CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is presented to highlight some theories functioning as the basis of the research. It covers creativity in language teaching, teaching speaking, and language learning environment.

A. Creativity in Language Teaching

As defined by Oxford English Dictionary that 'creativity' means 'the ability to create'. Howell (2008) also explained that creativity means a process to make a connection and to produce something new. While Gregerson *et al* (2013) stated that "creativity is described as something new, novel, and unique" which is connected with "imagination, playfulness and originality, the creation of something original" (*Byrge & Hansen*, 2008).

A fresh developed quality in language teaching is necessary to be connected to the use of creativity which should be understood in relation to 'collaborative knowledge' in language classroom and concern to all activities as well. In other word, creativity could be defined as the unbounded collaboration of knowledge in 'thinking and doing' through activities in which knowledge is described as 'information, expertise, sources or actions' (*Byrge & Hansen*, 2008).

Creativity is referenced to the variation processes of 'thought and experience', summarized by Ryhammer & Brolin (1999) as cited in Craft

(2001), that included in: "Thinking in opposites, analogies and metaphors, intuition, inspiration, intelligence, various processes of mental representation, specific perception processes, problem finding, and problem solving".

It is bound to encourage creativity for both teacher and students. The first way to get started is that by enhancing teacher creativity which is followed by teaching creatively. Teacher is to teach by motivating students to have their own creativity in language learning. Teacher can take many kinds of language tendencies "by responding openly to questions and answers communicatively, enhancing intrinsic motivation, or using various techniques demonstrated to enhance students' creativity" (Gregerson *et al*, 2013).

Creativity intensely affects students' achievement level as the modern language teaching method now gets on supporting language task and curriculum development which is able to unlock anything related to learners' creativities. The supported language teaching methods are communicative language teaching, interaction-based, and many others. They are properly worked to nourish 'creative thinking and behavior' of the learners. There is also no less important to facilitate and help learners overcome any difficulties in language learning, besides, creative intelligence in the part of both teacher and students experience is expected to able to bring a lot of development in language teaching and learning process (Richards, 2013). Richards (2013) also had given enough explanation to describe creativity as follows:

> Creativity is usually described as having a number of different dimensions: first, the ability to solve problems in original and valuable ways that are relevant to goals; second, seeing new meanings and relationships in things and making connections; third, having original

and imaginative thoughts and ideas about something; forth using the imagination and past experience to create new learning possibilities.

When creativity is merely hold to deal with a product, then it could be in the kind of students' test result or students' writing. On the contrary, when it is seen to the ability of getting on the learning process of students, the focus might be wider to the field of the students' thinking and behavior to produce something new which is called as creative (Jones, 2012 cited in Richards, 2013).

It is needed to explore how creativity concerns to both teachers' proficiency and their teaching. Then, there are two main points to deal with these following discussions: (1) How is creativity in English language teaching? (2) How are characteristics of creative English teacher?

1. **Creative English teaching**

Teaching needs creativity that is performed in any kind of variety through enjoyable activities. A creative outcome does not carry out any contribution to the students instantly, yet it needs considerably scopes given to so that students have spaces for their creative thinking. Creative teaching is practically useful for developing students' creative skills as well in which teacher is functionally meant for encouraging students level to explore their skills, abilities and knowledge. In this case, teacher should realize more for what they are assigned to because the real educator is not only to transmit or to share knowledge, but he is demanded to be creative and innovative. Indeed, creative teaching needs a lot of practice to be acquired and it takes enough

time. It includes in three steps of teaching creatively as indicated by Copley (cited in Baghaei and Riasati, 2003), those are: "First step is to understand the nature of creativity; second step is to practice your own creativity; third step is to use teaching strategies that nurture creativity in your students". Still, Baghaei and Riasati (2003) stated that creative teacher would be more potential to succeed learners' future lives and careers if he masters his subject area of creative teaching because learners need more knowledge they receive.

> In consequence, the effective teaching strategies used by the teachers would be more on: *student-centered activities, a connection between teaching contents and real life, management of skills in class, open-ended questions, an encouragement of creative thinking and use of technology and multimedia*. All activities then are connected to life experience and a basis for the development of creative thinking within language teaching (Baghaei and Riasati, 2003).

Teaching creatively is dissimilar to teaching to nurture creativity. Based on Morris (2011), creative teaching in which the teacher is creative, is defined in two meanings, those are teaching creatively and teaching for creativity. Teaching creatively is when the teacher uses an approach imaginatively to make the process of teaching and learning more meaningful, effective, motivating, interesting, exciting, and engaging. While teaching for creativity is everything related to the teachers' effort to stimulate creative thinking skill and behavior of the learners. Accordingly, teaching creativity is included in creative teaching. Both teaching with creativity and for creativity are kind of good teaching, as Morris (2011) said that those are included in: "high motivation, high expectations, the ability to communicate and listen

and the ability to interest, engage and inspire". All of those need a long process, moreover to evaluate it.

Richards (2013) described several different dimensions of how teachers conduct creative English teaching in the classroom:

1. Using eclectic choice of methods

    The method used by the teacher is not merely chosen randomly but according to students' need. He employs many kinds of techniques and activities to support students' learning. Combination of styles and methods are also importantly affected.

2. Using activities which have creative dimensions

    Teaching creatively must be supported by dimension of creative task, including "open-ended problem solving, to be adapted to the abilities of the participants, and to be carried out under constraints". There are some features to identify the productive language learning task:

    a. *Challenge:* the materials cover assignments to solve problem, discover something, overcome obstacle, and find information.

    b. *Interesting content:* the topic must be able to increase students' interest, such as it can be found on the internet.

    c. *The personal element*: the activities should be able make connections between learners' lives and concerns.

    d. *The novelty element:* the activities could be something new, different from before, or something unexpected.

e. *The intriguing element:* the task is concerned to stimulate curiosity which can be ambiguous, problematic, paradoxical, controversial or contradictory.

f. *Individual choice:* students are given choices during the completion of the tasks. They can choose their own group or the topic the want to discuss.

g. *Tasks that encourage risk taking:* teacher could give any kinds of reward for students' effort so that they are pleasure to engage in all activities without feeling hard to do or afraid to make mistakes.

h. *Tasks that encourage original thought:* the activities are included in original responses of students in which it encourages their own learning to be followed up.

i. *The fantasy element*: the activities are about something imaginative so that students can create their own fantasy, for example by writing story from students' experiences.

3. Teaching in a flexible way and often adjusting and modifying the teaching during lessons

According to Richard (2013), "Flexibility in teaching means being able to switch between different styles and modes of teaching during the lesson, for example if necessary changing the step of the lesson and, giving more space and time to learners". Creative teacher always has another feature to make the lesson more effective. He does not only tend

to the available lesson plan, but has some improvisations which might be more beneficial. He creates stimulus to invite students' responses and creates learning opportunities which is called by "teachable moments". So, even if the teacher conveys the same material based on the book again and again, he seems to have different lesson due to the initiative of improvisation.

4. Looking for new ways of doing things

Creative teacher should master the subject matter of area himself. He then needs any dimension of routines and procedures to develop the lesson efficiently, effectively, and effortlessly in delivering the materials. Hence, he has standardized approach which is packed to be a textbook or any types of materials. That would be handy size that "one size fits all" to use.

5. Customizing their lessons

Creative teacher does not only teach without recognizing of whom they face with. He has sense of pattern in teaching and is willing to identify what the learners look like and what they need most. Teacher then adapts or customizes the lesson based on the learners' level, need and interest.

6. Using technology

Technology is one of the teaching media to update the latest information, to seek the resources, to deliver the material easily and still

many others. Besides, it purposefully would develop imagination, problem-solving skill, risk-taking behavior and variant creative thinking of both teacher and students.

7. Seeking creative ways to motivate students

Teacher provides activities that encourage classroom atmosphere to increase students' motivation. It unconsciously brings students curiosity in such situation in which they will take in part in the deep of learning that is more challenging. In this case, learners will be stimulated positively without feeling of fear.

2. Creative English teacher

In language classrooms teaching, teacher creativity plays a lot of roles in affecting the intensification of teaching method used. Teacher then learns how to engage cooperatively and reflectively while devoting themselves in educational world. As the current educational objective that EFL teacher should be able to develop his performance as well as students' performance in language learning through critical practice of creativity (Vasudevan, 2013). In other word, teacher does not simply become the transmitter of knowledge without letting students experience the process themselves, but creative teacher hopefully can make discoveries and be creative so as the teaching will turn into a process of encouraging students' experiences and to have students roles in the creation of knowledge.

Creative teacher absolutely could be differed from how he becomes in the class. As Morais & Azevedo (2011) said that "In the school context teacher is a source of information, while a creative teacher is the one who encourages reasonable risks and unpredictable situations to reinforcing creative activities". To gain the first stage of the quality teaching, teacher should be capable to use some techniques to provoke students in many aspects, including students' interest, self-esteem, and confidence. Creative activities could be the solution of language learning difficulties. (Vasudevan, 2013).

Richards (2013) describes eight aspects of creative teacher that depend on his ability in analyzing and evaluating classroom routines, and his thinking level skill in identifying of how to respond to students. Those are explained as follows: Firstly, *creative teacher is knowledgeable.* He has a basic knowledge of his subject matter, namely English, teaching English, and learning English. It is reached to support productively imagination and to picture out the lesson creatively. Secondly, *creative teaching requires confidence.* He knows his responsibility to get the students' understanding of what they are learning; Next, *creative teacher is committed to help learners succeed.* He keeps offering his hands, facilitating students' learning, and trying the best for students' achievement.

However, *creative teacher is non-conformist.* He has season in teaching and does not only present the whole lessons from the solely handbook. He has unique style to make a creation in teaching. Besides,

creative teacher is familiar with a wide range of strategies and techniques. He has a good ability in modifying and combining the method they believe could be meaningful. Both strategies and techniques he acquired are from his experience in teaching. Every experienced teacher is not always creative, but everyone who is able to professionally update the teaching and to have solution from every situation is called creative one. Moreover, *creative teacher is risk-taker.* He has enough nerve to take risk, to play with experiment and, to be brave of innovation. He directly teaches for students real life learning and is willing to 'rethink or revise' of what he has not completed or finished yet.

In addition, c*reative teacher seeks to achieve learner-centered lesson.* Teacher who does not only give so much speeches but listen more to learners' talk and rise up opportunities for learners to take their own responsibilities is the one who applies learner-centered approach. This approach is strongly recommended to gain successfully teaching because learners deal with their experiences in learning context. Furthermore, *creative teacher is reflective.* Teacher engagement to review and reflect on his own practice is critically needed as the way to improve his performance. In this process, reflective teacher has solid pretension to expand either knowledge or skill he has taken as a field. Learning new things outside the field will rather be a good connection to handle new ideas steadily in teaching classroom.

B. Teaching Speaking

Teaching speaking is a complex skill as Nunan (2003: 45-56) described and it has some principles for teacher to teach speaking that he should: (1) be aware of between teaching for foreign language and teaching for second language, (2) provide students practice with both fluency and accuracy, (3) provide opportunities for students talk and limit teacher talk, (4) provide activities that encourage students' engagement, such as by using group work or pair work, (5) teach speaking for communication of conveying message, not only for error correction, (6) design classroom activities which full of practices in both transactional and interactional speaking.

In language context, communicative competence is the main goal of learners' proficiency. It means that teacher should teach English communicatively for social interaction whether inside or outside the classroom so as creating atmosphere where English is a communicative tool is highly meaningful for learners. There are a lot of characteristics of teaching which must be understood by the teacher that methods, strategies or approaches applied in language teaching influence effectively to students' development. Dealing with the characteristics, teachers could utilize the recommended method, for example Communicative Language Teaching (CLT), Contextual Teaching and Learning (CTL) or integrated models of teaching which are not against the curriculum nowadays (Kimtafsirah *et al*, 2009).

The first familiar method is that Contextual Teaching and Learning (CTL) which is defined as "an approach of teaching and learning that relates

to the materials and classroom activities to real situation and actual experience focusing on the learning process leading to creativity, critical thinking, problem-solving and being able to apply their knowledge in their daily lives" (US Department of education, 2001 in Suyanto, K.K.E., 2002 cited in Kimtafsirah, *et al*, 2009). Hence, it can be summarized that: (1) Teacher is helped by the educational process; (2) Activities and teaching materials are connected to real experience; (3) Connect students' life experience and knowledge with their daily life as society (Kimtafsirah *et al*, 2009).

The next common method is that Communicative Language Teaching (CLT), as Kayi (2006) stated that "Communicative language teaching and collaborative learning serve best" for learners because it provides interaction for students to speak English and "communicative language teaching is based on real-life situations that require communication". Rather, the goal of learning and teaching English in junior and senior high school is communicative competence. It means that teacher should encourage learners to have communicative competence by creating an atmosphere of the class which is rich in communication. In other words, the characteristics of the class should be students centered and cooperative learning which require students to work in small groups then they are very active in any kind of discussion. Kayi (2006) also added that "By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language". Briefly, teacher should create a classroom

environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. It can be reached if students have collaboration in pair or group work to gain the purpose of task completion. Kimtafsirah *et al* (2009) made conclusion that:

After reading the above description of CTL the writer will compare it to CLT according to Kimtafsirah *et al* (2009):

CTL	CLT
1. It stands for contextual teaching and learning	1. It stands for communicative language teaching
2. It can be used for teaching various kinds of subject, mathematics, physics, biology, geography, history, language, etc.	2. It is used for teaching languages.
3. It is popular in the USA, it has been applied I six states in the USA.	3. It appeared in Europe in 1970's, it has been an umbrella term since then.
4. Learners-centered learning.	4. Students-centered learning
5. Class should be rich in communication in which students are actively involved in group discussion.	5. Teacher should create the atmosphere of class in which it is rich in communication
6. It covers six principles; inquiry, questioning, constructivism, leaning, modeling, authentic assessment.	6. It is a set of approach which covers; students-centered learning, cooperative learning, interactive learning, whole language learning

Students need situation where they can communicate or interact with their peers. Here teacher should capture their attention in natural context where they can freely create the meaning through conversation. In such condition, it is better for the teacher to get students opportunities to have a lot

of practice by focusing more on learner-center teaching. In addition, the attractive activities such as songs, poems, chants, drama, stories, games and other creative speaking activities might help learners to attain language proficiency in real-life situation (Khameis, 2006). Therefore, communicative language teaching might seem so effectively workable for giving teacher opportunity cooperating with his creative thinking to create English speaking environment.

To go further discussion, it would be more reasonable to look ahead on the following aspects related to teaching speaking, those are: (1) Recommended language teaching method: communicative language teaching (2) Creativity in teaching speaking

1. Recommended language teaching method

The recommended language teaching method is Communicative Language Teaching (CLT) because in such reason, CLT requires teacher to create the atmosphere of class in which it is rich in communication. Therefore, CLT becomes the most popular topic discussion to increase language teaching methodology.

Richard (2006) argued that communicative language teaching is defined as sequenced element about: (1) Language teaching objectives; (2) The way of language learning on the part of learner; (3) The various classroom activities to facilitate learning; (4) The roles of both teacher and learners in language classroom. Still, Richard (2006) referenced that

communicative competence of knowledge in CLT is to know about: (1) How to use language for different functions and purposes; (2) How to be variance in the use of language appropriately for formal or informal and written or spoken; (3) How to understand and produce many kinds of text; (4) How to keep remaining in communication through different strategies.

Richard (2006) further argued that the goal of CTL is "to develop fluency in language use". Fluency refers to the use of language occured naturally in "meaningful interaction" and remained to be comprehensible or to continual produce the language even the "communicative competence" is limited and it "is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns" (Richard, 2006).

In brief, based on Richard (2013), there are three theoretical principles of the communicative approach to language teaching. First, *the communication principle* is to provide any kinds of activities that provoke communication of EFL. Second, *the task-principle* is to engage students in activities to complete the real-world task. Third, *the meaningfulness principle* is to engage students in authentic activities and meaningful language used.

Other sides, there are *Ten Core Assumptions of Current Communicative Language Teaching* and characteristics of classroom activities proposed by Richards (2006): (1) Facilitate learners to engage in interaction and meaningful communication by creating a communicative task

to reflect learners' performance; (2) Create tasks and exercises for the need of communication, interaction and negotiation to extent the meaningful interpersonal use of language; (3) Have purposes that relevant, interesting and engaged to connect learners' live and their interest; (4) Include in a holistic process of language skills, and inductive or discovery learning followed by language analysis and reflection; (5) Both language learning and classroom materials gradually make use of creative authentic models to increase learners' interest and confident in making error.

Jacobs and Farrell (2003) as cited in Richards (2006) explored more paradigm of key component in CLT that make use of following approaches, those are: learner-centered instruction, process-oriented instruction, cooperative learning, holistic learning, innovation, critical and creative thinking, self-assessment and alternatives assessment, content-based teaching, text-based learning, and project work.

Two current instructional materials to support communicative approach in classroom interaction are labelled as content-based instruction (CBI) and task-based instruction (TBI) that each of those methodologies has the same focus that is to facilitate learning. Content-based instruction means focus on real-life content "as the driving force of classroom activities and to link all the different dimensions of communicative competence, including grammatical competence, to content" (Richard, 2006). While task-based language teaching covers the use of tasks to facilitate communication and interaction in the focus on interactional process in the classroom. Each

dimension of communicative competence is developed by interactive task, such as information gap and role play. Actually, there are two kinds of tasks developed by TBI, namely pedagogical task and real-world task. The first task requires specific interactional strategies and types of language, including skill, grammar, and vocabulary. While the second task reflects the use of language in real-world task, for example role play.

Kimtafsirah *et al* (2009) stated that "reviewing the key of communicative or Task-Based Approach, which is one of the approaches of CLT, is very helpful for creative teachers". As the goal of CTL, then the communicative language activities are such as: songs, games, quiz, puzzles, pictures, and information Gap. Willis (1996) as cited in Richards (2006) also gave more explanation about the six types of task in TBI, those are: listing tasks, sorting and ordering task, comparing problem-solving task, sharing personal experience task, and creative tasks. All tasks employed in language teaching are variant depend on teacher creativity and his proficiency in subject matter he possess.

2. **Creativity in teaching speaking**

Creativity in language teaching is not only a simply field of activities in series but also the practical knowledge, not only presenting from the textbook (Richards & Bohlke, 2011). In teaching speaking, communicative practice deals with activities which conduct a lot of practices using foreign language in "a real communicative context is the focus" so as there is exchanged information and unpredictable language appeared (Richard, 2006).

Creative speaking activities in consequence refer to communicative activities to come up students talk in the classroom (Galloway, 1993 in Clausen, 2006).). Therefore communicatively competent is important to develop students' competency in using language appropriately in social classroom context as the result of teacher creativity (Zainuddin, 2011).

As Miller (2012) explained that "There are a myriad of techniques that the creative teacher can employ—information-gap exercises, games, songs, jazz chants, problem solving, and other techniques that allow the student to utilize the skills he has already developed in his fist language". The communicative activities embraces the principle of "learning by doing," while creative communicative activities play some principles of what the learners are able to do to promote creative responses while practicing. These are some creative activities which stimulate students' creative responses in practicing speaking, those are drawn below:

Table 2.1

Kinds of Speaking Activities with Creative Dimension

No	Kinds of Activities	Characteristics of Creative Dimensions					
		Problem-Solving	Challenging	Risk-Taking	Imaginative	Cooperative	Interesting-Content
1	Games	√	√	√	√	√	√
2	Quiz	√	√	√		√	√
3	Role play		√	√	√	√	√
4	Drama		√		√	√	√
5	Debate		√	√		√	
6	Telling story		√		√		√
7	Jigsaw		√			√	√
8	Brainstorming		√			√	√
9	Information gap		√			√	√

10	Discussion	√				√	√
11	Simulation				√	√	√
12	Presentation		√	√		√	
13	Describing something		√		√		√
14	Speech		√				√
15	Dialogue					√	
16	Interview					√	
17	Asking-answering question					√	

From the table above we can conclude that game, quiz, role play, and drama are the creative activities for speaking classroom. Those are followed by debate, telling story or drama, jigsaw, brainstorming, information gap, discussion, simulation, presentation and describing picture on the next grade, while others are less creativity. However, it does not mean that the rest of less creative activities on the table are not creative because of lack of creative dimension, yet creative teacher should always have a good idea in making those activities more creatively meaningful, for example by combining two activities in a task completion.

In addition, creative speaking activities are usually followed by creative media, including picture, card, puppet, puzzle, tape-recorder, video-recorder, flash-card, telephone, song and many others. Creative teacher usually makes integration in teaching by sequenced related activities which are combined as the following-up task to make connection between students' imagination and creative thinking. For example, teacher integrates classroom atmosphere by playing game with picture then requires students to take their

section based on the picture they got and followed by having group work for role play.

C. Language Learning Environment

Based on Organization for *Economic Co-operation and Development* or OECD (2009)*,* classroom environment is defined as the setting where the process of teaching and learning taken place. It is involved in such areas, such as classroom physical environment, social system, norms and values. Many studies found that classroom climate becomes widely important since it affects students achievement. Teacher should know that learning does not merely concern with the textbook and teaching materials, yet the atmosphere which is set as natural as the actual context of the target language significantly promotes students' learning.

As we know that learners learn a foreign language through two ways, those are formal learning and informal learning. Rubin and Thompson (1994) as cited in Khamkhien (2011) pointed out that students get formal learning when they learn inside the classroom, while informal setting they get naturally through real-life environment where they can openly respond to what they are learning unconsciously. Compared to formal setting, informal setting seems to be more flexible for teacher to engage students in their own learning that is practicing speaking in real situation. For both informal and

formal learning are crucial. In so doing, informal learning can be created inside the classroom by creating English speaking environment (Khamkhien, 2011).

It is still explained by *Team of Professional Development Service for Teacher*s that a language learning environment can be created by focusing on three key elements:

> *Firstly, the physical environment:* By enriching the physical environment of the classroom, multiple opportunities for engaging oral, interaction and development will exist; *Secondly, classroom culture:* By enriching the physical environment of the classroom we create multiple opportunities for engaging oral interaction and development; *Third, opportunities for communication:* Communication happened all the time in the classroom. By taking advantage of certain communication opportunities, students can be exposed to multiple oral language context and use.

Through three aspects above, language classroom environment might be able to be maintained for on-going learning. It always gives opportunities for learners to include in language environment which functionally has the main goal to purposeful communication. Hence, language learning environment is surely emphasized into some further discussion specifically in such following topics: (1) Classroom routines: norms and behaviors (2) Teacher roles; (3) Physical environment; (4) Social environment: collaboration and cooperation; (5) Speaking classroom environment.

1. Classroom routines

In language classroom, teacher should be sensitive that small comments can be either support or decrease students' confidence. The

language used by teacher could have a strongly effect on learning environment that both of written or spoken could be a supportive interaction which build a relationship between teacher and students. Students need to understand of how teacher builds a relation within classroom routines that hinder some aspect, including "misunderstanding, discipline problems and feelings of low self-esteem" (Colorin, 2007). It is kind of classroom management that avoid teacher from difficulties during classroom teaching. These are some strategies suggested by Colorin (2007):

> Firstly, use visuals like pictures, symbols, and reward systems to communicate your expectations in a positive and direct manner. Secondly, physically model language to ELLs in classroom routines and instructional activities. ELLs will need to see you or their peers as model behavior when you want them to sit down, walk to the bulletin board, work with a partner, copy a word, etc. Finally, be consistent and fair with all students. Once ELLs clearly understand what is expected, hold them equally accountable for their behavior.

Relaxed atmosphere in language classroom is beneficially conducive to relieve learners' expression. Creative teacher then should create an environment where students could feel not threatened situation that support the emersion of words to express in target language easily. These are the following approached for teacher recommended by Jackson (2012) to develop the relaxed atmosphere in language classroom routines:

1. Learn the student's name

   It has to remember that know students' name is totally important. It indicates that teacher is care about the learners. Every of them feel

enthusiasm when teacher concentrate on himself or herself. Teacher could connect students name with their seat to make easily memorization.

2. Give praise when it is deserved

The teacher should praise students when they do well. The praise is as positive reinforce to encourage good performance of students. Teacher could make something different in giving praise as Jackson (2012) stated that "I often remind my students that my compliments are "expensive" and go only to a student reaching high standards—though I do not require perfection". High standard for the class is important, but there is no perfection because learning means getting of experience from making mistakes. In so doing, students are motivated and not afraid of making errors.

3. Smile

"A smile generates warmth and response" that teacher could be used to maximize classroom atmosphere (Jackson, 2012). By doing so, students would feel enjoyable and pleasure in having classroom practice.

4. Speak Naturally

In teaching EFL teacher indeed requires to speak English effectively, but he should understand of how it would be accepted by the students. Hence, the effort to make students understand the teacher talk is good for teacher "to speak very slowly, increase the volume of their voice, and over-enunciate words or use artificially emphasized intonation patterns"

(Jackson, 2012). It is because that teacher talk will be copied by students into their own communication. So it is better for teacher to speak as naturally as possible in language classroom.

5. The student should talk, not only take notes

Teacher should realize some aspects that students talk is increasingly important in language classroom. By giving opportunity to talk to students, it would increase communication so that students do not only focus in taking notes.

6. Everyone should use English

The use of English as the classroom routines should be disciplined to "discourage the use of the student's mother tongue and should confine his own remarks to English" (Jackson, 2012). Students sometimes forget and miss speaking. In this situation the role of teacher is needed to overcome students' difficulties. By giving direction when students' miss communication, it effectively increases students' proficiency in using English. Teacher does not necessary to control students' speaking over the communication, yet let students express their feeling while teacher is supervising and giving correction.

2. Teacher Roles

In managing classroom, the teacher roles determine classroom environment in line with his belief and teaching context. Harmer (2007)

specifies the teacher roles as *controller*, organizer, assessor, *prompter*, *participant*, *resource*, *tutor, and observer* which same as Wright (1987) cited in Hall (2011), that teacher has roles as *instructor*, *organizer*, *evaluator*, *guide*, *resource* and *manager*. Hence, as Harmer (2007) notices that teacher roles would rely on what he wishes the learners to achieve and the learners' attitude to the established roles in the part of teacher and students in a relationship.

It is important for teacher to be steadily conscious that he is a model of the language use which potentially brought around the classroom. It could be indication as powerful influences on students' language development and motivation in using language. Teacher is supposed "to employ a variety of strategies that demonstrate the effectiveness and attractiveness of language" and "to exploit the full range of the potential of language that is appropriate to the students" (Organization of National Council for Curriculum and Assessement, 2007).

The language classroom should be enclosed as typical place to make easy the process of learning English. Teacher is preferable to give more attention on his rules to conduct fully speaking for the interactive and supportive classroom environment. Hence, to support communicative classroom environment, according to Jackson (2012), teacher roles is enlarged to:

1. Be alert and foster alertness

When teacher provides students with practice in speaking then teacher should clarify the students' understanding of what is said. Teacher who is alert would keep attention on students' speaking so that the communication is directed and do not wander. Jackson (2012) gave more explanation on how teacher should do in such cases:

> When a student is not paying attention, the teacher can call him back to the communication by directing a question to him. Or he can ask him to repeat something that has been said. Or ask him to repeat a question he has just asked another student. These are good techniques to discover whether a student has understood what is said or not.

2. Be enthusiastic and engender enthusiasm

Teacher should be enthusiastic when students are engage in communication as a good prospect to attract students' attention in fully speaking environment. It is inherency that enthusiasm rises students' feeling excitement to use the language for communication purpose. Hence, students would be communicated in the target language during the process of learning as the teacher builds enthusiasm for them to do so.

3. Be patient

Patience is kind of teacher understanding of how students feel when making an effort to speak. Students sometimes get frustrating when they could not express the ideas in mind, or get standstill that the speaking does not immediately come to be uttered, feel ashamed and afraid to speak anymore. Hence in this case the rule of the patience teacher is very important, not only that "he must monitor class participation, to see that

no individual monopolizes the time by talking too much or hesitating too often and too long" (Jackson, 2012).

4. Be sensitive

Every session in language classroom brings different atmosphere which considers the students' mood. In this case, teacher should be sensitive that every speech, gesture and facial expression of the students arise particular atmosphere as reaction to respond to the teacher. Students could be sensitive in making mistakes. Teacher in consequences does not laugh at a student and do not allow other students to do so. There would be time for laughing. Then, take students in serious teaching but relaxed learning so that they could differentiate of how they should be in communicative language classroom.

5. Think

Jackson (2012) gave clear explanation of how the teacher thought of students' development is necessity as good reflection to think more, it is described as follows:

> He should encourage the students to try to come to grips with ideas, with issues. Some will make the classic statement *I can explain my idea in Indonesia*. The teacher should not accept this evasion. For the point at which a student begins to master a foreign language is the point at which he begins to *think* in the language. The communicative class is most successful when the students are thinking in English.

6. Listen

Limiting teacher talk is needed to increase students talk. This means that teacher does not dominate the classroom by giving chances for students' to practice speaking. Hence, the role of teacher as the critical listener could keep students' communication moving.

7. Making Corrections

In practicing speaking, students indeed require teacher's correction to make their skill improved. In making correction, then, teacher should not interrupt students' speaking, but let the flow of students' conversation moving on first. Hence, if a student mispronounced a word, teacher could correct it later in the last minutes of teaching by pointing out the way of pronounce the word. The important point is that teacher has to aware in making correction because students who make mistakes are usually ashamed. Teacher than avoids it by "not overlooking the value of an attention getting comment that might prevent a repetition of the mistake" (Jackson, 2012).

3. Physical classroom environment

Many language teachers describe environment as the physical setting of the classroom where something must be placed or how to conduct teaching method orderly to fulfill students' needs, yet it concerns more than one concept (Pujasari, 2013). The physical classroom environment plays a significant impact on students' learning by giving a visual sign of how teacher values the classroom and how students value their learning. It could

be the supportive impression for students to extend their own learning supported by arranging the physical classroom environment that promote students' responsibility.

The classroom environment hopefully stimulates students' interest to use it in communication. It could be enrich by a variety of objects including "photographs, pictures, classroom displays, books, magazines, newspapers, labels, directions, and props for drama and role-playing." Those things should be changed regularly to refresh classroom atmosphere (Organization of National Council for Curriculum and Assessement, 2007).

Physical environment could be in the form of display boards or walls in the classroom that can be the media to display students' work, language learning resources, and information related to language learning activities to facilitate the use of English. By setting up the classroom in specific way such as having English corner with resource materials such as multi-media learning materials, educational CD-ROMs, story books, audio tapes, and videos, would able to create a comfortable and language-rich environment for easy-access learning as well as to provide activities that make explicit links to classroom learning. Those provide an easy access to wider materials, equipment and facilities that enhance students' familiarities with English. Other samples are wall-magazine, posters, dictionaries, or multi-media resources for language learning.

4. **Social classroom environment**

The aspect of language learning does not purely concentrate to the physical setting but also emotional feeling of learners which is affected by everything arround them, such as the teachers and the classmates. All of them truly could give positive contributions to increase social classroom environment (Pujasari, 2013).

English language classroom is complicated place where "people, typically one teacher and a number of learners, come together for a pedagogical purpose" (Allwright, 1992: 267 as cited in Hall, 2011). In addition, language classroom can be understood as social phenomenon based on the people relationship and social interaction within the classroom (Erikson, 1986; Allwright, 1989 as cited in Hall, 2011).

Learning consists of "both an internal process of assimilating new information and social process of discussion and negotiation" (Robinson, 2010). Teacher needs to design environment which optimize learning by creating positive interpersonal relationship among students. It could be gained by key components for classroom practices which are explained below:

1. Collaboration

Social classroom environment increases when there is a community of learning or when students work together. It empowers students' sense of belonging and safety in collaboration. In this case, students establish rules and norms to interact with each other. The structured norms "help

students take responsibility for their learning and the learning of their classmates" (Robinson, 2010).

2. Cooperative learning

Cooperative learning is an approach to support educational learning that aims to manage classroom activities into social and academic learning. According to Kagan (1995) cited in Zainuddin (2011), cooperative groups run into communicative setting that "students receive input from the members in the group (pair work or group work)". Thus, the use of cooperative group is concerned to communicative approach which interactive environment strongly encouraged by this way.

5. Speaking classroom environment

Generally, there are many factors that affect students' speaking skill. Learners mostly have difficulties to find suitable words to express what they mean, or they are afraid of making mistakes because the feeling of shyness and nervousness. However, teachers could try to solve the problem by building a free and lighted-hearted environment in the meaning of creating enjoyable, comfortable and friendly classroom atmosphere where they feel having their own learning. When students feel accepted and respected in such condition, they will voluntarily raise their hands to ask question or give voices of their opinions. In this situation, their confidence and willingness are greatly meaningful to create speaking environment to be more effective and interactive (Purjayanti, 2013; Ardriyati, 2009).

Based on Organization of *Professional Development Service for Teachers*, it is important to create the classroom environment which takes supporting communication and provides communication style that are valuable, acceptable and accommodated. Teachers can support students by designing variant teaching style and learning activities in both different context and authentic objectives as a result of positive environment. Through the supported environment, students then become confident to speak and enthusiasm to communicate each other.

Enriching speaking classroom environment is built by developing opportunities for communication that happens all the time in the classroom by taking advantage of certain communication opportunities. Students can be exposed to multiple oral language context and uses. Gunashekar, Padwad, & Pawelec (2011) has suggestions for valuable opportunities that can be harnesses by the teacher to create such environment, those are: Using target language intensely, encouraging students talk by questions, give positive praise, limiting the use of L1 only when needed.

Ceo (2013) stated that creating target language environment sets students' mind that the target language is a solely implement of real communication. Teacher could make effective use of target language in authentic situation.

> Using authentic target language resources and insisting on only target language interactions maintains high standards for communication. Establishing this environment is important from the very first day of instruction. Instructors can create a community of learners and a cooperative and interactive atmosphere by treating all information that is communicated by class members as important. Teacher responses

show interest in the content of student responses, not simply the grammatical correctness of the utterance.

From the statement above we can conclude that authentic resource, cooperative and interactive learning, and both teacher instructions and responses can motivate learners to engage in target language environment.

Gunashekar, Padwad, & Pawelec (2011) explained about an environment that makes students feel comfortable and confident to speak has to be created by: (1) encouraging students' participation, (2) giving praise as booster, (3) providing worksheets with instructions, (4) making students feel comfortable, (5) adopting suitable correction techniques, (6) developing listening culture in the class.

In addition, Organization of National Council for Curriculum and Assessment (2007) made conclusion that creating classroom environment which facilitates communication is a challenge for teacher, then teacher may need general points in creating a communication-friendly classroom, as follows: Firstly, identify activities and rewards which interest and motivate students; Secondly, give students opportunity to interact and create situations to facilitate them. Thirdly, encourage social interaction among students. Besides, keep students' development in task and provide sensitive support. Next, give opportunities to spend time with skillful students in speaking. After that, build choice-making in activities.

English language learners are willing to take part in oral communication and they have positive behavior to use the language in practice if both teacher and their peers support their needs cooperatively.

Some suggestions for creating supportive language-learning environment are argued by Ministry of Education (2006), those are: (1) Keep the needs of learners in mind when describing concepts and tasks; (2) Tasks that are appropriate to the student's level of proficiency in English; (3) Give learners positive feedback on their efforts; (4) Purposefully connect learners with their peers; (5) Establish a supportive classroom climate in which making errors are accepted as a normal part of the language learning process; (6) Engage learners in activities that attract their interests and that build their existing knowledge, skills, and backgrounds.

In language learning environment absolutely learners talk is the most important part for teacher to measure how far students proficiency are, but teacher talk becomes important since it is make a booster for students to participate in speaking. Ministry of Education (2006) stated more about the important of teacher talk to bridge students' understanding by following consideration: (1) Make sure students understand your speaking, for example by using simple vocabulary or say the same thing in different ways; (2) Speak clearly in order the students easily to catch your speaking and listen carefully; (3) Use images and objects to illustrate your explanation; (4) Use gestures and body language to supplement words; (5) Make clear of giving instructions, for example by presenting on the board; (6) Check frequently to ensure that students understand; (7) Give students time to think in processing any questions you ask.