

CHAPTER I INTRODUCTION

This chapter discusses about background of the study, problem of the study, purpose of the study, scopes and limitation of the study, significance of the study, and definition of key-terms.

1.1. Background of Study

Learning is a dynamic process characterized by changes in a person's knowledge, understanding, attitudes, behavior, and skills. To achieve effective learning outcomes, students require motivation or encouragement from both internal and external factors. Among the external influences, teacher creativity plays a crucial role in fostering students' learning motivation. Creative teachers are able to develop their skills, generate new ideas, and utilize innovative teaching strategies that make the learning process more engaging and meaningful (Ifni, 2017:33).

In the context of learning theory, Behaviourism views learning as an observable and measurable change in behaviour. However, real classroom situations are far more complex. Students frequently encounter psychological, emotional, and cognitive challenges that may weaken their motivation to learn. These challenges highlight the importance of teachers understanding their students' conditions holistically. To address these issues, teachers must incorporate creativity into their teaching practices—not only to deliver content effectively but also to create a

learning environment that stimulates curiosity, reduces anxiety, and strengthens student engagement.

This need becomes even more critical in English language learning, where students often experience difficulties such as low confidence, limited exposure to English outside the classroom, and fear of making mistakes. Creative teaching practices—such as interactive activities, varied learning methods, contextual examples, and enjoyable learning media—can significantly enhance students' motivation and willingness to participate actively in English lessons. Thus, teacher creativity is not simply an additional skill but a fundamental requirement for improving learning interest and outcomes in language education.

This research was conducted at SMKN 1 Sebulu Filial Selerong with the aim of identifying and analysing the efforts made by English teachers to apply creativity in motivating students. Findings from preliminary observations indicate that teachers at this school demonstrate various creative approaches, including designing effective learning activities, managing classrooms with supportive strategies, employing multiple instructional methods, and utilizing relevant learning media suited to students' needs.

The originality of this study stems from its focus on examining the creativity of an English teacher working in a village vocational school. Unlike many studies that look at creativity in urban or well-resourced educational settings, this one investigates how innovative teaching techniques evolve in a rural context with limited facilities and distinct classroom obstacles. The researcher's curiosity

regarding how English is taught in a village school serves as the foundation for discovering practical, context-based types of teacher innovation that differ from those explored in mainstream literature. This village-context perspective adds a new dimension to understanding how creativity develops and is deployed in less privileged educational settings.

1.2. Problems of the Study

Based on the background of the study, the researcher formulated problem of the study as follows:

1. How is the creativity of English teacher learning proses at SMKN 1 Sebulu Filial Selerong in the academic year 2025/2026 ?
2. What the specific creative teaching methods are related to the English teaching process at SMAN 1 Sebulu Filial Selerong in the academic year 2025/2026?

1.3. Purposes of the Study

The purposes of this study are :

1. To identify the creativity of English teacher learning proses at SMKN 1 Sebulu Filial Selerong in the academic year 2025/2026
2. To find out specific creative teaching methods are related to the English teaching process at SMAN 1 Sebulu Filial Selerong in the academic year 2025/2026.

1.4 Scope and Limitation of the Study

The scope of the study is limited to the following matters:

1. The indicator of the study is teacher's creativity in the teaching process which includes classroom management activity, use of creative teaching media, creative teaching methods, student motivation strategies, use of ice breakers and games, creative lesson planning, and creative evaluation practices.
2. The subject of the study are English teachers at SMKN 1 Sebulu Filial Selerong.

1.5 Significance of the Study

The data obtained from this study are expected to have significant results in theoretical and practical ways.

Theoretically, this study is expected to be a reference for educators to continue to improve teacher creativity so that students are more interested in the learning process. Providing insight into how creative teaching methods can increase student interest, thereby contributing to better educational outcomes.

Practically, the findings of this study are useful for students and teachers, especially teachers and students at SMKN 1 Sebulu Filial Selerong, to improve teachers' creativity in English language learning. Offers recommendations for teacher training programs to include components that foster creativity.

1.6 Definitions of Key-Terms

Some definitions are provided to order to clarify the key terms used in this research:

1. **Analysis** is the process by which sense and meaning are made of the data gathered in qualitative research, and by which the emergent knowledge is applied to clients' problems.
2. **Teacher creativity** is the ideas and methods possessed by an educator to develop abilities in educating, teaching, guiding, directing, training, assessing, and receiving students.
3. **English Language Teaching (ELT)** refers to the process of teaching English to individuals whose native language is not English. It encompasses the theory and practice of teaching English as a second or foreign language. ELT includes various approaches, techniques, and methods used in the classroom, and it also refers to the field of study dedicated to researching and developing effective teaching method.