CHAPTER I

INTRODUCTION

In this chapter, the researcher presents background of the study, formulation of research problem, purpose of the study, significance of the study, scope and limitation and the definition of key term.

A. Background of the Research

Learning language is significantly important in globalized world, especially English as lingua franca. Today's English is more crucial and beneficial since it becomes the powerful language around the world or we usually call it as international language. English is used in all sides of business, social, commercial, and also in educational aspect. English is significant for communication with others in school and in the larger world. In studying English, learners promote the four skills (listening, speaking, reading and writing) of language proficiency for the need of their on-going future. Learning English is mostly connected to learning how to speak or communicate in. Hence, English is learnt not only for the need of theoretical aspect but rather to the communication purpose (Howell, 2008).

Ur (1996: 120) states that speaking seems significantly the most important of all the four skills. In practice, many learners feel frustrated as they find that speaking in a foreign language is complex for the reasons that speaking involves many factors including grammar, vocabulary,

pronunciation, fluency, accuracy and others (Ardriyati, 2009). In speaking we cannot correct our grammatical errors, vocabulary choices or correct tenses at once as we usually do in writing. Besides, we do not only utter some words and finish when we speak, but that would be a communication between speaker and listener that emerge the meaning of conveying message. Students therefore need a lot of interaction to build communication where they could easily express the meaning in speaking classroom.

Learning to speak considerably entails practice and perform that variation of method, approach, and technique are applied creatively in order to encourage students speaking skill. As teacher is the main holder of whole classroom activities, he determines how far students' level of understanding, in which his creativity is the key. Without creativity, language teaching and learning process sometimes find the stage of getting frozen. In this matter, creativity could be the best seasoning for melting the circumstances. Method and strategy applied in English language teaching might be able to be intensified by getting close to creativity. With the result that teacher creativity is the consequential point to carry out students to high level of English language proficiency which supports students' performance by making what cannot be done, possible to do or workable; and making what unusual practice of speaking, to usually communicate among learners in the classroom.

When we try to observe our educational English teaching, students get more knowledge based on theoretical oriented rather than practical oriented,

whereas learning language properly means to enhance practicing to speak and speak. For teacher, indeed teaching grammar, reading or every textual material are easier than teaching the contextual skill such as speaking. Many teachers successfully assessed students' speaking abilities through many kinds of techniques of teaching speaking, but only few teachers who succeeded to build up speaking environment where students feel confident, pleasurable, and not fear to perform oral language consistently in the classroom. In such reason, creating English speaking environment becomes valuable as stimulus and nutrition to motivate students' engagement in oral language communication. Still, creative teaching in maintaining English speaking environment which has successfully done and has been managed well in the classroom, respectively, could simply affect students' interest outside the classroom so that students might be able to create their own language environment everywhere.

Accordingly, the success of English speaking environment is signed by students interaction or communication each other with their peers in English. Even if they have speaking time or other materials, they will constantly speak in English with or without teacher supervision in the classroom. In line with this, teacher creativity truthfully affects because creating such classroom atmosphere is really time consuming. If speaking environment is not built soon or even later, language learner would be less proficiency that their fluency, accuracy, or vocabulary mastery respectively decreases. To solve this problem, language classroom environment should be

activated effectively to fill students' need in speaking. Therefore, creativity would help teacher to manage the classroom environment as language classroom properly.

Purjayanti (2013) found that "Students, indeed, like to take part by expressing ideas in their speaking classroom, whether they are as a presenter or audience" and "This is believed to be able to provide as pleasant classroom environment so as not to make students feel discouraged and disrespected". She also concluded that:

> Generating a stimulating learning environment means creating safe, comfortable, secure, and friendly situations where students feel welcome, accepted and respected. Nervousness, anxiety or even stress due to the fear to produce utterances may be reduced or even hampered by such a friendly environment. In this kind of environment, learners are put in the center of the classroom activities where they can explore and share knowledge, information, and experience in their own way. It is expected that in this way, learners can build their confidence and grow their willingness to express their ideas in their speaking class so as to make them speak better (Purjayanti, 2013).

In this paper, the researcher conducts the same way deals with English speaking environment that will be taken place at one of the favorite schools which has a good language learning management that is Islamic Senior High School Darul Hikmah Tawangsari. The researcher takes a great interest in the school because the school has a good management in demanding the students to concern with bilingual system of language both English and Arabic in daily communication. The reason at least gives the researcher point of view of how the teacher gets the students in the particular situation where the environment

must be supported by oral communication either inside or outside the classroom.

Based on the background above, the researcher is interested in conducting a descriptive study at Islamic Senior High School Darul Hikmah in particular for the second grade of Senior High School. Thereby, the researcher carries out the study under the title: **"Teacher Creativity in Creating English Speaking Environment at Islamic Senior High School Darul Hikmah Tawangsari."**

B. Statement of the Research Problems

Based on the background above, focus of the study in this research is the teacher creativity in creating an English speaking environment. Hence, statement of the research question is "How are the ways of teacher to set up English speaking environment creatively at Islamic Senior High School Darul Hikmah?"

C. Objectives of the Research

Based on the research problem, therefore the purpose of the study is to know the way of teacher to set up English speaking environment creatively at Islamic Senior High School Darul Hikmah.

D. Significance of the Research

The result of the research is expected to give contribution theoretically and practically as follows:

1. Theoretical significant

Theoretically, this study gives the real sample and experience toward the writer and the reader in the way of teacher creativity in creating speaking environment. As the result, the study also gives more ideas for EFL teacher to teach creatively and gives information on how to increase students' engagement by creating speaking environment.

2. Practical significant

Practically, this study offers benefit toward teachers, students and other researchers. For teachers, the researcher expects that the result of this study will give a new look for language teaching and learning development and be beneficial to increase teacher proficiency. Teacher will be good to comprehend this findings as well as eager to apply the strategies to improve students' oral performance by setting up English speaking environment creatively.

For students, they would be more responsible in learning language because they will understand the importance of oral communication through speaking environment. In consequence, they are willing to practice speaking in daily activities inside or outside the classroom. Finally, their speaking ability will continually increase as well as possible.

And the last from this study, It can be used as reference for other researchers related to the same topic or focus discussion. It will enrich them by such better source of information deals with teacher creativities in creating English speaking environment.

E. Scope and Limitation of the Research

To prevent misperception and misunderstanding rise up in this study, the researcher gives scope and limitation. The scope of the study covers creativities of English teacher in creating speaking Environment in language classroom. Then, there are some limitations in this study, those are:

1. The study is only focused on indoor classroom activities of English language teaching.

2. The researcher specifically observes the second grade of Senior High School students.

By determining the scope and limitation, the researcher will easily find out the main focus of this study about teacher creativities and discover the creative teaching of teacher in creating speaking environment at Islamic Senior High School Darul Hikmah.

F. Definition of Key Terms

In this part, there are some explanations to avoid misunderstanding or ambiguity from the mentioned topic previously. The definitions of key terms are as follows:

1. Creativity

    Creativity in this study is focused on educational term of language teaching as Richards stated that:

    > Creativity is usually described as having a number of different dimensions: (a) the ability to solve problems in original and valuable ways that are relevant to goals; (b) seeing new meanings and relationships in things and making connections; (c) having original and imaginative thoughts and ideas about something; (d) using the imagination and past experience to create new learning possibilities.

2. Creative Teacher

    Creative teacher means the one who employs creativity in language teaching, and is able to stimuli language learner in creative ways and to lead to creative activities, methods and approaches.

3. Speaking Environment

    It is kind of everything related to physical atmosphere, classroom setting, social system, values, norms and surround people such as classmates or teachers which constantly get in touch with learners during the process of language learning that hopefully support learners' oral communication especially inside the classroom.