


TEACHERS' STRATEGIES AND CHALLENGES IN STIMULATING THE STUDENTS' CREATIVITY IN LEARNING ENGLISH

Nurul Safitri¹, Erwin Akib², Ardiana³

^{1,2,3}Universitas Muhammadiyah Makassar, Sultan Alauddin, Makassar 90221, Indonesia

ARTICLE INFO	ABSTRACT
<p>Article history: Received: July 23, 2023 Revised: September 17, 2023 Accepted: November 5, 2023 Published: Desember 9, 2023</p> <p>Keywords: Teachers' Strategies Teachers' Challenges Students' Creativity English Learning English Classroom</p>	<p>This research has a main problem about: (1) what strategies used by the teachers in stimulating the students' creativity in learning English, (2) what challenges faced by the teachers in stimulating the students' creativity in learning English. The researcher used a descriptive qualitative method conducted on three English teachers at SMA PPM Alikhlah Lampoko. The researcher used interview and observation as instruments in data collection. The results discussed showed that in stimulating the students' creativity in learning English there were five strategies used by teacher and four challenges faced by the teachers. The five strategies used by the teachers are approaching students, giving several questions, applying discovery learning, understanding the character of students and playing game. The four challenges faced by the teachers are students had low ability in understanding English materila, students often misbehaved in the classroom, students are not confident in using English and students got bored easily in learning English.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
<p>Safitri, N., Akib, E., & Ardiana. TEACHERS' STRATEGIES AND CHALLENGES IN STIMULATING THE STUDENTS' CREATIVITY IN LEARNING ENGLISH. Indonesian Journal of Sociolinguistics. Retrieved from https://jurnal.fkip.unismuh.ac.id/index.php/ijs/article/view/41</p>	
<p>Corresponding Author: Nurul Safitri English Education Department Universitas Muhammadiyah Makassar 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: 105351113017@unismuhmakassar.ac.id</p>	

INTRODUCTION

Teacher has a big impact in building the students' creativity. To encourage students' creativity, teacher should give some strategies during the learning process. To achieve student achievement, a creative teacher is required. In learning, the teacher must be a good role model for students. The teacher's communication skills are very important, because with good communication, the message conveyed can be received well, so that what is the goal can be achieved.

The process of educating students is a more difficult thing to do than teaching a science. To become a professional teacher, at least one has several standards, namely: having adequate intellectual abilities, the ability to understand the vision and mission of education,

the ability to transfer knowledge, understand the concept of child development, the ability to organize and solve problems, and be creative and have the art of educating.

In fact, in education today, there are many problems faced during the learning process. There are many teachers who do not have the professional nature of being a teacher. Some teachers forget the duties that should be owned by an educator. In the learning process, most of teachers only provide material to students without giving more attention and understanding to these students. To overcome all the problems faced by teachers during the teaching and learning process, teachers are required to be more careful in using appropriate learning strategies. Lusita (2011:9) explains that the teacher is the most important figure, because the teacher has the task of educating human life. However, not all teachers can be an inspiration to their students. Teachers who are able to inspire students are real teachers. In this case, of course, it is not easy for some teachers and will certainly face some difficult challenges in using this strategy in order to stimulate the students' creativity.

There for, based on this, the researcher is exited to know about the teachers' strategies and challenges in stimulating the students' creativity in learning English at SMA PPM Al-Ikhlash Lampoko.

RESEARCH METHOD

This research used descriptive qualitative method aimed to know about the teachers' strategies in stimulating the students' creativity and challenges faced by the teachers in stimulating the students' creativity in learning English. The subject of the research was three English teachers from SMA PPM Al-Ikhlash Lampoko. The researcher used interview and observation as instruments in data collection.

RESULT AND DISCUSSION

The results of the data analysis collected by using interview and observation was presented in this part. Interview and observation conducted to find out the teachers' strategies and challenges in stimulating the students' creativity in learning English.

Results in the interview, as presented on the findings showed that in stimulating the students' creativity in learning English the teacher applied several learning strategies and faced several challenges, this can be seen based on the results of interviews and observations that have been carried out during the learning process. The English teacher at SMA PPM Al-Ikhlash Lampoko consists of three teachers. Each teacher teaches in a different class.

In learning English, there are five strategies used by the teachers to stimulate the students' creativity. The strategies are approaching students, applying discovery learning, giving several questions, understanding the character of students and playing games during the learning process. From the five strategies used by the teachers, the most effective strategy during the learning process is discovery learning. Discovery learning means during the learning process the teacher always make students have a high imagination of the learning delivered. The teacher only provides introductory material. The teacher only gave a little

explanation. After that, the teacher asked the students to complete the material and the given task. The teacher divided students into groups during the lesson, each group consisted of two people. Each group had to work together to complete the task given by the teacher. After finishing, the teacher asked each group to come to the front of the class to convey the results of the group work they had done.

The application of this strategy will make students more interactive with their classmates during the learning process. This strategy is very helpful during the learning process as Silberman (2009:9) said active learning is learning that places students in groups and gives them tasks where they depend on each other to complete work, with it a more active learning process will arise so that students are easier to understand, trying to solve problems and be useful in everyday life.

In stimulating the students' creativity, every teacher also faced several challenges. There were four challenges faced by the teacher in stimulating the students' creativity. The challenges are students had low ability in understanding English material, students often misbehaved in the classroom, students are not confident in using English, and students got bored easily in learning English. The existence of students who feel less confident in their abilities can inhibit the activity of these students during the learning process so that students' creativity is difficult to develop. When students feel less confident, students always feel ashamed to convey the results of their thoughts during the learning process and that will make students less enthusiastic about participating in learning. As Lie (2003:4) says, self-confidence means being confident in one's ability to solve work and problems. With confidence, a person feels himself worthy and has the ability to live life, consider various options and make his own decisions.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concludes that:

There are five strategies used by the teacher in stimulating the student's creativity in learning English. The strategies applied by the teachers can stimulate the students' creativity. This can be seen from the activeness of students to complete every task given by the teacher and students always try to show responsibility for each of their opinions. Based on the results of observations during the learning process in the classroom, the teacher only acts as a facilitator by providing a little explanation regarding the material being taught, then students take an active role in finding and solving any problems in the learning material provided.

In stimulating the students' creativity there are four challenges faced by the teachers. The challenges faced by the teachers are students had low ability in understanding English material, students often misbehaved in the classroom, students are not confident in using English and the last is students got bored easily in learning English. All the challenges can be anticipated by the teacher and control the learning in the classroom.

REFERENCE

- Amjah, D. Y. P. H. (2014). *A study of teachers' strategies to develop students' interest towards learning English as a second language*. *Procedia-Social and Behavioral Sciences*, 134, 188-192.
- Badriah, S., Indriyani, T., & Taridi, M. (2019). *Teachers' Challenges In Classroom Management In Teaching English At Mas Mahdaliyah Jambi* (Doctoral dissertation, UIN Sulthan Thaha Saifuddin Jambi).
- Lie, Anita. (2003). *1001 Cara Menumbuhkan Rasa Percaya Diri Anak*. Jakarta: Elex Media Komputindo.
- Lusita, Afirisanti. 2011. *Buku Pintar Menjadi Guru Kreatif, Inspiratif, dan Inovatif*. Yogyakarta: Pusat Penerbit Araska.
- Silberman, Melvin L. (2009). *Active Learning: 101 Cara Belajar Siswa Aktif (Alih bahasa: Raisul Muttaqien)*. rev.ed. Bandung: Nusamedia.
- Tianjuan, Z. (2019, May). *Methods of Stimulating Students' Interest in English Learning*. In 2019 4th International Conference on Social Sciences and Economic Development (ICSSSED 2019) (pp. 472-475). Atlantis Press.
- Uno, Hamzah B. Dan Mohamad, Nurdin. (2011). *Belajar dengan Pendekatan PAILKEM*. Jakarta: PT. Bumi Aksara.