needs, and development English materials for student of beauty study

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<sup>83</sup> Hurlle, R. J. Thesis : Teaching for Creativity Development: Lessons Learned from a Preliminary Study of Vietnamese and International Upper (High) Secondary School Teachers’ Perceptions and Lesson Plans. (University in Hanoi of Vietnam, 2016)

<sup>84</sup> Bob Jeffrey, Thesis : Teaching Creatively and Teaching for Creativity: Distinctions and relationship. (Faculty of Educations and Language studies: the open university)

<sup>85</sup> Sara Kazmaienezhadford, Students’ Learning through teaching creativity: Teachers’ perceptions, Journal of Education, Health and community psychology, vol.4 No.1., 2015

<sup>86</sup> Yohana Dian Ratna Pernamasari, Thesis: Developing English Materials for Grade X students pf Beauty study program at SMKN 3 Magelang.

program of SMKN 3 Magelang. This study is research and develop study. The product of this study is three units of English learning materials. They are introduction, lessons proper and reinforcement. Then the material has three task that have to be done for individual, in pairs and small groups.

The seventhth is the study by Dian Rahayuningsih who conducted a research entitled "*Student Teachers' challenges in developing teaching materials during teaching practicum in vocational school*".<sup>87</sup> Here, this study talks about the students teachers ability in applying the knowldage in teaching practicum that they have learned from the college to the real school and social environment. So this study aimed to focus on investigate the challenge of student teacher in developing material in vocational school during teaching practicum and how they overcome the problems.

The differences of this study with those studies above are, the researcher carry out the implementation of teaching learning process in the 21<sup>st</sup> century and some of them were doing the research at school by analyzing creativity and challenge in development teaching materials. In addition, the focuses of those research is analyzing creativity in developing English teaching material. In addition, those researcher have similarities with this study. Those are about analyzing creativity skills. In this research, the researcher focused on what's teachers' creativity and challenges by teacher in developing English teaching material. Then, the research investigates creativity and challenges by teacherto development English teaching materials in students' activities. The contrast of this study between the current study is the research method, the method is qualitative descriptive and the main purpose of current research is to describe what is teachers' creativity in developing English teaching material for Junior High School Students.

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<sup>87</sup> Dian Rahayuningsih, Student Teachers' challenges in Developing teaching Materials during teaching practicum in vocational school, Journal of English and Education, Vol.4 Issue 2., 2016

## CHAPTER III

### RESEARCH METHOD

This chapter presents and discusses some aspects of the research methods. This chapter explains about the research design, the research setting: including time and place of the study, the data and source of the data, data collection technique, research instrument, and data analysis technique.

#### A. Approach and Research Design

This study is a qualitative study. The researcher used a qualitative descriptive method to find out the answer to research questions. This method is appropriate in identifying and describing what is teachers' creativity in developing teaching material and the challenges by teachers' Creativity in developing English teaching material for Junior High School students. Qualitative research refers to studies that investigate the quality of material, relationship, activities, and situations.<sup>88</sup> In addition, Denzin and Lincoln defined the qualitative research method include the use of qualitative data, such as observations, documents and interviews. In order to understand and explain a social phenomenon.<sup>89</sup> The aims of this research is designed to know and describe the ability of the teachers in the classroom and what's teachers' creativity in developing English teaching material, including the challenges they problem to Creativity in developing English teaching material. Considering the goal, the research is included as qualitative design using descriptive approach. The researcher uses descriptive approach by using interview to know and describe what's teachers' creativity in developing English teaching material and find out the challenges in developing English teaching material. The researcher interviews three teachers who teach in Junior High School student to answer the first and

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<sup>88</sup> Jack R. Fraenkel, *How to Design and Evaluate research in Education*. (New York: McGraw-Hill, 2009), 433-435

<sup>89</sup> Denzin, N. K. & Lincoln, Y. S. *Handbook of qualitative research*. (Thousand Oaks, CA: Sage Publications, 2010)



the second research question. The researcher used interview guidelines by semi structure technique.

## **B. Settings of Study**

The research location of the study was conducted on Junior High School students at SMP Raden Rahmat which was located on balongbendo sidoarjo. The participants of the study were the teachers whom has English education background of Junior High School students. Based on the statement above, the participant are three teachers who teach in the classroom during the period. The researcher chooses the teacher in this school because because they are having a good track record, having a good tenacity, having an English education background and as facilitator in teaching and learning process. This study chooses this school because based on the vision and mission of this school is creating fun, creative, and applicable learning environment by paying attention to the development and potential of the students' needs. Furthermore, this research done by the researcher which start from 11<sup>th</sup> until 22<sup>nd</sup> march 2019.

## **C. Data and Source of the Data**

### **1. Data**

The data in this study is the teachers' activities on English classroom in applying creativity skill which have been used by the teacher in developing English teaching material and the challenge in developing English teaching material.

### **2. Source of Data**

The data needed in this research was record from teacher's interview. Data were achieved from the teacher respond in the classroom of Junior High School students. Specifically, the researcher received the data from the classes about Creativity skills in developing English teaching material in the classroom and the source of data about challenges in developing English teaching material is teacher's respond.

#### **D. Data Collection Technique**

In case of collecting the data of the research, the researcher needs the instrument. As stated by Creswell, there are varied techniques to collect qualitative data, there are observations, documents, interviews and questionnaire, and audiovisual material.<sup>90</sup> In this study, the researcher obtain the data by doing interview. The process of collecting the data is described below.

Semi structured interview has applied in this research. Interview is used to answer the first and the second research questions. Interview is used to collect the data in this study. Interview guidelines is used to get information about how the teacher ways in they creativity to development teaching material and the challenges to Creativity in developing teaching material. Teachers' answer questions about their creativity with dealing the challenges in developing English teaching material in the classroom

Further, the researcher was asked 3 teachers with some questions in interview guidelines. The researcher was recorded the teachers saying when interview using mobile phone, the recording transcribed to get deep information and also answer both of research questions. Therefore, Interview is used to get specific information from teachers' respond.

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<sup>90</sup> John W. Creswell. Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, the 4th edition. (boston: Pearson Education, inc., 2010), 211-212.

## **E. Research Instruments**

Data are required to undertake the findings of this study. Those data can be obtained by using these following instruments:

### **1. Interview Guideline**

In this research, the researcher used unsystematically instrument for doing interview. The interview guidelines consist of teachers' creativity, teachers' opinion about creativity skill and its importance, the types of creativity by teacher used in developing teaching material, teachers' challenges to development English teaching material, and teachers' opinion in the way they creativity dealing the challenges in development English teaching materials. The researcher used interview to get information about teachers' creativity and challenges in developing English teaching material in the classroom.

### **2. Audio Recorder**

The researcher used the digital audio recorder to record the interview between the researcher and the teacher. The most significant function of the recorder is avoid incompletely or forgotten data during the interview. In addition, recorder aims to make the researcher easy in analysing the answers from the interview.

## **F. Data Analysis Technique**

As described above, this research used the descriptive qualitative method. In the qualitative method, the researcher analyzes the data descriptively. There are five steps to analyze the qualitative data.<sup>91</sup> particularly, it is applied in this research as the following steps: Collecting the data, prepared and analysis the data, reading all the data, analysis the data, and interpreting the findings.

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<sup>91</sup>John Creswell, Education Research and Foresight Working Papers. UNESCO 2010.

**Step 1**

*Collecting the Data.* In this step, the data is collected. It involves interview which is to answer what's teachers' creativity and challenges in developing English teaching material.

**Step 2**

*Prepared and Analysis the Data.* In here, the collected data is prepared and organized before continuing to the next step. After collecting the data such as interview and audio recording, the researcher identified and took key point showing what's teachers' creativity and the challenges in developing English teaching material.

**Step 3**

*Reading all the data.* After data is prepared, the researcher read all the data to gain information as much as possible. While reading the data, the researcher can give notes in the data. In reading the data, the researcher analyzed the data by doing interview and listening the audio recorder. Then, the researcher transcribed the data from interview guidelines.

**Step 4**

*Analyze the data.* In this step, the researcher started to analyze the data or information by using interview guidelines. This is also to identify which information that needs to be used in this study or need to be reduced. For example, when the researcher did the interview and transcribed into table.

**Step 5**

*Interpreting the Findings.* The analyzed data is explained in chapter 4 of this study finding and discussion. The findings relate to teachers' respond and the theory which is mentioned in chapter 2. The last step of analysing data is conclude the whole research.

1. The creativity by teacher used in developing English teaching material for Junior High School Students.

In this study, the researcher collected the data by doing interview. After interviewing and collecting the data, the researcher analyzed the data. The result of the interview included, transcribed the teacher respond from audio recorder, found the ideas from each respondent, and compared the data and summary. The ideas which often appears shows what's teachers' creativity by teacher used, the interview guideline was a semi structured interview.

2. The challenges by teachers in developing teaching material for Junior High School students.

After conducting analysis content of the creativity in developing teaching material by teacher used, it is continued to find out the challenges by the teacher to develop teaching material in the classroom by interview and tape recorder.

To do interview, The researcher gives the question to the teacher who do teaching. The interview question related to the theory which measure the creativity by teacher used with dealing the challenges in development teaching material for Junior High School students.

The result of the Interview interpreted based on the following.

- a) Transcribe the teacher respond from audio recorder
- b) Find the ideas from each respondent
- c) Compare the data and summary

The ideas which often appears shows faced many challenges. The interview guideline was semi structure interview.

### **G. Checking Validity and Finding**

After analyzing the data, the researcher needed to validate the findings of this study: there are three techniques to validate the findings based on Creswell, triangulation, member checking, and auditing.<sup>92</sup> In this research, this study used triangulation to validate the findings. As Creswell describes that triangulation is the process of justifying evidence from different individuals, type of data, or methods of data collection.<sup>93</sup> In this study, the researcher used triangulation by the method. The triangulation by the method using multiple methods of data collection, for instance questionnaire and interview. Then, the researcher used interview to meet the validity. To find what's teachers' creativity with dealing the challenges in developing English teaching material fulfill the content validity. To produce the reasonable findings and the interpretations, the researcher read and analyzed the data repeatedly. In the other hand, the researcher uses time triangulation. Then, to analyze the findings, the researcher uses theory in this research.

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<sup>92</sup> John W. Creswell. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, the 4th edition. (Boston: Pearson Education, Inc., 2010), 259.

<sup>93</sup> John W. Creswell. *Educational Research Planning* .....259

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents the result of the research about Teachers' creativity in developing English teaching material for junior high school students. It deals with the presentation of the data, data analysis, and discussion about data obtained from Interview. These data analysis are presented descriptively. Additionally, the analyzed data is categorized based on the research question of this study.

#### **A. Research Finding**

The data were collected to answer research question of the study. There were two research questions related with this study; (1) What is the teachers' creativity in developing English teaching material for Junior High School students at SMP Raden Rahmat Balongbendo? (2) What are the challenges by teachers in developing English teaching material for Junior High School students at SMP Raden Rahmat Balongbendo? This research has been collected the data from the interview by three English teachers in Junior High School students. The organization of the finding from two research questions, the researcher obtained the following results.

##### **1. Teachers' creativity in developing English teaching material**

Based on the data analysis, there was some opinion about creativity by the teacher in developing teaching material. It is used for making something new or differently in developing English teaching material, and why they use media in their creativity to develop teaching material. the explanation will be presented in the following section (see table 4.1).

Table 4.1: Definition of Creativity in developing English teaching material

Participant	Definition
Teacher A	Ability to develop English teaching material and give a motivate to the students
Teacher B	New ways in delivering the teaching material
Teacher C	Create something new by using imagination concept and ability to create something different

Table 4.1 indicated teachers defined creativity as the ability in developing English teaching material, give a motivating to the students, delivering the material, and create something new in new ways. The researcher found that the teacher defines what creativity means to develop teaching material is the following.

*Teacher A, B and C said “Creativity is a form of a teacher who can develop a basic material to more detailed the material, the ways on how the teachers teach from the material until the teachers develop teaching material itself in different ways, and the imagination ideas that will be conveyed in learning to produce something different or something new”. As a teacher, we have to be more creative in making a media as teaching material because it can explain the various topic of the material, help the teacher explore their creativity and encourage students’ creativity. Then, the teacher have difference media in teaching material. Teacher A used a media like picture, powerpoint, audio and video in teaching material. Teachers B only used Textbook as a media in teaching material. And teacher C used a media like flashcard, paper, bottle and other scrap material around the school in teaching material. Furthermore, the teacher used media to motivate the students when they can’t understand the content of the material and help the students to enjoy in learning material with various topics.*



Based on the result of the interview, Teacher A believed that creativity skill is very important to be owned by the teacher, especially in developing English teaching material. Creativity also can give a motivation to make new strategies in English teaching material and in students learning. For example, the teacher gives students a picture or real object to be analyzed by the students but the student is not able to understand and explain the purpose of the images.



Figure 4.1 Example of descriptive text about people and animals material

From figure 4.1, the teacher must be more creative to explain in greater detail of the image. Moreover, in the material of descriptive text that students will not master the vocabulary. It is because the content of English book is full English text. Therefore, A teacher gives motivation for the students to know the new vocabulary. however, if the teachers are more active storytelling in front of the class and the students just listen. The students may not be delivered in the material. Therefore, The teacher in the compulsory to carry media. It is because the media can make the students be more active and more quickly understand the material learned. Moreover, the media also can improve the ability of teachers' creativity in developing English teaching material with new ideas, make teaching more fun and enjoyable. Thus, in developing teaching material, creativity is important in

the ability to develop the material, giving motivation to the students and make teaching fun and enjoyable.

Besides that, Teacher B and Teacher C has the same opinions but different ways to apply creativity in developing English teaching material. Therefore, Teacher B and Teacher C believed that creativity is very important in developing teaching material. It is because the teachers can attract student interest, to develop English teaching material of the student when they are learning in the classroom, and the students also were not monotonous in a lesson. However, if the teacher only gives the students mediocre material. The students will feel bored and ignored what the teacher says.

According to the data, the researcher has found a different example from teacher B and teacher C. The example from teacher B, when the teacher taught about grammar. The teacher used a picture or a real object to explain the grammar material.

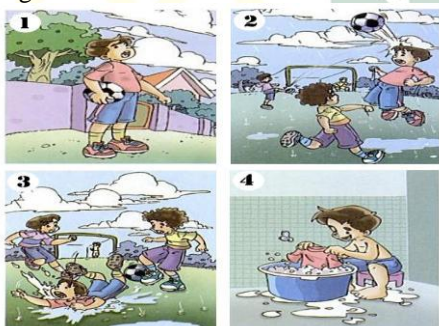


Figure 4.2 Example of grammar material in descriptive

From figure 4.2, the teacher can explain the tenses used that consist of step by step the pictures. Therefore, the teacher used this strategy to avoid the monotonous ways. In another words, the pictures or a real objects to help the students understand the material easily. The teacher also used the textbook as a media to develop teaching material. It is because textbooks are available in the current curriculum, the book does not only contain a

collection of issues such as the previous curriculum. A textbook which today can be used as a media. For example, the teacher taking a sample image to the material taught in the book. the teacher also is not difficult to adjust the material to be conveyed by the media used. Therefore in developing English teaching material, the teacher used creativity as a way to develop material which new or different ways to make students more interested in learning the material to be taught.

The example from teacher C, the teacher often displays a table of some products. After that, the students have made the media itself with scrap materials that were around the school.



Figure 4.3 Example of media with scrap material around the school

From figure 4.3, The media have been created by students has combined with the media that teachers made. Besides that, the students will be better respond to the material to be in learning. Therefore, the student can understand the material significantly. It is Because of the presence of the media, the students can understand the material quickly. However, if the teacher teaches different learning material with the storytelling method. The students are not responding to what the teacher says. With the media, the teacher also easier to convey develop teaching material. Thus in developing teaching material, The teacher used the creativity to foster new ideas for students' opinions more imagination in thinking and produce a new product in each of the different materials.

Based on the result of the data above, the data showed that teachers used a wide range of the media to apply their creativity in developing English teaching material and the data indicated that teachers' creativity used the media in their teaching material for different purposes. The teacher also integrated brainstorming and utilization of the media to create something new or new ideas, such as making new products related to the topic of the material. Those creativity to make a media were integrated by the teacher for making students fun, enjoyable, and more understand the material. Thus, the teacher taught the students in the same strategies by teachers' creativity to use a media or textbook in developing teaching material with a different class.

## **2. Teachers' challenge in developing English teaching material**

After analyzing the teachers' creativity which had been used by the teacher in developing English teaching material. The researcher also identified the challenges in developing English teaching material. The result of the interview data analysis indicated that three teachers propose different and similar the challenges in developing teaching material, namely: instruction and goal, content or material, method and technique, and obstacle or another challenge. As a result, the data analysis has explained one by one from each of the teachers' challenges in developing English teaching material. The challenges by the teachers showed in the following section.

Based on the data, Teachers' respond to the challenges in developing English teaching material. The researcher described one by one of the different and similar the teachers' challenges in developing English teaching material.

The first challenge by teacher A, the teacher has three challenges in developing English teaching material from the interview. They are instruction and goal, content or material, and obstacle or another challenge. In

instruction and goal, the teacher has challenges on deciding the good instructional goal that balance with developing teaching material that is appropriate with students need. It is because when the teacher gave the instructional goal from the material is not good that appropriate with students need. The students will be confused and difficult to understand the material of the topic. In content or material, the teacher has challenges to explain the new vocabularies in delivering learning material. It is because the content of the books is uses full English text. The students also confused with the content of the books. However, As a teacher, we will explain the content of the books one by one the content until the students understand the meaning of the new vocabularies. In obstacle or another challenge, the teachers have challenges when the teacher combined the media with the material of the topic. It is because the media can't attract the attention of the students and the media that used is not good enough. Therefore, the material is not achieved perfectly. Thus, the challenges by teacher A in developing English teaching material. The teacher aware of the challenges cannot do the activities perfectly in the classroom.

The second challenge by teacher B, the teacher has four challenges in developing teaching material from the interview. They are instruction and goal, content or material, method and technique, and obstacle or another challenge. In instruction and goal, the teacher has challenges on learning goal that is not achieved. It is because of the lack of students involved in the learning interaction. The students also only accept what is given by the teacher. Therefore, the teacher is not able to deliver the material with many varieties. In content or material, the teacher has challenges when the teacher doesn't have proper teaching material. The teaching and learning are not achieved perfectly and it is very difficult. The teacher also needs thing likes books, good media, and different good drawings to help the students. In method and technique, the teacher has challenges on the students

who are less active in the classroom. the teacher also still can't encourage the students to understand the topic on the material. Therefore, the teacher still confused with the technique that is appropriate for the students to understand the topic of the material. In obstacle or another the challenges, the teacher has challenges to create a media in developing English teaching material. It is because the teacher doesn't have much time to make a media. Therefore, the teacher only used textbook as a media. Thus, all of the point on the table that the teacher has challenges.

The third challenge by teacher C, the teacher only has two challenges in developing English teaching material from the interview. They are content or material and obstacle or another challenge. In content or material and obstacle, the teacher has challenges when the teacher explains the material with less a media, the students slight confused and the material is not achieved with used that media. It is because the media is not good enough that appropriate the students need. The students also feel bored in the classroom with the media is not good enough. Therefore, the teacher didn't finish the teaching material within a given time. Furthermore, there is no challenge in instructional goals and methods or techniques. It is because the teacher gave the instructional goal of the material before the teacher teaches the material in the classroom. the student will be easy to understand the material and the condition of the class will not be monotonous. the teacher also easy to explain the material with the method or technique that has been made by the teacher. Thus, the challenges by teacher C in developing English teaching material. The teacher also believed that can to solve the challenges.

Based on the result of the data above, the data showed that the teachers have different and similars the challenges in developing English teaching material.

## B. Discussions

This section presents the discussion of the research findings. As mentioned in the previous chapter, there are two problems statements proposed in this study. Namely, identifying teachers' creativity in developing English teaching material and the challenges in developing English teaching material. The goals of this study are to know what is the teachers' creativity in developing English teaching material and what are the challenges by teachers in developing English teaching material. The detail is as below.

### 1. Teachers' creativity in developing English teaching material

#### a. Teachers Creativity

In discussion, the researcher explained about the way teachers incorporate their creativity in developing English teaching material. Torrance said that creativity is broadly as the process of sensing a problem, searching for possible solutions, drawing hypotheses, testing, and evaluating, and communicating the result to others.<sup>94</sup> In finding, some of the teacher believed that creativity is important as the ability in the classroom. For instance, ability in developing teaching material, give a motivating to the students, delivering the material, problem solution in a new appearance, new ideas and create something new in new ways.

Another important finding of this study is that all the teachers used media in building their creativity. Hamalik pointed out that the use of teaching media in teaching and learning can generate new desires and interests, to encourage motivation and stimulation and learning activities, and even brought a psychological influence on students.<sup>95</sup> Thus, the students are expected

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<sup>94</sup>Torrance, E.P, Creativity: what research says to the teacher, series no.28, National Education Association, Washington, 1969) 116

<sup>95</sup>Arsyad, Azhari, Media pembelajaran. (Jakarta: PT.Raja Grafindo Persada,2009), 23-27

to be able to receive and absorb easily and a good message in the material presented. However, the advantage of all sense organ senses in learning activities needed stimulus. While such stimulus can deal with the use of visual aids in education. Therefore, figure in teaching can be called by the media instruction. The incorporate of these media has different function of teachers' creativity in developing English teaching material. For example, the media helps transfer their creativity into reality, makes the activities more fun and enjoyable, and provides teaching materials on various topics.

#### b. Developing English Teaching Material

In discussion, the researcher interpreted about the way teachers develop teaching material for Junior High School students. As Kathleen Graves said that teaching material development is the arrangement method by which teacher makes parts and instructions within those units to convey the aims and point of the course.<sup>96</sup> However, David Nunan suggested that material development should be largely based on the collection and analysis of classroom data.<sup>97</sup> There are two issues of the result on finding in English teaching material development which the researcher explained here, those issues are:

##### 1. Selection

In finding, the researcher interpreted that before selecting material, the researcher investigated what the students' needs in the classroom. then the teacher can select the suitable material for students because of the aims of the students in learning English. Therefore, in teaching learning English, the

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<sup>96</sup>Kathleen Graves, *Designing Language Courses: A Guide for Teacher*, P.149-150.

<sup>97</sup>David Nunan, *Language Teaching Methodology; A Textbook for Teachers*, P.225-227



teacher used a material that the students need to expert every the topic in English learning material.

In select the material for the students, the teacher has to select the material easily to understand and students need. It is because not easy to choose the material can be taught to the students. However, the teacher has to recognize the students' needs. Moreover, the teacher said that appropriate the material for junior high school students has to be updated and relevant the real condition. The materials is that the teacher usually used in teaching learning English are Textbook and Media. Therefore, the teacher has to recognize the topic of the material for teaching learning material in junior high school students.

The teacher used the textbook in developing teaching material. However, the textbook is the standard of academy school. The book has a purpose and objectives plan in junior high school students programs. David Nunan argued that textbook is important for the teacher selects commercial material to match the materials with the purpose and objectives of the program, and to ensure that they are consistent with one's belief and preferences.<sup>98</sup> however, the teacher should select the material that has purpose and objectives of the plan English learning. Thus, it is not just for the textbook but it is also for all materials that the teacher used.

## 2. Creation

In creation, the teachers argued that they have made media for the students. Media is importance for help the students to support teaching learning material in junior high school students. Media is created by the teacher to inrtroduce the topic of material that the students learn before. Therefore,

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<sup>98</sup> David Nunan, Language Teaching Methodology: A Textbook for Teachers, P.209-210

the material can be learned by the media to understand easily the topic of the material.

In creating media, the teachers considered the topic of material that the students' need to learn the material. For instance of the media, pictures, flashcard, powerpoint, main mapping, and another media visual or audiovisual. David Nunan said that the materials designer should collect or creates media, texts or tasks around the topic.<sup>99</sup> The teachers as the creator of the media recognize the topic of the material in junior high school students. The goal of the media is easy to understand the topic of the material.

Besides that, the teachers argued that they have created media for the students. They provided the lesson satisfied in the media and the students also make the media. Therefore, the media is for helping the students of junior high school in teaching learning English material. Thus, the media can help the students easier to understand the content of the topic in teaching learning English material.

Furthermore, Brian Tomlinson clarified the important of material development for teacher. It's means every teacher is a material developer who is always assesing the accesible materials, adapting them, replacing them, suplementing them, and finfing effective ways to implement the materials chosen for students needs as topics in the classroom.<sup>100</sup>

Developing teaching material is not an easy in teaching and learnig process. it need to good cooperation between students and teacher in the process of teaching and learning in the classroom. For instance, the teacher explained the material with topic descriptive text. The

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<sup>99</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, P.215

<sup>100</sup><sup>100</sup> Brian Tomllinson, *Issues in Material Development*, (Rotterdam: sense publisher, 2016) 3-7

teacher explained descriptive text in very detail but several minutes some of the students felt bored with the lesson and classroom uncondition. It is because the students difficult to understand the meaning of the material and the students have less understand in new vocabulary. So, the teacher should develop the material with new strategy. It is because a good strategies of the teacher make teaching and learning process successfull. This is in line with stated of Brian Tomlinson that Teaching material development can also be truly profitable as a “technique of selection teacher to recognize and apply concepts of dialect learning and to realize individual and qualified advance.<sup>101</sup> The data interview showed that is why developing teaching material is important. It is because with develop teaching material not only makes the students motivated, the students understand the material easily, and the students enjoyable in the classroom but also it can foster the teacher creativity to give motivate, to create something new or different, and new ways to deliver the material in developing English teaching material.

- c. Utilization media in developing English teaching material
- Hamalik Arsyad believed that utilization of media in teaching and learning English material can be generate motivation and stimulation of learning activities.<sup>102</sup> utilization learning media of the introduction stage learning help effectiveness process teaching and learning delivery of message and interest for the students. Therefore, learning media is also to help the students increase understand and facilitate interpretation which can ultimately to improve students achievement.<sup>103</sup> The teachers argued that they have made media for the

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<sup>101</sup> Brian Tomllinson, Issues in Material Development, (Rotterdam: sense publisher, 2016) 3-7

<sup>102</sup> Arsyad, Azhari, Media pembelajaran. (Jakarta: PT.Raja Grafindo Persada,2009), 21-23

<sup>103</sup> Arsyad, Azhari, Media pembelajaran. (Jakarta: PT.Raja Grafindo Persada,2007), 15-16

students. Media is importance for help the students to support teaching learning material in junior high school students. Media is created by the teacher to inrtoduce the topic of material that the students learn before. Therefore, the material can be learned by the media to understand easily the topic of the material.

In creating media, the teachers considered the topic of material that the students' needsto learn the material. For instance of the media, pictures, flashcard, powerpoint, main mapping, and another media visual or audiovisual in developing English teaching material with various topics. David Nunan said that the materials designer should collect or creates media, texts or tasks around the topic.<sup>104</sup> The teachers as the creator of the media recognize the topic of the material in junior high school students. The goal of the media is easy to understand the topic of the material.

Besides that, the teachers argued that they have created media for the students. They provided the lesson satisfied in the media and the students also make the media. Therefore, the media is for helping the students of junior high school in teaching and learning English material. Thus, the media can help the students easier to understand the content of the topic in teaching learning English material.

In teaching and learning English material, there are two important elements are the teaching methods and instructional media. However, learning media usage in the process of teaching and learning English material can evoke desire and interest in the new, motivation and evoke stimulus and learning activities, and even psychological influences brought against the students. Therefore, using media in teaching learning English material will greatly help the effectiveness of the learning process and delivery of the message and the content at that time.

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<sup>104</sup>David Nunan, Language Teaching Methodology: A Textbook for Teachers, P.215

One future of learning media is a media that contain and carry message and information to the recipient, namely the students. Message and information carried by the media can either be simple message and messages can also be very complex. But the most important is that the media are prepared to meet the students' need and the ability of the students, as well as students can actively participate in the process of teaching learning English material.

## **2. Teachers' challenges in developing English teaching material**

As Tajalan mentioned that one component of learning creativity is developing teaching material. The reseracher also conducted about the teacher challenges for being creative, significantly in developing English teaching material. According to the finding about teachers' challenges in developing English teaching material. There are four challenges in developing English teaching material. Namely, instruction and goal, content or material, method and technique, and obstacle or another challenge in developing teaching material. Similarly, Hamalik on his statement proposed that there are four problems in teaching. They are: instruction, content, method, and obstacle.<sup>105</sup>

### **a. The Challenges in Instruction and Goal**

Hamalik identified that the challenge of instruction and goal will affect the teacher in developing English teaching material. It can be analyzed with some questions such as: does student learn? What do the students learn for? What must students consider in the class?<sup>106</sup> This statement suggests that teachers have to look at their teaching to master learning goals and get

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<sup>105</sup>Hamalik Oemar, *Perencanaan Pengajaran Berdasarkan Pendekatan Sistem* (Jakarta, PT Bumi Aksara, 2002), 15

<sup>106</sup>Hamalik Oemar, *Perencanaan Pengajaran Berdasarkan Pendekatan Sistem*....15

better in teaching material for their students. In this case, the teacher have a challenge in achieving the learning goal. It is because the aspect in teaching and learning was not appropriate with the learning goal. For instance, when the teacher explained the material using the media, but the media is not interesting. So, the students felt bored and difficult to understand the material clearly. Thus, the teacher will repeat the same material on the next meeting. Sudjana defined that the role of the goal is important to decide the aim of learning and teaching material.<sup>107</sup> Good instruction and goal will give a good direction in deciding learning and teaching material, arranging method, media, and development in teaching and learning material.

b. The Challenges in Content or Material

Another challenge by teachers was content or material of learning. in this case, the material given by teachers to students did not appropriate with them. It is because the material is not relevant to the goal. The teacher was not fully able to delivering the material with time management. In addition, the teachers had a challenge in building new vocabularies and utilization the media while delivering the material. It is because when the teacher builds a new vocabulary and used the media to teach the material. The teacher should master the vocabularies and the media should relevant to the topic of the material. Hamalik defined the teachers' challenge in the content or material of learning if teacher fails in delivering the material to the students.<sup>108</sup> thus, the teachers should master the learning goal. it is important to understant the material and students' needs.

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<sup>107</sup>Sudjana Nana, *Dasar-Dasar Proses Belajar Mengajar* (Jakarta, Sinar Baru Algensindo, 1995), 56

<sup>108</sup>Hamalik Oemar, *Perencanaan Pengajaran Berdasarkan Pendekatan Sisitem* (Jakarta, PT Bumi Aksara, 2002), 16

Based on the data above, learning material is defined after deciding the learning goal. The role of the learning goal is very important because it determines the direction of the learning goal. The first is to plan in developing teaching material. The Learning goal is an expected ability and behavior which must be mastered by students after getting the learning material. the Learning goal is an expectation that should be achieved by students. In other word, it is a result of learning material that is achieved by students after getting the learning material. Although the learning materials have been assigned in the curriculum, the teacher is allowed to improve the material to master more understanding from students' needs in learning material.<sup>109</sup>

c. The Challenges in the Method, Technique, and Obstacle

Based on the finding, most of teachers' challenge in teaching and learning material in method, technique, activities and another challenge. In general, teachers' challenges in choosing some method, both of them also did not know about teaching methods and how to use it. Therefore, some of the teachers knew about teaching method and technique, but they could not make it appropriate with learning activities. Nanas' Theory defined that teaching method or technique has the same meaning that is as an activity that supports the achievement of learning goals.<sup>110</sup> therefore, teaching activities is aimed to deliver the material in teaching learning English. For this reason, teaching and learning have a close relation with teaching method.<sup>111</sup> in selecting and using teaching method, the teachers are required to pay attention to some provisions such as learning material that will be taught, an achievement of learning goals that must be achieved, the use of an

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<sup>109</sup>Sudjana Nana, *Dasar-Dasar Proses Belajar Mengajar* (Jakarta, Sinar Baru Algensindo, 1995), 67

<sup>110</sup>Sudjana Nana, *Dasar-Dasar Proses Belajar Mengajar....* 76

<sup>111</sup>Sudjana Nana, *Dasar-Dasar Proses Belajar Mengajar....* 72

appropriate method and media, and the relationship between the method, facility, time and place.

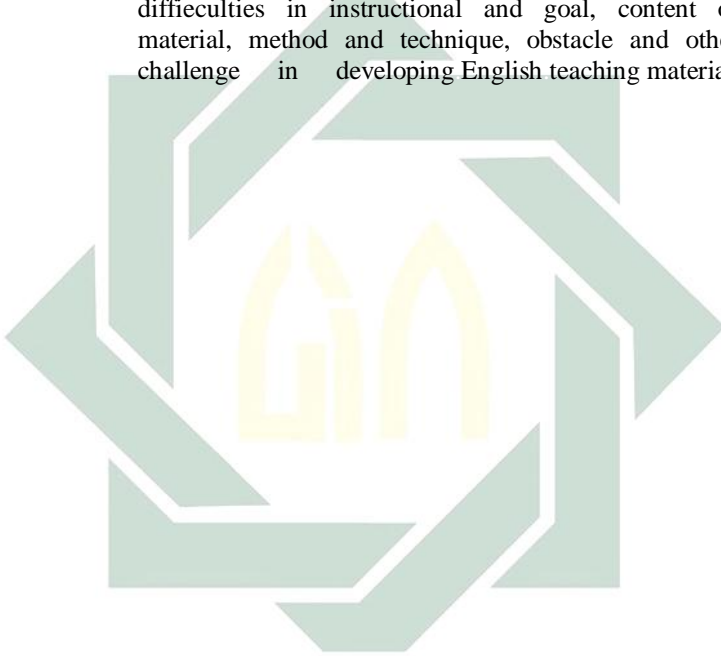
Choosing and using the appropriate method is not the only way to make a better outcome of teaching and learning material. It must consider the facility or media that can be used in teaching learning material.

There are many approaches, strategy, model, method, media and technique which can be used by the teacher on teaching and learning material. Variety of teaching method and model can provide flexibility for the teacher to create better teaching and learning English material.

This study has similarities with the study from Linda Salna who conducted a research entitled “Creativity as a 21st century skill: Training teachers to take it beyond the arts. The similarities include support the material to foster the creative thinking and problem solving in their classroom is useful to the teacher. Beside that, the challenge in the study by Dian Rahayuningsih who conducted a research entitled “ Student Teachers’ challenge in developing teaching materials during teaching practicum in Vocational School. The similarities include about the challenge in ability to apply the knowledge in developing teaching material. There were difference this study and previous study, it can be caused by some factors. The first, this research used qualitative descriptive, Linda Salna’ research used descriptive in nature and Dian Rahayuningsih’ research used develop study. The second, this object of this research is junior high school, the object of Linda Salna is senior high school, and the object of Dian Rahayuningsih is vocational high school. The third, to collect the data this research only used interview guideline, Linda salna’ research used observation scheme and interview scheme, and Dian Rahayuningsih’ research udes obeservation, quistionair, and interview.



Based on the finding in this study in teacher of SMP Raden Rahmat Balongbendo, the creativity are included as ability to develop English teaching material, give a motivate to the students, new ways in delivering the teaching material, create something new by using imagination concept and ability to create something different. Beside that, the challenges are included as difficulties in instructional and goal, content or material, method and technique, obstacle and other challenge in developing English teaching material.



## CHAPTER V

### CONCLUSION AND SUGGESTION

Based on the finding and discussion, this chapter presents the conclusion of the research and suggestion for the future research related with this topic. The result of the finding and discussion can be concluded and as the following representation.

#### **A. Conclusion**

1. The teachers' creativity in developing English teaching material

In organization to answer the research question what is the teachers' creativity in developing teaching material, the researcher did the interview with three English teachers who teach in Junior High School students. The finding shows that there are different opinions about teachers' creativity in developing teaching material. The finding as follows.

- a) ability to develop teaching material.
- b) give motivate to the students.
- c) new ways in delivering teaching material.
- d) create something new by using imagination concept.
- e) and ability to create something different.

The researcher concluded that teachers' creativity is very important in developing English teaching material. The reason why creativity in developing teaching material is important because without creativity. The finding as follows.

- a) language teaching will be boring.
- b) creativity can make teaching more fun and enjoyable.
- c) the students can interested in learning and participate actively in the classroom.
- d) the students can easily to understand the material, and the teachers can provide teaching material on various topics.

However, the implementation of media will be effective if the teachers know how to apply media into classroom activities. The use of media also encourages the teachers to become more creative in developing English teaching material. Thus, the teachers are aware of the importance a media to apply creativity in developing English teaching material.

2. The teachers' challenges in developing English teaching material.

To answer the second research question, the researcher did the interview about what are the challenges by the teacher in developing English teaching material. Based on the data above, the researcher concludes the data analysis by teachers A, B, and C with the different and similar challenges in developing teaching material. the finding as follows.

- a. Formulating and implementing the learning goal.
  1. The achievement of teaching material goal.

The teacher perceived that there were many aspects that did not appropriate with the material and topic.
  2. Communicating the learning goal to the students  
The teacher perceived that they did not engage the student in their activities in gaining the teaching and learning goal.
  3. Teaching and learning goal was not suitable with students ability and student needs.

This challenges affected for the student on gaining the goal of the material, the student did not satisfied on learning material, the student realized that learning goal which taken from the teacher was not relevant with their needs, and the students did not have meaning to their daily life.

- b. Deciding and implementing in teaching and learning material.
  1. The teacher was less able to delivering the material with time management.
  2. The teacher delivered material was not relevant to the learning goal.
  3. The teacher had a challenge in explaining new vocabularies while delivering the material.
  4. The teacher was lack of mastering English language. This challenge affected for students on understanding the topic of the material, the students were less active, and the students felt bored in their learning material.
- c. The precision of method or technique.
  1. The teachers had the challenge to delivering the material effectively and interestingly.
  2. The method was not relevant to teaching learning goal and the material.
- d. Obstacle or other problem like utilization media and addressing the students.
  1. The teacher had a challenge to utilization of media in developing English teaching material. The media is not good enough. Therefore, the teachers did not finish the process within the given time.
  2. The teachers had a lack of responses of the students. The teacher told many passive students in the classroom. Therefore, the teachers difficult to manage the classroom with passive students.
  3. The number of media was not appropriate with the student, it was not attractive enough and had limited time to make a new media.

According to the challenge above, developing English teaching material would not be achieved perfectly. Thus, the challenges by teachers in developing their teaching material in the classroom.

## **B. Suggestion**

The researcher proposes some suggestions to English teacher education in Junior High School Students and the next researchers. They are as these following points.

### **1. To English Teacher Education in Junior High School Students**

This study indicated that teachers' creativity and teachers' challenges in developing English teaching material. Teachers' creativity can be an achievement the teaching material perfectly with the students' need. However, the teachers should utilize the media as a tool in their teaching and learning process. It is better to explore their creativity in developing English teaching material. Furthermore, the teachers should keep going on their reflection about teaching and learning process in order to make a better teaching since they have a challenge in apply creativity skill on development English teaching material. In addition, the teachers should reflect their teaching before conducting next teaching.

### **2. To the next researcher**

The researcher has figured out about teachers' creativity and teachers' challenges in developing English teaching material. The researcher presents a suggestion for further researchers in conducting a next research which is still related to this research. There are many types of skill used by the teacher during teaching and learning process. The researcher only takes teachers' creativity. Especially the researcher only does the research on the teachers' creativity in developing teaching material. For the next researchers who will take the same theme, they can do the research on the teachers' creativity in assessment or methodology. In addition, some weaknesses of this research can be a reference for the next researcher in order to make a complete study about teachers' creativity in developing teaching material can be achieved.

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