

CHAPTER I

INTRODUCTION

This chapter presents research background, problem identification, research limitation, statement of the problem, research objectives, and research significances.

1.1. Research Background

People use English for various purposes because English is an International language, especially for communicating. English as a foreign language has become crucial in Indonesia, among others, in the primary curriculum. According to Komaria (1998), Law No. 2 of 1989, about the National Education System (UU No. 2 tentang Sistem Pendidikan Nasional) produces decisions about the purpose of education in Indonesia, that English as a foreign language that must be taught from elementary school grade three to secondary level. Besides that, the English language in Indonesia supported by Curriculum 2004 followed (translated from Bahasa Indonesia Depdiknas, 2004) stated that the objectives of English instruction in junior and senior high school are developing communicative competence in written and spoken English, raising awareness of the importance of learning English, and developing students' understanding of the interrelationships English between cross-cultural understanding. Therefore, the emphasis on the process of learning English is essential. Kurniasih (2011) affirms, "To improve students' ability, the process of each language to use the others is needed." As an essential subject, English as EFL (English as Foreign Language), Students should be taught and given higher opportunities in schools to improve their English to gain a better experience in learning. Dewson and McInerney (2004) state that their

academic outcomes relate to how students develop and align their strategies and goals.

Therefore, the teacher's creativity's role in classroom learning activities is crucial. Such as mastering learning materials, it is knowing the types of learning methods to be used, and various learning strategies, using appropriate learning media, adapting learning media to existing facilities, being able to present material, and carrying out learning evaluations. Improvements in teaching practice, student achievement, and the school environment are closely linked to teacher growth and development (Gersten et al., 2010). Besides that, the teacher's creativity would be formed if she consistently wants to know how to improve teaching quality, namely skills, and understanding to transmit knowledge (Hosseini, 2014). As a result, to achieve students' ability to speak English, the teacher must understand the characteristics of students and create learning that follows the learning approach and materials (Juhana, 2014). Therefore, the teacher determines the quality of learning when entering the class (Daryanto & Rahardjo, 2012). In implementing teacher creativity during offline classes, teachers benefit from science and technology development by integrating it (Sutrisno, 2012).

Creativity is the skill to produce something new through solutions, unique ideas, conceptualizations, or something artistic. It is related to imagination, innovation, and invention (Przybylo in Reber, 1995, p. 172). In this case, *Creativity* is also defined as the ability to develop imagination which will later form Creativity through creating something new, in the form of a product, new idea, modification, or developing existing ideas. It is supported by Binham

(2012) in Widiasmoro (2017: 70) that the teacher must be able to create new ideas by adjusting knowledge development to benefit the learning process. According to Wijaya (1991:189), in education, improving and cultivating teacher creativity is a challenge, and one of the problems for teachers is implementing Creativity so that students are motivated to learn. That is one of the essential things. However, Creativity does not have to be in the form of discoveries that people do not know yet. Creativity can mean something new for oneself and does not have to be something new for others. Teacher creativity will affect students in terms of understanding learning. According to Munandar (1988), Creativity is not a social trait lived in a society that reflects the ability to create something new but can be understood as a personal trait of an individual. So, Creativity is very much, and It has different sides (Chen, 2010).

In implementing offline learning, teacher creativity is one of the determining factors for student success in learning, especially in teaching English. According to Pishghadam (2012) in Suryani, **there are** seven multi-dimensional elements of creativity that teachers can implement to teach using creativity, such as fluency, flexibility, originalities, elaboration, brainstorming, motivation, and independent. It is supported by Widodo, Atiqoh, and Wiyarno (2023); several things interest students in offline learning, i.e., collaborating with existing learning media. It will bring positive value to students. In addition, in offline learning, the teacher applies it by involving students actively, such as in discussions and group activities, and encouraging students to discover and understand material independently. Offline learning applied by teachers is far from conventional learning. However, teacher creativity in offline learning gets better results in general implementation because

teachers can plan and implement it rather than online classes. Azari et al. (2021) stated that the teacher acts as a facilitator who facilitates students to learn more systematically. Based on that, as a professional educator, every teacher must have the creativity to register their duty (Nurhyati et al., 2021). So, the teacher needs to prepare to design and teaching materials, class management, time utilization, use learning methods, use learning media, and use evaluation tools to support the teacher as a facilitator in the learning process to support teacher creativity (Agung, 2010, p. 54).

At this stage, students will assess the teacher's creativity during learning and interactions with students. Students' perceptions of creative teachers are needed to determine the quality of teacher creativity in learning. Student perceptions of teacher creativity may arise negative or positive perceptions. It is supported by Slameto (2010: 102), who stated that perception is entering information into the human brain. The brain will process it through the human senses. Perception makes humans always have a relationship with the environment. Perception is processed through the human senses, namely: the senses of sight, hearing, touch, taste, and smell. Suppose someone has a bad or good perception. In that case, that person will produce a negative or positive thought about something, likewise with students' perceptions of the attractiveness of learning taught by the teacher. Perception is not only formed through a stimulus in conveying something through conversational interaction but is also influenced by the teacher's creativity in teaching. Cultivating and improving creative ideas through discussion, testing, giving opinions, and sparkling creative ideas will produce perception (Zhang et al., 2022). Students' perception of teachers' creativity is influenced by three

factors, i.e., perceived object, sensory organ, nerves, and the central nervous system and attention (Walgito, 2010, p. 101). Therefore, perception influence creativity is crucial in education because it can improve academic attainment (Nurhyati et al., 2021).

In addition, Fatt (2022), perception will arise if teacher have good teaching when the teacher provides opportunities for students to express opinions. The existence of discussions between the teacher and students will assist teachers in determining the needs of each and the unique needs of students. Reviewing promotional material and creativity, the teacher must evaluate the appropriate effects. In the implementation, ICT-based also influences creativity. Along with the development of the times, technology has an essential role in teaching for teachers to increase creativity and quality of learning to improve student learning outcomes in learning English. Technology is a concept that has been introduced before when it comes to teaching languages. For many years, technology has been employed as a teaching tool. Exploring using computers and technology as pedagogical tools to support teaching English in the classroom is called "employing technology" (Erben et al., 2010).

Furthermore, at the place of study, the implementation of ICT-based offline learning classes at SMA N 2 TABANAN uses the revised 2013 curriculum, in which the curriculum has specialization learning subjects and, after being fixed, elements of Strengthening Character Education (PPK) are inserted, 4C (creative, critical thinking, communicative, and collaborative), HOTS (higher-order thinking skills), and the School Literacy Movement. According to Widodo (2018), implementing ICT-based and 4C is applied to all levels of education, from

students to schools. To deal with various challenges in learning and teaching, the Indonesian government implemented the revised 2013 curriculum in the national education system. Vásquez, Contreras, Solís, Nuñez, & Rittershausen (2017) stated that conditions in the field could be adapted to the context of learning, where teachers can innovate based on places, situations and needs. In addition, teachers must pay attention to technological advances in its application. Using ICT-based, teachers can take advantage of this to invite students to find online learning resources with guidance, mentoring, and motivation. According to the teachers, the situation shown by the teacher, e.i. 1. one of the students in the class experienced a psychological disorder requiring the teacher to give online assignments and teach offline for other students. 2. Teachers do not use the LMS application commonly used in every school because it is considered complicated. It is replaced with other ICT-based in the form of YouTube, Internet, laptops, making Video Klip from students, LCD and WhatsApp. Each school requires all teachers to teach through the LMS learning platform aimed to easier check teacher activity in teaching and intended to facilitate education by head master. Therefore, this situation resulted in teacher creativity in fully offline learning in their class with ICT-based.

As mentioned, EFL teachers at SMA Negeri 2 Tabanan use ICT-based learning using the revised 2013 curriculum during offline education in carrying out teacher creativity. Moreover, based on preliminary research, EFL teachers teach in science classes with a larger portion of teaching hours than teachers in social studies classes, so EFL teachers must be more creative in managing offline courses. In addition, in teaching EFL during offline classes, the teacher gives

individual assignments and group projects to develop teacher and student creativity. The teacher interacts in the course and uses ICT-based tools to apply creativity. It is the form of song material displayed later with a video clip project and lives in class. In practice, learning English with song material focuses on the revised 2013 curriculum, which is closely related to the use of technology, while grade 10 uses the independent curriculum (Kurikulum Merdeka). Therefore, the research focuses on creativity using the revised 2013 curriculum, and the researchers chose grade 11. Therefore, selecting PNS teachers with experience in teaching is also considered because teaching methods are more diverse than others. According to Secretary General Circular pasal 1 UU No. 14 tahun 2005, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal, basic, and secondary education (Kemendikbud, 2020). Furthermore, since the EFL teacher has various methods and different teaching methods in implementing ICT-based, this teacher becomes the subject of research.

Referring to an empirical study, the importance of teacher creativity in offline learning, and the results of 8 preliminary studies, this study examines student perceptions of teacher creativity in using ICT-based in class XI IPA.1 at SMA N 2 TABANAN. The way the teacher applies offline learning using ICT-based with the development of creativity according to the situation was investigated in this study. This research is essential because no research has tried to reveal students' perceptions of teacher creativity in implementing ICT-based in that school. Therefore, the teacher is required to develop their creativity and innovation.

1.2 Problems Identification

Identification of the problem refers to previous research. English teachers of class XI IPA.1 show creative way in implementing teacher's creativity using ICT-based. The teacher needs help in carrying out English learning using some ICT-based. On the other hand, the creativity of English teachers is needed to stimulate students to think scientifically. The problem that will be raised is the way the teacher is creative. The teacher used ICT-based during the covid, and now the teacher shows different creative ways of using ICT-based during offline learning. The teacher recommends using ICT-based EFL learning, in which the teacher must teach creatively to avoid monotonous learning. In offline learning, EFL teachers teach multiple students in a science class. It was found that the teacher did not use the LMS application provided by the school when the class was offline. The reason is the application considered complicated to use. Therefore, teachers use ICT-based substitute media to teach in offline classes. Such as LKS books, laptops, LCDs, Google, and YouTube to support teacher creativity. The teacher replaces using other media with the same function to express the teacher's creativity. Teachers use existing facilities at school for several types of learning materials. In the English learning song material, the teacher asks students to make video clips, have group discussions, and present the song to their group in front of the class. Each group will analyze the video. Teacher form groups to present the results later to maximize the need for more technology for students in learning.

This research is limited to implementing teacher creativity using ICT-based. This research tries to identify the student perception of teachers' creativity in implementing ICT-based at class XI IPA.1. English learning taught in this class is

categorized as live synchronous. Here, the research is focused on student perception and teacher creativity based on guidelines provided by (Pishghadam in Suryani & Agung, 2010).

1.3 Research Limitation

Based on identifying related problems, this study tries to identify teacher creativity in offline learning after Covid. This study focuses more on student perceptions of teacher creativity and its implementation using ICT-based in managing offline classes. The problems to be examined in this study require limitations so that the problems studied are directed. The problems that have been described above are too broad to be studied. So, the writer limits the research.

1.4 Research Question

Based on the research background above, this study examined two main problems that can be formulated as follows.

1. What is the creativity show by EFL teachers in implementing ICT- based on 11 IPA.1?
2. How does students' perception of teacher's creativity in implementing ICT-based at 11 IPA.1?

1.5 Research Objectives

The objectives of this research will be:

Based on the research question above, this research objective of this study can be formulated as follows.

1. To find out the creativity displayed by EFL teacher in implementing ICT-based.

2. To find out students' perceptions about teacher creativity implementing ICT-based in class XI IPA.1 at SMA N 2 TABANAN.

1.6 Research Significance

The result of the research aims to give both theoretical and practical significance.

1.6.1 Theoretical Significance

As a study to add insight related to the world of education, especially concerning student perceptions about the creativity of EFL teachers in implementing ICT-based, it will be useful as a source of information for further research, especially in English learning.

1.6.2 Practical Significance

1. For Teacher.

The results of this study will be useful for the teacher to develop guidelines, to help them establish creativity using ICT-based. It will help bring up new ideas about creativity to successfully implement an offline class using ICT-based.

2. For Other Researchers

The results of this study will be useful to give information as an additional source to conduct a study on the topic of student perception of EFL teachers' creativity in implementing ICT-based during offline classes for the next study. Besides that, it provides insight for the researcher as a prospective educator.