AN ANALYSIS OF TEACHERS' CREATIVITY IN CREATING SPEAKING SKILL ENVIRONMENT IN ENGLISH LANGUAGE TEACHING

(A Descriptive Study at SMA Negeri 1 Karanganom Klaten in the Academic Year 2022/2023)

THESIS

Submitted as A Partial Requirements

For the degree of *Sarjana*

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DEDICATION

This thesis is dedicated to:

1. My Almamater UIN Raden Mas Said Surakarta.
2. My beloved parents Mr. Budi Santoso and Mrs. Khaeriyah who always pray and support me in everything.
3. My self, Eka Agus Sentosa who have survived and never gives up until now.
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MOTTO

“Jadikanlah sabar dan sholat sebagai penolongmu, dan sesungguhnya yang demikian itu sungguh berat, kecuali bagi orang-orang yang khusyu”

-QS. Al-Baqarah: 45-

“Sesungguhnya sesudah kesulitan ada kemudahan. Maka apabila kamu telah selesai (dari suatu urusan), kerjakanlah dengan sungguh-sungguh (urusan yang lain)”

-QS. Al-Insyirah: 6-7-

“Hidup yang tidak teruji adalah hidup yang tidak layak untuk dihidupi. Tanda manusia masih hidup adalah ketika ia mengalami ujian, kegagalan da penderitaan”

-Socrates-

“Jangan kalah pada rasa takutmu

Hanya ada satu hal yang membuat mimpi tak mungkin diraih yaitu perasaan takut gagal”

-Paulo Coelho, “The Alkemis”-

“Tidak ada sesuatu yang mustahil untuk dikerjakan, hanya tidak ada sesuatu yang mudah”

-Napoleon Bonaparte-

PRONOUNCEMENT

Name	: Eka Agus Sentosa
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I hereby sincerely state that the thesis titled An Analysis of Teachers' Creativity in Creating Speaking Skill Environment in English Language Teaching (A Descriptive Study at SMA Negeri 1 Karanganom Klaten in the Academic Year 2022/2023) is my real masterpiece. The things out of my materpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has disrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, October 23th 2022

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled An Analysis of Teachers' Creativity in Creating Speaking Skill Environment in English Language Teaching (A Descriptive Study at SMA Negeri 1 Karanganom Klaten in the Academic Year 2022/2023)Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, October 23th 2022

The researcher

Eka Agus Sentosa

TABLE OF CONTENT

ADVISOR SHEET i

RATIFICATION ii

DEDICATION iii

MOTTO iv

PRONOUNCEMENT v

ACKNOWLEDGMENT vi

TABLE OF CONTENT vii

ABSTRACT viii

LIST OF TABLES ix

LIST OF APPENDICES x

CHAPTER I INTRODUCTION 1

A. Background of Study 1
B. Problems Identification 14
C. Problem Limitation 15
D. Problem Statement 15
E. Objective of Study.....15
F. Benefit of Study 16
G. Definition of Key Terms 17

CHAPTER II THEORETICAL REVIEW.....18

A. Theoritical Review.....18
B. Previous Related Studies.....60

CHAPTER III RESEARCH METHODOLOGY 63

A. Research Design.....63
B. Research Setting.....66
C. Research Subject and Informant 67
D. Data and Source of the Data.....68
E. Research Instrument.....69
F. Techniques of Collecting the Data.....70
G. Trustworthiness of the Data 76
H. Techniques of Analyzing the Data.....73

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....78

A. Research finding.....78
1. Teachers' creativity in creating speaking skill environment 78
2. Students' response toward teachers' creativity in creating speaking skill environment.....125
B. Discussion 125
1. Teachers' creativity in creating speaking skill environment.....126
2. Students' response toward teachers' creativity in creating speaking skill environment.....135

CHAPTER V CONCLUSIONS AND SUGGESTIONS.....142

A. Conclusion.....142
B. Suggestions 145

BIBLIOGRAPHY 147

APPENDICES 157

LIST OF TABLE

Table 3.1 Time of Research.....40

Table 3.2 Observation's guideline.....43

Table 3.3 Interview's Blueprint.....46

Table 4.1 Observation and Interview Transcription of Creativity 1 T1 and T2.....85

Table 4.2 Observation and Interview Transcription of Creativity 1 T1 and T2.....88

Table 4.3 Observation and Interview Transcription of Creativity 2 T1 and T2.....91

Table 4.4 Observation and Interview Transcription of Creativity 2 T1 and T2.....93

Table 4.5 Observation and Interview Transcription of Creativity 3 T1 and T2.....95

Table 4.6 Observation and Interview Transcription of Creativity 4 T1 and T2.....97

Table 4.7 Observation and Interview Transcription of Creativity 5 T1 and T2.....98

Table 4.8 Observation and Interview Transcription of Creativity 5 T1 and T2.....100

Table 4.9 Observation and Interview Transcription of Creativity 6 T1 and T2.....102

Table 4.10 Observation and Interview Transcription of Creativity 6 T1 and T2.....103

Table 4.11 Observation and Interview Transcription of Creativity 7 T1 and T2.....105

Table 4.12 Observation and Interview Transcription of Language Learning Environment 4 T1 and T2 107

Table 4.13 Observation and Interview Transcription of Language Learning Environment 4 T1 and T2 108

LIST OF APPENDICES

Appendix 1 Research Subjects..... 114

Appendix 2 Observation Result..... 116

Appendix 3 Interview Transcription 161

Appendix 4 Research Data 172

Appendix 5 Documentation results 181

Appendix 6 Photographs 184

Appendix 7 Research Permit..... 187

ABSTRACT

Eka Agus Sentosa. 2022. *An Analysis of Teachers' Creativity in Creating Speaking Skill Environment at English Language Teaching (A Descriptive Study at SMA Negeri 1 Karanganom Klaten in the Academic Year 2022/2023)*.Thesis. English Language Education Department, Cultures and Languages Faculty.

Teachers need creativity in teaching speaking. Teacher creativity is crucially important and teachers should think about students' success that is mastering English. Therefore, creating an English-speaking environment is the best way to help learners deal with oral language in daily communication either inside or outside the classroom. From these statements, the researcher analyzed the way of creative teachers in creating English speaking Environment at SMA Negeri 1 Karanganom. The objectives of this research to identify the creativity of English Teachers in creating a speaking environment during English Language Activities in SMA Negeri 1 Karanganom

The research design of this study was descriptive qualitative research. While the subjects of this research were two English teachers and four students in the eleventh grade of SMA Negeri 1 Karanganom. The data of this research were collected by observation, documentation, and supported by interviews. The collected data were analyzed by Miles and Huberman's theory in Sugiyono (2010), they are data reduction, data display, and drawing conclusions. Then, to point out the trustworthiness of the data, this research used methodological triangulation.

The result of this research showed that creative English teachers implement various techniques in teaching speaking. Teacher 1 used activities that have a creative dimension, looking for a new way of teaching speaking, customizing the lesson based on students' need and interest in speaking. Secondly, the teacher makes use of technology, such as the internet, projector, digital dictionary, etc. Third, teachers to establish classroom routines, for example by putting to use either reward or punishment and using English as communication. Teacher 2 need to apply discussion, story telling method for building creative dimension in teaching speaking, communicative language teaching by the following approach students-centered learning, cooperative learning by appreciating children wok, and interactive learning. Still, it is noteworthy for Besides, clarifying teacher roles is a requirement. Moreover, teachers have to enrich the physical classroom environment, such as managing students' benches. The last, teachers ought to build a social classroom environment by having a lot of group or pair work.

Keywords: Teachers' Creativity; Teaching Speaking; Speaking Environment

CHAPTER I

INTRODUCTION

A. Background of Study

In classroom, teacher is one of the keys in teaching and learning. Teacher as subject of teaching and learning process. Teacher plays an important role in organizing teaching and learning activities in the classroom. As stated by Varron (2016), the teacher is referred to as an element that has a major role in the teaching-learning process. Teacher is one of the keys to students' achievement. In classroom, teacher tries to do a lot of things related with the student's achievement. The thing that supports the achievement of student is the strategy used by the teacher.

English is designated as one of the main subjects in the school curriculum in Indonesia at all levels (Sudrajat, 2011). The ability to speak seems to be the main target of English learners at the school, university and general learners level in developing English in Indonesia. In learning English, learners need to master four basic skills such as listening, speaking, reading and writing in order to improve language skills for their future needs. Basically a person learns English learning mostly begins with learning to speak or communicate. Therefore, English is not only studied for theoretical aspects but also for communication purposes (Howell, 2008).

Ur (1996) argues that speaking skills are significantly more important than the other three skills in English language because it is influenced by several

factors that affect a person's speaking performance both in terms of internal factors and external factors. The speaking performance of the learner is influenced by factors such as performance conditions, affective factors, listening, and feedback during the speaking task. Both linguistic and nonlinguistic aspects also affect students' speaking performance. The linguistic aspects include vocabulary, pronunciation, and grammar while the non-linguistic aspects include confidence, anxiety, and topical knowledge (Tuan & Mai, 2015).

In practicing, many students feel frustrated because they feel that learning to speak English involves complex factors such as grammar, vocabulary, fluency, pronunciation, accuracy and others (Hanifa, 2018). Therefore, the enthusiasm and confidence of a student in learning to speak English is a significant factor in training the development of students' verbal and communication skills. In speaking, we cannot correct our grammatical errors, vocabulary choices, or tenses all at once as we usually do in writing. When a student speaks English they cannot correct grammatical errors, tenses or vocabulary choices at once as they usually do when writing English. A person's fear when learning to speak English is related to their own personality factors such as self-confidence, anxiety, inhibition and risk taking.

Speaking is one aspect of expertise in language that sometimes causes anxiety for a person. This anxiety arises as a result of fear or misunderstanding about the sentence that will be uttered to the other person speaking so that they understand what we mean. However, when we speak English, we do not just say a few words or sentences randomly when we speak, but it will make the

communication between the speaker and the listener that gives rise to the meaning of conveying the message. Sometimes, extreme anxiety can cause hopelessness and a sense of failure in students' feelings (Putera Jaya, Petrus, & Lingga Pitaloka, 2022). Therefore, students need a lot of interaction to build English communication where they can easily express the meaning and purpose according to their thinking in speaking class. In countries that study English as a foreign language (EFL) such as Indonesia, students tend to have some problems with limited vocabulary, pronunciation accuracy, and also environmental limitations. These factors sometimes make them lazy to learn English and finally they tend to rarely use English in their environment such as in class, work, school, neighborhood or at home.

According to Al-Jarf (2012), speaking is an oral ability to achieve pragmatic goals through interactive discourse with other speakers in the same language. Speaking as a form of communication to interact with other people verbally. In speaking, people are expected to be able to communicate their ideas, feelings, and opinions. The goal is that participants can create comfortable social interactions and communicate well. In line with this statement, Hakim (2015) stated that in general students in Indonesia are reluctant to speak English because of the lack of vocabulary and phrases to express their ideas and ideas in English. Therefore, we need teachers or educators who are experts in transferring their knowledge to these students.

According to Thornburry (2005) speaking skills are one of the important components in the English learning curriculum because it will be the basis for

developing oral and listening skills. Learning to speak English requires doing exercises and implementing a variety of methods, approaches and techniques that are applied creatively to improve students' speaking skills. According to the law on the national education system (UU SISDIKNAS No. 20 of 2003 chapter 1 article 1 paragraph 6 it is explained that educators are educational personnel who are qualified as teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators, and other names that are in accordance with their specificity, and participate in providing education. Therefore, the task of the teacher as an educator is to provide learning for each student with the support of creative learning methods or strategies made by the teacher in order to achieve learning objectives.

A teacher or educator is an important factor that affects the level of learning development of a student. Teacher creativity is the key in carrying out his duties as a teacher who is responsible for all classroom activities and students' understanding of English. Leo (2013) states that teachers are professional educators and scientists, whose main mission is to transform, develop, and disseminate science, technology, and art through education, research, and community service. Without the creativity of a teacher, the language learning process sometimes fails and is difficult for most students to understand. This idea was actually put forward by Ki Hajar Dewantara, the first Minister of Education of the Republic of Indonesia. Ki Hajar Dewantara has shown three important characteristics of a professional teacher. But nowadays, it is very difficult to find a teacher or guru who can demonstrate these qualities. There are three characteristics of Ki Hajar Dewantara's teaching, namely Ing Ngarso Sung

Tuladha, meaning that the teacher is in front of him a teacher being an example for his students. "Ing Madya Mangun Karsa" means that in the middle the teacher motivates his students and Tut Wuri Handayani means that in the behind the teacher serves as a supporter (Haryanti, 2019).

Nowadays, creativity is one of the important aspects in the teaching process, because as teachers, they must make an impressive appearance and help students to understand the material (Sawyer, 2004). In this case, creativity can be the best strategy to solve speaking class problems. The methods and strategies applied in English lessons can be improved with a creativity approach. This can make students successful and motivated in the learning process. Teacher's creativity can be seen as how teachers try to make learning interesting, fun, cooperative and create a long term memory to facilitate learning to achieve teaching goals (Potter, 2006). Therefore, teachers must put their creativity in all aspects of the learning process because it will affect student success. Therefore, creative teaching is needed in this situation, creative teaching becomes a stimulus and nutrition to motivate students in learning. The learning process can be more interesting if a teacher has good creativity to describe activities, materials, and strategies in the learning process (Hestika e t. al, 2021)

According to Potter (2006), creative teachers can effectively implement the educational process by integrating contextual materials, educational strategies, educational media, and direct experience. Teacher creativity is also one of the characteristics of professional teachers. Harmer (2003) states that a good teacher prepares everything well. He always prepares lessons and materials before facing students. He goes with the flow as usual and is ready to organize any planned

activities. He will also be prepared for lessons that don't go according to plan as he will have a back-up plan and be willing to change his plans if needed. With the result that teacher creativity is a consequential point for bringing students to a high level of English proficiency that supports student performance by making what can't be done, maybe done or can be done; and create unusual speaking exercises, to communicate among students in the classroom.

This is in line with the results of the pre-research that has been carried out by the researcher. Based on pre-research, one of the main obstacles faced by teachers in teaching English in this school is most of students find it difficult and did not confident in speaking English. In addition, those who graduate from high school do not have adequate English skills because teaching English in some schools in Indonesia is considered unsuccessful. Students gain more knowledge based on theoretical orientation than practical orientation, whereas learning a language properly means improving speaking and speaking practice. This happens because of many factors, one of which is the creativity of teachers in creating strategies and environments. For teachers, indeed teaching grammar, reading or any textual material is easier than teaching contextual skills such as speaking. The teacher's strategy has a lot of influence on students' speech. The teacher's strategy will help students in mastering speaking. The students' speaking level is also influenced by the teacher's strategy in speaking. Now all teachers have strategies to improve students' speaking ability.

From the experience of researchers at Junior High School and Senior High School, most students are not yet proficient in speaking English. In addition, some

high school graduates do not yet have adequate English skills, because English education in several schools in Indonesia is believed to have failed. Students gain more knowledge based on a theoretical orientation than a practical orientation, but proper language learning means improving speaking and speaking practice. This is caused by many factors. One of them is the teacher's creativity in creating strategies and environments. Indeed, it is easier for teachers to teach grammar, reading, or other textual material than it is to teach practical skills such as speaking English. The creative teacher strategies have a significant impact on the level of students' language knowledge. Teacher strategies help students master what they are saying. The students' speaking level is also influenced by the creativity of teacher in implementing speaking environment.

Junior high schools in Indonesia are starting to use English as a compulsory subject, including schools in Klaten Regency, Central Java Province. In this case, the researcher chose SMA Negeri 1 Karanganom as the research site. Researchers chose SMA Negeri 1 Karanganom because the school is one of the favorite schools in Klaten Regency. In general, favorite schools will attract students from all over the region so that it will cause various differences in the background of the students themselves such as economic level, intelligence level, and social level. From these different backgrounds, it will affect the level of students' ability in learning English, one of which is the inability of students to speak English. Therefore, teacher creativity is needed in overcoming these problems. SMA Negeri 1 Karanganom Klaten is a public school whose students come from villages and cities. This school is not located in the center of the city,

but on the edge of the city center, next to a resident's house on Jl. Raya 3 Karanganom, Klaten, Central Java.

The researcher conducted a pre-research at the school to make some observations about the condition of the English class. When making observations, the researchers emphasized more on the aspects of the teacher's ability to develop his creativity to create a speaking environment and the students' ability to speak the target language. As for some of the results of the pre-research that the researchers wanted to put forward, English subjects were taught starting from grades 10, 11 and 12. The researcher made observations in class XI MIPA 1 and XI IIS 1 where the class was the result of a recommendation from the English teacher at the school. The meeting time for English subjects in the class is 2 x 45 minutes or 90 minutes. There are four aspects of English skills taught by teachers such as input skills, namely listening and reading, after which students will be trained to improve output skills, namely speaking and writing. The researcher focuses his attention on the creativity of the teacher. The process of how the teacher trains English speaking skills is the repetition of vocabulary exercises or memorizing the dialogues given by the teacher. Based on the opinion of the teacher, this method is done repeatedly and continuously. In addition, teachers usually instruct their students to come to the front of the class or persuade students to stand up and say the sentences given by the teacher in front of their friends. This serves to train students' self-confidence in public speaking.

Based on the results of the pre-research, Mrs. AF, S.Pd said that the conditions after due to the COVID-19 pandemic greatly affected students in

learning to speak English. One of the causes is related to the online learning conducted in grade 11 where students only do online learning with e-learning media. This causes students and teachers to not be able to freely communicate directly using English. In addition, the reduction in class hours is also a trigger for the intensity of students learning English. This condition triggers students to find it difficult to speak English when in offline class. Students' English speaking ability is influenced by several factors, namely non-linguistic factors and linguistic factors. Non-linguistic factors are influenced from within a student such as anxiety because they are not trained to speak in front of many people, lack of confidence in speaking English because they are wrong in pronunciation and knowledge they have about the topic of English conversation. Meanwhile, linguistic factors include a lack of English vocabulary, incorrect pronunciation when dealing directly with classmates and teachers, and a lack of understanding in mastering grammar when speaking English. Therefore, in solving the above problems a teacher must have a creative speaking learning strategy.

Thus, the success of the English-speaking environment is marked by the interaction or communication of students with each other with their peers in English. Even if they have speaking time or other material, they will continue to speak in English with or without teacher supervision in the classroom. In line with that, the creativity of the teacher is really influential because creating such a classroom atmosphere is very time-consuming. If the speaking environment is not developed immediately or even slowly, language learners will be less proficient and their fluency, accuracy, or vocabulary mastery will decrease respectively. To overcome this problem, the language classroom environment must be activated

effectively to meet the students' speaking needs. Therefore, creativity will help teachers to manage the classroom environment as a language class well. Tarrayo (2021) argues that students do like to take part by expressing ideas in their speaking class, whether they are presenters or spectators and this is believed to provide a pleasant classroom environment so as not to make students feel hopeless and unappreciated. In addition, generating a stimulating learning environment means creating a safe, comfortable, secure, and friendly situation in which students feel accepted, accepted, and respected. Nervousness, anxiety, or even stress from fear of producing speech can be reduced or even hindered by such a friendly environment.

In an environment like this, students are placed at the center of classroom activities where they can explore and share knowledge, information, and experiences in their own way. They are in their speaking class so it makes them speak better. In this research, the researcher does the same thing with regard to the English-speaking environment which will take place in one of the favorite schools that have good language learning management, namely SMA Negeri 1 Karanganom. Researchers are very interested in the school because the school has good management in requiring students to pay attention to the English system in daily communication. This reason at least provides the researcher's view on how teachers place students in certain situations where the environment must be supported by oral communication both inside and outside the classroom. Researchers are very interested in the school because the school has good management in requiring students to pay attention to the English system in daily communication.

This research is in line with previous studies such as research conducted by Ata-Akturk & Sevimli-Celik (2020) “Creativity in early childhood teacher education: beliefs and practices”. This research carries out an in-depth investigation of pre-service teachers (PTs) beliefs regarding creativity and the perceived barriers of creative processes within early childhood education. This second study is also supported by previous research conducted by de Souza Fleith (2000) “Teacher and Student Perceptions of Creativity in the Classroom Environment”. The purpose of this study was to investigate teachers' and students' perceptions about characteristics that either stimulate or inhibit the development of creativity in the classroom environment. The findings suggest that both teachers and students believe. On the other hand, in an environment that inhibits creativity, ideas are ignored, teachers are controlling, and excessive structure exists. Novelty in this study focuses on creativities that teachers use to teach speaking skill envronment and students’ response towards creativities of English in creating speaking skill environment Meanwhile, in the previous study explained before, they just focused on creativiies that teachers use in teaching English language.

Many researchers have conducted research on teacher creativity in managing classroom media, teacher creativity regarding e-learning learning, and teacher creativity regarding online classroom management. Meanwhile, in this study, researchers focused on teacher creativity on how a teacher is able or competent to develop his creativity in managing an English-speaking environment where this really requires a variety of strategies, techniques, media, and building a comfortable classroom atmosphere.

Based on the reasons above, the researcher believes that this research can be useful for teachers and students. Therefore, the authors are interested in conducting a research entitled **AN ANALYSIS OF TEACHERS' CREATIVITY IN CREATING SPEAKING SKILL ENVIRONMENT IN ENGLISH LANGUAGE TEACHING (A DESCRIPTIVE STUDY AT SMA NEGERI 1 KARANGANOM IN THE ACADEMIC YEAR 2022/2023)**

B. Identification of the Problems

Identifying research problems is the first and foremost step in the research process. The broad area is selected and then the broad topic is limited or narrowed into specific sentences of the problem. In this research, the researchers made several identifications of the problem as follows:

1. Teachers need a stronger effort to make students feel confident in speaking English.
2. Students feel that the process of learning English when in class is boring
3. Teachers require a harder effort to make students active in class.
4. Teachers need various ways to make students interested in learning to speak English when in class
5. Students' abilities in terms of pronunciation, vocabulary and grammar mastery in speaking English are still low
6. Daily conversation in English is not implemented effectively in class
7. Many students have difficulty in pronouncing English vocabulary. Students find it difficult to distinguish the pronunciation of words.

C. Limitation of the Problems

In the field of research, researchers make some spaces the scope and limits are always on the appropriate review. In this research, researcher limits on creativities used by English teachers in creating speaking skill environment at the eleventh grade students of SMA Negeri 1 Karanganom in the academic year 2022/2023 and students' response toward creativities of English teacher in creating speaking skill environment the academic year 2022/2023. Researcher limits the theory by Richard (2013) and Jackson (2015) to analyze the first problem relates with creativities used by English teacher in creating speaking skill environment in the academic year 2022/2023 and the theory by Rosenberg and Hovland (2009) to analyze the second problem relates with the students' response toward the ways of teachers to create speaking environment creatively in SMA Negeri 1 Karanganom in the academic year 2022/2023.

D. Formulation of the Problems

From the formulation of the problem above, the following research objectives can be drawn:

1. How does the teacher set up English speaking environment creatively at SMA Negeri 1 Karanganom?

E. Objectives of the Study

1. To identify the creativity of English Teachers in creating a speaking environment during English Language Activities in SMA Negeri 1 Karanganom

F. Benefits of the Study

Results of this study are expected to provide many benefits, including:

1. Theoretical Benefits

This research provides a true example and experience to the writer and reader in terms of teacher creativity in constructing a speaking environment. As a consequence, the study provides more innovative teaching ideas for EFL teachers as well as information on how to boost student participation by creating a speaking atmosphere.

2. Practical Benefits

a. For school

This research will be conducted in the hope that it can serve as an illustration as well as a guide for madrasa institutions/school, how creativity is used in creating an English speaking environment. .

b. For educators

This study is beneficial to teachers, students, and other researchers. The author expects that the findings of this study will provide a new perspective on language teaching and learning improvement, as well as be valuable in increasing teacher competency. The teacher would be motivated to utilize the ways to increase students' speaking skill by creatively creating an English speaking environment.

c. For researchers

And the last from this study, It can be used as reference for other researchers related to the same topic or focus discussion. It enrich them by

such better source of information deals with teacher creativities in creating English speaking environment.

D. Definition of Key Terms

There are several very important terms used to describe the research entitled "An Analysis of Teachers' Creativity in Creating Speaking Skill Environment in English Language Teaching "(A Descriptive Study at Sma Negeri 1 Karanganom in The Academic Year 2022/2023)"

1. Creativity

   According to Richards (2013), creativity is frequently characterized as having a number of different dimensions: (a) the ability to fix problems in unique and significant ways that are important to purposes; (b) recognizing new meanings and connections in things and developing connections; (c) having original and imaginative thoughts and ideas about something; and (d) utilizing the imagination and prior experience to create.

2. Teacher Creativity

The creative teacher is a teacher who can develop new ideas in teaching, learning and developing new ways to educate, guide, and evaluate learners.

3. Speaking Environment

It is everything related to the physical environment, classroom setting, social system, values, norms, and surrounding people such as classmates or teachers who are constantly in contact with learners during the language learning process and

hopefully support learners' oral communication especially inside the classroom. (Hestika, Nur Qalby, 2021)

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

In this research, researcher explains some of theories related with the main topic “English Teachers Cretivity in Creating Speaking Skill Environment”. The explanations below;

1. Concepts of Teaching Speaking

a. Definition of Teaching Speaking

The process of learning to speak English is an important thing in learning English. The purpose of teaching spoken English is to develop one's ability to fluently interact with the language used (Hughes, 2003). This process certainly requires a collaboration between teachers and students in implementing learning strategies that have been designed by the teacher in order to achieve learning objectives. Therefore, the role of the teacher here is needed in managing or creating a classroom atmosphere and creative learning methods where students find it easy to accept the learning materials presented by the teacher. Therefore, the goal of learning to speak English must improve students' communicative skills, because only in that way, students can express themselves and learn how to follow appropriate social and cultural rules in every communicative situation (Ibrahim & Adnan, 2019).

Brown (2001) states that in teaching oral communication, teachers need to provide solutions on how to convey and negotiate the meaning of language that is difficult to understand. The main reason in teaching speaking English is to develop students' oral fluency, namely the ability to express themselves intelligently, naturally, accurately and without hesitation when speaking Ur (1996). So teaching speaking is a way for students to express their emotions, communicative needs, interaction with other people in any situation. For this reason, in teaching speaking skills, it is necessary to have a clear understanding related to speaking and also encourage the potential of students to develop their speaking skills naturally. Overall, teaching speaking skills emphasizes activities to make students active and creative.

b. Principles of Teaching Speaking

There are five principles of teaching speaking proposed by Nunan (2003), as follows:

1) Consider the context of learning a second and foreign language.

   This is to clarify that the target language of the second language context is the language of communication in society because they use the target language almost every day. Meanwhile, in the context of a foreign language, the target language does not exist in the language of communication in society. So learning to speak in this context is very challenging.

2) Provide opportunities for students to develop fluency and accuracy.

   Fluency is the degree to which a speaker uses language quickly and confidently with little hesitation or unnatural pauses. Accuracy is the extent to which

students' speeches are able to communicate to the target language that is in their minds so that people are able to understand the meaning being discussed.

3) Provide opportunities for students to speak using group and pair work.

   These activities are used to increase students' speaking practice time and limit the teacher's ability to speak. This group activity can train students to enrich each other and exchange information during group discussions. Therefore, students can correct the shortcomings of their friends from one another.

4) Consider negotiating meaning.

   This is to clarify and confirm whether students have understood each other or not. This can be done by asking for clarification, repetition, or explanation during the conversation to gain understanding.

5) Designing classroom activities which full of practices in both transactional and interactional speaking

   Transactional speaking involves communication to get things done, including the exchange of goods and services. Interactional speaking is communication with someone for a specific purpose. This includes establishing and interpreting social relationships.

6) Teaching speaking for communication of conveying message, not only for error correction.

   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

astmosphere where English is a communicative competence is the main goal of learners.

c. Teachers Roles in Teaching Speaking

According to Richards and Renandya (2002) teachers should be able to know their role in teaching speaking. Teachers have special roles in learning that are taught at different stages. These stages include:

1) Presentation stage; when the teacher introduces something new to learn, the teacher acts as an informant.
2) Exercise stage; when teachers let students work under their direction, the teacher has the role of conductor and monitor.
3) Production stage; when the teacher gives students the opportunity to work alone.

It can be concluded that there are three roles in teaching speaking. These are the presentation stage, the training stage, and the production stage. At the presentation stage, the teacher tells about the new material to be studied. The teacher provides knowledge and direction about the material. In the practice stage, the teacher controls the students when they work under the teacher's direction. In the production stage, the teacher gives assignments to students to do on their own.

d. The technique used the teacher in teaching speaking

Hamruni (2009) said that technique is a way for someone to apply a method that can run effectively and efficiently. The success of teaching speaking depends on the techniques used by the teacher in the classroom. According to Robinson

(1997) there are several techniques that teachers can use in teaching speaking English.

1) Discussion

   Group discussions can consist of three to five students who discuss activities or active strategies that are effective in improving students' abilities because all components in the classroom (teachers and students) can play a role in the teaching and learning process. They will practice their speaking skills with their relationship regularly.

2) Role playing

   Another way to get students to talk is to role play. Students pretend to be in various social contexts and have various social roles. In role playing activities, the teacher provides information to students such as who they are and what they think or feel. In this way, the teacher can tell students that “you are David, you went to the doctor and told him what happened last night, and…”

3) Simulations

   Simulations are very similar to role-playing games but what makes simulations different from role-playing games is that they are more complicated. In the simulation, students can bring items to class to create a realistic environment. For example, if a student acts as a singer, he or she brings a microphone to sing immediately. Role-playing games and simulations have many advantages. First, because it entertains, motivates students. Second, increasing the self-confidence of students who are hesitant, because in role play activities and

simulations, they will have different roles and don't have to speak for themselves, which means they don't have to take responsibility.

4) Information Gap

In this activity, students are expected to work in pairs, one student will have information that the order partner does not have and his partner will share the information. Information gap activities serve many purposes such as solving problems or gathering information. Also, neither partner provides the information the other needs. This activity is effective because everyone has the opportunity to speak widely in the target language.

5) Brainstorming

One of the given topics, students can generate ideas in a limited time. Depending on the context, individual or group brainstorming is effective and students generate ideas quickly and freely. A good characteristic of brainstorming is that students are not criticized for their ideas so students will be open to sharing new ideas.

6) Storytelling

Students could briefly summarize a story or stories they heard from someone before, or they could create their own story to tell their classmates that the story trains creative thinking. It also helps students express ideas in a beginning, development, and ending format including the characters and setting a story has. Students can also tell riddles or jokes. For example, at the beginning of each class session, the teacher might call on several students to tell a short

riddle or joke as an opening. In this way, the teacher will not only demonstrate the students' speaking ability, but also get the class's attention.

7) Interviews

Students can conduct interviews on selected topics with a variety of people. Teachers should give students rubrics so they know what types of questions they can ask or what paths to follow, but students should prepare their own interview questions. Conducting interviews with people gives students the opportunity to practice their speaking skills not only in class but also outside and helps them socialize. After the interview, each student can present their study in front of the class. In addition, students can interview each other and introduce their partners in front of the class.

8) Completion of the story

This is a very fun activity, the whole class, free to talk, a teacher starts telling the story from where it stopped. Each student is expected to add four to ten sentences. Student calls add new characters, event descriptions and so on.

9) Reporting

Before entering class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they think is the most interesting news. Students can also talk about whether they have experienced anything worthwhile to tell friends in their daily lives before class.

10) Questions and Answers

Answers are activities that will affect the development of students' abilities because they will answer what the teacher asks them and they can also ask the teacher if they face the strength of the material.

11) Drawing Pictures

One way of using pictures in speaking is to give students a picture and ask them to explain what the picture is. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then the spokes person for each group explains the picture to the whole class. This activity fosters the creativity and imagination of students as well as public speaking skills.

12) Finding Differences

For this activity students can work in pairs and each pair is given two different pictures, for example a picture of a boy playing soccer and a picture of a girl playing tennis. Students in pairs discuss the similarities and/or differences in the pictures. Based on the theories above, it can be concluded that the methods/techniques in the speaking learning process can help teachers in teaching speaking and shorten the teacher's understanding of the material for students.

2. Concepts of Creativity in Language Teaching

a. Definition of Creativity

According to the Big Indonesian Dictionary (KBBI), creativity is the ability to create or is (contains) creative power (work that requires imagination and intelligence). According to Oxford English Dictionary creativity means the ability to create. According to Rothenberg cited by Runco & Jaeger (2012), the

notion of creativity is the ability to generate ideas / ideas and new solutions and useful to solve a problem and the challenges faced in everyday life. Howell (2008) defined creativity as a process of connecting and producing something new. According to Gregerson cited by (Potter, 2006) , creativity is defined as something fresh, novel, and distinctive and is associated with imagination, playfulness, and originality, the construction of something new.

According Johnson (2011) said that "creativity (creative or divergent thinking) is an ability based on available data or information, can find many things that reflect fluency, maturity (flexibility) and originality in terms of thinking, as well as the ability to elaborate (develop, enrich, detail) an idea encountered. From this definition, she added that in essence creativity is a person's ability to do something good in the form of ideas or real works, which are characterized by attitude or non-attitude, both in new works or in combination.

Creativity is defined as thinking in opposites, analogies and metaphors, intuition, inspiration, intellect, diverse processes of mental representation, specialized perceptual processes, issue discovery, and problem solution as stated by Ryhammer and Brolin (1999), as mentioned in (Johnson, 2011). It is certain to foster creativity in both the teacher and the learners. The first step is to improve teacher creativity, which is then followed by innovative teaching. The teacher's role is to motivate students to be creative in their language acquisition. A teacher might adopt a variety of linguistic inclinations by reacting freely to concerns and responses communicatively, increasing

intrinsic motivations, or employing multiple approaches proved to increase students' creativity (Gregerson et al, 2013).

Creativity has a significant impact on students' accomplishment levels, since current language teaching methods now focus on promoting target and curriculum growth, which can uncover everything linked to learners' creativity. Language teaching approaches that are supported include communicative language teaching, interaction-based learning, and many more. They are correctly worked in order to foster the learners' "creative thinking and behaviors." It is also critical to enable and assist learners in overcoming any challenges in language learning. Furthermore, creative intelligence on the part of both teachers and students is expected to bring a lot of progress in the language teaching and learning process (Richard, 2013).

Creativity is an ability needed to produce and be able to produce new ideas that can be in the form of imaginative or synthetic creativity which may involve the formation of new patterns and combinations of past experiences that will be linked to existing ones in the current situation. Creativity is also not always able to produce something new by using something that already exists (Lubart et al, 2010). Furthermore, according to van Hooijdonk et al, (2020), suggests that creativity is related to the discovery of something, and about things that produce something new by utilizing something that already exists.

From some of the definitions described above, it can be concluded that creativity is the ability that a person has in expressing and realizing his potential in producing something new and unique or the ability needed to combine something in an effort to produce something else that becomes something new and more interesting. Creativity can also be interpreted as the ability to produce something through problem solving in obtaining new ideas.

So, the process of implementing learning as a teacher, it is necessary to have the ability to create something new that is interesting in order to increase the enthusiasm of students' learning. In addition, with the teacher creating something new, it will be able to create a class atmosphere that is fun and not boring. Thus, a good teaching and learning process that is supported by the creativity of the teacher will be able to achieve the desired learning objectives.

b. Characteristics of Teacher Creativity

In teaching and learning activities, as a teacher is required to have creativity both in the use of learning media and in creating a more comfortable and conducive classroom atmosphere, so that learning can be well received by students. The ability possessed by a teacher to create new learning models or bring up new creations will be able to distinguish himself from other teachers because a teacher who has high creativity can be said to be a creative teacher. Creative teachers will not feel enough if they only deliver the material during the learning process. They will always think about how to make the material taught can be understood and accepted by students and furthermore they will

feel happy when learning the material being taught. The characteristics of teacher creativity are as follows:

1) Creative and likes challenges

Teachers who can develop children's potential can be said to be creative teachers. Without this trait a teacher will find it difficult to understand the uniqueness and creativity of children. As a teacher, you must like challenges and new things so that a teacher does not just stick to routines or rely on existing programs. However, they will always try to develop, update and enrich learning activities to make students more interesting (Mulyasa, 2006).

2) Appreciating children's work

The characteristics of a teacher in developing creativity greatly appreciate the work of children in any form because without this attitude possessed by the teacher, children will find it difficult to express themselves freely and independently to be able to complete their tasks properly (Setiawan, Munir, & Suhartono, 2019).

3) Motivator

Motivator is a person who has a profession or livelihood by providing motivation to others (Utomo, 2018). The teacher as a motivator means that a teacher is a driving force for students to be able to increase enthusiasm and development in student learning activities. In this case the teacher can find out the students who are still lacking in their learning achievement, so it takes the motivation of a teacher (Lubart, 2016).

4) Evaluator

In this case the teacher must be able to assess students in terms of aspects that must be assessed, such as intellectual abilities, attitudes and behavior of students, because with the assessment process carried out by the teacher, the teacher will be able to find out the extent of the creativity of learning carried out in the classroom. In a class that is a factor supporting creativity, the teacher is also entitled to assess the knowledge and progress of students during the learning process through continuous interaction with students. Students' work results will be returned with attached notes from the teacher, especially in showing the good and bad aspects of the students' work (Krkovic, Greiff, Kupiainen, Vainikainen, & Hautamäki, 2014).

5) Provide an opportunity for children to try and develop their abilities, thinking and creativity.

In teaching language classes, teacher creativity plays a very important role in influencing the intensification of the teaching methods used. Teachers learn how to engage cooperatively and reflectively in devoting themselves to the world of education. As an educational goal today, an EFL teacher must be able to develop his performance as well as student performance in language learning through the critical practice of creativity (Vasudevan, 2013). In other words, a teacher is not just a transmitter of knowledge without letting students experience the process themselves, but a creative teacher is expected to be able to make discoveries and be creative so that teaching will turn into a process that encourages student experience and plays a role in building student knowledge.

Creative teachers are able to build different roles when teaching in the classroom. As stated by Morais & Azevedo (2011) that in the context of school teachers are a source of information, while creative teachers are teachers who are able to take reasonable risks and create unexpected classroom situations to strengthen creative activities in the learning process. To get quality teaching, the first stage is that the teacher must be able to use several techniques to provoke students in many aspects, including student interest, self-esteem, and self-confidence. Creative activities can be a solution to language learning difficulties (Vasudevan, 2013).

Richards (2013) describes eight aspects of creative teachers that depend on their ability to analyze and evaluate classroom routines, and their level of thinking skills in identifying how to respond to students. The explanation is as follows:

1. First, creative teachers are knowledgeable.

   He has basic knowledge of his subject matter, which is English, teaches English, and learns English. This is achieved to support productive imagination and to illustrate lessons creatively.
2. Creative teaching requires confidence.

   This attribute partly follows on from the preceding one, since knowledge of subject matter can provide a sense of confidence that enables the teacher to be original and creative. One feature of confidence is that it gives teachers a sense that they are in control of their classroom and that it is the teacher, not the book or the curriculum that can make a difference. Creative teachers see

their input to the lesson as being decisive and so they have a sense of personal responsibility for how learners learn well.

3. Furthermore, a creative teacher is committed to helping students succeed.

   He continues to offer a hand, facilitates student learning, and strives for the best for student achievement. The fact that teachers are creative means they are constantly adjusting their teaching in order to better facilitate learning. They want their learners to succeed and they try to find out as much as they can about their learners to enable them to best cater to their needs. They also seek to develop their learners' self-confidence.

4. However, creative teachers are non-conformists.

   He has seasons in teaching and doesn't just present entire lessons from a single handbook. He has a unique style to be creative in teaching. The creative teacher does not simply present lessons from the book. He or she looks for original ways of creating lessons and using the textbook and teaching materials and seeks to create lessons that reflect his or her individual teaching style. This is another way of saying that being creative means seeking to adapt and modify lessons to better match the learners' needs. For this reason creative teachers are generally very different from each other. Learning to be a creative teacher does not mean modeling or copying the practices of other creative teachers, but rather it means understanding the principles that underlie creative teaching. Individual teachers will realize these principles in different ways.

5. In addition, a creative teacher is familiar with various strategies and techniques.

   He has good skills in modifying and combining methods that they believe can be meaningful. Both the strategies and techniques he obtained came from his experience in teaching. Every experienced teacher is not always creative, but anyone who is able to update teaching professionally and has a solution for every situation is called a creative teacher.

6. In addition, a creative teacher is a risk taker.

   He has enough courage to take risks, play with experiments, and dare to innovate. He directly teaches students real life learning and is willing to 'rethink or revise' what has not been completed or completed. The creative teacher is willing to experiment, to innovate, and to take risks. Risk-taking reflects the flexible mindset of creative teachers as well as their self-confidence. They are willing to try things out, even if at times they may not work quite the way they are intended. So the teacher is willing to rethink or revise, or if necessary abandon her original plan and try something else. But this is seen as a learning moment and not an indication of failure.

7. In addition, creative teachers strive to achieve learner-centered learning.

   Teachers who not only give so many speeches but rather listen to students' conversations and give students the opportunity to take on their own responsibilities are those who adopt a learner-centered approach. This

approach is highly recommended for successful teaching as students deal with their experiences in a learning context.

8. Furthermore, creative teachers are reflective.

   The involvement of teachers to review and reflect on their own practice is needed as a way to improve their performance. In this process, a reflective teacher has a strong pretension to expand the knowledge or skills he has taken as a field. Learning new things off the field will be more of a good connection to handle new ideas steadily in the teaching classroom.

From the characteristics of teacher creativity above, there is a need for development, considering how big the responsibility of a teacher is in the learning process. Teachers are required to show their creativity in delivering learning. Furthermore, the teacher always tries to be better at serving students in the learning process, so that students can assume that the teacher is indeed creative and does not just do something routinely.

c. Factors that Influence Creativity

Teacher who teaches in transferring knowledge to students requires their development and ability to manage learning to be better and more enjoyable. So that, the learning process that was originally becomes a higher quality learning. There is a theory that says that "creativity is a typical meeting point between three psychological attributes, namely intelligence, cognitive style, and personality or what is called motivation". Simultaneously from all three sides of the mind it can help to understand what drives a person to be creative." (Munandar, 1999)

Intelligence includes verbal abilities, fluent thinking, the growth of knowledge, problem formulation, strategy formulation activities, mental representation, decision-making skills and a balance and general intellectual integration. In the cognitive and intellectual style that comes from the creative personality, a person can show a loose and conventional attachment, can create their own rules, then can do new things in their own way and like a problem that is not too structured.

Meanwhile, external factors can also be influenced by the encouragement and potential from nature, the influence of originating from outside that can provide encouragement to teachers to be able to develop themselves to be better in creating something new. According to Islam and Baihaqy Yussof (2019) the external factors that affect creativity are as follows:

1. Educational background

Professional teacher, a teacher who knows what he gives to students. Teachers who understand the material they convey, and can make the learning process more comfortable and enjoyable. Proficient in teaching which is done effectively and efficiently and also the teacher has a solid personality. So professional teachers, it is necessary to prioritize those from graduates of educational institutions. Because in forming professional teachers, not only those who are good at talking or only in conditioned exercises, but also the need for relevant programmed education.

2. Teacher trainings and teacher organizations

To become teachers who have superior creativity, it is necessary to have training sessions held by organizations for teachers in an effort to develop their knowledge and to increase their experience, especially in the field of education. So that by participating in the training, a teacher will get new ideas and innovations in developing their abilities to create new creativity.

3. Teaching experience

Teachers must also have good teaching experience in order to create an atmosphere of the learning process that is not monotonous. Teachers who have long teaching experience and make it a profession will get enough new experience in teaching. This greatly affects their creativity to become a professional teacher, such as how to overcome difficulties during teaching and so on.

4. Teacher welfare factors

It is undeniable that a teacher is an ordinary human being who does not escape from difficulties in life, at home, within the scope of social interaction, and the economy in order to prosper life or existing problems so that it can interfere with the smooth running of his duties. Just as a teacher's salary is not much, so there are often crises in meeting the necessities of life. This will greatly affect the creativity of teachers in terms of learning activities in schools. Because the teacher cannot focus on learning activities properly. To improve welfare, it is necessary to have a fair policy by the government in an effort to prosper the teaching profession.

d. Creative English Teaching

Teaching requires creativity, which may be presented in a various ways through engaging activities. A creative output does not immediately benefit students, but it requires significant freedom to ensure that students have areas for creative thought. Creative teaching is practically effective for developing students' creative capabilities, as well as encouraging students' levels to explore their skills, abilities, and knowledge. In this situation, teachers should be more aware of their responsibilities, because the professional teacher is expected to be creative and imaginative in addition to transmitting or sharing knowledge. Indeed, creative teaching requires a significant amount of effort and time to accomplish.

Richards (2015) described several aspects of how teachers engage in creative English teaching in the classroom as follows:

1. Using eclectic choice of methods

The teacher's technique is not chosen at random, but rather in response to the needs of the students. He implemented a blend of methods and activities to support students understand. The combination of styles and methods has a significant impact on students' ability.

2. Using activities which have creative dimensions

Teaching creatively must be supported by a creative task aspect, such as open-ended problem solving, suited to the capacities of the

participants, and carried out under limits. There are certain features that characterize 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 and it can be found on the internet

c) The personal element: the activities should be able create connections between learners' lives and concerns

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

e) The intriguing element: the task is to arouse interest in ways that are enigmatic, challenging, puzzling, problematic, or contradictory.

f) Individual choice: students are given choices during the completion of the tasks. They are able to choose theirs own group or topic that they want to discuss.

g) Tasks that encourage risk taking: the teacher might provide any kinds of rewards for students' achievements so that they enjoy engaging in all activities and are not frightened to make errors.

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

i) The fantasy element: the activity are talking about imaginative so that the students may able to create their own fantasy.

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

According to Richard (2013), flexibility in teaching means that teachers have the ability to switch different teaching styles and models during the lesson, for example, teachers need to change the steps in learning and give students more space and time. Creative teachers always have other concepts to make lessons more effective. Not only does he tend to the available lesson plans, but has some improvisations that might be more helpful. He creates a stimulus to invite student responses and creates learning opportunities called "teachable moments". So, even though the teacher delivered the same material based on the book over and over again, he seemed to have different lessons because of the improvisation initiative.

4. Looking for new ways of doing something

Creative teachers must be able to master the subject matter. Then, the teacher needs the dimensions of routines and procedures to develop lessons efficiently, effectively, and easily in delivering material. Therefore, every teacher should create a practical approach that is packaged into a

textbook or any material. It would be a practical "one size fits all" measure to use.

5. Adapting lessons

Creative teachers don't just teach without knowing who they are dealing with. Creative teachers are able to have pattern methods or techniques in teaching and are able to identify what students want and what students need most. The teacher then adjusts the lesson based on the level, needs and interests of the students.

6. Using technology

Technology is one of the learning media to update the latest information, find sources, convey material easily and much more. In addition, this technological media will be very helpful in developing imagination, problem solving skills, risk-taking behavior and varied creative thinking of teachers and students.

7. Looking for creative ways to motivate students.

The teacher provides activities that encourage a classroom atmosphere to increase student motivation. This subconsciously brings the curiosity of students in such situations where they will take an important part in deeper and more challenging learning. In this case, students will be stimulated positively without feeling afraid.

e. Creativity in teaching speaking

In English teaching activities, creativity is not only used in the scope of simple activities in a series of teaching and learning activities, but this creativity is the most important thing in forming practical knowledge for students. Therefore, teachers must be able to create their own creative ideas and not only rely on textbooks (Richards & Bohlke, 2011). In teaching speaking, communicative practice relates to activities that carry out many practices using foreign languages in "real communicative contexts are the focus" so that there is an exchange of information and unexpected language emerges (Richard, 2006). This communicative creative activity created by the teacher will make students talk in class. Therefore, knowledge of communicative competence possessed by a teacher is important to develop students' competence in using language appropriately in the context of social class as a result of teacher creativity (Robinson, 1997).

As Robinson (1997) explains that “There are lots of techniques that creative teachers can apply such as information gap exercises, games, songs, problem solving, and other techniques that allow students to utilize the skills they already have. Communicative activities adhere to the principle of "learning by doing," while creative communicative activities play out some of the principles of what learners can do to promote creative responses while practicing. Here are some creative activities that stimulate students' creative responses in practicing speaking, which are described below:

Table 2.1 Kinds of Speaking Activities with Creative Dimension

No.	Characteristics of Creative Dimensions						
	Kinds of Activities	**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	**Braintorming**		√			√	√
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 games, quizzes, role plays, and dramas are creative activities for speaking in the classroom. Followed by debate, storytelling or drama, jigsaw, brainstorming, information gap, discussion, simulation, presentation and describing pictures in class, while others are less creative. However, it does not mean that the rest of the less creative techniques above are not appropriate to be applied in classroom learning, but because of the lack of a creative dimension, creative teachers must always have good ideas to make these 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 pictures, cards, puppets, puzzles, tape recorders, video recorders, flash cards, telephones, songs and others. Creative teachers usually make integrations in teaching with a series of related activities combined as follow-up tasks to make connections between students' imagination and creative thinking. For example, the teacher integrates the classroom atmosphere by playing games with pictures then asks students to take part based on the pictures they get and continues with group work for role play.

3. Concepts of Language Learning Environment

The classroom environment is where the teaching and learning process takes place. It involves several aspects of support for the continuation of a learning goal such as the physical classroom environment, social systems, norms, and values. Many studies have found that classroom atmosphere is very important because it affects student achievement. Teachers must know that learning does not only involve textbooks and teaching materials but a comfortable classroom atmosphere that is designed to create a target language significantly to encourage student learning. Therefore, the language learning environment is certainly emphasized in several further discussions by Jackson (2012) especially in the following topics: (1) Class routines: norms and behavior (2) The role of the teacher; (3) Physical environment; (4) Social environment: collaboration and cooperation; (5) Speaking environment.

a. Classroom routines

In language classes, teachers must be aware and sensitive that the slightest words conveyed can support or reduce the level of student confidence when

learning. The language used by the teacher can have a strong effect on the learning environment. Both written and spoken language can be useful as interactions that can support and build relationships between teachers and students.

The following is the teacher's approach recommended by (Jackson, 2012) to develop a relaxed atmosphere in the routine of language classes:

1) Memorizing the students' name

Learning the names of students must remember that knowing the names of students is very important. This shows that the teacher cares about the students. Each of them felt enthusiasm as the teacher concentrated on himself. Teachers can associate students' names with their chairs for easy memorization.

2) Giving praise where appropriate

. Teachers should praise students when they do a good job. Praise is a positive reinforcement to encourage good student performance. Teachers can make a difference in giving praise as (Jackson, 2012) states that "I often remind my students that my praise is "expensive" and is only aimed at students who achieve high standards even though I do not demand perfection". High standards for the classroom are important, but there is no perfection because learning means getting out of the experience from making mistakes. Thus, students are motivated and not afraid to make mistakes.

3) Smile

“A smile produces warmth and response” that teachers can use to maximize the classroom atmosphere (Jackson, 2012). Thus, students will feel happy and comfortable in carrying out learning practices in class.

4) Speak naturally

In teaching EFL, the teacher is indeed required to speak English effectively, but he must understand how it will be accepted by students. Therefore, efforts to make students understand the teacher's speech are good for teachers "speaking very slowly, increasing the volume of their voices, and pronouncing excessive words or using artificially stressed intonation patterns" (Jackson, 2012). This is because students will copy and capture the meaning of the teacher's speech in their communication. So the teacher should speak as naturally as possible in the language class.

5) Students should speak, not just take notes

. Teachers should be aware that some aspects of what students are talking about are becoming increasingly important in language classes. Letting students talk will improve communication so students don't just focus on taking notes.

6) Everyone must use English.

The use of English in the classroom routine must be disciplined to "obstruct the use of the student's mother tongue and must limit his speech in English" (Jackson, 2012). Students sometimes forget and miss speaking. In this situation, the teacher's role is needed to overcome student difficulties. Provide direction when students miscommunicate, and effectively improve

students' ability to use English. The teacher does not necessarily control students speaking over communication but allows students to express their feelings while the teacher supervises and provides correction.

b. Teacher Roles

The role of the teacher determines the running of the classroom environment following the wishes of the teacher and students and the context of the teaching. Harmer (2007) states that teachers have many roles, including controller, organizer, assessor, prompter, participant, resource person, tutor, and observer. This is following the opinion of Wright (1987) quoted in Hall (2011), that teachers have roles as instructors, organizers, evaluators, guides, resource persons, and managers. Therefore, as stated by Harmer (2007) that the role of the teacher will depend on what students want to achieve and students' attitudes towards the role set on the part of the teacher. Therefore, to support a communicative classroom environment, according to Jackson (2012), the teacher's role is expanded to:

1) Be alert and cultivate vigilance.

When a teacher gives students speaking practice, the teacher must clarify students' understanding of what he or she is saying. The alert teacher will pay attention to the student's conversation so that the communication is directed and does not deviate. Jackson (2012) provides further explanation of what the teacher should do in cases where a student is not paying attention, the teacher can call him back into communication by directing questions to him or the teacher can ask the student to repeat something that

has been said. Or have him repeat a question he just asked another student. This is a good technique to find out whether a student has understood what is being said or not.

2) Enthusiastic and generate enthusiasm

The teacher must have an enthusiastic attitude when students engage in communication as a good prospect to attract students' attention in a full speaking environment. It is an innate trait that enthusiasm causes students to feel happy using language for communication purposes. Therefore, students will be communicated in the target language during the learning process because the teacher builds enthusiasm for them to do so.

3) Patience

Patience is a kind of teacher's understanding of how students feel when trying to speak. Students are sometimes frustrated when they cannot express the ideas that are in their minds, or stop when speech does not come immediately to be spoken, and feel embarrassed and afraid to speak again. Therefore in this case the rule of a patient teacher is very important, not only that "he must monitor class participation, to ensure that no individual is monopolizing the time by talking too much or too often and hesitating for too long" (Jackson, 2012).

4) Be sensitive

Each session in the language class presents a different atmosphere that takes into account the mood of the students. In this case, the teacher

must be sensitive that every speech, gesture, and facial expression of students creates a certain atmosphere as a reaction to respond to the teacher. Students can be sensitive in making mistakes. The teacher as a consequence does not laugh at one student and does not allow other students to do so. There will be time to laugh. Then, take students in serious teaching but relaxed learning so they can discern how they should be in a communicative language class.

5) Think

Jackson (2012) provides a clear explanation of how teachers consider student development necessary as a good reflection to think more. The teacher should encourage students to try to understand the idea, with the problem. Some students will make classic statements in Indonesian and not speak English. The teacher should not accept this evasion. The point at which a student begins to master a foreign language is the point at which he begins to think and be able to speak in that language. Communicative classes are most successful when students think in English.

6) Listening

Limiting the teacher's speech is needed to improve students' speaking skills. This means that the teacher does not dominate the class by providing opportunities for students to practice speaking. Therefore, the teacher's role as a critical listener can keep student communication going.

7) Make corrections

In practicing speaking, students do need correction from the teacher to improve their skills. In making corrections, the teacher should not interrupt the students' conversation, but let the students' conversation flow first. Therefore, if a student mispronounces a word, the teacher can correct it later at the last minute of teaching by showing how to pronounce the word. The important thing is that the teacher must be vigilant in making corrections because students who make mistakes are usually embarrassed. The teacher then avoids it by "not ignoring the value of attention-grabbing comments that might prevent a repetition of errors" (Jackson, 2012).

c. Physical classroom environment

Many language teachers describe the environment as the physical setting of the classroom where something must be placed or how to conduct teaching methods in order 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 a supportive impression for students to extend their own learning supported by arranging the physical classroom environment that promotes students' responsibility.

The classroom environment hopefully stimulates students' interest to use it in communication. It could be enriched 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 the classroom atmosphere (Organization of National Council for Curriculum and Assessment, 2007).

The 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. Setting up the classroom in a specific way such as having an 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. These provide easy access to wider materials, equipment, and facilities that enhance students‟ familiarity with English. Other samples are wall-magazine, posters, dictionaries, or multi-media resources for language learning.

d. Social classroom environment

Aspects of language learning not only concentrate on the physical setting but also the emotional feelings of students who are influenced by everything around them, such as teachers and classmates. All these aspects make a positive contribution to the improvement of the social class environment (Wongsa & Son, 2022). Teachers need to design an environment that optimizes learning by creating positive interpersonal relationships among students. This can be achieved by the important components for classroom

practice which are described below by Milligan, Koornhof, Sapire, & Tikly (2019):

1) Collaboration

The social class environment is enhanced when there is a learning community or when students work together. This empowers students' sense of belonging and security in collaboration. In this case, students establish rules and norms for interacting with each other. Structured norms “help students take responsibility for their learning and the learning of their classmates” (Tarrayo et al., 2021).

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 (Milligan et al., (2019), cooperative groups experience a communicative setting where "students receive input from members in the group (work in pairs or group work)". Thus, the use of cooperative groups relates to a communicative approach where the interactive environment is strongly encouraged in this way.

e. Speaking environment

In general, there are many factors that affect students' speaking skills. Most students have difficulty finding the right words to express what they mean, or they are afraid to make mistakes because of feelings of shame and nervousness. However, teachers can try to solve these problems by establishing a free and light environment in the sense of creating a fun, comfortable, and

friendly classroom atmosphere where they feel like they have their own learning. When students feel accepted and respected in such conditions, they will voluntarily raise their hands to ask questions or voice their opinions. In this situation, their trust and willingness mean a lot to create a more effective and interactive speaking environment (Ghanizadeh & Jahedizadeh, 2016)

According to Krebt (2017), it is important to create a classroom environment that requires supportive communication and provides a valuable communication style, acceptable, and accommodating. Teachers can support students by designing a variety of teaching styles and learning activities in both different contexts and authentic goals as a result of a positive environment. Through a supportive environment, students become confident to talk and enthusiastic to communicate with each other. MacAulay (1990) argue that teachers are able to take advantage of various existing media facilities to support the sustainability of the speaking environment in the classroom, namely: using the target language intensely, encouraging students to speak with questions, giving positive praise, limiting the use of the target language L1 only. if needed.

Ceo (2013) states that when creating an English-speaking environment the teacher sets students' minds that the target language is merely a real communication tool. The teacher can use the target language effectively in real situations. Using real target language resources and the teacher insists on interacting using the target language while maintaining a high standard of communication with students. Teachers must be able to build this environment

from the first day of teaching. Teachers can create a learning community and a cooperative and interactive atmosphere by using all the information communicated by class members as important. Teacher responses show interest in the content of student responses, not just the grammatical correctness of speech. From the above statement, we can conclude that authentic sources, cooperative and interactive learning, as well as teacher's instructions and responses can motivate learners to engage in the target language environment.

MacAulay (1990) explain that an environment that makes students feel comfortable and confident to speak must be created by: (1) encouraging student participation, (2) giving praise as a motivator, (3) providing worksheets with instructions, (4) make students feel comfortable, (5) adopt appropriate correction techniques, (6) develop a listening culture in the classroom. In addition, the Organization of the National Council for Curriculum and Assessment (2007) concluded that creating a classroom environment that facilitates communication is a challenge for teachers, so teachers may need general points in creating communication-friendly classes, as follows:

1) First, identify activities and rewards that attract and motivate students;
2) Second, providing opportunities for students to interact and create situations to facilitate them.
3) Third, encourage social interaction between students.
4) In addition, keep students progressing on assignments and provide sensitive support.

5) Next, provide opportunities to spend time with students who are skilled at speaking.
6) After that, build choice-making in activities. English learners are willing to take part in spoken communication and they have positive behavior to use language in practice if their teacher and peers support their needs cooperatively.

Several suggestions for creating a supportive language learning environment were put forward by the Ministry of Education (2006), namely:

1) Keep in mind the needs of students when explaining concepts and assignments;
2) Assignments according to the student's level of proficiency in English;
3) Giving students positive feedback on their efforts;
4) Deliberately connecting students with their peers;
5) Establishing a supportive classroom climate in which making mistakes is accepted as a normal part of the language learning process;
6) Engage students in activities that interest them and that build on their existing knowledge, skills, and backgrounds.

In a language learning environment, of course, the learner's talk is the most important part of the teacher to measure how far the students' abilities are, but the teacher's talk is important because it is an incentive for students to participate in speaking. Samira (2014) further states the importance of speaking teachers to bridge students' understanding with the following considerations:

1) The teacher makes sure students understand your speaking, for example by using simple vocabulary or saying the same thing in a different way.
2) The teacher speaks clearly so that students can easily catch the conversation and listen carefully.
3) The teacher uses pictures and objects to illustrate explanations.
4) The teacher uses gestures and body language to complete the words.
5) Clarify the giving of instructions, for example by presenting on the blackboard.
6) The teacher checks periodically to ensure that students understand
7) The teacher gives students time to think in processing each question asked.

4. Concepts of Student's Response

a. Definition of Response

Response means something that has been said or done in reaction to something, in response, or as a reaction. Referring to this research, Skinner as cited by Rosita (2018) formulated that there are two forms of response, namely; 1) Participant or flexible response, namely the response generated by the stimulus (certain stimulus). This stimulus is called elitist stimulation because it provides, 2) the operand response, or the response in question is a response that occurs and is accompanied by a certain stimulus or stimulant. This stimulus is called a reinforcing stimulus or reinforcement because the response improves. In addition, Susanto explained that the response is a reaction, meaning acceptance or rejection, and an attitude of not being interested in what the communicator conveys in his message. Responses are divided into opinions and attitudes, where opinions and attitudes a re real responses to a problem expressed in words, verbally, or in writing. When attitudes change emotional and personal

responses. Is the tendency to give a positive response or negative response to certain people, objects, or situations (Astrid, 1999).

In the Ahmadi (2009) statement based on John H. Harvey that response is identified as one of the main functions of the soul, it can be described as an estimate. observational memory has stopped, just an impression. Meanwhile, Rahmat as cide by Rosita (2018) formulated a theory that response is an organizing process and not just a positive movement, the consequences or perception (lagging) of observation can also be understood from all types of behavior that are activated by stimuli and that is what becomes the answer interpretation answer is the experience of the subject, event or relationship that is achieved by the description of the information and interpretation of the message.

Activities in communication mean the interaction between two or more individuals which gives effect in the form of a communication response to a message from the communicator. In communication, the term response is a communication process whose effects or results are expected. That is the reason Rosenberg and Hovland (1960) divides the response into three:

1. Cognitive, is a response that is closely related to one's knowledge and information. This response arises when there is a change in the understanding or perception of the audience.
2. Affective means an emotional response because the defined emotion is a conscious reaction, as stated emotion is a conscious reaction that is subjectively experienced (such as anger or fear) as a strong feeling, while attitude is an assumed position for a particular purpose and one's own opinion about

something . This response occurs when there is a change in what the audience likes about something.

3. Conative, means a responses related to actual behavior, including actions or habits. As explained, behaviors occur one at a time, whereas actions or habits occur continuously.

In conclusion, responses are generated by the stimulation process or by actions or causes that produce reactions and results from the communication stimulus cycle. In other words, feedback means feedback that has an important role or impact in determining whether a communication should be given.

b. Factors of Respons

A response can be established if the trigger aspect is met. In the early process, people do not only respond to stimuli caused by the surrounding conditions. Not all stimuli meet people's reactions, because people carry out the appropriate stimulus and withdraw. Therefore, people do not only depend on the stimulus but also depend on each country itself. The factors that want to get people's stimulation there are 2 aspects, namely:

1. Internal aspects are the factors exist in human beings.

   It consists of two elements: spiritual and physical. After that, someone who responds to something from a stimulus still affects only one element and they will stand up due to reactions of different intensity to people who respond or want different reactions between that person and other people. Physical or physiological factors include the existence, integrity, and working methods of the sensory organs, nerves, and certain

parts of the brain. Spiritual and physiological factors of existence, feelings, ideas, fantasies, mental, thoughts, and motivations.

2. External aspects are aspects exsist in the environment.

That is the aspect of seriousness and the type of stimulus or people call it the stimulus aspect. For Bimo Walgito in his book, reports that the psychic aspect is related to the object because of the presence of a stimulus, and the stimulus will override the sensory equipment.

A response can be generated if the trigger aspect is met. Therefore, society does not only depend on the stimulus but also depends on each country itself. Internal aspects are factors that exist in humans. After that, someone who responds to something from a stimulus still affects only one element and they will stand because the reaction is different in intensity to the person who responds or wants a different reaction between that person and other people. Physical or physiological factors include the presence, integrity, and workings of certain sensory organs, nerves, and parts of the brain. External aspects are aspects that exist in the environment. That's the seriousness aspect and the type of stimulus or people call it the stimulus aspect.

c. Definition of Students' Response

Student response is interactive communication that allows formative evaluation by allowing the teacher to pose questions and receive student answers quickly. Suherdi (2010) stated that student respons are student actions throughout the interaction process in the classroom. In this research, students' response mean

students' actions towards the teaching and learning process of English in the classroom. In this research, student response are referred to as student responses to the educational process, especially learning media used by teachers.

Rosenberg and Hovland (1982) stated there are 3 components of behavior called the tripartite model. The initial component is cognitive. This component can be identified by the representation of what someone believes or thinks about something. The dependent variable measured from the cognitive component is based on assumptions and verbal belief statements.

The second component is efficient which is meant as an emotional feeling towards something. Usually, emotional responses are influenced by beliefs or what someone believes about something. It can be profitable and not profitable for something. The third component is cognitive, namely response related to real attitudes, including actions or routines. As described, the actions are intertwined one by one, while routine is continuous. Stimulus given to a person can be accepted or rejected. If the stimulus is not accepted or rejected, it means that the stimulus is inefficient in influencing people's attention and ends here. However, if the stimulus received by a person means that there is attention from that person and the stimulus is efficient. If the stimulus has found the attention of a person until he mastered the stimulus, then proceed to the next process.

This theory is based on the assumption that the trigger for attitude change depends on the quality of the stimulus communicated by a person. This means that the quality of communication sources such as credibility and speaking style greatly determines the success of changing the attitude of a person, group, or

community. In this context, the researchers linked students' response with a type of media to justify the educational process in English language education.

B. Preview Related Studies

There were some previous studies that were uniform or related to the creativity of teachers in increasing online educational activities. Here, a summary of previous research can be used as a guide for researchers to carry out new research related to related topics and explain what makes this research different from previous research.

The research was attempted by Yusica (2015) with the title "Teacher Creativity in Produce English-Speaking Areas at Madrasah Ibtidaiyah Darul Hikmah Tawangsari Kedungwaru Tulungagung". This research observed some creativities used by English teachers in conducting speaking environment. The puposed of this research is to find and understand various methods in teaching dialogue, using technology, practicing communicative language teaching, establishing class routines, clarifying the position of teachers, and enriching the classroom body area. What distinguishes this research from the previous research above is that the object of research in this previous research was to discuss the creativity of teachers in producing English-speaking areas, on the other hand, this research reviews online educational activities designed by English teachers.

The second previous research was from Anggrayani (2015), with the title "Teacher Creativity in Improving and Practicing Vocabulary Teaching Media at Mts Negeri Karangrejo, Tulungagung" The results of the research show that there

are many media used by English teachers such as media cards, lollipop numbers, snakes & ladder, song, color game, funny kangaroo game, fun English and Jazz chunk. What distinguishes this research from the previous studies above is the object of the research, the previous studies reviewed the creativity of teachers in improving educational media. In this study, researchers focused on online educational activities designed by English teachers.

The third research was from Huskha (2017), with the title "The Influence of Teacher Creativity in Classroom Management and Utilization of Educational Media on Student Education Outcomes in Social Science Subjects." The research results show that teacher creativity in classroom management and the use of educational media have a significant influence on outcomes. student learning in social studies subject class VIII MTsN Malang III. What distinguishes this research from the previous studies above is the object of research. The previous studies reviewed the creativity of teachers in managing class, on the contrary in this research researchers focused on teacher creativity in designing online educational activities.

The fourth study was from Wisdom (2019) with the title "Teacher Creativity in Designing Educational Activities: Maintaining Student Motivation". This research shows that various activities can motivate students in learning, such as group work, deception at pokey dance, as well as games. The design of educational activities must be suitable and attractive for the age of students, interests, school policies, availability of media, modules, and level of student expertise. What distinguishes this research from the previous studies above is the object of the

research. The previous studies reviewed educational activities in offline classes and this research reviewed online educational activities.

The last research was from Setiawan, Setiawan et al (2019) with the title "Creative Teachers in Teaching Dialogue Performance". The results of the research show that the position of creative teachers in teaching performance speaking, such as using media, choosing strategies, designing lesson plans, and organizing modules. What distinguishes this research from the previous research above is that the previous research focused on dialogue skills. Instead, this research focuses on all English skills.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of research used in this research is qualitative research. The qualitative technique is proposed by the current researcher for this study. Denzin and Lincoln (2009), in their own Textbook of Qualitative stated qualitative research is a directed movement that locates the observer in the environment and it has an explanatory quality, and materials can be used to bring the creation visible. Researcher simplifies the world into a series of drawings, which include field notes, discussions, conversations, photos, audio, and documents to the personality. It implies that qualitative research methods look at possessions in their everyday lives, attempting to make sense of or comprehend occurrences in order to understand the meaning that people attach to objects (Cresswell, 2006).

The descriptive qualitative research involves the collection of data, explains, categorizes, and analyzes the data, and then derives conclusions to conduct analysis. First, hypotheses of qualitative research design were also universal, the use of a theoretical approach, and the study of research problems, which are groups of individuals belonging to sociocultural or human issues in investigation. Second, regarding qualitative studies, studying an issue includes employing creative qualitative ways to investigate, documentation in such a

natural context which is responsive to the subject and location being investigated, inductive data analysis, and the establishment of structures or patterns. Third, The results section or presentations contain participants' perspectives, as well as complicated explanations and interpretation (Creswell, 2007).

The descriptive and qualitative methods were employed in this study. This thesis collects data, analyzes data, as well as reaches conclusions only on the facts. According to Bogdan & Taylor, as described by (Moleong, 2010), the qualitative research method means "a research methodology which acquires descriptive information in written and spoken form from either the individuals and their observed behavior". Qualitative method research, data is collected in the form of words or pictures rather than statistics. A qualitative study is one that relies on descriptive data analysis rather than statistical procedures. Descriptive qualitative research is focused on efforts to develop an accurate picture of the object sought, in the form of words, a holistic and complex picture.

In this qualitative research, the researcher uses a case study approach or research conducted in detail about a person (individual) or thinks about himself intensively on a particular object. This reseacher conducts this research to find out how creativity or ability to create speaking environment. The researcher used method by deeper investigation and also conduct a thorough examination of the behavior of an individual. According to Sugiyono (2009) stated that case studies are empirical characteristics that are used for

phenomena in actual situations, where there are no clear borders between phenomenon and situations and different sources of evidence can be used

The purpose of this qualitative research is to understand social phenomena from a perspective. It indicates that the researcher gathered data and observed information gained directly from the respondents by visiting the research location. Through the descriptive technique, this study employed a qualitative approach to pose difficulties that need a thorough understanding of the situation of time and circumstance in discussion. In this study, the researcher acted directly as an observer, interviewer, and data collector. Researchers obtain data from the person concerned and focus on teacher creativity in creating speaking skill environment in English Language Learning at SMA Negeri 1 Karanganom.

Because this study was focused on a specific location or behavior of a group that was particularly done in the eleventh grade of Senior High School, the researcher utilized a descriptive approach. The researcher also started to explore what teacher creativity is and then observed such situations in English language classrooms and how speaking environment spontaneously occurred. In this situation, the researcher performed interviews and observations while documenting and collecting field notes, such that the results would be descriptive rather than numerical. In this study, researchers are looking for various references that can support the creativity of teachers in creating english speaking environment at SMA Negeri 1 Karanganom. Then, researchers

conduct observations and interviews with teachers, so researchers can easily get information.

B. Research Setting

1. The p lace of the research

The research has carried out at SMA Negeri 1 Karanganom. This school is located at Jl. Penggung - Jatinom No.23, Karang Anom, Karangan, Kec. Karanganom, Kabupaten Klaten, Jawa Tengah 57475.

2. The time of the research

This research has carried out at SMA Negeri 1 Karanganom from August until September 2022.

Table 3.1 Time of Research

Activity	Month											
	Nov	Des	Jan	Feb	March	Apr	May	June	July	Aug	Sep	Oct
Pre-research												
Writing Proposal												
Theory												
Consultation and guidance												
Seminar Proposal												
Do research on field												
Collecting and Analyzing data												
Finish Writing												

Chapter IV and V												
Consultation and guidance												
Report the research (Munaqosyah)												

C. Research Subjects

The subject of this research are Mrs. A.F, S.Pd and Mr. BY, S.Pd, as English teachers and four students at SMA Negeri 1 Karanganom. The English teachers teach in different grade levels divided into 3 grade levels, 10^{th} ,11^{th} and 12^{th} grade at SMA Negeri 1 Karanganom. The researcher chosed 11^{th} grade, because 12^{th} grade was preparing for the national exam and was not allowed by the school. From the school, the researcher invited the class to choose the class taught by the two teachers and the researcher chose class XI MIPA 1 and XI IIS 1 because of the consideration of a conducive learning atmosphere. The research subjects in this study used purposive sampling technique because the selection of research subjects by intentionally by researchers based on certain criteria or considerations (Sanapiah, 1982: 67). This is supported by (Moleong, 2010: 165) which states that in qualitative research is non random sample but the sample is purposive or purposive sampling. In this case, the researcher focus on participants or people whose position is have knowledge, experience and related information.

D. Data and Sources of Data

The data sources were quite important for the study. Without understanding the data sources, the researcher was unable to obtain data. Subjects who provided the information or data, or where the information came from, are examples of data sources (Arikunto, 2010: 91). The participants of whose data may be acquired for research purposes are the study's data source (Arikunto, 2010: 129). In this research, collecting data from research subjects, the researcher employed a questionnaire and an interview. The sources of data were classified as follows:

1. Data Sources

According to Arikunto (2010), data sources refers to the subjects from which the data were obtained. Data sources are divided into two parts such as primary data sources and secondary data sources. Primary data is data obtained or collected from the first party. Which can be done through interviews, first traces and others. While secondary data is data obtained from a second part, such as an agency engaged in data collection. And in this study, researchers used two data sources, namely:

a. Primary data

The data in this research were taken from English teachers as primary data source and students data sources. The teachers were the main source because the focus of the study was their creativity. While students, they were taken to support the data about the reality

happened during the process of daily English language teaching in the classroom. As the result, both teachers and students have answered all research questions related to the study.

b. Secondary data

Secondary data in this study were obtained from several sources that support this research, such as from books that can be used as references, and data obtained from libraries or previous studies, and journals related to this research. Other sides, the additional data taken were lesson plan and syllabus which functionally completed the research findings.

2. Types of Data

The main data in this study are data that comes from the results of interviews or observations made by researchers and the results of a questionnaire about the creativity of teachers in creating speaking environment. The researcher analyzed transcribed interviews from voice recorder as evidence of the data sources in this investigation. While the supporting data came from books or other literature that were discussed and could support the research.

E. Research Instruments

The key instrument in this research is researcher itself. But researcher helped by some equipment's. As stated by Ravitch & Carl (2019), research instrument is related tool that researcher uses to collect the data in research. So, research

instrument has a close relationship with data collecting technique. For example, interview data collecting technique uses interview instrument or interview guide as a reference when research asks to participants. In this research, researcher uses collecting data technique such as observation, interview and documentation. The instruments are;

1. Observation guideline

According to Mariampolski (2001), observation guideline is the map of anticipated behaviors that will be observed by researcher to respondent during research project. . Researcher creates an observation guideline based on theory creativity in teaching speaking from Richard (2012), theory from Jackson (2015) about creating speaking skill environment and Rosenberg and Hovland (2009) about students' respon toward the way of teacher creating speaking skill environment creatively.

Table. 3.2 Observation's guideline

Creativities used by teacher in creating speaking skill environment based on Richard (2012)	**Indicators**	**Teacher 1**			**Teacher II**		
		I	II	III	I	II	III
Using eclectic choice of methods	Teacher implemented a blend of methods and activities to support students understand. The combination of styles and methods has a significant impact on students' ability. Engage students in activities that interest them and that build on their existing knowledge, skills, and backgrounds.						

Using activities which have creative dimensions	The teacher provide creative atmosphere in teaching speaking in class such as finding the topic must be able to increase students' interest, the activity could be something new, the teacher might provide any kinds of rewards for students' achievements so that they enjoy engaging in all activities and are not frightened to make errors.						
Teaching in a flexible way or adjusting and modifying the teaching during lessons.	teachers have the ability to switch different teaching styles and models during the lesson. Teacher gives explanation and definition regarding to student's need. Teacher can give the different teaching styles explanation. The teacher uses pictures and objects to illustrate explanations.						
Looking for new ways of doing something	The teacher needs the dimensions of routines and procedures to develop lessons efficiently. The objects used can be drawn on card, paper or whiteboard. Besides that, teacher can use the real object too. The teacher uses pictures and objects to illustrate explanations						
Adapting lessons	The teacher adjusts the lesson based on the level, needs and interests of the students.						
Using technology	The teacher used variations of technology in the learning process						
Look for creative ways to motivate students.	The teacher provides activities that encourage a classroom atmosphere to increase student motivation, identify activities and rewards that attract and motivate students;						
Language Learning Environment by Jackson (2015)							
Class routines	Teachers should praise students when they do a good job, the teacher is indeed required to speak English effectively, The use of English in the classroom routine must be disciplined						
The role of the teacher	Providing opportunities for students to interact and create situations to facilitate						

	them, encourage social interaction between students.						
Physical environment	It could be enriched by a variety of objects including "photographs, pictures, classroom displays, books, magazines, newspapers, labels, directions, and props for drama and role-playing						
Social environment	Teachers need to design an environment that optimizes learning by creating positive interpersonal relationships among students. Establishing a supportive classroom climate in which making mistakes is accepted as a normal part of the language learning process						

Students' response toward the way of teachers set up speaking skill environment creatively based on Rosenberg and Hovland (2009)	**Indicators**	**ABS**			**WDR**			**SK**			**VA**		
		I	**II**	**III**	**I**	**II**	**III**	**I**	**II**	**III**	**I**	**II**	**III**
Cognitive	Students' ability and knowledge in speaking English are increase.												
Affective	Students' emotional feeling or affection toward teacher creativity												
Conative or behaviour	Students actively interact during learning process, student' tendency to act in a particular manner that is congruous to his/her attitude.												

Table 3.3 Interview's Blueprint

Creativities used by teacher in creating speaking skill environment based on Richard (2012)	**Indicators**	**Teacher 1**			**Teacher II**		
		I	II	III	I	II	III
Using eclectic choice of methods	Teacher implemented a blend of methods and activities to support students understand. The combination of styles and methods has a significant impact on students' ability. Engage students in activities that interest them and that build on their existing knowledge, skills, and backgrounds.						
Using activities which have creative dimensions	The teacher provide creative atmosphere in teaching speaking in class such as finding the topic must be able to increase students' interest, the activity could be something new, the teacher might provide any kinds of rewards for students' achievements so that they enjoy engaging in all activities and are not frightened to make errors.						
Teaching in a flexible way or adjusting and modifying the teaching during lessons.	teachers have the ability to switch different teaching styles and models during the lesson. Teacher gives explanation and definition regarding to student's need. Teacher can give the different teaching styles explanation. The teacher uses pictures and objects to illustrate explanations.						
Looking for new ways of doing something	The teacher needs the dimensions of routines and procedures to develop lessons efficiently. The objects used can be drawn on card, paper or whiteboard. Besides that, teacher can use the real object too. The teacher uses pictures and objects to illustrate explanations						
Adapting lessons	The teacher adjusts the lesson based on the level, needs and interests of the students.						
Using technology	The teacher used variations of technology in the learning process						
Look for creative ways to motivate students.	The teacher provides activities that encourage a classroom atmosphere to increase student motivation, identify activities and rewards that attract and motivate students;						
Language Learning							

Environment by Jackson (2015)							
Class routines	Teachers should praise students when they do a good job, the teacher is indeed required to speak English effectively, The use of English in the classroom routine must be disciplined						
The role of the teacher	Providing opportunities for students to interact and create situations to facilitate them, encourage social interaction between students.						
Physical environment	It could be enriched by a variety of objects including "photographs, pictures, classroom displays, books, magazines, newspapers, labels, directions, and props for drama and role-playing						
Social environment	Teachers need to design an environment that optimizes learning by creating positive interpersonal relationships among students. Establishing a supportive classroom climate in which making mistakes is accepted as a normal part of the language learning process						

Students' response toward the way of teachers set up speaking skill environment creatively based on Rosenberg and Hovland (2009)	**Indicators**	**ABS**			**WDR**			**SK**			**VA**		
		I	**II**	**III**	**I**	**II**	**III**	**I**	**II**	**III**	**I**	**II**	**III**
Cognitive	Students' ability and knowledge in speaking English are increase.												
Affective	Students' emotional feeling or affection toward teacher creativity												
Conative or behaviour	Students actively interact during learning process, student' tendency to act in a particular manner that is												

	congruous to his/her attitude.												

F. Techniques of Collecting Data

In this study, information related to the suggested formulation of the research topic were gathered using three methods: in-depth interviews, observations, and documentation questionnaires, and a mix of these as well as triangulation (Sugiyono, 2009). These are followed by three research instruments: an interview guide, an observation sheet, and a document. The researcher continued to seek knowledge even when the data became saturated. The researcher employed the following collecting data strategies as follows:

1. Observation

Observation is an effort made by a researcher in carrying out all activities that occur during the research process either by using tools or not. Observations would be better if carried out with discussions for implementing actions. Observation is carried out through learning about the behavior, context, and interaction, as well as the relationship of those meanings inherent in the field (Ary, 2000; Sugiyono, 2009). Participant observation and non-participant observation are the two types of observation. Participant observation entails the researcher being present in the field, whereas non-participant observation does

not. In this example, the researcher employed participant observation to gather information about a particular area of a Senior High School second grade classroom. It is critical that the researcher goes through the process alone and is closely involved with the topic in a natural situation. The researcher had to arrange the notion of what the point would be researched before doing the observation.

The researcher continued to monitor, analyze, and record what was observed. The observation sheet is required as the tool to gather the necessary data depending on the issue area, especially teacher creativity in building an English speaking environment. The researcher's first run before conducting interviews was observed. There were two classrooms of eleventh grade, one for science and one for social studies. As a result, the researcher saw both classes taught by the teacher and required an equal observation to compare them. The clear sight of classroom observation was written in the form of field note. The researcher conduct 7 times to observe the activities in the classroom. The researcher gave observation checklist for 2 teachers and 4 students that contains of 21 statements of activities in the learning process to verify the data.

2. Interview

Interview is a method of requesting or delivering information or sharing ideas about a certain issue at a meeting of two or more individuals assembled as a response to communication (Sugiyono, 2009). Unstructured interviews, semi-structured interviews, and structured interviews are the three types of

interviews. There is no predefined systematical question to be asked of the responder in an unstructured interview. In contrast, while conducting a structured interview, the direction of the interview is obvious based on the planned list of questions. The final option, semi-structured, is a hybrid of structured and unstructured interviews. The researcher organizes the list of questions to be proposed initially, and then moves on to the next unpredictably produced question.

The research employed a semi-structured interview in this case. The researcher prepared a variety of questions to be asked of the respondents, teachers, and students prior to conducting the interview. The purpose of the interview was to reflect on the research problem and observation. It should be able to connect the dots between respondent statements to the actual situation. As the interviewer, the researcher would ask the English teacher about his creativity in establishing an English speaking environment, as well as some students who are taught by the teacher in the classroom, to support with data collection. The researcher need a set of questions as an instrument to make the data more clear when conducting interviews. The interview guide is a set of questions that is prepared before the interview. The researcher conduct interview with two English teacher and 4 students. The researcher created 21 questions for teachers and 17 questions for students for the interview. While conducting the interview, the researcher made notes and recorded the dialogue, which would be processed into data, specifically the interview transcript.

3. Documentation

Documentation may be a helpful source of information in qualitative research. Documentation is a way of collecting data through obtaining and evaluating documents, including written papers, photographs, and electronic documents (Ary, Jacobs, Razavieh, & Sorensen, 2006). The documentation method's objective in this study is to make the questionnaire or interview results trustworthy. Documentation used for collecting data such as photos, writings, or monumental works from a teacher in creating English speaking skill during learning process. In this part, the researcher took some official documents, including lesson plan, and other related document for example photos or videos of classroom activities. The lesson plan was only the current lesson plan the teacher used to teach during observation.

G. Techniques of Analyzing Data

Data analysis is a systematic process of searching and systematizing data that has been compiled to make it easier to read and presented in a conclusion through the following steps: “working with data, organizing it, breaking it down into manageable units, synthesizing it, looking for patterns, finding what what is important and what to learn, and decide what you will tell others" (Baghaei & Riasati, 2013). The data is obtained from interviews, observations and also documentation about teachers creativity in creating a conversational environment are collected and analyzed into several steps of the

inductive method proposed by Miles & Huberman quoted in (Sugiyono, 2009) and (Ary et al., 2006), which are as follows:

1. Data Reduction

Data reduction is defined as the process of selecting, focusing on simplifying, abstracting, and transforming rough data that emerges from written notes in the field. Data reduction takes place continuously as long as a qualitative research-oriented project takes place. Anticipation of data reduction is evident when the researcher decides (often without realizing it) the conceptual framework of the research area, research problems, and which data collection approach to choose. During data collection, the next reduction stage took place (summarizing, coding, searching for themes, creating clusters, creating partitions, creating memos). This data reduction/transformation continued after the field research, until a complete final report was prepared.

After researcher collect the data, researcher summarizes the data that related to the main question in blueprint interview and observation. Based on the concept of data reduction, reducing the data in this researcher is chosen by identifying teaching strategy used analyzing the creativity of English teacher in designing speaking skill environment that icluded of teaching tecnique, teaching strategy used, the learning method and media, evalution of learning process in the classrooom and students' response about English teachers' creativity in teaching speaking skill.

2. Displaying the data

The second step is data display. The data is presented or we can say it with displaying data or data display. After the data is selection and summarized, the researcher must present the data obtained. Most forms of qualitative data display are in the form of text. But actually, as stated by Miles, Huberman and Saldana (2014), researcher can present data in the form of matrices, tables, charts, graphs, description data, network.

In this step researcher displayed the summarized data from data condensation related to the way of English teacher in creating speaking environment creatively at the eleventh grade students of SMA Negeri Karanganom in the academic year 2022/2023 and students' response toward the way of English teacher in creating speaking environment creatively at the eleventh grade students of SMA Negeri Karanganom in the academic year 2022/2023.

In this research, the researcher used four numbers of coding to indicate which kind of data sources in the research finding.

For Examples: I.2/10-05-22/C1/AF

I: Data source

2: Question list order

2-08-22: the date of collection

C1: Using eclectic choice of methods

AF and BY : Subject of teacher

ABS, WDR, SK, VA : Subject of students

Explanation:

Creativity of English Teacher

C1: Using eclectic choice of methods

C2: Using activities which have creative dimensions

C3: Teaching in a flexible way or adjusting and modifying the teaching during lessons

C4: Looking for new ways of doing something

C5: Adapting lessons

C6: Using technology .

C7: Look for creative ways to motivate students.

J1: Conduct daily classroom routine

J2: Teacher Role

J3: Building physical classroom environment

J4: Building social classroom environment

R1: Cognitive Response

R2: Affective Response

R3: Conative (behaviour) Response

3. Conclusion

From the data that has been presented, the researcher can make summarize from the data. During the process of making conclusions, researcher can add other arguments to support the findings from the data that has been presented.

In this step, researcher made a conclusion based on the data display related to English teachers' creativity in creating speaking skill environment at the tenth grade students of SMA Negeri 1 Karanganom in the academic year 2022/2023 and students' response toward English teachers' creativity in creating speaking skill environment. So, it can be concluded that the steps to analyze data based on Miles, Huberman and Saldana (2014) are data condensation, data display, drawing and verifying conclusion.

E. Trustworthiness

Throughout the context of this research, the usage of data trustworthiness must be verified in order to decrease the researcher's biases and opinions. The data acquired from the study is in the form of observation, interviews, and documentation to determine whether or not the researcher's findings are trustworthy, thus it must be examined. Thus, to provide the reliability of qualitative data, the researcher uses triangulation. (Cresswell, 2006: 199) states that triangulation of data will be collected through multiple sources such as observations, interviews, and documentation. Triangulation is a correction technique that uses something from the data to verify or compare the data.

William Wiersma (1986) cited by Sugiyono said that triangulation in credibility testing is defined as checking data from various sources at various times. Thus there is triangulation of sources, triangulation of data collection techniques, and time (Sugiyono, 2009: 273). In this study, researchers used the triangulation method to test the validity of the data. The researcher checked the data th at had been obtained in various ways, such as interviewing several English teachers about how teachers use their creativity in creating speaking environment in learning English in the classroom. Researchers also made in-depth observations about English learning activities in the classroom by taking part in teaching and learning activities so that researchers would know more about the actual facts in the field.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher would like to present the data concerning with the problem statement in chapter 1. Therefore, the researcher would like to divide into two part such as research findings and discusssion. There were two objectives of this research. First, it described about the ways of teacher to set up English speaking environment creatively. Second, it presented about how do students respond to the various ways used by the teacher creatively in creating speaking environment.

A. Research Findings

The Ways of the Teachers Set Up English Speaking Environment Creatively at SMA Negeri 1 Karanganom in Academic Year 2022/2023

In this study, researchers used interview and observation techniques to obtain in-depth data about the creativity of teachers in creating a speaking class environment. The researcher conducted interviews with two English teachers and two students in each class (XI MIPA 1 and XI IIS 1) through Voice Recorder on Smartphone. The interwiew type was open-ended, so the answer was made to dig out further information from the teachers. There were 21 questions based on Richads (2013) about creativity in English Language Teaching: using an eclectic choice of methods, using activities that have creative dimensions, teaching in a flexible way or adjusting and modifying the teaching during lessons, looking for new ways of doing something, adapting lessons, using technology. Furthermore, there were 7 questions based on

Jackson (2015) about managing the environment class: looking for creative ways to motivate students, establishing classroom routine, clarifying teacher roles, enriching the physical classroom environment and social classroom environment.

For the interview, it was done to support the data from observation. The type of this interview was personal in-depth interview, so that the researcher did it by personally asking questions related to the teachers' creativity in creating speaking class environment. The result of teachers' interview and observation was served in descriptive text, then followed by supporting data from the interview that can be seen below:

Part 1 (creativity in english teaching by employing many kinds of technique in teaching speaking.)

The first question was "How long have you been teaching?". From two respondents gave some responses in short answer. Some responses are 'teaching from 2015 and 'starts from 2005'. The researcher conducted interviews with two teachers to find out more about how the creativity of teachers in shaping, organizing and making English class learning comfortable, calm and conducive so that the learning objective was to increase students' ability to speak English in class. The first thing the researcher wants to know is how long AF and BY teach English in schools. The two teachers answered with different statements. Then, the answer was supported with statements from English teachers in the interview.

AF : *sudah lumayan lama mbak dari tahun 2005*
(AF) : *It's been quite a while, Ms. It started from 2005)*

BY : *dari tahun 2015 mbak*
(BY : starts from 2015)

Therefore, teacher qualifications by Islam and Baihaqy Yussof (2019) can be explained as follows:

1. Educational Background

   The subjects of this study were two teachers from SMA Negeri 1 Karanganom. Both of these teachers have teacher qualifications in accordance with their respective fields, namely Bachelor of English Education. Both T1 (AF) and T2 (BY) are professional teachers who know what they are giving their students. Because their T1 (AF) and T2 (BY) educational backgrounds match, they are able to understand the material presented and can make the learning process more comfortable and enjoyable. They are adept at teaching effectively and efficiently and have strong personalities. So professional teachers need to be prioritized over graduates of educational institutions. Because in forming professional teachers, it is not only those who are good at speaking or only conditioned by training but also the need for relevant programmed education.

2. Teacher training and teacher organizations

   To become teachers who have superior creativity, T1 (AF) and T2 (BY) attended training held by organizations for teachers in an effort to develop knowledge and gain experience, especially in the field of

education such as KKG. So that by participating in the training, teachers got new ideas and innovations in developing his ability to create new creativity.

3. Teaching experience

Teachers must also have good teaching experience in order to create an atmosphere that is not monotonous in the learning process. T1 (AF) and T2 (BY) have teaching experience in the world of education for more than ten years in teaching English. Both T1 (AF) and T2 (BY) have a long teaching experience and making it a profession will gain considerable new experience in teaching. This greatly influences their creativity to become professional teachers, such as how to overcome difficulties when teaching and so on.

4. Teacher Welfare Factors

It is undeniable that a teacher is an ordinary human being who cannot escape life's difficulties, at home, within the scope of social and economic interaction in the context of the welfare of life or existing problems that can interfere with the smooth running of his duties. Just as a teacher's salary is not much, there is often a crisis in making ends meet. This will greatly affect teachers' creativity in terms of school learning activities. Both T1 (AF) and T2 (BY) are already civil servants (PNS) so they can focus on learning activities well.

From the statements of the two teachers, it can be concluded that both teachers have had long experience in teaching English. The long experience can improve the ability and knowledge of teachers and can also understand the characteristics of each student when studying in class. The teaching experience is very important because it is needed to increase the creativity of teachers when teaching classes.

The second question was “Which class do you teach?*”.* The teacher gave some different responses in short answer box. From the answer between two respondents, the reasercher concluded that they have been teaching so long.

AF : saya mengajar di kelas XI MIPA 1 – XI MIPA 4 dan kelas XII IIS 1 – XII IIS 3
(AF : I teach in class XI MIPA 1 – XI MIPA 4 and class XII IIS 1 – XII IIS 3)
BY : saya mengajar kelas XI IIS 1 – XI IIS 3 dan kelas X
(BY : I teach class XI IIS 1 – XI IIS 3 and class X.)

It can be concluded that the researcher made observations of English classes for two teachers T1 (AF) taught Compulsory English class XI MIPA 1 with Offers and Suggestions material, while T2 (BY) taught Class XI IIS 1 Compulsory English with Opinions and Thoughts material .

Then, the third question is the reasercher wanted to explore about the learning process in the new normal. The question was “How is the learning process at SMA Negeri 1 Karanganom in the current new normal era?. In addition, the learning process in schools in this new normal era has taken place

normally where teachers and students have learned directly at school face to face. This normal learning will certainly support the creativity of teachers in applying their creativity in class more easily. Teachers and students find it easier to build a pleasant atmosphere because students certainly find it easier to understand the material without signal barriers or quota limitations during online learning in the past. This situation is supported by the statements of the two respondents, among others: Two teacher as respondent state that :

> *AF : Pembelajaran yang dilakukan saat ini tentunya sesuai dengan arahan dari dinas pendidikan yakni sudah terlaksananya situasi normal dimana siswa dan guru melakukan tatap muka saat pembelajaran berlangsung, jam pelajaran sudah kembali dengan normal.*
>
> *(AF : The learning that is being carried out at this time is of course in accordance with the direction of the education office, called the implementation of a normal situation where students and teachers meet face-to-face while learning is taking place, and lesson time has returned to normal.)*
> *BY : pembelajaran sudah diadakan secara normal kembali, sudah diadakan tatap muka full 100% mbak... jadi mulai adaptasi lagi ini saya yang dulunya online learning menjadi offline learning lagi. Saya senang karena sudah diadakan tatap muka setidaknya hal ini membuat siswa mudah memahami materi yang saya sampaikan.*
>
> *(BY : lessons have been held normally again, full face-to-face meetings have been held 100%, sis... so I'm starting to adapt again, I used to be online learning to offline learning again. I am happy that face-to-face meetings have been held at least this makes it easier for students to understand the material I convey.)*

From these data, the researcher drew conclusion that the learning process of SMA Negeri 1 Karanganom in the new normal was offline learning. With face-to-face learning, teachers found it easier to implement their creativity, especially in learning speaking.

The fourth question was “Is the learning applied in the classroom during the new normal different from the learning process during the Covid-19 pandemic?”. The researcher also conducted interviews with the two teachers to find out more about whether the learning carried out during the new normal era was different from the learning process during the Covid-19 pandemic. From the data that has been obtained, the current learning system is different from distance learning. The current learning system has been carried out face-to-face between teachers and students in the classroom. The learning system is that students are allowed to bring cellphones, there is no rolling class because all students in the class are allowed to study together at one time. This is in line with the statement from the second respondent, namely teacher BY that teachers have no difficulty in delivering material to students because learning is carried out face-to-face and is supported by various media uses such as cellphones, Youtube, Google Classroom and WhatsApp. This is supported by statements from the two respondents :

> *AF : Tentunya berbeda mbak, guru dan siswa sudah melakukan tatap muka, jam pelajaran kembali dengan normal, siswa diperbolehkan membawa HP disekolah, tidak adanya rolling class jadi seluruh siswa dikelas masuk secara bersama tidak dibagi menjadi dua kelompok seperti dulu misalnya yang satu daring yang satu offline learning.*
>
> *(AF : Of course, it's different sister, teachers, and students have met face-to-face, lesson times are back to normal, students are allowed to bring cellphones at school, there is no rolling class so all students in the class enter together not divided into two groups like before, for example, online and offline learning.)*

BY : berbeda, ketika era Covid dulu saya merasa kesusahan karena harus adaptasi dulu kan dari mulai ruang kelas menjadi online classroom dimana membutuhkan banyak media digital seperti WhatsApp atau google classroom. Sedangkan sekarang saya bisa secara lagsung menjelaskan materi kepada siswa didepan kelas. Sekolah juga memperbolehkan siswanya membawa HP di sekolah untuk menunjang pembelajaran.

(BY : it's different, during the Covid era, I felt difficult because I had to adapt first, from starting a classroom to an online classroom which required a lot of digital media such as WhatsApp or Google Classroom. Meanwhile, now I can directly explain the material to the students in front of the class. The school also allows students to bring cell phones to school to support learning.)

From the statements of the two respondents above, it can be concluded that there is a significant difference between online learning and offline learning, such as teachers and students met face-to-face so that it was easier to explain the material, students were allowed to bring cellphones to support learning, study-time have been going on normally. It could be concluded that with the face-to-face learning policy, it was easier for teachers to apply their creativity in the classroom.

The fifth question was talking about curriculum. The question was “Is the curriculum used in learning currently still referring to K.13 or is there an update?”.

AF : Untuk kelas XI yang ingin mbak teliti ini masih mengacu pada kurtilas, jadi untuk kurikulum merdeka hanya diperuntukkan kelas X terlebih dahulu.

(AF : For class XI that you want to research, this is still referring to the curriculum, so the implementation of Merdeka curriculum is only for class X first.)

BY : Untuk kelas X menggunakan IKM untuk kelas XI menggunakan masih kurtilas.
(BY : For class X use IKM for class XI stil usingl K.13.)

The two English teachers have carried out learning in accordance with the lesson plans which contain several learning components. The objectives listed in the lesson plan are in accordance with the themes and materials in the syllabus and student books. In developing English language learning materials for the 2013 curriculum, teachers are guided by the student and teacher handbooks, and teachers also use material taken from other, more complex sources, either from the surrounding environment or utilizing technology such as the internet. Then, approaches, models, strategies, and the learning method used by the teacher in learning English in the 2013 curriculum, using various variations in accordance with the objectives of the learning material and the 2013 curriculum, which is student-centered, fun, creative, and innovative with a scientific approach. English teachers use the infrastructure and learning tools already available at SMA Negeri 1 Karanganom, for example in addition to student books, teacher books, laboratories, and libraries. The English teacher at SMA Negeri 1 Karanganom has carried out an assessment in accordance with the 2013 Curriculum guidelines, evaluating aspects of knowledge and skills, and attitudes. So it can be concluded that only class 10 applies the Implementation of the Merdeka Curriculum (IKM) while for class XI uses K.13.

According to Richard (2015) teachers who are creative in teaching and learning English are teachers who use various techniques when teaching. Creative teachers are able to use various techniques or methods or are able to

combine various techniques to support teaching and learning. According to Richard (2015) teachers who are creative in teaching and learning English are teachers who use various techniques when teaching. Creative teachers are able to use various techniques or methods or are able to combine various techniques to support teaching and learning. Therefore, in creating a creative speaking class environment, using various methods make students practice speaking English well as the two English teachers at SMA Negeri 1 Karanganom did.

Based on the observasion result two English teacher conduct different methods, referring to the six question given was “What kind of methods do you apply when learning to speak in class?”. The two teachers used different methods in applying English learning methods. T1 (AF) use interactive learning methods and are supported by using role-play techniques. According to AF's opinion, when the teacher applies this method, it makes students very enthusiastic to speak English even though there are still some students' shortcomings in speaking English. In applying this method, there are still obstacles where there are some students who lack confidence and find it difficult to pronounce English. There are some students who feel confused, not confident and don't mean it when the teacher applies the role-play method by practicing simple dialogues. From two respondents gave some responses in the interview. The statement was transcript below:

Table 4.1 Observation and Interview Transcription of Creativity 1 of T1

Data Finding	Explanation
Code: O/7-09-22/C1/T1(AF) *T1: "Someone do you know about apa itu kalian berperan menjadi beberapa kelompok..ayo saling speak english satu sama lain….."*	Teacher do some methods so that students understand better.
Code: I.6/12-08-22/C1/T1(AF) *T1 "Saya menggunakan berbagai macam metode. Saya sesuaikan metode yang digunakan dengan kebutuhan siswa dan materi pelajaran. Biasanya saya menggunakan metode interactive learning dan sering menggunakan teknik role play ketika dikelas. Hal ini membuat siswa sangat antusias dalam mengucapkan bahasa Inggrisat, look on, itu kan sudah berbeda…..*	The teacher use various methods. Teacher adjust the method used to the needs of students and subject matter. Usually, The teacher use interactive learning methods and often use role-play techniques when in class. This makes students very enthusiastic about speaking English, although there are still shortcomings in pronunciation.

To train students' English speaking interaction. The teacher carries out activities that make students feel active in class. The teacher gives a text about Opinions and Thoughts. The teacher appoints two students to play a role. Then students train students to give their respective opinions. T2 (BY) asked students to discuss "What is happening between Siti and Jane? What kind of conversation are they having?, Whom do you agree with, Jane or Siti? Why?, Whom do you agree with, Jane or Siti? Why?. Each student is asked to provide their own responses in front of the class. This will develop the act of giving and asking for information regarding opinions and thoughts.

Table 4.2 Observation and Interview Transcription of Creativity 1 of T2

Code: O/1-08-22/S1/T2(BY) *"ketika kalian nanti didalam keluarga kalian ada yang the in laws? What is the meaning of in laws? The in laws is the member of the spouses. Jadi in laws itu anggota keluarga dari pasangan...."*	The teacher use intearctive learning method to make student more active in class.
Code: I.6/14-9-2022 /C1/T2(BY) *saya lebih cenderung dengan metode communicative languange teaching karena guru kan juga dituntut untuk menciptakan suasana kelas yang penuh dengan komunikasi***.**	The teacher prefer the communicative language teaching method because the teacher want to create a class atmosphere full of communication

Meanwhile, T2 (BY) uses the communicative language teaching method to create a class atmosphere that is full of communication between teachers and students and among other friends. In documentation file, this strategy is included in explanation material conducted by teacher. This is also supported by observation check list number 2 and 7.

From these data in the interview and documentation result, the researcher drew conclusion that the English teachers have some methods that they taught in the classroom. The methods are interactive learning, problem solving, role-playing and communicative languange teaching. Some of the methods described by the respondents above were very helpful for students to

be active in communicating with teachers and friends both in class and outside of class.

The seventh question was “What techniques do you apply in teaching speaking?”. In building a creative English-speaking class, teachers need a variety of teaching techniques in order to create a comfortable and conducive class for a student. Based on observations and interviews, the teacher applies various techniques, namely story-telling with the help of pictures presented in front of the class using a projector to create a dialogue between friends. This story-telling technique can trigger students' creativity to think faster where a student spoke spontaneously according to his thoughts. After that the teacher also uses a discussion technique where the teacher forms a group and is presented with a topic or theme, then students are asked to make a dialogue according to that theme. Then, the data of observation was supported with the statements from English techers in the interview.

Table 4.3 Observation and Interview Transcription of Creativity 1 of T1

Data Finding	Explanation
Code: O/1-08-22//C1/T1 *T1*: **“***in front of you there is tissue, right? What your opinion about tissue”*	The teacher involves real objects in speaking. The teacher asks students to describe related to the real object in front of them

Code: I.7/14-9-2022 /CI/T1 *T1:... menggunakan teknik story telling dimana saya berikan sebuah gambar sebagai ilustrasi, kemudian menyuruh siswa untuk membuat sebuah dialog sesuai dengan gambar yang saya berikan Saya memiliki inisiatif untuk menggunakan teknik discussion dengan membentuk sebuah grup, grup tersebut biasanya akan berisi beberapa siswa misal 2 atau 4 orang. Setelah itu saya berikan sebuah potongan-potonga cerita atau strip dan menyuruh siswa untuk berdiskusi menyusun strip story tersebut..."*	The teacher invites students to discuss through pictures in student books, real objects and pictures inside or outside school.

The teacher explains to students that "An opinion is a way you feel or think about something. Our opinion about something or someone is based on our perspective. Whenever we give or express our opinion, it is important to give reasoning or an example to support our opinion. After that, to train students' critical thinking, the teacher asks students to express opinions in the form of strong arguments, strong criticism, strong denial, strong opinion, strong resistance, and quite strongly. According to the topic that has been determined. The teacher organizes an activity with the objective of this activity is to gather people's opinions by conducting an interview. With a partner, T2 (BY) told students to choose a topic, preferably a social issue, for example, social media, smoking, corruption, global warming, pollution, poverty, drug abuse, etc. T2 (BY) was ordered to write a series of interview questions of not more than 6 that will help the students collect opinions of people on the issue students have chosen. After the interview, T2 (BY) ordered you to create a

dialogue using the opinions you have collected. T2 (BY) instructs students to present students work in the form of a role-play, a poster, a movie, or a PowerPoint presentation. Then, the students share it in front of the class.

Table 4.4 Observation and Interview Transcription of Creativity 1 of T2

Code: O/3-08-22//C1/T2 *Come on student make your group.. ayo tentukan peran kalian masing-masing.. Sasa what's your role?* *S : mmm i become teacher Sir*	The teacher trains students to speak where each student has a responsibility to play a role according to their respective characters
Code: I.7/15-9-2022 /C1/T2 *Saya sangat menyukai teknik role playing.. ... misalnya saya beri tahu salah satu murid kamu adalah dr. David, you prentend to be a doctor and you are become a patient...give her some suggestion to her... menggunakan teknik simulations, misalnya materi Opinion and Thoughts dapat di simulasikan untuk situasi di bank, ada yang jadi satpam, customer service, atau teller kan*	The teacher uses role-play and simulation techniques to stimulate the student for speaking briefly.

Furthermore, T2 (BY) also uses a role-playing technique to attract students' interest in learning to speak English. Students will act according to their respective roles. Students are required to speak English when presenting in front of the class. In addition, the teacher also uses simulation techniques where students bring several tools and media to support them in carrying out their roles. It trains students to speak and each student has a responsibility to play a role according to their respective character. This is also supported by observation check list number 6, 8 and 22.

From these data, the researcher drew conclusion that English teachers applied variations of the techniques when teaching speaking. The learning techniques applied by the teacher are story-telling, role-playing, simulations and discussion. It indicates that the teacher. The techniques This proves that the teacher has high creativity in creating a speaking learning environment so that students do not feel bored. with the technique applied by the teacher will make students think that speaking English is not difficult and very fun.

The eighth question was “What learning approach do you use (student-centered approach or teacher centered approach)?”. From two respondents gave some responses in the interview. Some responses were “ I prefer choose student-centered” and “I’m more towards student-centered approach”. From these data, the researcher drew conclusion that English teachers strongly agree that teachers prefer choose using student-centered approach.

AF : Saya lebih ke arah pendekatan yang berpusat pada siswa.
(AF : I'm more towards a student-centered approach.)
BY : untuk sekarang lebih ke student-centered learning.
(BY : for now it is more to student-centered learning.)

The ninth question was “Why did you choose this approach?”. From two respondents gave some responses were “Kurtilas (K.13) requires students to be active when learning and the other responses from second respondent was students are made about this object so they can practice speaking actively”. Then, the answer was supported with statements from English taechers in the interview.

AF : karena guru hanya membimbing, mengarahkan, mengamati siswa.
(AF : because the teacher only guides, directs, and observes students.)
BY : untuk melatih siswa berbicara saya merasa cocok dengan pendekatan student-centered agar siswa terpicu untuk lebih aktif dalam berbicara inggrisnya.
(BY : To train students to speak, I feel that it fits the student-centered approach so that students are motivated to be more active in speaking English.)

Part 2 (creativity in english teaching by employing activities which have creative dimensions.)

The tenth question was "What kind of tasks are given to students during speaking lessons in class?". In managing creative English speaking classes. Teachers have initiative and creativity in giving assignments given to students. Teachers are able to make assignments that can create good student creativity and are in accordance with their speaking abilities. The teacher forms a group in the class where students make a short dialogue which would be presented in front of the class. The teacher asks students to make a video conversation between two or more people related to the material and uploads it on Youtube and asks other groups to respond to the video. After that, the teacher evaluates the assignments that have been made by the students. Then, the answer was supported with statements from English teachers in the interview.

Table 4.5 Observation and Interview Transcription of Creativity 2 of T1

Data Finding	Explanation
Code: O/1-08-22/C2/T1	The teacher ask students to make a video conversation

T1: "Ayo let's come to your group and make short dialogue.... *For the task of group please make video then uplod to youtube yahh* *Ok.. this video from kelompok 2 keep focus on your friend video (the teacher is playing video in front the class) after that you have to give saran suggestion kek begitu yah* *T2: "……Ayo coba diartiin"* *S: "i think this video is good to describe about material suggestion and offers"*	between two or more people related to the material and upload it on Youtube and ask other groups to respond to the video. After that, both teacher and student gave an evaluation.
Code: I.10/14-9-2022 /C2/T1 *T2: "ya saya menggunakan lagu untuk mengajar. Biar lebih mudah dipahami, lebih cepat mereka ingat. Kemudian, juga lebih asik dalam kelas."*	The teacher uses a song strategy so that the material used is easier to understand and makes the class atmosphere more fun.

Next, T2 (BY) displays a video related to the teaching material to be analyzed and asks students to express the content of the video. T2 (BY) uses English conversation videos that are easy to understand whether they are native speakers or not. By looking at examples of these conversations, students find it easier to understand and then practice them at home and make videos of online school experiences that are uploaded on students' Youtube channels. Teachers get students to make transactional conversations. The teacher uses the role-play approach, reenacting the discussion with your classmates. Topics given by T2 (BY) were Buying a New Car, Banning Cigarettes, and Songs. This is also supported by observation check list number 5 and 21.

Table 4.6 Observation and Interview Transcription of Creativity 2 of T2

Code: O.10/14-9-2022 /C2/T2 *Ok.. after you wacth the videos.. give me example how to give suggestion related to the video* *S : In my opinion...., if you get sick please drink vitamin* *T2 : Ok watch the video then praktekkan dengan teman sebangku kalian dan maju di depan kelas nanti akan bapak nilai*	The teacher share videos or sounds with class groups. It's even easier to understand, namely video conversations in English, whether it's a native speaker or not. By looking at examples of conversations, student will be easier to understand and then later be able to imitate them.
Code: I.10/14-9-2022 /C2/T2 *Saya share video-video atau pun suara ke grup kelas. Lebih mudah difahami lagi yaitu video percakapan bahasa inggris baik itu native speaker atau bukan. Dengan melihat contoh-contoh percakapan itu anak akan lebih mudah memahami kemudian nanti bisa menirukan dirumah. Setelah itu dipraktekan untuk tugas berikutnya, yaitu membuat video cerita pengalaman sekolah daring misalnya*	I usually give a video to show in front of the class about the teaching material. Then I asked students to watch the video and then given the task of analyzing the content or the intent of the video, categorizing the content of the video, asking students to guess the answer, and giving students the opportunity to express the content of the video. In addition, yes, we use existing conversations

From the statement of the results of the interviews of the two teachers above, it can be concluded that being a creative teacher to trigger students to actively communicate in English is also required to give assignments that trigger students to think creatively such as the teacher gives the task of making dialogues with their groups, making dialogues in the form of videos to be uploaded on Youtube, analyze the content of the video and then present it in front of the class.

The eleventh question was talking about "How do you provide learning content that attracts students' curiosity?". The teacher provides a variety of interesting learning content so that it is easier for students to understand the material presented by the teacher. Based on the results of observations and interviews, teachers do various ways to create interesting learning content. Teachers not only provide a variety of learning content in the classroom. However, teachers also provide various learning content on digital platforms such as Youtube and Google Classroom. It is hoped that students will not be bored and continue learning using textbooks, but there are other alternatives, namely utilizing digital platforms. Then, the answer was supported with statements from English teachers in the interview.

Table 4.7 Observation and Interview Transcription of Creativity 2 of T1

Data Finding	Explanation
Code: O/1-08-22/C2/T1 *T1: "yuk please open google classroom, i have share the videos..and digital book... please keep learning yukk tirukan how to pronoun like native di buku digital hal 4* *"*	The teacher always provide teaching materials on every online platform such as Youtube and Google Classroom. It is hoped that students will not be bored and continue learning using textbooks, but there are other alternatives, namely utilizing digital platforms
Code: I.11/14-9-2022 /C2/T1 *T2: "ya saya menggunakan platform digital kek Google Class and Youtube seringnya untuk mengajar. Biar lebih mudah dipahami, lebih cepat mereka ingat. Kemudian, juga lebih asik dalam kelas."*	The teacher uses digital platform so that the material used is easier to understand and makes the class atmosphere more fun.

In packing learning materials T2 (BY) uses PPT to be displayed in frontof the class. The PPT is designed with an attractive appearance so that students will more easily understand the material. T2 (BY) also provides a digital book where the contents of the digital book really support students in learning pronunciation, grammar, and vocabulary and these three aspects can support students' fluency in speaking English. T2 (BY) share videos or sounds with class groups. It's even easier to understand, namely video conversations in English, whether it's a native speaker or not. By looking at examples of conversations, student will be easier to understand and then later be able to imitate them. T2 (BY) used information gap method with asking questions related to the content of the video and the teacher has given the answer and the student who others to answer. This is very effective in giving every student the opportunity to speak English according to their target language. This is also supported by observation check list number 16 and 17.

Table 4.8 Observation and Interview Transcription of Creativity 2 of T2

Code: O.10/14-9-2022 /C2/T2 *Ok.. after you wacth the videos.. give me example how to give suggestion related to the video* *S : In my opinion...., if you get sick please drink vitamin* *T2 : Ok watch the video then praktekkan dengan teman sebangku kalian dan maju di depan kelas nanti akan bapak nilai*	The teacher share videos or sounds with class groups. It's even easier to understand, namely video conversations in English, whether it's a native speaker or not. By looking at examples of conversations, student will be easier to understand and then later be able to imitate them.
Code: I.11/14-9-2022 /C2/T2 **.....***(Information gap) Untuk menunjang pembelajaran agar tidak*	Teacher used information gap method with asking questions related to the content of the

jenuh saya juga menampilkan sebuah video, misalnya video percakapan dengan tema Opinion and Thoughts, saya pilih dua siswa, satu siswa bertugas untuk memberi pertanyaan berkaitan dengan isi video dan guru sudah memberikan jawabannya dan siswa yang lain bertugas untuk menjawab.....	video and the teacher has given the answer and the student who others to answer. This is very effective in giving every student the opportunity to speak English according to their target language

The teacher forms several groups. Each group will be given a different theme. Then each group will present their work. This will form a social group class that helps students to speak English well. Do you think education is a right or a privilege? Support your opinion with reasons and examples. Do you think the conservation of wildlife is important? Support your opinion with reasons and examples. Time is more important than money. Support your opinion with reasons and examples. The exploitation of natural resources is a major problem in Indonesia. Support your opinion with reasons and examples. Do you think gaming affects the lives of teenagers? Support your opinion with reasons and examples. From these data, the researcher drew conclusion that the English teacher provide interesting content in the speaking activities that attracted the student's focus when in class.

The twelveth question was "Do the teachers provide space for students to be free to express themselves when learning to speak in class?". In creating a creative English speaking class. The teacher should give space for students to express themselves when speaking English in class. The teacher provides space for students to actively speak in expressing their ideas in front of the class. The method used by the teacher in dealing with shy students is to form a discussion

group so that the student has a partner and is not ashamed to appear alone in front of the class. In addition, to make students free to express themselves by speaking English the teacher uses a role-playing technique where students will try to speak English according to their roles.

Table 4.9 Observation and Interview Transcription of Creativity 2 of T1

Data Finding	Explanation
Code: O/1-08-22/C2/T1 *T1: come on Saskia you beacme apa tadi tugasnya* *S : My role is patient and David become doctor* *T1: Ok good.. please do the best of your role then you have to give suggestion and offer both of you...*	The teacher used role-play to make the student active speaking related to the material
Code: I.12/14-9-2022 /C2/T1 *T1: "Untuk materi suggestion and offer saya menawarkan kepada siswa untuk bebas bermain peran atau role play, misalnya ada yang berperan menjadi guru dan murid, dokter dengan pasien. Hal ini akan memicu siswa untuk aktif berbicara bahasa Inggris dikelas sesuai peran yang dimiliki."*	For students who are shy, the teacher from a group of two in pairs to come forward in front of the class so that the student has a partner and does not feel ashamed to appear alone in front of the class. It will trigger students to actively speak English in class according to their roles.

In addition, T2 (BY) used an information gap technique where students have their respective duties to become guessers and givers of information to stimulate students' curiosity. This technique is quite effective because students will be free to express the ideas that are in their minds. Teacher used information gap method with asking questions related to the content of the video and the teacher has given the answer and the student who others to

answer. This is very effective in giving every student the opportunity to speak English according to their target language This is also supported by observation check list number 2 and 7. Then, the answer was supported with statements from English teachers in the interview.

Table 4.10 Observation and Interview Transcription of Creativity 2 of T2

Code: O/14-9-2022 /C2/T1 *T2 : please analyze the conversation regarding Opinion and Thought. Yukk nanti setiap grup punya informasi sendiri dan dipresentasikan dikelas.. kalo waow you look so pale I Think you have to take a rest nah itu masuk kategori apa* *S : giving opinion Sir*	To stimulate students' curiosity, the teacher used the information gap technique
Code: I.12/14-9-2022 /C2/T2 *....untuk merangsang keingintahuan siswa ini saya menggunakan teknik information gap seperti yang sudah kita lakukan dikelas kemarin mengenai materi Opinion and Thought, dibentuk lah beberapa kelompok....*	Teacher used information gap method with asking questions related to the content of the video and the teacher has given the answer and the student who others to answer. This is very effective in giving every student the opportunity to speak English according to their target language

From the data above, it can be concluded that creative teachers must be able to make students think creatively in expressing their ideas by asking students to appear in front of the class to present their ideas, role-playing with their group friends and information gap.

The thirteenth question was “Have you created new methods, media, or techniques in teaching speaking in class?”. T1 (AF) does not create a new method, but the teacher combines something that already exists into

something else to make it more interesting and combines products as existing learning media. T1 (AF) uses problem-solving, question-and-answer, and discussion methods. As for the media, the teacher uses media that has been provided by the school or during the hours the teacher has the initiative to make media such as strip stories to train students to assemble words into a correct sentence and then ask the students to present them in front of the class with their group. Then, the answer was supported with statements from English teachers in the interview.

Table 4.11 Observation and Interview Transcription of Creativity 2 of T1

Data Finding	Explanation
Code: O/1-08-22/C2/T1 *T1: come on Saskia you beacme apa tadi tugasnya* *S : My role is patient and David become doctor* *T1: Ok good.. please do the best of your role then you have to give suggestion and offer both of you* *T1 : How about your opinion Bima, describe about the picture?* *S: The girl wears red dress..and she is watering the flower in the park...*	The teacher used problem-solving, question and answer, and discussion methods to make the student active speaking related to the material
Code: I.13/14-9-2022 /C2/T1 *T1: "Untuk metode saya biasanya menggunakan metode problem solving, tanya jawab, diskusi. Sedangkan untuk media saya menggunakan yang sudah disediakan oleh sekolah atau pada saat jam berlangsung saya ada insiatif membuat media seperti strip story."*	The teacher did not create a new method but the teacher combine something that already exists into something else to make it more interesting and combine existing products as learning media.

T2 (BY) modifies a pre-existing technique to make it more interesting. Teachers provide digital interactive videos or voice messages to class groups such as English conversation videos from native speakers. By looking at examples of these conversations students will be easier to understand and then later be able to imitate or practice them while at home. T2 (BY) used information gap method with asking questions related to the content of the video and the teacher has given the answer and the student who others to answer.

Table 4.12 Observation and Interview Transcription of Creativity 2 of T2

Code: O/14-9-2022 /C2/T2 *T2 : looking at to the video, and what are they talking about...*	The existing technique, The teacher just modified it to make it more interesting. For example, we use existing conversations. The teacher share videos or sounds with class groups. It's even easier to understand,
Code: I.13/14-9-2022 /C2/T2 *....untuk merangsang keingintahuan siswa ini saya menggunakan teknik information gap seperti yang sudah kita lakukan dikelas kemarin mengenai materi Opinion and Thought, dibentuk lah beberapa kelompok....*	Teacher used information gap method with asking questions related to the content of the video and the teacher has given the answer and the student who others to answer. This is very effective in giving every student the opportunity to speak English according to their target language

From these data, the researcher drew conclusion that English teachers have creative activities by modifying techniques and media depends on their methods they used.

Part 3 (teaching in a flexible way or adjusting and modifying the teaching during lessons.)

According To the observation and interview, both T1 and T2 have different techniques to practice speaking. T1 and T2 conduct teaching in a flexible way based on the students' need. Referreing to the fourteenth question was "How do the teachers adapt the lessons according to the students' speaking needs?". Creative teachers are able to teach in a flexible way and are able to adapt and modify various ways of teaching during learning that are tailored to the needs of students. The teacher as an evaluator of the students' speaking ability. When T1 (AF) finds out that the student's shortcomings in terms of pronunciation are still low, the teacher has the initiative to teach him the tongue twister technique to facilitate his pronunciation. Then, the answer was supported with statements from English teachers in the interview.

Table 4.13 Observation and Interview Transcription of Creativity 3 of T1

Data Finding	Explanation
Code: O/7-9-2022/C3/T1 *T1: agar lebih fasih lagi ketika kalian speak English, yuk liat file yang sudah Miss kirim di googgle classroom read it and speak it* *S : You know New York, you need New York, you need uniques New York*	The teacher allows students to open Youtube and Google Classrom to learn tongue twister.

Code: I.14/12-08-22/C3/T1 T1*: saya sebagai guru bertugas sebagai evaluator, nah misalnya salah satu measurement speaking kan ada pronounciation. Kita sebagai guru tahu ini apakah tingkat pronouciation murid berada di level rendah, biasa atau tinggi. Ketika dirasa rendah saya ajarin itu teknik tongue twister.. misal I scream, you scream, we all scream for ice cream.*	The teacher asks student to make tongue twister the both teacher and student pronounce together

T2 (BY) must be able to position himself to use L1 or L2 according to the ability of the students' grasping power. If students are still at a moderate level, the teachers use the repetition drill technique to repeat the conversation with the aim that students understand what the teacher is saying.

Table 4.14 Observation and Interview Transcription of Creativity 3 of T2

Code: O/7-9-2022/C3/T2 *T1 :I dont think i care for it* *S : I dont think i care for it* *T1: What are your feeling about?* *S : What are your feeling about?* *T1: "…….Repeat after me,* do you have a big family? S: do you have a big family?...." **Code: O/7-9-2022/C3/T1** T1: "Don't" bacanya "don" ya, kalo ini "done" bacanya "dan" kalo ini "down" bacanya "daoun".	The teacher used repetition drill to practice students' pronounciation so that they are able to speak English better

Code: I.14/12-08-22/C3/T2 *..pertama ya guru harus tahu ini level umum speak English anak didik kita di kelas pada level berapa, kalo sudah fluency ya guru akan full english to speak yaa.. kalo masih level sedang yaa mix lah L1 and L2 kalo ada yang masih bingung yaa gunakan teknik repetition drill jadi siswa lama-lama akan paham juga maksud yang diucapkan gurunya...*	The teacher used repetition drill technique so that students understand what the teacher is saying

From these data, the researcher drew conclusion that English teachers The teacher adapts the lesson according to the level of student needs. The teacher uses creative ways to overcome students' difficulties in speaking English, namely by teaching students tongue twisters to hone pronunciation and repetition drill when speaking English.

The fifteenth question was “What is the role of the teacher when dealing with students who have difficulty speaking or do not want to speak English when learning in the classroom?. The teacher has a role in dealing with students when they have difficulty speaking English in the classroom. Creative teachers have their own strategies in overcoming these problems. T1 (AF) has a flexible way of generating student motivation by praising the students' work because they feel that their work is appreciated and respected even though it is still far from perfection. According to the observation and interview T1 (AF) gave the command to give applause after the presentation or the teacher and praise the student for their work. Then, the answer was supported with statements from English teachers in the interview.

Table 4.15 Observation and Interview Transcription of Creativity 3 of T1

Data Finding	Explanation
Code: O/7-9-2022/C3/T1 *T1: waow excellent... good idea Rafi.. everyone give applause to Raffi*	The command to give applause after the presentation or the teacher and praise the student for their work.
Code: I.15/12-08-22/C3/T1 T1*: membangkitkan motivasi siswa adalah dengan memuji hasil karya siswa, ngasih tepuk tangan juga biar seneng siswanya..biar pede lah*	The way to motivate students is to praise the students' work, because they feel that their work is appreciated and respected even though it is still far from being perfect

T2 (BY) creates an active and cooperative language classroom environment by being a good organizer to take students in serious learning but in a relaxed atmosphere where making mistakes is accepted so that students dare to participate. When a student makes a mistake, T2 (BY) doesn't laugh at it at all and doesn't let other students do it. To stimulate students to speak, the teacher must be a motivator. In the first and second observations, T2 (BY) delivered reading material to make it more interactive and the teacher asked many questions from the book. T2 (BY) also develops questions to gain students' understanding and participation in speaking English. To create an active and cooperative language classroom environment, T2 (BY) must be a good organizer by bringing students into serious learning but a relaxed atmosphere where making mistakes is accepted so that students dare to participate.

Table 4.16 Observation and Interview Transcription of Creativity 3 of T2

Code: O/7-9-2022/C3/T2 *T2 : OK.. Everyone keep listen to your friend.. Farhan go ahead..* *S : In my opinion the people must be aware to the environment so that the the flood did not occur.*	The teacher must be a motivator. To be more interactive, the teacher asked many questions from the book and develop questions to gain students' understanding and participation in speaking.
Code: I.14/12-08-22/C3/T2 *..pertama ya guru harus tahu ini level umum speak English anak didik kita di kelas pada level berapa, kalo sudah fluency ya guru akan full english to speak yaa.. kalo masih level sedang yaa mix lah L1 and L2 kalo ada yang masih bingung yaa gunakan teknik repetition drill jadi siswa lama-lama akan paham juga maksud yang diucapkan gurunya...*	To create an active and cooperative language classroom environment, the teacher must be a good organizer by bringing students into serious learning but a relaxed atmosphere where making mistakes is accepted so that students dare to participate

From the statements of the two respondents above, it can be concluded that the teacher's creative way in dealing with students who have difficulty speaking English is to give praise, give awards, give applause and form an active and cooperative class.

The sixteenth question was “Do the teachers convey the material well and clearly to students while in class, for example looking for other references for additional information?”. The teacher organize the material well and clearly by looking for various other references for additional information. Creative teachers will certainly present interesting material to their students. Both T1 and T2 tries to find other references and additional books to increase students' knowledge and abilities. In teaching speaking English, T1 and T2 does not only

refer to one teaching module but uses a variety of references and additional references such as digital books to make it easier for students to learn to improve their English speaking skills. Then, the answer was supported with statements from English teachers in the interview and the documentation of lesson plan.

Table 4.17 Observation and Interview Transcription of Creativity 3 of T1

Data Finding	Explanation
Code: O/7-9-2022/C3/T1 *T1: let's together open digital on the google classroom.. open page 7... listen, read and speak clearly*	The teacher use several references to deliver and support the material.
Code: I.16/12-08-22/C3/T1 T1*: , ketika ada materi yang kurang didalam buku saya akan menambahkannya, selain itu ada beberapa buku yang digunakan sebagai acuan belajar. Misal kalo speaking ya butuh kan e-book jd kalo e-book kan disediakan listening*	The teacher used e-book to support learning speaking skill.

Table 4.18 Observation and Interview Transcription of Creativity 3 of T2

Code: O/7-9-2022/C3/T2 *T2 : ok..open your book page 34 then please practice with your friend...*	The teacher several reference to deliver the material well

Code: I.16/12-08-22/C3/T2 *T2 : untuk speaking saya akan membuat banyak tema tambahan sebagai bahan diskusi.*	The teacher don't just focus on the material in the teaching module. However, the teacher is trying to develop his own material.

From the data above, it can be concluded that creative teachers do not only rely on one reference book, but teachers try to find several additional references so that the material received by students is complete and clear. In addition, teachers also think creatively to develop their own materials according to their creativity.

Part 4 (looking for new ways of doing something; adapting lessons, using technology, and motivating students.)

The observation data is strengthened by the results of the interview data below. The seventeenth question was " How do you build student interest in learning speaking in class?". In creating a comfortable English class, T1 (AF) creates ice-breaking to make the class atmosphere not stiff so that the students are full of jokes and happy. If the class situation starts to get boring, T1 (AF) asks the students to sing and play games even with limited time, but at least the students will be motivated and not sleepy anymore.

Table 4.19 Observation and Interview Transcription of Creativity 4 of T1

Data Finding	Explanation
Code: O/7-9-2022/C4/T1 *T1 : ketika kalian kebagian angka ganjil harus tetap diam, nah kalo*	The teacher is looking for new ways of doing something

kebagian angka genap harus speak up,, oke start from you *Rahma : (silent)* *Fitri : Two* **Code: O/15-8-2022/C4/T1** *T1 : Nah ini ada video.. yuk keep on watching sambil gerakan badan kalian persis kek divideo itu*	
Code: I.17/12-08-22/C4/T1 *T1: saya kadang pakai ice-breaking ya jadi kan susana kelas tidak kaku siswa penuh dengan candaan dan senang. Jika situasi kelas mulai membosankan saya meminta siswa untuk sing a song atau bermain game. Waktunya benar-benar terbatas, namun setidaknya mereka termotivasi dan tidak mengantuk lagi.*	The teacher used ice-breaking, sing a song and play game so the class atmosphere is not rigid, the students are full of jokes and happy.

Based on the results of observations in T2 (BY) class, it is proven that T2 (BY) does not use game strategies in creating speaking skill environment. T2 (BY) is rarely gives intermezzo, ice-breaking, sing a song together or quiz. The game can be a song, a quiz, or a puzzle. Then, the answer was supported with statements from English teachers in the interview.

Table 4.20 Observation and Interview Transcription of Creativity 4 of T2

Code: O/7-9-2022/C4/T2 There is no data in this creativity in observation	

Code: I.17/12-08-22/C4/T2 *diberikan intermezzo, ice-breaking, sing a song together atau quiz kalo waktunya cukup tapi jarang ya*	The teacher is rarely using game, sing a song.

From the data above, it can be concluded that creative teachers are teachers who are able to find new ways when learning in class starts to get boring. The methods used by the teacher included giving intermezzo to students, ice-breaking, singing a song together and quizzes.

The eighteenth question was "What technologies are used to support the speaking learning process?". Teachers take advantage of the technology provided by the school, such as using laptops and mobile phones as learning tools, then by using these tools the teacher can access digital media on the internet such as Youtube and make Powtoon video models to be uploaded on Youtube. Then, the answer was supported with statements from English teachers in the interview.

Table 4.21 Observation and Interview Transcription of Creativity 5 of T1

Data Finding	Explanation
Code: O/9-8-2022/C5/T1 *T1: yuk keluarkan HP kalian masing-masing, klik link yang sudah miss kirim di WA, nahh tonton dulu.. tugas kalian nanti making videos about Offering Help and satu grup kek role-play upload di Youtube*	The teacher used digital technology to support learning speaking skill.

Code: I.17/12-08-22/C5/T1 *T1: untuk teknologi ini sih sesuai yang sudah di berikan oleh sekolah yahh misal menggunakan laptop dan handphone alat belajar..... kita bisa mengakses media digital di internet seperti di Youtube, saya suruh juga membuat video model Powtoon dan diplоad di Youtube. Google classroom saya gunakan untk media pengumpulan tugas dan ujian online*	The teacher always used digital technology in the learning process especially learning speaking skill.

Meanwhile, T2 (BY) use Google Classroom as a media for collecting assignments and online exams. T2 (BY) also take advantage of technology-based media such as laptops and projectors to watch videos in class and cell phones that are used for searching for additional material. The teacher also uses WhatsApp for media speaking with the Voice Note feature.

Table 4.22 Observation and Interview Transcription of Creativity 5 of T2

Code: O/7-9-2022/C5/T2 *T2: I will open on Youtube..We are going to listen. In the opening this videos i will asking you. Ready to listen to this videos? I just played this videos once because the videos is not really long.*	The teacher used digital technology such as PPT, Youtube,
Code: I.17/12-08-22/C5/T2 *Untuk platform digital ya sukanya pakai Youtube yang gampang untuk upload tugas membuat video dialog, WhatsApp untuk media speaking kan ada fitur Voice Note.*	The teacher applied technology-based education

From the data above, it can be concluded that creative teachers are teachers who are able to use technology to support teaching and learning activities in

the classroom. The technology is in the form of utilizing laptops/PCs, mobile phones, projectors and audio while the digital platforms that are often used are Youtube WhatsApp, Google Classroom and Powtoon.

Part 6 (establishing language learning environment creatively.)

The nineteenth question was “What is the role of teachers in creating a class that can motivate students to speak English in class?”. Based on the results of observations and interviews, T1 (AF) has a role in creating classes that can motivate students to speak English. T1 (AF) requires students to not only focus on recording important material but also try to express ideas, give suggestions, and refute using English with simple sentences. The teacher asks students to answer each question using English. The teacher applies the vision that English is a must. In addition, the teacher must also speak using English naturally where the student understands or understands and does not use convoluted language. In addition, on the sidelines of learning activities the teacher has an idea to continue the story or dialogue with the students, the teacher will tell the story first and then appoint one of the students to continue the story so that the student whom the teacher points to will definitely speak. Then, the answer was supported with statements from English teachers in the interview.

Table 4.23 Observation and Interview Transcription of Creativity 5 of T1

Data Finding	Explanation

Code: O/1-08-22/J1/T1 *T1 : ayok sambung cerita... dialogmu terkahir td apa vita?* *S: Iam fine too, thank you. OK. Today i bring the new book. Have a look on it. (a few minutes later). What is your opinion about the book, ?* *T2: yuk lanjutkan gas Bagas* *S: I personally think the book is great. It is suit for us to study English*	The teacher also asked students to answer each teacher's questions using English, English is a must. The taecher also have to speak English, where the student understands to speak naturally without using complicated language.
Code: I.19/14-9-2022/J1/T1 T1: *siswa saya suruh mengemukakan ide, memberi saran, menyanggah using English dengan kalimat simple saja…. menjawab setiap pertanyaan guru menggunakan English, English is must…. sela-sela aktivitas belajar saya juga memiliki ide untuk sambung cerita atau dialog dengan siswa*	The teacher also have an idea to continue the story or dialogue with students, as a teacher told stories first and then appoint one of the students to continue their story.

In addition, T2 (BY) often give rewards for student achievements by being given applause or motivation such as *you do the best guys*. T2 (BY) often invite students to joke with a smile so that students are not afraid of the teacher's fierce expression and make students more confident when speaking in front of the class. In addition, T2 (BY) use digital media such as Youtube which plays a very important role in helping the teaching and learning process and this activity will suppress student creativity and student imagination.

Table 4.24 Observation and Interview Transcription of Creativity 5 of T2

Code: O/1-08-22/J1/T2 *T2 :Everyone now we are identify what are they talking about. I have another teks that you have to identify correctly,* *T2: Smart, good and excellent that's great Fika*	The teacher often gave rewards for student achievements
Code: I.19/14-9-2022/J1/T2 *diberikan reward atas pencapaian siswa... kata motivasi you do the best guys.... misal saya cari di Youtube atau diberikan sebuah pictures kan, aktivitas ini akan memfoster kretiviatas siswa dan imajinasi siswa.*	The teacher often invites students to joke with a smile so that students are not afraid of the teacher's fierce expressions, they become more confident when speaking English.

From the data above, it can be concluded that creative teachers have a role in motivating their students to learn. The way that the teacher did was by motivating students to be confident in expressing their opinions even though they were wrong, the teacher used language that was easy to understand, using the technique of completing story.

The twentieth question was "What is your role in creating a comfortable English speaking class for students?". The teacher's role in creating a comfortable English-speaking class is to become an organizer, evaluator, and facilitator. T1 (AF) rarely communicates using L1 so students get used to hearing English conversation. This will train thinking power in the listening skill aspect of students. Teachers as much as possible teach in English. If some students speak Indonesian, the teacher guides them to speak English. This will

form a communicative interaction. T1 (AF) becomes a corrector when students still have difficulty speaking using L2. Then, the answer was supported with statements from English teachers in the interview.

Code: I.20/14-9-2022/J2/T1

AF : peran saya yaa sebagai guru itu organisator, evaluator, fasilitator nah untuk skill speaking itu saya menjadi controller dimana saya jarang berkomunikasi menggunakan L1, sering pakai L2 mbak sehingga kalo gurunya lancar dan terbiasa ngomong inggris ya insyaAllah muridnya sama sama belajar. InsyaaALLAH, siswa akan merasa nyaman pada saat jam pelajaran saya.

As much as possible T2 (BY) teach in English. If the students speak Indonesian, T2 guide them to speak English. So formed communicative interaction. T2 also a corrector when students still have difficulty speaking L1. As much as possible T2 (BY) limit the conversation so that students are more active in speaking. T2 (BY) gives two feedbacks. First, by making corrections when students make mistakes. Second, by waiting for each student to finish his speech and then make a final correction without covering up who made the mistake. Thus, students are not embarrassed and other students are happy with this.

Code: I.20/14-9-2022/J2/T1

BY : Sebisa mungkin, saya mengajar dalam bahasa Inggris. Jika murid saya berbicara bahasa Indonesia, saya membimbing mereka untuk berbicara bahasa Inggris. Jadi terbentuk interaksi komunikatif. Saya juga sebagai korektor ketika siswa masih kesulitan berbicara L1. Sebisa mungkin saya membatasi pembiacaraan agar siswa yang lebih aktif bicaranya. Ada dua cara untuk memberikan feedback menurut saya. Pertama, dengan melakukan koreksi pada saat siswa melakukan kesalahan. Kedua, dengan menunggu setiap siswa menyelesaikan pidatonya dan kemudian melakukan koreksi terakhir kali tanpa

menutupi siapa yang melakukan kesalahan. Dengan demikian, siswa tidak malu dan siswa yang lain senang dengan ini.

From the data above, it can be concluded that creative teachers have a role in comfortable classroom management. The strategic step taken is with the teacher serving as an organizer, evaluator and facilitator in learning speaking.

The next question was "Are you trying to build a physical speaking classroom environment? For example, by using media such as pictures, newspapers, magazines, etc. Based on the results of interviews and observations, the teacher tries to build a good English-speaking classroom environment. T1 (AF) creates a comfortable physical environment by ordering student seats in letter U format and letter O format and maximizing the use of physical media in the classroom such as projectors, laptops, LCDs, pictures, or others. Then, the answer was supported with statements from English teachers in the interview.

Code: I.20/14-9-2022/J3/T1

AF : saya berusaha untuk menciptakan lingkungan fisik yang nyaman misalnya kadang menyuruh tempat duduk siswa dengan format letter U atau format letter O. Selain itu memaksimalkan penggunaan media fisik yang ada dikelas.

T2 (BY) also maximizes the use of the lab space and utilizes the facilities in it with the aim of creating a new atmosphere and new mood for students so that students feel more enjoyable and comfortable. This data is supported by observation checlist number 17, 20 and documentation.

Code: I.20/14-9-2022/J3/T2

BY : biasanya saya kalo ada waktu yang memadai mengajak anak-anak untuk pergi ke lab dan menonton video bersama. Meskpun ini Cuma berpindah tempat tapi dapat menciptakan suasana baru, mood baru bagi siswa karena di lab kan fasilitasnya lumayan bagus yahh untuk membuat murid merasa enjoy dan nyaman saja sih.

From these data, it can be concluded that English teachers have creativity to manage their classroom by formatting letter U or letter O format of students's sea while going to the laboratorium to create new atmosphere.

The last question was "How to create a social classroom environment of speaking English?. The teacher creates a comfortable socially speaking class environment. In creating a comfortable speaking class environment, creative teachers must be able to build social aspects among students in the classroom. The strategies used in building this social class will be very influential and have a positive impact on the development of English speaking skills. Both T1 (AF) and T2 (BY) forms a group in the class, both large groups and small groups to create interaction between the students. Students are trained to cooperate with their group members and collaborate to combine their ideas. This is supported by observation checklist number 2 and 12. Then, the answer was supported with statements from English teachers in the interview.

Table 4.25 Observation and Interview Transcription of Language Learning Environment 4 of T1

Data Finding	Explanation
Code: O/9-8-2022/J4/T1 *T1: satu grup harus punya peran beda-beda ya.. Faiz grup mu what's your theme?* *S: goin to the market Sir*	The teacher formed a group which usually consists of a pair in work / in pairs or sometimes works in a group (work in group) consisting of 3 or 4 students.

Code: I.17/12-08-22/J4/T1 *T1: dibentuk sebuah grup yang biasanya grup itu terdiri dari pair in work/berpasangan atau kadang-kadang bekerja dalam kelompok (work in group) yang terdiri dari 3 atau 4 siswa*	Teacher formed a group to bulid social environment to support speaking class.

Table 4.26 Observation and Interview Transcription of Language Learning Environment 4 of T2

Code: O/7-9-2022/J4/T2 *T2: today we will play a game called silence option okay i will give you ten stars to each group it means that it is your money to buy ten sentences* *S : Group A sir two stars* *S: Group B Sir three stars* *S: Group C sir four stars*	The teacher created a group to make student active in speaking English.
Code: I.17/12-08-22/J4/T2 *Siswa dilatih untuk kooperatif terhadap anggota kelompoknya dan berkolaborasi untuk menggabungkan ide-idenya.*	The teacher usually determine the members and each group member is obliged to express their ideas

From those explanation above, the researcher gave conclusion that the teachers manage social classroom by creating a group with big group, small group or pair-in-work to cooperate and collaborate each students with others.

Students respond to the various ways used by the teacher creatively in creating speaking environment

The first question was “How is the learning process at SMA Negeri 1 Karanganom in the current new normal era?”. The learning system carried out in

schools is now normal where students and teachers meet face-to-face directly in delivering material. Learning that is being carried out now does not require Zoom and Google Meet in teaching and learning activities. The four respondents feel happy if the learning is done face-to-face where students are easier to accept the knowledge conveyed by the teacher. Students feel more enthusiastic about learning when they meet directly with the teacher and their friends in class. The SK student thought that he was already comfortable with the online system but he also agreed that face-to-face learning was more fun and easier to get knowledge.Then, the answer was supported with statements from students in the interview.

> *ABS : pembelajarannya sudah normal kak. Guru dan murid sudah melakukan tatap muka saat dikelas. Jadi tidak online lagi kayak menggunakan Zoom dan apa itu Gmeet.*
> *WDR : sudah berjalan dengan baik kak, kayak sebelum terjadinya Covid-19 itu. Kita semua sudah belajar lagi disekolah jadi bisa langsung dapat ilmu dengan pembelajaran tatap muka dengan guru.*
> *SK : sudah offline learning lagi. Sejujurnya saya sudah terlanjur nyaman dengan online learning. Tapi kalo untuk menerima materi pelajaran yang disampaikan guru itu lebih mudah ketika pas offline learning sih.*
> *VA : sudah normal kayak kita datang kesekolah lagi untuk belajar. Jadi belajarnya tidak dari rumah lagi kak.. banyak teman juga kan jadinya ya lebih semangat belajar kalo ketemu langsung dengan gurunya.*

The second question was “Is the learning applied in the classroom during the new normal different from the learning process during the Covid-19 pandemic?”. This face-to-face learning is certainly different from distance learning which must be supported by the use of various digital media. Students gave a positive response that the current learning system has a new style such as being allowed to bring cellphones

to support teaching and learning activities. All of respondents stated that the same opinion.

ABS : menurutku beda ya kak karena kan kalo offline gini kita tidak memerlukan lagi Zoom atau Google Meet. Pokoknya sistem pembelajarannya berbeda dengan online learning.
WDR : menurut saya berbeda kak. Era new normal ini pembelajarannya 100% tatap muka ya. Jadi kalo tatap muka begini kita jadi sering berbicara dengan guru ketika dikelas.
SK : berbeda kak, menurutku kalo pembelajran offline learning di era new normal ini boleh membawa HP untuk mendukung pembelajaran. Dulu kan dibagi dua kloter ada kelompok yang masuk pagi dan masuk siang untuk menghindari kerumunan.
VA : Menurut saya berbeda, sekarang pembelajarannya sudah di sekolah. Kalo pas online dulu banyak teman teman telat untuk masuk Zoom kalo sekarang ya semua jadi lebih disiplin begitu. Dulu guru sering nerangin pakai PPT saja. Kalo sekarang banyak variasi belajar inggris yang di gunakan guru saat mengajar dikelas.

The third question was "Is the curriculum used in learning currently still referring to K.13 or is there an update?". Then, the answer was supported with statements from students in the interview.

ABS : masih kurikulum 2013
WDR : kalo kelas XI masih K.13
SK : kurikulum K.13 kak
VA : masih mengacu pada kurikulum K.13 atau kurtilas.

Part 1 (Cognitive Aspect of Students' Responses)

The fourth question was " In your opinion, what tasks are often given by teachers when teaching speaking English in class?". Based on the results of observations and interviews, it can be explained that the ABS student gave a positive response that the teacher gave challenging assignments so that they could practice their

English thinking and speaking skills quickly. According to the admission from ABS, the teacher gave group assignments in the form of making dialogues to be presented in front of the class, making dialogues between friends to be uploaded on Youtube and other friends responding to them. Based on the recognition of the two respondents, namely SK and VA, they gave a positive response if the BY teacher gave a creative task by analyzing the video and imitating the native speaker's conversation on the video.Then, the answer was supported with statements from students in the interview.

ABS : kalo untuk tugas speaking ya biasanya kemarin disuruh buat dialog dengan kelompoknya lalu dipraktekkan didepan kelas
WDR : tugasnya sering buat dialog lalu di upload di Youtube lalu teman yang lain disuruh menanggapi videonya di kolom komentar video di Youtube
SK : untuk tugas speaking itu disuruh buat video, terus analisis isi video kan isinya apa tentang video itu lalu nanti guru menunjuk salah satu siswa untuk menjawab
VA : biasanya guru ngasih video percakapan native speaker lewat Goggle Classroom lalu disuruh mendengarkan dirumah

The fifth question was “In your opinion, In your opinion, is the teacher's creativity applied in the classroom useful to you?. Based on the responses from the four respondents, they agree that the creativity applied by the teacher in the classroom is very useful because their English skills improve**.**Then, the answer was supported with statements from students in the interview.

ABS : ya sangat berguna kak
WDR : sangat bermanfaat sih jadi saya merasa kemampuan bahasa Inggrisnya meningkat
SK : banyak manfaat yang didapat kak
VA : saya merasa bersyukur guru saya sangat kreatif ketika pelajaran

The sixth question was “In your opinion, what are the benefits of learning creative English speaking classes?”. Teachers creating an English speaking environment certainly have many benefits. These benefits can be felt by most students who participate in these learning activities. According to Richards (2015), professional teachers are teachers who are able to provide benefits to their students, both providing benefits in the form of knowledge, motivation and skills so that students can create their own work. It can be found at the time of the research that, ABS and DWR students gave a positive response and strongly agreed that AF teachers gave a lot of insight into the creativity they created during class learning. Based on the acknowledgment from ABS, the student gained knowledge and improved his English speaking ability. This is in line with the statement from WDR that his speaking ability is getting better than what he was previously not fluent and mediocre and he wants to improve his abilities like a native speaker. The other two respondents also stated the same thing to BY's teacher that SK and VA students felt triggered and excited to speak English in class.

Then, the answer was supported with statements from students in the interview.

ABS : tentunya memperoleh pengetahuan dan kemampuan berbicara bahasa Inggris kak, jadi speak Englishnya meningkat ya dari segi pronounviation misalnya
WDR : bagiku meningkatkan kemampuan berbicara English ku kak, misal dulu masih kagok dan medok lama-lama jadi fasih kan termotivasi biar aksennya kayak native speaker.
SK : suka sekali karena dengan pembelajaran kreatif itu saya jadi terpicu buat ngomong Inggris terus, kan kayak latihan terus begitu kan mau tidak mau dipantau guru
VA : vocabku kayak jadi meningkat begitu, terus jadi lancar ngomong inggrisnya kan kek tiap kelas inggris guru mengaharuskan ceplas ceplos saja ngomong inggris jadi lama-lama ya lancar

It can be concluded by the researcher that the creativity built by the two teachers has many benefits such as increasing students' speaking skills, students being motivated to speak English like native speakers, and increasing English vocabulary.

The seventh question was “What kind of tasks are given to students during speaking lessons in class?”. According to Richards (2013), a creative teacher can provide assignments that can increase a student's critical thinking skills. The four respondents gave different statements about the creativity of the teacher in giving speaking assignments in class. According to the responses from ABS and WDR to AF teachers, teachers give challenging assignments to students and will get a reward in the form of points from the teacher. According to statements from ABS and WDR, the teacher gave tasks in the form of making dialogues in groups to be presented in front of the class, blindly video conversations to be uploaded on Youtube while other friends were tasked with providing suggestions and responses to the videos. Meanwhile, according to the SK and VA statements, the BY teacher gave a task in the form of analyzing the video then the teacher would appoint one of the students to answer questions from the teacher, and the BY teacher gave a native speaker conversation video through Google Classroom as speaking learning material to be listened to and understood both in terms of content, pronunciation, fluency, accuracy. Then, the answer was supported with statements from students in the interview.

> *ABS : kalo untuk tugas speaking ya biasanya kemarin disuruh buat dialog dengan kelompoknya lalu dipraktekkan didepan kelas/*
> *WDR : tugasnya sering buat dialog lalu di upload di Youtube lalu teman yang lain disuruh menanggapi videonya di kolom komentar video di Youtube*
> *SK : untuk tugas speaking itu disuruh buat video, terus analisis isi video kan isinya apa tentang video itu lalu nanti guru menunjuk salah satu siswa untuk menjawab*

VA : biasanya guru ngasih video percakapan native speaker lewat Goggle Classroom lalu disuruh mendengarkan dirumah

From the statement above, the researcher can conclude that creative teachers provide tasks that are not monotonous so that students are more enthusiastic about learning such as analyzing videos, making video conversations on Youtube, and providing native speaker videos as an addition to supporting teaching materials.

The eighth question was " In your opinion, do the teachers provide space for students to be free to express themselves when learning to speak in class?". According to Richards (2015), creative teachers in managing classroom learning can be seen from how much the teacher provides space for students to imagine and develop themselves. In this case, the researcher wants to know whether the teacher provides space for students to express themselves when learning to speak English in class freely. Based on the statements of the four respondents they gave a positive response about AF teachers and WDR teachers. Teachers and students interact and communicate actively in class. The teacher also gives students the space to speak English comfortably in class by giving rewards, guiding patiently, always smiling, and not judging the mistakes made by students, but the teacher provides feedback that builds a student's confidence level. The teacher guides students to always be confident even though there are still shortcomings in terms of inaccurate pronunciation. Then, the answer was supported with statements from students in the interview.

ABS : iya tentu saja, menurutku guru dengan murid sama-sama aktif dikelas sih jadi untuk kumunikasi English itu selalu terjadi dikelas
WDR : ya tentu saja, untuk speaking itu setiap siswa diwajibkan untuk speak English dengan nyaman, jadi tidak diperbolehkan malu untuk guru

SK : menurut saya setuju, jadi kita itu harus percaya diri meskipun ngomong Inggrisnya nggak lancar terus pronounciationnya kurang tepat itu dimaklumi oleh guru kita
VA : tentu saja, menurutku guru nya memberi kita kebebasan berbicara meskipun ngomongnya nggak lancar, terus ya kadang kita diberi kebebasan pilih tema sendiri, pilih kelompok sendiri juga

Part 2 (Affective Aspect of Students' Responses)

The ninth question was "In your opinion, do the teachers provide interesting learning content such as content found on the internet when learning to speak in classs?". Based on the results of observations and interviews, it was found that creative teachers are teachers who provide interesting learning content such as content that is supported by digital technology. The four respondents gave a positive response to the interesting learning content provided by the two teachers, namely AF and BY. Creative teachers provide content that attracts students' interest in learning such as interestingly packaged learning materials using videos, providing learning videos on the internet or YouTube, and using PPT with interesting themes to deliver learning materials in class. Then, the answer was supported with statements from students in the interview.

ABS : ya tentu saja, konten nya yaitu kita disuguhi video pembelajaran yang menarik sih
WDR : konten yang menariknya itu ya materi ajarnya dikemas dengan video yang menarik
SK : ya, kontennya itu berupa video yang terdapat di Youtube.
VA : Ya kak, konten yang menarik itu ya menurutku video yang menarik dan ada PPT nya jadi kan tidak selalu kita baca buku

From the explanation above, the researcher concludes that teachers use videos on the Youtube channel and PPT as interesting content.

The tenth question was “How do you feel about the creative methods or techniques in teaching speaking classes that are applied by the teacher in the classroom?”. Based on the results of observations and interviews, it was found that the results of research on student responses to creative methods and techniques applied by teachers when learning English speaking classes were positive responses where students felt excited when learning English. Learning using interesting methods makes students always eager to take part in the learning process activities in class. Students feel active in class and are very enthusiastic to speak English because students feel faster in understanding the material when the teacher uses creative methods such as story-telling, and role-play. However, there are students who feel reluctance when they are not fluent in English due to their lack of vocabulary mastery so students will find it difficult to speak English according to their thoughts. This of course will trigger students to get bored when listening to the teacher speak full English. Then, the answer was supported with statements from students in the interview.

> *ABS : I feel excited ya kak, jadi setiap pertemuan Inggris itu selalu excited karena seru metode yang digunakan guru saya*
> *WDR : Aku jadi feel active in class begitu kak, jadi antusias banget karena jadi gampang paham materi kalo pakai metode kreatif itu*
> *SK : i feel unwilling kak, soalnya saya gak lancar bahasa Inggris... kosa kataku dikit jadi kalo disuruh ngomong sama guru itu kayak takut dan gak pede sama teman-teman, kadang ak u merasa bosan kak, soalnya aku kurang paham apa yang disampaikan guru kadang kan guru full english kalo ngomong, jadi ya kayak nggak semangat gitu*
> *VA : feel happy and excited kak, jadi love banget sama pelajaran Inggris kalo gurunya kreatif begitu daripada online kemarin bosen banget. Kalo bikin semangat kan jadinya lebih cepat juga untuk paham materinya.*

From the explanation above, it can be concluded that students feel active, excited, and happy when teachers apply creative learning methods in the classroom.

The eleventh question was “In your opinion, is the media used by the teacher very helpful in the learning process of speaking in class?”. Creative teachers are teachers who are able to utilize, create, and develop various learning media as stated by Richards (2015). Based on the results of observations and research interviews on student responses to various media used by teachers in supporting teaching and learning activities. Students expressed a positive response where the teacher always tried to use a variety of media to make students comfortable learning when in class such as using PPT, pictures, and videos. In addition, teachers also take advantage of various digital media Youtube where students can learn to speak English by watching various videos available. this can be a learning reference or an additional student learning reference in improving pronunciation, grammar, and vocabulary. Furthermore, the teacher also uses WhatsApp as a medium by utilizing the WhatsApp Voice Note feature to give students assignments in the English speaking aspect. Then, the answer was supported with statements from students in the interview.

> *ABS : ya saya setuju, media yang digunakan guru sangat bervariatif jadi bikin comfort untuk belajar kayak gunain PPT, gambar, video*
> *WDR : sangat membantu sekali, saya merasa excited kalo disuruh nonton video di Youtube, media di Youtube ini kan banyak video yang bisa jadi salah satu acuan belajar speaking dari mulai grammar, vocab, pronounciationya*
> *SK : yaa setuju, tapi aku paling suka itu latihan speaking dengan Voice Note WhasApp. Entah ngobrol dengan guru atau teman. Biasnaya dapat tugas kayak begitu juga*
> *VA : ya sangat membantu sekali, apalagi sekarang boleh bawa Handphone jadi pembelajarannya tambah maju dan modern begitu*

The twelveth question was “Is the teacher's explanation difficult to understand?”. Creative teachers try to explain the material clearly so that students are able to quickly understand the material they have received. In this explanation, the

teacher will always provide a creative way of explaining the material. The four respondents gave good statements to AF and BY teachers where both teachers were very responsible and professional in explaining the material to their students. However, the response of SK students gave a less agreeable response where the teacher's voice was so soft when explaining the material that the student had difficulty understanding the material presented by his teacher. Then, the answer was supported with statements from students in the interview.

> *ABS : tidak sama sekali, guru saya menjelesakan materi dengan mudah dipahami, gampang dimengerti*
> *WDR : tidak, guru saya itu mampu explain materi dengan jelas*
> *SK : kadang iya sulit dimengerti ketika suara guru kurang jelas atau lirih dan terlalu cepat kalo ngomong*
>
> *VA : tidak, guru saya sangat menyenangkan karena guru menguasai konsep materi dengan baik*

The thirteenth question was “In your opinion, what do the teachers' role in creating a comfortable English speaking class for students?”. According to Richards (2015), creative teachers are able to play a role in creating comfortable learning classes. Teachers have their own way of managing the classroom environment to be comfortable so that students have a strong spirit of learning. Based on the responses of the four respondents, students gave a positive responses where the students felt comfortable and happy. The teacher's creative way is to hold games such as strip stories and listening music by the AF teacher. Meanwhile, BY's teacher also did the same thing by doing relaxed but serious learning while at the same time giving rewards for the achievements of their students. The teacher also does ice-breaking using funny

videos so that students' enthusiasm and concentration are replenished. Then, the answer was supported with statements from students in the interview.

> *ABS : biar kelas speaking nyaman dan tidak bosan itu yaa guru biasanya mengadakan games, kayak game strip story*
> *WDR : biasanya guru ngadain games dengan listening music jadi ketika musik berhenti siswa itulah yang dapat giliran mengerjakan tugas*
> *SK : jadi pembelajarannya santai tapi serius, guru tidak terlalu kaku dan senyum sering dikasih reward*
> *VA : kadang ya watching shorts videos, ngadain ice-breaking begitu pas ditengah tengah pembelajaran berlangsung jadi saya tidak merasa bosan*

Part 3 (Conative Aspect of Students' Responses)

The fourteenth question was "In your opinion, what methods are used by the teachers in teaching speaking English in the classroom?". Based on the results of observations and interviews, the following explanation was obtained that the four respondents gave positive responses and agreed that AF teachers and BY teachers used various methods to make it easier for students to learn to speak English. The method that is often used is role-play where students are formed in groups to carry out their respective roles well, this will trigger students to speak English. Furthermore, the teacher also uses discussion and question and answer techniques on each material that has been taught. Teachers want to know the ability and knowledge of students to what extent they understand and understand. In addition to the discussion, the teacher also asked students to do story-telling according to their respective imaginations. Finally, the teacher uses the reporting time method where at the beginning of each lesson the teacher asks students to report news that is currently trending in front of their

classmates. Then, the answer was supported with statements from students in the interview.

> *ABS : metode mengajar yang sering digunakan guru untuk speaking itu biasanya pakai role-play jadi kan siswa nya bermain peran masing masing begitu.*
> *WDR : metode untuk speak English itu biasanya pakai diskusi, tanya jawab antar murid dan guru atau murid dengan murid jadi kan mesti semuanya speak English*
> *SK : metode story-telling sih yang paling saya suka karena lebih bebas saja begitu untuk mengekspresikan pendapat*
> *VA : cara yang digunakan guru dalam tiap pertemuan itu kadang berbeda kalo untuk meng upgrade speaking english itu guru biasanya diawal pelajaran disuruh reporting tentang berita yang tren saat ini apa*

The fifteenth question was "What is the role of the teacher when dealing with students who have difficulty speaking or do not want to speak English when learning in the classroom?". Based on the findings from observations and interviews on the role of teachers in overcoming students who have difficulty speaking. ABS students gave a positive response to the AF teacher that to overcome students who have difficulty speaking and are not confident in speaking English the teacher tells students to go forward even though they do not have good skills in speaking English, the most important thing is the teacher invites students to continue to be confident so that the teacher also rewarded him for his bravery. This will trigger students to be motivated in learning to speak English. This statement is also supported by the response from WDR students that teachers create many fun learning styles such as Information Gap, Story-telling, role-play. While the VA and SK responses to BY teachers also gave a positive response that SK teachers were always patient in guiding students to speak English, students were always helped when they had difficulties and the teacher tried

to practice fluency and fluency in speaking with the tongue-twister technique. This explanation is supported by statements from the four respondents:

ABS : mmm biasanya siswa dituntut untuk maju dengan percaya diri terlabih dahulu sih terus guru memberi reward dengan poin nilai plus jadi kan siswa termotivasi untuk mendapat poin
WDR : menurutku ya kayak guru itu banyak menciptakan gaya variasa teknik yang seru ya kayak Information Gap, story-telling, role-play itu jadi ya mesti pada berusaha speak English kok
SK : guru itu sabar dalam membimbing siswa untuk berbicara bahasa Inggris
VA : perannya itu ya kayak siswa dibantu oleh guru ketika kesulitan berbicara bahasa Inggris demgan melatih kelancaran dan kefasihan berbicara menggunakan tongue-twister kayak i scream you scream for ice scream, sampai hafal saya kak

The sixteenth question was “Do the teachers convey the material well and clearly to students while in class, for example looking for other references for additional information?”. Based on the results of observations and interviews, it can be explained that ABS gave a positive response to the AF teacher that the teacher conveyed the material well because the teacher gave good assessment and feedback. This is in line with WDR's opinion of AF teachers that teachers try to explain the material well using PPT and use a variety of interesting methods so that students can understand them easily. In addition, the SK and VA also gave a positive response and strongly agreed that the teacher always did apperception, provided support and used various kinds of teaching materials as well as in supporting the intent of the teacher's conversation so that students understood, the teacher used gestures or gestures. This explanation is supported by statements from the four respondents:

ABS : Ya tentu saja, guru memberikan penilaian dan feedback yang baik

WDR : Saya setuju, jadi guru kita berusaha mengajarkan materi dengan baik seperti dibutkan PPT, terus gunain metode belajar yang bermacam-macam
SK : Ya saya setuju, jadi guru kita itu selalu melakukan apersepi, memberi motivasi dan tidak hanya mengacu pada satu bahan ajar
VA : Ya saya setuju, jadi guru kita kadang menggunakan gerak tubuh atau gesture dan bahasa tubuh dalam medeskripsikan pembicaraan bahasa Inggris

The last question was *"*What is the role of teachers in creating a class that can motivate students to speak English in class?". Based on the results of observations and interviews, it can be explained as follows that the response of ABS and WDR students to AF teachers in motivating students to speak English, according to information from ABS the teacher often corrects grammar, vocabulary, pronunciation when students make mistakes and the teacher always provides direct feedback so that students know what mistakes were made and for the evaluation of the students themselves to continue learning to speak English well. While WDR's statement to AF teachers in motivating students, the teacher gave students space and opportunities for students to discuss expressing their respective opinions and facilitated by providing digital books.

According to the statement from the SK against teachers, BY teachers often provide motivation so that students do not give up and are ashamed to speak English. While VA gave a positive response to the teacher's role in motivating students by establishing a partnership and friendship between teachers and students and the teacher gave interesting explanations by giving examples and using various interesting media. This is supported by interview statements from:

ABS : jadi guru itu sering mengoreksi grammar, vocabulary, pronounciation dan keruntutan dalam bercerita kak,, menurutku kalo sering dikasih feedback atas kesalahan kita ini membuat kemampuan speaking kita jadi lebih baik kedepannya, jadi aku termotivasi untuk terus belajar for speaking English well

WDR : guruku itu kek memberi ruang kesempatan atau memfasilitasi siswanya untuk diskusi, berpartisipasi di kelas kak.. jadi antara siswa itu saling kompak
SK : tentunya gurunya sering memberi motivasi kepada siswa untuk tidak pantang menyerah dan tidak takut melakukan kesalah ketika speaking English
VA : jadi antara guru dengan siswa itu terjalin suatu partnership, bukan hanya sekadar guru dan murid tapi seperti sahabat, terus penjelasannya dikasih contoh, dan menggunakan berbagai media menarik.

B. Discussions

In this chapter, the researcher wants to explain in more detail the ideas related to the research findings, namely to explain the creativity of teachers in managing the English-speaking environment and students' responses to the teacher's creativity in regulating the English-speaking environment.

1. Teachers' creativity in creating a speaking skill environment in English Language Teaching

a. Using speaking activities that have a creative dimension using various techniques

Various teaching approaches and various creative activities intensify effective teaching (Richard, 2013). Teachers are more flexible in combining several activities in one material. After the teacher delivers the material, the teacher invites students to practice. The teacher held an integrative method to get students involved in all skills. Teachers can integrate aspects of listening with speaking, writing with speaking, or speaking with all aspects of skills. This gives rise to varied speaking activities by utilizing the skills of the teacher.

However, Richard (2013) stated that creativity in education is important because it increases academic achievement. The creativity of

English teachers is shown by the student's academic level in English, students' performance in speaking, and students creativity in doing assignments. Teaching speaking includes communicative teaching which involves the use of functional and situational language (Richard, 2013). Teachers do agree that creative activities such as role play and simulations can increase students' imagination and creative thinking. The following are creative teaching to support speaking activities:

1) Roleplay

   In role-playing, the teacher assigns students to create a play in which everyone has to take a role and play the script Jones (1982) cited in Hamer (2007) states that role play is a kind of reality function in which "students should not think of themselves as students, but as real participants in the situation". The teacher then creates a simulated environment by providing a hint situation. Students are provided with the information needed "to perform simulations effectively" (Jones, 1982 cited in Hamer, 2007). Teachers really like role-playing games, usually, students who are not interested in learning English will be very happy to participate in lessons. This is in accordance with the teacher's statement *"For the Suggestion and Offer or Opinion and Thought material yesterday, there was someone who played a role as a teacher, doctor, friend... for example, I told you one of students is dr. David, you pretend to be a doctor and you Rafa become a patient… give him some advice about his condition… like that"*

2) Storytelling

Storytelling fosters students' creativity where they have to play action while telling stories. They will include stories related to their experiences. They are imagination increases because it is supported by the tools they prepare to create real descriptions when telling stories. The teacher uses a storytelling technique where the teacher gives a picture as an illustration, then asks students to have a dialogue according to the picture given. This will trigger creativity whether the student is able or not. This will also make students compete with each other to create the best work.

3) Discussion

The teacher has the initiative to form a group consisting of several students by providing story fragments or strips and asking students to compose the story strip. When finished, the teacher will call a representative of each group to be presented in front of the class. Teachers also use simulation techniques where which will form students' memory or long-term memory of the teaching material. This can be simulated with the situation at the bank, there is a role as a security guard, customer service, or teller. By doing these various roles train students to speak where each student has a responsibility to play a role according to their respective characters.

4) Information gap

To support learning so that the teacher doesn't get bored, the teacher displays a video, for example, a video conversation with the theme Suggestion and Offer, the teacher chooses two students, one student to give their opinion related to the content of the video and the teacher has given an answer and another student answered to answer. This is very effective in giving every student the opportunity to speak English according to their target language.

5) Completing the story

In between learning activities, the teacher has an idea to continue the story or dialogue with the students. The teacher told the story first and then appoint one student to continue the story. This will train students to be ready to think and speak.

6) Reporting

Every time they enter the classroom, the teacher forms a habit for students to speak English, namely *reporting time*. The teacher asks students what news is currently happening, then one of the students will report the most interesting news that they think they like. This of course will make them accustomed to practicing speaking in class.

7) Questions and Answers

Questions and answers are always given by the teacher to students for evaluation and to find out the level of understanding of students during learning.

8) Pictures

Teachers use learning media by using pictures. This will make students interested

9) Finding differences

The teacher trains students in discussions using this technique. The teacher asks students to identify similarities and differences in video content in conversation

b. Adapting lessons based on students' needs and interests in speaking

The teacher understands the students that they are not proficient, especially in pronunciation. Then teachers have lessons tailor-made to suit the needs and interests of their students (Richards, 2013). The teachers conduct strategies to adapt the lesson based on the student's need by (1) Learning vocabulary by drilling while the teacher knows that students need to master a lot of vocabulary to develop speaking skills. Therefore, a teacher must be able to create creative ways to increase students' motivation to take part in oral performances as most language learners need. The teacher's method is to learn vocabulary with the repetition drill technique or by making a song so that students feel happy and easy to remember; (2) Learn pronunciation with a tongue-twister by following the material that students like the most are tongue-twister. It is a type of activity that focuses on training students'

pronunciation with "many repetitions and seeing the nuances of only one sentence at a time" (Scruton, 2011). This activity is fun because students play with a low-risk word or sentence sequences. This brings them to a relaxed situation when students seem bored in doing assignments. The tongue-twister can be used at all levels. The teacher serves as an evaluator where the teacher can assess the extent to which students' mastery of pronunciation. If most students are still at the low-medium level, the teacher often teaches tongue-twister;

c. Finding new ways of teaching speaking

According to Richards (2013), "Delivering lessons from time to time, teachers need to develop routines and procedures that allow this dimension of the lesson to be carried out efficiently and easily." Teachers accumulate experience and knowledge to produce “flexibility in teaching” and “teaching improvisation” by (1) having ice-breaking activities to eliminate boredom, boredom, and sleepiness with simple things that anyone can do without the need for qualified skills. The teacher uses this technique to make students have enthusiasm or recharge when their minds and energy are tired from facing the lesson. With this ice breaker, teachers create a comfortable learning environment that is connected to student learning and is needed to enable students to be emotionally involved in activities and promote a positive classroom environment; (2) Singing a song or listening to music by students and teacher. The teacher can play the music and let the students listen to it, or he or she asks them to sing the song as well. The teacher opens a song and requests to play. This activity is defined as enjoying learning and teaching where both teachers and students can benefit; (3) Watching interesting

videos together in classroom. Watching videos is a relaxing activity. The teacher can manage the class in such a way as to refresh students' minds or make it a task to be filled which is still included in learning activities. By providing instructions such as retelling or answering related questions, students will be more motivated.

d. Utilizing Technology

Richard (2013) argues that "Creative use of technology in the classroom can support the development of imagination, problem-solving, risk-taking, and divergent thinking on the part of teachers and students". Teachers use electronic media, including notebooks, projectors, tape recorders, and sources from the internet. Teachers always think creatively in utilizing digital platforms to support the achievement of learning goals. The digital platforms often used by these teachers are Youtube which is used to access additional material and collection video assignments, Google Classroom is used as a tool for collecting assignments and giving materials, Powtoon is used to make interesting videos related to teaching materials, and WhatsApp as a communication tool to hone speaking skills with the Voice Note feature.

e. Applying the Communicative Language Teaching Method

To acquire communicative competence, the teacher sets the following approach: (1) A student-centered approach so that students are involved in the learning process because they get more "talking time", (2) Cooperative learning where students work in groups, they will talk more to share ideas, engage in assignments and learn from each other, feel more secure and less anxious, and

students enjoy communicating in English, (3) Interactive Learning where interaction between teachers and students in the classroom can improve their language vocabulary when students carry out discussions, question and answer, problem-solving and group work. In interaction, students use everything they are good at starting from the language they have learned and absorbed in real life where expressing real meaning is important to them.

f. Building Class Routines

This classroom environment refers to the "affective side of the classroom" where students' feelings towards lessons, teachers, classmates, and the learning atmosphere in the classroom are built by a collaboration between teachers and students (Richards & Bohlke, 2011). One of the characteristics of professional teachers is to have a repertoire of routines to manage the class (Richards, 2011). This helps students understand in elaborating with language classes in a disciplined manner by; (1) Students can get rewards or punishments that can affect student learning. This is done by the teacher to balance the positive or negative side in controlling student behavior and achievement. Therefore, each student will try to get a reward or avoid punishment; (2) Students must use English which is very dominant in the class rather than the teacher to maintain and train students' speaking skills. The teacher requires students to do it in every lesson that takes place. This is because student interaction in English builds a positive classroom climate.

g. Clarifying Teacher's Role

To improve speaking skills, students must first become good listeners where they record so many words of the teacher speaking. They will record it consciously or not, if the teacher massively intensifies the use of the target language, students will be more familiar with the diversity of vocabulary. They may copy it as a source when they speak. In the same case, when students have difficulty mentioning passive vocabulary, the teacher must be sensitive to provide direction as a resource person. In maximizing student speech, the teacher must allocate a lot of time to oral performances. It will be more conducive to learning with students as the center of the teacher limiting his conversation or being a good listener. Allowing students to interact with peers in communication builds a communicative classroom environment. When performing a performance, the teacher acts as an observer so they may just watch the students closely or have notes on hand as a feedback giver. Harmer (2007) mentions that as a teacher she not only observes to provide feedback but "builds into an action research cycle where she asks questions about what she is doing in class and uses observations to answer those questions". To stimulate an English-speaking environment, the teacher must provide instructions on how students do it. Creative teachers will tend to contribute material and provide assignments related to the learning context. Students hope that they will recognize mistakes when speaking. Teachers are considerate to help because they need it fixed. It should be remembered that in correcting students' speaking, it is better for the teacher to speak naturally with means to support rather than blame because students sometimes feel nervous, especially after being corrected by the teacher. Enthusiasm in students' speaking shows the value that is appreciated by

the teacher. This generates the motivation that students should make progress in their speaking. It will be quite clear if the teacher praises the students for their efforts on the grounds that the students will be happy and satisfied.

h. Enriching the Physical Classroom Environment

There are many ways to take advantage of the classroom environment. As a function, a classroom is a place for students to learn and build social interactions with teachers and peers. That way, teachers should think about it and how to make the place accessible to language learners. Teachers managing movable benches for students is an interesting thing, especially when they are discussing or working in groups. The bench can be arranged by the teacher or the students themselves. The shape of the bench that is modified regularly can change students' feelings to be motivated. The teacher arranges student seating formations in various ways, namely in the letter U format and letter O format. In addition, to support speaking class learning, the teacher enriches physical media from the student's own work such as posters, and paintings.

i. Building a social class environment

Social class environment is seen when there is interaction through communication, collaboration, or cooperative learning. The teacher will be the first to build and manage it. Whatever the appearance of the class, he is the main organizer. Therefore, the teacher must know what kind of activities help in collaboration. In forming this social class the teacher forms a team collaboration in pairs or groups to facilitate learning and discussion between classmates or group friends. Students can then more easily socialize with others because of this collaboration. The creativity of

teachers in forming this social environment will make students have creative ideas from the collaboration of group ideas.

2. **Students' response toward teacher's creativity in creating an environment of speaking ability in english teaching**

After discussing the research finding on teachers' creativity in creating a speaking skill environment, now the researcher explained the finding on the students' responses toward teachers' creativity in creating a speaking skill environment. This discussion was based on Rosenberg and Hovland's theory about students' responses to teachers' creativity. There are cognitive aspects, affective aspects, and conative aspects. The researcher obtained the data of this finding from interviews that have been conducted, supported by the observation.

Susanto (2002) explained that response is a reaction of an attitude of acceptance or rejection, and an attitude of disinterest in what the communicator conveys in his message. Responses are divided into two meanings, called opinions and attitudes, where opinions and attitudes are direct responses to problems that are articulated with expressions, spoken or written. When a person's attitude changes an emotional and personal response. This will tend to give a positive or negative response to a particular individual, object, or situation. In this section, the researcher will describe students' responses to the teacher's creativity in managing the speaking environment in the classroom which discusses matters relating to the response. The first is the benefits of creative learning activities, the second will discuss Students' feeling during the learning process of speaking creatively and the third will discuss the

creativity of teachers, as in Rosenberg and Hovland's theory there are three components of attitude known as the tripartite model.

1. Cognitive

The first component is cognitive which can be characterized by a representation of what students believe or think. In other words, cognitive means the acquisition of knowledge. From the results of interviews and observations, most of the students who participated in the speaking class felt that their English skills and knowledge had improved. In this cognitive aspect, it will explain student responses regarding the benefits obtained in participating in creative speaking class learning. Student responses regarding the assignments given by the teacher when in class are positive responses where students are given the task by the teacher to make a dialogue in groups or individually, make a video conversation to be uploaded on Youtube, and practice speaking skills by listening to native speaker videos in digital books. Students give a positive response that the task can train students' critical thinking power. All students agree that creative English-speaking class learning provides benefits for gaining knowledge, increasing insight and abilities, and students having the confidence to speak English outside the classroom and in the classroom. Students feel that their pronunciation skills have changed for the better, students feel positive because they are motivated to speak English like native speakers, students are motivated to continue to practice speaking English and students feel their English speaking ability becomes fluent because of continuous practice in class. All the respondents stated that they were given the freedom of space by the teacher to express their ideas in English without being embarrassed because the teacher has always been a good guide.

2. Affective

The second component is affective which is defined as an emotional feeling towards something. This section explores students' feelings or affection for the process of learning to speak. In this affective aspect, it will discuss students' feelings towards teacher creativity in managing learning to speak English in the classroom such as interesting content provided by the teacher, creative methods and techniques used, media that support the learning process, teacher's role in creating a comfortable class and the style of the teacher in explaining the material in class.

The four students stated a positive response that the teacher provided interesting learning content such as interesting learning videos and material explanations using PPT. Furthermore, from the four respondents, there were three students who stated that they felt excited and happy with the methods used by the teacher such as question and answer methods, discussions, and interactive learning. Students feel active in class because they are enthusiastic to speak English because they feel that it is faster to understand the subject matter if they use creative methods and techniques. On the other hand, there are students who feel unwilling because their limited vocabulary makes it difficult to express words in English so students feel bored in class.

Next discusses student responses regarding the media used by the teacher. They agree that teachers always try to be creative in utilizing learning media. Students feel comfortable when learning to speak using various creative media such as video, pictures, and PPT. Meanwhile, other students feel excited about using Youtube as a

learning medium because it provides a lot of material that is packaged in interesting explanations. Students also enjoy using the WhatsApp Voice Note feature to practice speaking with their friends. Students also have a positive response to the teaching style in front of the class. They felt that the teacher explained the material clearly, and it was easy and fun in delivering it. Meanwhile, there are also those who argue that students feel sad when the teacher's voice is not clear and the speech is too fast so students also find it difficult to understand the meaning of the teacher's words. Furthermore, the students' affective response to the teacher's role in creating a comfortable English-speaking class was positive. All students agree that the two teachers have different ways as Mrs. AF uses story strips, games, and listening to music while Mr. BY always smiles at his students, gives rewards, and does ice-breaking. Students feel comfortable and happy because the teacher provides the best learning for their students.

The student's feelings here show the students' experiences obtained from the English language proficiency material and the teacher's strategies in the teaching and learning environment. The results of interviews and observations showed that most of the students felt confident, could be active in class, and felt excited. Students feel confident meaning that they can freely express their opinions, more than that their responses from interviews and observations also show that some students give negative responses such as feeling unwilling to learn and feeling bored. "I don't feel confident when I speak English in class because I have little vocabulary mastery," quoted one student statement. From these responses, students feel reluctant to speak English in class so students don't want to be too active in class and they only listen and listen when the teacher speaks.

There were several responses covering aspects of the benefits of the program. Most students believe that acquiring knowledge and skills. The students stated that taking the creative speaking class was beneficial for them in improving their English skills. This is in line with Richard's (2015) opinion that teacher creativity will benefit students both in terms of knowledge and abilities. The next response is the students' feelings during English learning, based on the data found, the results of the study indicate that in general, the research participants have positive responses or feelings towards learning English which is done creatively by the teacher in class. A positive response is a meaningful insight into something, increasing self-confidence and self-strength in facing this world, bearing life's obstacles, and most importantly focusing on the outside of yourself. It also develops a belief in certain bonds and being kind to others. There are several reasons why students view creative learning created by teachers positively.

Most of the students have revealed that increasing knowledge and skills is the second aspect of the benefits of creative learning. Among the advantages they experience is the acquisition and improvement of their English knowledge and skills. Furthermore, students also revealed that attending speaking classes made them continuously trained to speak English fluently. Learning to speak English is important for students because it allows students to prepare for bigger challenges outside the school environment and also students can expand their knowledge of English. As stated by Rahmat (2007), the response is an activity to organize it, not only a positive movement, it is also possible to view all forms of behavior that are influenced by stimulants as a result of observation or as an impression. As for this, what is meant by

response is the experience of the subject, event, or relationship obtained through a detailed summary and interpretation of the message.

3. Conative

In this conative aspect, we will discuss students' responses to the methods used by the teacher, the teacher's role in overcoming students who have difficulty speaking English, how the teacher delivers the material in class, and the teacher's role in building students' motivation to speak English with confidence. Both students gave a positive response to the teaching techniques used by the teacher when teaching such as role-playing, question and answer, and discussion used by Mrs. AF. They feel that this technique can create an atmosphere that provokes students to stay active in speaking English in class. While the other two student respondents also stated positive responses to the technique used by Mr. BY storytelling and reporting time at the beginning of the lesson about the news that is a trending topic. While the role of the teacher in dealing with students' difficulties in speaking English, the teacher provides additional rewards or points for students who are confident. The teacher gives space for students to have a confident attitude first when speaking English because this confidence will make students speak fluently according to the will of their thoughts. Students gave a positive response by stating that they agreed that with a variety of teaching techniques such as tongue-twister, they would train fluency and fluency in speaking. The two teachers have different approaches to delivering the material. Mrs. AF always evaluates and gives feedback so that students feel that their hard work in learning is appreciated by the teacher and can continue to correct their mistakes. While Mr. BY also teaches the material in class well because he always does apperception, motivates, and uses

gestures when giving explanations. Students also strongly agree that the teacher motivates students by frequently correcting grammar, vocabulary, and pronunciation when students speak English so that students will continue to learn to speak English well. The teacher provides space for students to continue discussing and exchanging opinions with their friends. Students gave a positive response that they felt happy and motivated because there was a good partnership between teachers and students, not just teachers and students but as friends as well.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter presents the conclusions of the research and suggestions. The researcher concludes clearly the main research problem based on the findings and discussion. This study also provides some suggestions related to this research.

A. Conclusion

There are two main things that can be concluded from this research. The conclusion of the research is as follows:

1. **Teacher Creativity in Creating an Environment of Speaking Skills in Teaching English.The teacher prepares creativity in teaching speaking by:**
   a. First, using various techniques in teaching speaking by (a) Using speaking activities that have a creative dimension, including games, games roles, questions and answers, storytelling, information gaps, and reporting techniques; (b) Adjusting learning based on students' needs and interests, such as learning vocabulary with repetition exercises and learning pronunciation with tongue twisters; (c) Finding new ways to teach speaking, including doing icebreaker activities, singing songs, listening to music, watching videos and quizzes,
   b. Second, the use of technology in the learning process.

   Teachers use various technologies to support the learning process such as laptops, cellphones, and projectors using digital media such as WhatsApp, Google Classroom, Powtoon, and Youtube.

c. Third, establish class routines

The teacher disciplines students by adjusting rewards or giving points and the use of English in communication.

d. Fourth, clarifying the teacher's role

The teacher needs to clarify his role as a function to facilitate the student learning environment, including: (a) Source – speaking the target language intensively; (b) Listener – limiting teacher speech and maximizing student speech; (c) Observer – pay attention to the appearance of students; (d) Instructor – provides clear instructions on how students should practice; (e) Correctors – provide feedback or corrections for student errors; (f) Motivator – giving a compliment or reward; (g) Organizer – ensuring every student has the opportunity to speak; (h) Prompter – stimulate students to speak by asking lots of questions.

e. Fifth, enriching the physical environment of the classroom.

The teacher only arranges for students to move chairs to manage the physical environment of the classroom.

f. Last, organize a social class environment

Built by giving students time to work in pairs or groups that will increase student interaction, communication, collaboration, confidence, choice making, responsibility, courage, and creativity.

2. Student responses to the various creative ways that teachers use in creating a speaking environment.

This study found that the various ways that teachers used creativity in creating a speaking environment had significant advantages for students. This conclusion is supported by some data from interviews, and observations that describe the response theory by Rosenberg and Hovland. The first component is cognitive, from the results of the interviews, most of the students who took the speaking class felt that their ability and knowledge in English had improved. The second component is affective which is defined as the emotional feelings of students, students feel happy during the learning process in speaking class because the teacher can invite students to learn in a fun way and students can freely express their opinions. The last component is conative or behavior, in speaking class students reveal that they actively interact during the learning process but on the other hand students also feel reluctant because students need extra internet quota to access digital media. Students also stated that the teacher's creative way of learning to speak was beneficial for them in acquiring and improving their English skills, and made them confident to speak English both inside and outside the classroom.

B. Suggestions

Based on the results of the research above, the researcher proposes several suggestions. The researcher hopes that these suggestions can be useful, especially for English teachers, students, schools, and other researchers. They are as follows;

1. Teacher

The English teacher is imposing because he can create an English-speaking environment and come up with creative ways to teach English. It is necessary to progressively improve or enlarge students' abilities, especially speaking skills.

2. Students

Language learners seem skillful in speaking that they always use it in the classroom. They must maintain it as a habit and establish the responsibility, that language learners need not only to speak the language for purposeful learning but also for daily routines and daily life.

3. For Schools

The language learning environment in schools is quite supportive. However, it needs to be improved, especially for English learners. Students do need to have a conducive classroom as a regular place. It is expected to be able to create a classroom environment that is rich in creative learning tools or media. Schools can facilitate teachers in formulating strategies, such as internet quotas, easily accessible learning applications, and extensive internet learning resources. So teachers can improve their strategies including using techniques, methods, and media that will be implemented to students.

4. For future researchers,

This research still has some limitations. It is hoped that the next researcher can analyze this case more profoundly or analyze things that are not mentioned by

the researcher here. This research can also be a reference for other similar studies.

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APPENDIX 1

Research

Subjects

RESEARCH SUBJECT

1. Ana Farinjaniyah, S.Pd

Code : AF

Gender : Female

Age : More than 40 years

Degree : S1

Class : XI MIPA 1-4and XII IIS 1-3

Teaching English : More than 15 years

2. Bambang Yulianto, S.Pd

Code : BY

Gender : Male

Age : More than 40 years

Degree : S1

Class : XI IIS 1-3 dan kelas X MIPA 1-6

Teaching English : More than 15 years

3. Athalla Bima Setiawan

Code : ABS

Gender : Male

Age : 16 years old

Class of : XI MIPA 1

4. Wahyu Djati Ramadhan

Code : WDR

Gender : Male

Age : 17 years old

Class of : XI MIPA 1

5. Sasabilla Khoirunnisa

Code **: SK**

Gender **: Female**

Age **: 17 years old**

Class of **: XI IIS 3**

6. Viona Aprillia

Code **: VA**

Gender **: Female**

Age **: 17 years old**

Class of **: XI IIS 3**

Qualified Teacher

5. Educational Background

The subjects of this study were two teachers from SMA Negeri 1 Karanganom. Both of these teachers have teacher qualifications in accordance with their respective fields, namely Bachelor of English Education. Both T1 (AF) and T2 (BY) are professional teachers who know what they are giving their students. Because their T1 (AF) and T2 (BY) educational backgrounds match, they are able to understand the material presented and can make the learning process more comfortable and enjoyable. They are adept at teaching effectively and efficiently and have strong personalities. So professional teachers need to be prioritized over graduates of educational institutions. Because in forming professional teachers, it is not only those who are good at speaking or only conditioned by training but also the need for relevant programmed education.

6. Teacher training and teacher organizations

To become teachers who have superior creativity, T1 (AF) and T2 (BY) attended training held by organizations for teachers in an effort to develop knowledge and gain experience, especially in the field of education such as KKG. So that by participating in the training, a teacher will get new ideas and innovations in developing his ability to create new creativity.

7. Teaching experience

Teachers must also have good teaching experience in order to create an atmosphere that is not monotonous in the learning process. T1 (AF) and T2 (BY) have teaching experience in the world of education for more than ten years in teaching English. Both T1 (AF) and T2 (BY) have a long teaching experience and making it a profession will gain considerable new experience in teaching. This greatly influences their creativity to become professional teachers, such as how to overcome difficulties when teaching and so on.

8. Teacher Welfare Factors

It is undeniable that a teacher is an ordinary human being who cannot escape life's difficulties, at home, within the scope of social and economic interaction in the context of the welfare of life or existing problems that can interfere with the smooth running of his duties. Just as a teacher's salary is not much, there is often a crisis in making ends meet. This will greatly affect teachers' creativity in terms of school learning activities. Both T1 (AF) and T2 (BY) are already civil servants (PNS) so they can focus on learning activities well.

APPENDIX 2

INTERVIEW

TRANSCRIPTS

Nama : AF
Tanggal : 25/08/2022
Pukul : 11.05 WIB

ME : Sudah berapa lama ibu guru mengajar?

AF : *sudah lumayan lama mbak dari tahun 2005*
ME : Di kelas XI, kelas berapa saja yang Ibu guru ajar?

AF : saya mengajar di kelas XI MIPA 1 – XI MIPA 4 dan kelas XII IIS 1 – XII IIS 3
ME : Bagaimana proses pembelajaran di SMA Negeri 1 Karanganom di era new normal saat ini?
AF : Pembelajaran yang dilakukan saat ini tentunya sesuai dengan arahan dari dinas pendidikan yakni sudah terlaksananya situasi normal dimana siswa dan guru melakukan tatap muka saat pembelajaran berlangsung, jam pelajaran sudah kembali dengan normal.
ME : Apakah pembelajaran yang diterapkan ibu di kelas pada saat new normal ini berbeda dari tahun sebelum terjadinya pandemi Covid-19?
AF : Tentunya berbeda mbak, guru dan siswa sudah melakukan tatap muka, jam pelajaran kembali dengan normal, siswa diperbolehkan membawa HP disekolah, tidak adanya rolling class jadi seluruh siswa dikelas masuk secara bersama tidak dibagi menjadi dua kelompok seperti dulu misalnya yang satu daring yang satu offline learning.
ME :Apakah kurikulum yang digunakan dalam pembelajaran saat ini masih mengacu pada K.13 atau ada pembaharuan?

AF : Untuk kelas XI yang ingin mbak teliti ini masih mengacu pada kurtilas, jadi untuk kurikulum merdeka hanya diperuntukkan kelas X terlebih dahulu.
ME : Metode seperti apakah yang ibu terapkan ketika pembelajaran speaking di kelas?
AF : *Saya menggunakan berbagai macam metode. Saya sesuaikan metode yang digunakan dengan kebutuhan siswa dan materi pelajaran. Biasanya saya menggunakan metode interactive learning dan sering menggunakan teknik role play ketika dikelas. Hal ini membuat siswa sangat antusias dalam mengucapkan bahasa Inggris, walaupun masih terdapat kekurangan dalam pengucapannya. Selain itu ada pula beberapa orang siswa lainnya yang merasa kurang percaya diri dan kesulitan dalam mengucapkan kata dalam bahasa Inggris sehingga pengucapannya pun masih kurang baik. Siswa juga masih merasa bingung ketika diminta untuk mempraktekan dialog sederhana secara berpasangan, dan ada beberap a siswa lainnya yang masih belum bersungguh-sungguh dalam mempraktekan dialog sederhana tersebut.*
ME : Teknik apa sajakah yang ibu terapkan pada pembelajaran speaking?

AF : *Saya juga menggunakan teknik story telling dimana saya berikan sebuah gambar sebagai ilustrasi, kemudian menyuruh siswa untuk membuat sebuah dialog sesuai dengan gambar yang saya berikan dan sesuai dengan materi yang berkaitan seperti materi kemarin mbak yang sudah saya ajarkan itu Suggestion and Offer. Hal ini akan memicu kreatifitas siswa juga apakah siswa tersebut mampu atau tidak. Hal*

ini juga akan membuat siswa saling berlomba untuk menciptakan karya terbaik. Setelah selesai, saya akan menyuruh siswa untuk maju dikelas mempresentasikan hasil karyanya. Saya memiliki inisiatif untuk menggunakan teknik discussion dengan membentuk sebuah grup, grup tersebut biasanya akan berisi beberapa siswa misal 2 atau 4 orang. Setelah itu saya berikan sebuah potongan-potonga cerita atau strip dan menyuruh siswa untuk berdiskusi menyusun strip story tersebut. Stelah selesai saya akan memanggil perwakilan tiap kelompok untuk dipresentasikan didepan kelas.

ME : Pendekatan pembelajaran apa yang ibu gunakan (pendekatan yang berpusat pada siswa atau pendekatan yang berpusat pada guru)?

AF : Saya lebih ke arah pendekatan yang berpusat pada siswa.

ME : Mengapa Anda memilih pendekatan ini?

AF : karena guru hanya membimbing, mengarahkan, mengamati siswa.

ME : Tugas seperti apakah yang diberikan ibu kepada siswa selama pembelajaran speaking di kelas?

AF : Biasanya saya menyuruh siswa untuk membuat grup yang terdiri dari 2-4 orang, setelah itu saya menyuruh siswa untuk membuat short dialogue yang akan dipresentasikan didepan kelas dan saya akan memberikan pertanyaan yang berkaitan dengan materi pelajaran di dalam dialog yang sudah dibuat oleh siswa. Atau biasanya saya menyuruh siswa untuk membuat video percakapan antara dua orang atau lebih yang berkaitan dengan materi dan di upload di Youtube dan menyuruh kelompok lain untuk menanggapi video tersebut. Setelah itu, saya memberikan evaluasi.

ME : Bagaimana cara Ibu memberikan suatu konten pembelajaran yang menarik keingintahuan siswa?

AF : Saya selalu menyediakan materi ajar di setiap platform online seperti Youtube dan Google Classroom..misalnya materi Suggestion and Offer itu saya biasanya akan memberikan link kepada peserta didik untuk mengakses video di Youtube. Banyak sekali di Youtube mengenai materi tersebut sehingga siswa dapat belajar dengan memilih salah satu atau beberapa video yang disukai. Hal ini diharapkan siswa tidak jenuh untuk terus menerus belajar menggunakan buku paket akan tetapi ada alternatif lain yaitu memanfaatkan plaform digital.

ME : Apakah ibu guru memberikan ruang kepada siswa untuk bebas berekspresi ketika belajar speaking ketika di kelas?

AF : Ya tentu saja. Saya senang ketika siswa aktif untuk berbicara mengungkapan ide nya didepan kelas. Bagi siswa yang pemalu saya bentuk grup dua orang berpasangan untuk maju didepan kelas sehingga siswa tersebut memiliki partner dan tidak merasa malu untuk tampil sendiri di depan kelas. Untuk materi suggestion and offer saya menawarkan kepada siswa untuk bebas bermain peran atau role play, misalnya ada yang berperan menjadi guru dan murid, dokter dengan pasien. Hal ini akan memicu siswa untuk aktif berbicara bahasa Inggris dikelas sesuai peran yang dimiliki.

ME : Apakah bapak ibu menciptakan metode, media atau teknik baru dalam mengajar pembelajaran speaking dikelas?

AF : *Kalo untuk menciptakan metode baru sepertinya tidak mbak,, akan tetapi saya mengkombinasikan sesuatu yang sudah ada menjadi sesuatu yang lain agar lebih*

menarik dan mengkombinasikan produk-produk sebagai media pembelajaran yang sudah ada. Untuk metode saya biasanya menggunakan metode problem solving, tanya jawab, diskusi. Sedangkan untuk media saya menggunakan yang sudah disediakan oleh sekolah atau pada saat jam berlangsung saya ada insiatif membuat media seperti strip story untuk melatih siswa merangkai kata menjadi sebuah kalimat yang benar kemudian menyuruh siswa tersebut untuk mempresentasikannya didepan kelas bersama kelompoknya.

ME : Bagaimana cara bapak ibu guru dalam melakukan adaptasi pelajaran yang sesuai dengan kebutuhan speaking siswa?

AF : saya sebagai guru bertugas sebagai evaluator, nah misalnya salah satu measurement speaking kan ada pronounciation. Kita sebagai guru tahu ini apakah tingkat pronouciation murid berada di level rendah, biasa atau tinggi. Ketika dirasa rendah saya ajarin itu teknik tongue twister.. misal I scream, you scream, we all scream for ice cream.

ME : Bagaimana peran ibu guru ketika menghadapi siswa yang kesulitan berbicara atau tidak mau berbicara bahasa Inggris ketika pembelajaran di dalam kelas?

AF : Caranya dengan membangkitkan motivasi siswa adalah dengan memuji hasil karya siswa, karena mereka merasa karyanya dihargai dan dihormati walaupun masih jauh dari kesempurnaan, misalnya perintah memberi tepuk tangan setelah selesai presentasi atau guru. memuji mereka untuk dilakukan dengan baik.

ME : Apakah ibu guru menyampaikan materi dengan baik dan jelas kepada siswa saat di dalam kelas misalnya mencari referensi lain untuk tambahan?

AF : Ya tentu saja, ketika ada materi yang kurang didalam buku saya akan menambahkannya, selain itu ada beberapa buku yang digunakan sebagai acuan belajar.

ME : Bagaimana cara ibu dalam membangun minat belajar siswa dalam pembelajaran speaking dikelas?

AF : saya kadang pakai ice-breaking ya jadi kan susana kelas tidak kaku siswa penuh dengan candaan dan senang. Jika situasi kelas mulai membosankan saya meminta siswa untuk sing a song atau bermain game. Waktunya benar-benar terbatas, namun setidaknya mereka termotivasi dan tidak mengantuk lagi.

ME : Teknologi apa sajakah yang digunakan dalam menunjang proses pembelajaran speaking?

AF : untuk teknologi ini sih sesuai yang sudah di berikan oleh sekolah yahh misal menggunakan laptop dan handphone alat belajar, kemudian dengan alat itu kita bisa mengakses media digital di internet seperti di Youtube, saya suruh juga membuat video model Powtoon dan diplod di Youtube. Google classroom saya gunakan untk media pengumpulan tugas dan ujian online.

ME : Bagaimana peran ibu guru dalam berekreasi menciptakan kelas yang dapat memotivasi siswa untuk berbicara bahasa Inggris di kelas?

AF : diwajibkan bagi siswa untuk tidak hanya fokus mencatat materi penting akan tetapi berusaha untuk mengemukakan ide, memberi saran, menyanggah using English dengan kalimat simple saja.. terus saya juga menyuruh siswa untuk menjawab setiap pertanyaan guru menggunakan English, English is must. Selain itu, saya juga harus speak English yang dimana siswa itu mengerti dan paham like speak naturally tidak

menggunakan bahasa yang berbelit-belit. Selain itu, di sela-sela aktivitas belajar saya juga memiliki ide untuk sambung cerita atau dialog dengan siswa, saya sebagai guru akan bercerita terlebih dahulu kemudian menunjuk salah satu siswa untuk melanjutkan cerita saya. Mau tidak mau siswa yang saya tunjuk kan pasti akan berbicara.

ME : Bagaimana peran Ibu dalam menciptakan kelas berbicara bahasa Inggris yang nyaman bagi siswa?

AF : peran saya yaa sebagai guru itu organisator, evaluator, fasilitator nah untuk skill speaking itu saya menjadi controller dimana saya jarang berkomunikasi menggunakan L1, sering pakai L2 mbak sehingga kalo gurunya lancar dan terbiasa ngomong inggris ya insyaAllah muridnya sama sama belajar. InsyaaALLAH, siswa akan merasa nyaman pada saat jam pelajaran saya.

ME : Apakah ibu guru berusaha membangun lingkungan kelas berbicara secara fiisik? Misalnya dengan menggunkan bantuan media seperti gambar, koran majalah dsb.

AF : saya berusaha untuk menciptakan lingkungan fisik yang nyaman misalnya kadang menyuruh tempat duduk siswa dengan format letter U atau format letter O. Selain itu memaksimalkan penggunaan media fisik yang ada dikelas.

ME : Bagaimana cara menciptakan lingkungan kelas berbicara bahasa Inggris secara sosial?

AF : dibentuk sebuah grup yang biasanya grup itu terdiri dari pair in work/berpasangan atau kadang-kadang bekerja dalam kelompok (work in group) yang terdiri dari 3 atau 4 siswa. Atau kita membuat keseluruhan atau kelompok kecil. Kami mencoba banyak variasi".

Nama : BY
Tanggal : 26/08/2022
Pukul : 10.00 WIB

ME : Sudah berapa lama Bapak guru mengajar?

BY : *dari tahun 2015 mbak*

ME : Di kelas XI, kelas berapa saja yang Bapak guru ajar?

BY : saya mengajar kelas XI IIS 1 – XI IIS 3 dan kelas X.

ME : Bagaimana proses pembelajaran di SMA Negeri 1 Karanganom di era new normal saat ini?

BY : pembelajaran sudah diadakan secara normal kembali, sudah diadakan tatap muka full 100% mbak... jadi mulai adaptasi lagi ini saya yang dulunya online learning menjadi offline learning lagi. Saya senang karena sudah diadakan tatap muka setidaknya hal ini membuat siswa mudah memahami materi yang saya sampaikan.

ME : Apakah pembelajaran yang diterapkan Bapak di kelas pada saat new normal ini berbeda dari tahun sebelum terjadinya pandemi Covid-19?

BY : berbeda, ketika era Covid dulu saya merasa kesusahan karena harus adaptasi dulu kan dari mulai ruang kelas menjadi online classroom dimana membutuhkan banyak media digital seperti WhatsApp atau google classroom. Sedangkan sekarang

saya bisa secara lagsung menjelaskan materi kepada siswa didepan kelas. Sekolah juga memperbolehkan siswanya membawa HP di sekolah untuk menunjang pembelajaran.

ME : Apakah kurikulum yang digunakan dalam pembelajaran saat ini masih mengacu pada K.13 atau ada pembaharuan?

BY : Untuk kelas X menggunakan IKM untuk kelas XI menggunakan masih kurtilas.

ME : Metode seperti apakah yang bapak terapkan ketika pembelajaran speaking di kelas?

BY : saya lebih cenderung dengan metode communicative languange teaching karena guru kan juga dituntut untuk menciptakan suasana kelas yang penuh dengan komunikasi.

ME : Teknik apa sajakah yang bapak terapkan pada pembelajaran speaking?

BY : Saya sangat menyukai teknik role playing, biasanya siswa yang tidak tertarik untuk belajar bahasa inggris akan sangat senang untuk berpartisipasi mengikuti pelajaran. Untuk materi Suggestion and Offer atau Opinion and Thought kemarin kan ada yang berperan jadi guru, dokter, teman... misalnya saya beri tahu salah satu murid kamu adalah dr. David, you prentend to be a doctor and you are become a patient...give her some suggestion to her... seperti itu. Kadang saya juga menggunakan teknik simulations, misalnya materi Suggestion and Offers dapat di simulasikan untuk situasi di bank, ada yang jadi satpam, customer service, atau teller kan, hal ini akan melatih siswa berbicara dimana setiap siswa memiliki tanggungjawab untuk berperan sesuai dengan tokoh masing-masing.

ME : Pendekatan pembelajaran apa yang Bapak gunakan (pendekatan yang berpusat pada siswa atau pendekatan yang berpusat pada guru)?

BY : untuk sekarang lebih ke student-centered learning.

ME : Mengapa Anda memilih pendekatan ini?

BY : untuk melatih siswa berbicara saya merasa cocok dengan pendekatan student-centered agar siswa terpicu untuk lebih aktif dalam berbicara inggrisnya.

ME : Tugas seperti apakah yang diberikan Bapak kepada siswa selama pembelajaran speaking di kelas?

BY : Saya biasanya memberikan sebuah video untuk ditampilkan di depan kelas mengenai materi ajar. Kemudian saya menyuruh siswa untuk mengamati video tersebut selanjutnya diberikan tugas untuk menganalisis isi atau maksud video tersebut, mengkategorisasikan isi video, menyuruh siswa untuk menebak jawaban dan memberikan kesempatan siswa untuk mengekspresikan isi video tersebut. Selain itu ya kita menggunakan percakapan-percakapan yang sudah ada. Saya share video-video atau pun suara ke grup kelas. Lebih mudah difahami lagi yaitu video percakapan bahasa inggris baik itu native speaker atau bukan. Dengan melihat contoh-contoh percakapan itu anak akan lebih mudah memahami kemudian nanti bisa menirukan dirumah. Setelah itu dipraktekan untuk tugas berikutnya, yaitu membuat video cerita pengalaman sekolah daring misalnya.

ME : Bagaimana cara Bapak memberikan suatu konten pembelajaran yang menarik keingintahuan siswa?

BY : (Information gap) Untuk menunjang pembelajaran agar tidak jenuh saya juga menampilkan sebuah video, misalnya video percakapan dengan tema Suggestion and Offer, saya pilih dua siswa, satu siswa bertugas untuk memberi pertanyaan berkaitan dengan isi video dan guru sudah memberikan jawabannya dan siswa yang lain bertugas untuk menjawab. Hal ini sangat efektif untuk membuat setiap siswa berkesempatan berbicara bahasa Inggris sesuai target bahasanya.

ME : Apakah bapak guru memberikan ruang kepada siswa untuk bebas berekspresi ketika belajar speaking ketika di kelas?

BY : untuk merangsang keingintahuan siswa ini saya menggunakan teknik information gap seperti yang sudah kita lakukan dikelas kemarin mengenai materi Opinion and Thought, dibentuk lah beberapa kelompok kemudian kelompok 2 melakukan percakapan antara 3 orang... dimana tugas masing masing kelompok adalah bertugas untuk menganalisis percakapan kelompok 2 tersebut setelah selesai kelompok pertama menebak bagian percakapan yang dikategorisasikan Opinion atau Thought.

ME : Apakah bapak menciptakan metode, media atau teknik baru dalam mengajar pembelajaran speaking dikelas?

BY : untuk menciptakan teknik baru sepertinya tidak, akan tetapi dengan teknik yang sudah ada sebelumnya saya modifikasi saja agar lebih menarik. Misalnya ini ya kita menggunakan percakapan-percakapan yang sudah ada. Saya share video-video atau pun suara ke grup kelas. Lebih mudah difahami lagi yaitu video percakapan bahasa inggris baik itu native speaker atau bukan. Dengan melihat contoh-contoh percakapan itu anak akan lebih mudah memahami kemudian nanti bisa menirukan dirumah. Setelah itu dipraktekan untuk tugas berikutnya, yaitu membuat video cerita pengalaman sekolah daring misalnya.

ME : Bagaimana cara bapak guru dalam melakukan adaptasi pelajaran yang sesuai dengan kebutuhan speaking siswa?

BY : pertama ya guru harus tahu ini level umum speak English anak didik kita di kelas pada level berapa, kalo sudah fluency ya guru akan full english to speak yaa.. kalo masih level sedang yaa mix lah L1 and L2 kalo ada yang masih bingung yaa gunakan teknik repetition drill jadi siswa lama-lama akan paham juga maksud yang diucapkan gurunya.

ME : Bagaimana peran bapak guru ketika menghadapi siswa yang kesulitan berbicara atau tidak mau berbicara bahasa Inggris ketika pembelajaran di dalam kelas?

BY : menciptakan lingkungan kelas bahasa yang aktif dan kooperatif, guru harus menjadi organisator yang baik dengan cara membawa siswa dalam pembelajaran yang serius tetapi suasana santai di mana membuat kesalahan diterima sehingga siswa berani untuk berpartisipasi. Ketika seorang siswa membuat kesalahan, guru sama sekali tidak menertawakannya dan tidak membiarkan siswa lain melakukanny. Untuk merangsang siswa berbicara, guru harus menjadi pendorong. Pada observasi pertama dan kedua, guru menyampaikan materi bacaan. Agar lebih interaktif, guru mengajukan banyak pertanyaan dari buku. Saya juga mengembangkan pertanyaan untuk mendapatkan pemahaman dan partisipasi siswa dalam speaking.

ME : Apakah bapak guru menyampaikan materi dengan baik dan jelas kepada siswa saat di dalam kelas misalnya mencari referensi lain untuk tambahan?

BY : tentu saja, kadang saya juga tidak hanya terpaku materi pada modul ajar. Akan tetapi saya berusaha mengembangkan materi sendiri. Apalagi untuk speaking saya akan membuat banyak tema tambahan sebagai bahan diskusi.
ME : Bagaimana cara bapak dalam membangun minat belajar siswa dalam pembelajaran speaking dikelas?
BY : *diberikan intermezzo, ice-breaking, sing a song together atau quiz. Permainan tersebut dapat berupa lagu, kuis, atau teka-teki. Misalnya, sebelum menjawab pertanyaan, kami meminta siswa untuk berdiri dan menjalankan penanda papan saat musik diputar, kemudian siswa yang membawanya saat musik dimatikan menjadi yang akan menjawab.*
ME : Teknologi apa sajakah yang digunakan dalam menunjang proses pembelajaran speaking?
BY : banyak ya kalo ini semenjak corona dunia pendidikan berbasis teknologi sangat diperhatikan oleh pemerintah, pakai Laptop, proyektor untuk menonton video dikelas, Handphone untuk searching materi tambahan. Untuk platform digital ya sukanya pakai Youtube yang gampang untuk upload tugas membuat video dialog, WhatsApp untuk media speaking kan ada fitur Voice Note.
ME : Bagaimana peran bapak guru dalam berekreasi menciptakan kelas yang dapat memotivasi siswa untuk berbicara bahasa Inggris di kelas?

BY : sering diberikan reward atas pencapaian siswa misal ketika presentasi diberikan tepuk tangan atau sekedar kata motivasi you do the best guys, sering mengajak bercanda kepada siswa dengan senyum sehingga siswa tidak takut dengan ekspresi guru yang galak kan jadi lebih PD ketika speak English. Selain itu diberikan media digital yang sangat berperan sekali dalam membantu proses belajar saya mengajar misal saya cari di Youtube atau diberikan sebuah pictures kan, aktivitas ini akan memfoster kretiviatas siswa dan imajinasi siswa.
ME : Bagaimana peran Bapak dalam menciptakan kelas berbicara bahasa Inggris yang nyaman bagi siswa?

BY : Sebisa mungkin, saya mengajar dalam bahasa Inggris. Jika murid saya berbicara bahasa Indonesia, saya membimbing mereka untuk berbicara bahasa Inggris. Jadi terbentuk interaksi komunikatif. Saya juga sebagai korektor ketika siswa masih kesulitan berbicara L1. Sebisa mungkin saya membatasi pembiacaraan agar siswa yang lebih aktif bicaranya. Ada dua cara untuk memberikan feedback menurut saya. Pertama, dengan melakukan koreksi pada saat siswa melakukan kesalahan. Kedua, dengan menunggu setiap siswa menyelesaikan pidatonya dan kemudian melakukan koreksi terakhir kali tanpa menutupi siapa yang melakukan kesalahan. Dengan demikian, siswa tidak malu dan orang lain senang dengan ini. ME :
ME : Apakah bapak guru berusaha membangun lingkungan kelas berbicara secara fiisik? Misalnya dengan menggunkan bantuan media seperti gambar, koran majalah dsb.
BY : biasanya saya kalo ada waktu yang memadai mengajak anak-anak untuk pergi ke lab dan menonton video bersama. Meskpun ini Cuma berpindah tempat tapi dapat menciptakan suasana baru, mood baru bagi siswa karena di lab kan fasilitasnya lumayan bagus yahh untuk membuat murid merasa enjoy dan nyaman saja sih.

ME : Bagaimana cara menciptakan lingkungan kelas berbicara bahasa Inggris secara sosial?
BY : yaa kalo ini dibuat suatu kelompok, anggotanya biasanya saya nentukan..setiap anggota kelompok wajib untuk mengungkapkan idenya. Siswa dilatih untuk kooperatif terhadap anggota kelompoknya dan berkolaborasi untuk menggabungkan ide-idenya.
Nama : ABS
Tanggal : 30/08/2022
Pukul : 10.00 WIB

ME :tanya yaa dek, menuurutmu, Bagaimana proses pembelajaran di SMA Negeri 1 Karanganom di era new normal saat ini?

ABS : pembelajarannya sudah normal kak. Guru dan murid sudah melakukan tatap muka saat dikelas. Jadi tidak online lagi kayak menggunakan Zoom dan apa itu Gmeet.

ME : Apakah pembelajaran yang diterapkan di kelas pada masa new normal berbeda dengan proses pembelajaran pada masa pandemi Covid-19?

ABS : menurutku beda ya kak karena kan kalo offline gini kita tidak memerlukan lagi Zoom atau Google Meet. Pokoknya sistem pembelajarannya berbeda dengan online learning.

ME : Apakah kurikulum yang digunakan dalam pembelajaran saat ini masih mengacu pada K.13 atau ada pembaruan?

ABS : masih kurikulum 2013

ME : Menurut Anda, tugas apa yang sering diberikan oleh guru saat mengajar berbicara bahasa Inggris di kelas?

ABS : kalo untuk tugas speaking ya biasanya kemarin disuruh buat dialog dengan kelompoknya lalu dipraktekkan didepan kelas

ME : Menurut Anda, apakah kreativitas guru yang diterapkan di kelas bermanfaat bagi Anda?

ME : Menurut Anda, apa manfaat belajar di kelas kreatif berbahasa Inggris?

ABS : tentunya memperoleh pengetahuan dan kemampuan bebricara bahasa Inggris kak, jadi speak Englishnya meningkat ya dari segi pronounviation misalnya
ME : Apa jenis tugas yang diberikan kepada siswa selama pelajaran berbicara di kelas?

ABS : kalo untuk tugas speaking ya biasanya kemarin disuruh buat dialog dengan kelompoknya lalu dipraktekkan didepan kelas

ME : Menurut Anda, apakah guru memberikan ruang kepada siswa untuk bebas berekspresi saat belajar berbicara di kelas?

ABS : iya tentu saja, menurutku guru dengan murid sama-sama aktif dikelas sih jadi untuk kumunikasi English itu selalu terjadi dikelas

ME : Menurut anda, apakah guru memberikan konten pembelajaran yang menarik seperti konten yang terdapat di internet saat pembelajaran berbicara di kelas?*ABS : ya tentu saja, konten nya yaitu kita disuguhi video pembelajaran yang menarik sih*

ME : Bagaimana perasaan Anda tentang metode atau teknik kreatif dalam mengajar kelas berbicara yang diterapkan oleh guru di kelas?

ABS : I feel excited ya kak, jadi setiap pertemuan Inggris itu selalu excited karena seru metode yang digunakan guru saya

ME : Menurut anda, apakah media yang digunakan guru sangat membantu dalam proses pembelajaran berbicara di kelas?

ABS : ya saya setuju, media yang digunakan guru sangat bervariatif jadi bikin comfort untuk belajar kayak gunain PPT, gambar, video

ME : Apakah penjelasan guru sulit dipahami?

ABS : tidak sama sekali, guru saya menjelesakan materi dengan mudah dipahami, gampang dimengerti

ME : Menurut Anda, apa peran guru dalam menciptakan kelas berbahasa Inggris yang nyaman bagi siswa?

ABS : biar kelas speaking nyaman dan tidak bosan itu yaa guru biasanya mengadakan games, kayak game strip story

ME : Menurut Anda, metode apa yang digunakan oleh guru dalam mengajar berbicara bahasa Inggris di kelas?

ABS : metode mengajar yang sering digunakan guru untuk speaking itu biasanya pakai role-play jadi kan siswa nya bermain peran masing masing begitu.

ME : Bagaimana peran guru dalam menghadapi siswa yang kesulitan berbicara atau tidak mau berbicara bahasa Inggris saat belajar di kelas?

ABS : mmm biasanya siswa dituntut untuk maju dengan percaya diri terlabih dahulu sih terus guru memberi reward dengan poin nilai plus jadi kan siswa termotivasi untuk mendapat poin

ME : Apakah guru menyampaikan materi dengan baik dan jelas kepada siswa selama di kelas, misalnya mencari referensi lain untuk tambahan informasi?

ABS : Ya tentu saja, guru memberikan penilaian dan feedback yang baik
ME : Apa peran guru dalam menciptakan kelas yang dapat memotivasi siswa untuk berbicara bahasa Inggris di kelas?
ABS : jadi guru itu sering mengoreksi grammar, vocabulary, pronounciation dan keruntutan dalam bercerita kak,, menurutku kalo sering dikasih feedback atas kesalahan kita ini membuat kemampuan speaking kita jadi lebih baik kedepannya, jadi aku termotivasi untuk terus belajar for speaking English well

Code : WDR
Tanggal : 30/08/2022
Pukul : 09.00 WIB

ME :tanya yaa dek, menuurutmu, Bagaimana proses pembelajaran di SMA Negeri 1 Karanganom di era new normal saat ini?

WDR : sudah berjalan dengan baik kak, kayak sebelum terjadinya Covid-19 itu. Kita semua sudah belajar lagi disekolah jadi bisa langsung dapat ilmu dengan pembelajaran tatap muka dengan guru.

ME : Apakah pembelajaran yang diterapkan di kelas pada masa new normal berbeda dengan proses pembelajaran pada masa pandemi Covid-19?

WDR : menurut saya berbeda kak. Era new normal ini pembelajarannya 100% tatap muka ya. Jadi kalo tatap muka begini kita jadi sering berbicara dengan guru ketika dikelas.

ME : Apakah kurikulum yang digunakan dalam pembelajaran saat ini masih mengacu pada K.13 atau ada pembaruan?

WDR : kalo kelas XI masih K.13

ME : Menurut Anda, tugas apa yang sering diberikan oleh guru saat mengajar berbicara bahasa Inggris di kelas?

WDR : tugasnya sering buat dialog lalu di upload di Youtube lalu teman yang lain disuruh menanggapi videonya di kolom komentar video di Youtube

ME : Menurut Anda, apakah kreativitas guru yang diterapkan di kelas bermanfaat bagi Anda?

WDR : sangat bermanfaat sih jadi saya merasa kemampuan bahasa Inggrisnya meningkat

ME : Menurut Anda, apa manfaat belajar di kelas kreatif berbahasa Inggris?

WDR : bagiku meningkatkan kemampuan berbicara English ku kak, misal dulu masih kagok dan medok lama-lama jadi fasih kan termotivasi biar aksennya kayak native speaker.

ME : Apa jenis tugas yang diberikan kepada siswa selama pelajaran berbicara di kelas?

WDR : tugasnya sering buat dialog lalu di upload di Youtube lalu teman yang lain disuruh menanggapi videonya di kolom komentar video di Youtube

ME : Menurut Anda, apakah guru memberikan ruang kepada siswa untuk bebas berekspresi saat belajar berbicara di kelas?

WDR : ya tentu saja, untuk speaking itu setiap siswa diwajibkan untuk speak English dengan nyaman, jadi tidak diperbolehkan malu untuk guru

ME : Menurut anda, apakah guru memberikan konten pembelajaran yang menarik seperti konten yang terdapat di internet saat pembelajaran berbicara di kelas?*ABS : ya tentu saja, konten nya yaitu kita disuguhi video pembelajaran yang menarik sih*

WDR : konten yang menariknya itu ya materi ajarnya dikemas dengan video yang menarik

ME : Bagaimana perasaan Anda tentang metode atau teknik kreatif dalam mengajar kelas berbicara yang diterapkan oleh guru di kelas?

WDR : Aku jadi feel active in class begitu kak, jadi antusias banget karena jadi gampang paham materi kalo pakai metode kreatif itu

ME : Menurut anda, apakah media yang digunakan guru sangat membantu dalam proses pembelajaran berbicara di kelas?

WDR : sangat membantu sekali, saya merasa excited kalo disuruh nonton video di Youtube, media di Youtube ini kan banyak video yang bisa jadi salah satu acuan belajar speaking dari mulai grammar, vocab, pronounciationya

ME : Apakah penjelasan guru sulit dipahami?

WDR : tidak, guru saya itu mampu explain materi dengan jelas

ME : Menurut Anda, apa peran guru dalam menciptakan kelas berbahasa Inggris yang nyaman bagi siswa?

WDR : biasanya guru ngadain games dengan listening music jadi ketika musik berhenti siswa itulah yang dapat giliran mengerjakan tugas

ME : Menurut Anda, metode apa yang digunakan oleh guru dalam mengajar berbicara bahasa Inggris di kelas?

WDR : metode untuk speak English itu biasanya pakai diskusi, tanya jawab antar murid dan guru atau murid dengan murid jadi kan mesti semuanya speak English

ME : Bagaimana peran guru dalam menghadapi siswa yang kesulitan berbicara atau tidak mau berbicara bahasa Inggris saat belajar di kelas?

WDR : menurutku ya kayak guru itu banyak menciptakan gaya variasa teknik yang seru ya kayak Information Gap, story-telling, role-play itu jadi ya mesti pada berusaha speak English kok

Apakah guru menyampaikan materi dengan baik dan jelas kepada siswa selama di kelas, misalnya mencari referensi lain untuk tambahan informasi?

WDR : Saya setuju, jadi guru kita berusaha mengajarkan materi dengan baik seperti dibutkan PPT, terus gunain metode belajar yang bermacam-macam
ME : Apa peran guru dalam menciptakan kelas yang dapat memotivasi siswa untuk berbicara bahasa Inggris di kelas?
WDR : guruku itu kek memberi ruang kesempatan atau memfasilitasi siswanya untuk diskusi, berpartisipasi di kelas kak.. jadi antara siswa itu saling kompak

Code : SK
Tanggal : 01/09/2022
Pukul : 08.45 WIB

ME :tanya yaa dek, menuurutmu, Bagaimana proses pembelajaran di SMA Negeri 1 Karanganom di era new normal saat ini?.

SK : sudah offline learning lagi. Sejujurnya saya sudah terlanjur nyaman dengan online learning. Tapi kalo untuk menerima materi pelajaran yang disampaikan guru itu lebih mudah ketika pasoffline learning sih.

ME : Apakah pembelajaran yang diterapkan di kelas pada masa new normal berbeda dengan proses pembelajaran pada masa pandemi Covid-19?

SK : berbeda kak, menurutku kalo pembelajran offline learning di era new normal ini boleh membawa HP untuk mendukung pembelajaran. Dulu kan dibagi dua kloter ada kelompok yang masuk pagi dan masuk siang untuk menghindari kerumunan.

ME : Apakah kurikulum yang digunakan dalam pembelajaran saat ini masih mengacu pada K.13 atau ada pembaruan?

SK : kurikulum K.13 kak

ME : Menurut Anda, tugas apa yang sering diberikan oleh guru saat mengajar berbicara bahasa Inggris di kelas?

SK : untuk tugas speaking itu disuruh buat video, terus analisis isi video kan isinya apa tentang video itu lalu nanti guru menunjuk salah satu siswa untuk menjawab

ME : Menurut Anda, apakah kreativitas guru yang diterapkan di kelas bermanfaat bagi Anda?

SK : banyak manfaat yang didapat kak

ME : Menurut Anda, apa manfaat belajar di kelas kreatif berbahasa Inggris?

SK : suka sekali karena dengan pembelajaran kreatif itu saya jadi terpicu buat ngomong Inggris terus, kan kayak latihan terus begitu kan mau tidak mau dipantau guru

ME : Apa jenis tugas yang diberikan kepada siswa selama pelajaran berbicara di kelas?

SK : untuk tugas speaking itu disuruh buat video, terus analisis isi video kan isinya apa tentang video itu lalu nanti guru menunjuk salah satu siswa untuk menjawab

ME : Menurut Anda, apakah guru memberikan ruang kepada siswa untuk bebas berekspresi saat belajar berbicara di kelas?

SK : menurut saya setuju, jadi kita itu harus percaya diri meskipun ngomong Inggrisnya nggak lancar terus pronounciationnya kurang tepat itu dimaklumi oleh guru kita

ME : Menurut anda, apakah guru memberikan konten pembelajaran yang menarik seperti konten yang terdapat di internet saat pembelajaran berbicara di kelas?*ABS : ya tentu saja, konten nya yaitu kita disuguhi video pembelajaran yang menarik sih*

SK : ya, kontennya itu berupa video yang terdapat di Youtube.

ME : Bagaimana perasaan Anda tentang metode atau teknik kreatif dalam mengajar kelas berbicara yang diterapkan oleh guru di kelas?

SK : i feel unwilling kak, soalnya saya gak lancar bahasa Inggris... kosa kataku dikit jadi kalo disuruh ngomong sama guru itu kayak takut dan gak pede sama teman-teman, kadang ak u merasa bosan kak, soalnya aku kurang paham apa yang disampaikan guru kadang kan guru full english kalo ngomong, jadi ya kayak nggak semangat gitu

ME : Menurut anda, apakah media yang digunakan guru sangat membantu dalam proses pembelajaran berbicara di kelas?

SK : yaa setuju, tapi aku paling suka itu latihan speaking dengan Voice Note WhasApp. Entah ngobrol dengan guru atau teman. Biasnaya dapat tugas kayak begitu juga

ME : Apakah penjelasan guru sulit dipahami?

SK : kadang iya sulit dimengerti ketika suara guru kurang jelas atau lirih dan terlalu cepat kalo ngomong

ME : Menurut Anda, apa peran guru dalam menciptakan kelas berbahasa Inggris yang nyaman bagi siswa?

SK : jadi pembelajarannya santai tapi serius, guru tidak terlalu kaku dan senyum sering dikasih reward

ME : Menurut Anda, metode apa yang digunakan oleh guru dalam mengajar berbicara bahasa Inggris di kelas?

SK : metode story-telling sih yang paling saya suka karena lebih bebas saja begitu untuk mengekspresikan pendapat

ME : Bagaimana peran guru dalam menghadapi siswa yang kesulitan berbicara atau tidak mau berbicara bahasa Inggris saat belajar di kelas?

SK : guru itu sabar dalam membimbing siswa untuk berbicara bahasa Inggris

Apakah guru menyampaikan materi dengan baik dan jelas kepada siswa selama di kelas, misalnya mencari referensi lain untuk tambahan informasi?

SK : Ya saya setuju, jadi guru kita itu selalu melakukan apersepi, memberi motivasi dan tidak hanya mengacu pada satu bahan ajar
ME : Apa peran guru dalam menciptakan kelas yang dapat memotivasi siswa untuk berbicara bahasa Inggris di kelas?
SK : tentunya gurunya sering memberi motivasi kepada siswa untuk tidak pantang menyerah dan tidak takut melakukan kesalah ketika speaking English

Code : VA
Tanggal : 01/09/2022
Pukul : 11.45 WIB

ME :tanya yaa dek, menuurutmu, Bagaimana proses pembelajaran di SMA Negeri 1 Karanganom di era new normal saat ini?

VA : sudah normal kayak kita datang kesekolah lagi untuk belajar. Jadi belajarnya tidak dari rumah lagi kak.. banyak teman juga kan jadinya ya lebih semangat belajar kalo ketemu langsung dengan guruny

ME : Apakah pembelajaran yang diterapkan di kelas pada masa new normal berbeda dengan proses pembelajaran pada masa pandemi Covid-19?

VA : Menurut saya berbeda, sekarang pembelajarannya sudah di sekolah. Kalo pas online dulu banyak teman teman telat untuk masuk Zoom kalo sekarang ya semua jadi lebih disiplin begitu. Dulu guru sering nerangin pakai PPT saja. Kalo sekarang banyak variasi belajar inggris yang di gunakan guru saat mengajar dikelas.

ME : Apakah kurikulum yang digunakan dalam pembelajaran saat ini masih mengacu pada K.13 atau ada pembaruan?

VA : masih mengacu pada kurikulum K.13 atau kurtilas.

ME : Menurut Anda, tugas apa yang sering diberikan oleh guru saat mengajar berbicara bahasa Inggris di kelas?

VA : biasanya guru ngasih video percakapan native speaker lewat Goggle Classroom lalu disuruh mendengarkan dirumah

ME : Menurut Anda, apakah kreativitas guru yang diterapkan di kelas bermanfaat bagi Anda?

VA : saya merasa bersyukur guru saya sangat kreatif ketika pelajaran

ME : Menurut Anda, apa manfaat belajar di kelas kreatif berbahasa Inggris?

VA : vocabku kayak jadi meningkat begitu, terus jadi lancar ngomong inggrisnya kan kek tiap kelas inggris guru mengaharuskan ceplas ceplos saja ngomong inggris jadi lama-lama ya lancar
ME : Apa jenis tugas yang diberikan kepada siswa selama pelajaran berbicara di kelas?

VA : biasanya guru ngasih video percakapan native speaker lewat Goggle Classroom lalu disuruh mendengarkan dirumah

ME : Menurut Anda, apakah guru memberikan ruang kepada siswa untuk bebas berekspresi saat belajar berbicara di kelas?

VA : tentu saja, menurutku guru nya memberi kita kebebasan berbicara meskipun ngomongnya nggak lancar, terus ya kadang kita diberi kebebasan pilih tema sendiri, pilih kelompok sendiri juga

ME : Menurut anda, apakah guru memberikan konten pembelajaran yang menarik seperti konten yang terdapat di internet saat pembelajaran berbicara di kelas?*ABS : ya tentu saja, konten nya yaitu kita disuguhi video pembelajaran yang menarik sih*

VA : Ya kak, konten yang menarik itu ya menurutku video yang menarik dan ada PPT nya jadi kan tidak selalu kita baca buku

ME : Bagaimana perasaan Anda tentang metode atau teknik kreatif dalam mengajar kelas berbicara yang diterapkan oleh guru di kelas?

VA : feel happy and excited kak, jadi love banget sama pelajaran Inggris kalo gurunya kreatif begitu daripada online kemarin bosen banget. Kalo bikin semangat kan jadinya lebih cepat juga untuk paham materinya.

ME : Menurut anda, apakah media yang digunakan guru sangat membantu dalam proses pembelajaran berbicara di kelas?

VA : ya sangat membantu sekali, apalagi sekarang boleh bawa Handphone jadi pembelajarannya tambah maju dan modern gitu

ME : Apakah penjelasan guru sulit dipahami?

VA : tidak, guru saya sangat menyenangkan karena guru menguasai konsep materi dengan baik

ME : Menurut Anda, apa peran guru dalam menciptakan kelas berbahasa Inggris yang nyaman bagi siswa?

VA : kadang ya watching shorts videos, ngadain ice-breaking begitu pas ditengah tengah pembelajaran berlangsung jadi saya tidak merasa bosan

ME : Menurut Anda, metode apa yang digunakan oleh guru dalam mengajar berbicara bahasa Inggris di kelas?

VA : cara yang digunakan guru dalam tiap pertemuan itu kadang berbeda kalo untuk meng upgrade speaking english itu guru biasanya diawal pelajaran disuruh reporting tentang berita yang tren saat ini apa

ME : Bagaimana peran guru dalam menghadapi siswa yang kesulitan berbicara atau tidak mau berbicara bahasa Inggris saat belajar di kelas?

VA : perannya itu ya kayak siswa dibantu oleh guru ketika kesulitan berbicara bahasa Inggris demgan melatih kelancaran dan kefasihan berbicara menggunakan tongue-twister kayak i scream you scream for ice scream, sampai hafal saya kak

Apakah guru menyampaikan materi dengan baik dan jelas kepada siswa selama di kelas, misalnya mencari referensi lain untuk tambahan informasi?

VA : Ya saya setuju, jadi guru kita kadang menggunakan gerak tubuh atau gesture dan bahasa tubuh dalam medeskripsikan pembicaraan bahasa Inggris

ME : Apa peran guru dalam menciptakan kelas yang dapat memotivasi siswa untuk berbicara bahasa Inggris di kelas?

VA : jadi antara guru dengan siswa itu terjalin suatu partnership, bukan hanya sekadar guru dan murid tapi seperti sahabat, terus penjelasannya dikasih contoh, dan menggunakan berbagai media menarik

Code : AF

Tanggal : 30 Agustus 2022

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Guru membuka pembelajaran dengan baik	√		Mengucap salam, good morning, menanyakan kabar
2.	Guru menggunakan teknik *role play* saat pembelajaran di kelas		√	Guru menggunakan teknik story telling
3.	Guru membentuk grup kelas untuk praktik speaking di depan kelas	√		Membentuk 2 atau 3 grup dalam kelas.
4.	Guru memberikan tugas kelompok kepada siswa untuk membuat dialog speaking	√		Membuat dialog, menganalisis video, membuat video
5.	Guru menampilkan video pembelajaran sebagai media speaking di dalam kelas	√		Menampilkan PPT, menampilkan video

				pembelajaran di Youtube dan Google Classroom
6.	Guru menggunakan berbagai media untuk mencapai tujuan pembelajaran	√		Media laptop, HP, projektor,pictures
7.	Guru menggunakan metode problem solving, tanya jawab, diskusi, metode drill(latihan)	√		Melakukan diskusi dan tanya jawab
8.	Guru menggunakan media *strip story* yaitu untuk melatih siswa berbicara merangkai kata menjadi kalimat	√		Guru menggunakan picture untuk sambung kata
9.	Guru mengevaluasi pembelajaran dengan memberikan pertanyaan-pertanyaan	√		Memberikan evaluasi hasil tugas dan presentasi siswa
10.	Guru memberikan penilaian dan feedback	√		Memberikan feedback kemampuan berbicara siswa
11.	Guru melakukan ice breaking, games, intermezzo, sing a song pada saat pembelajaran berlangsung	√		Melakukan intermezzo, sing a song Monkey Day
12.	Guru memberikan motivasi di awal pembelajaran	√		Keep spirit and greatfull
13.	Guru mengapresiasi hasil kerja siswa saat dikelas	√		Yes, you’re great, giving applause
14.	Guru menyediakan materi ajar di internet	√		Mmeberikan tugas di Google Classrom, digital book
15.	Guru membantu siswa menghadapi kesulitan berbicara bahasa Inggris	√		Membimbing tingkat fluency dan pronounciation siswa
16.	Guru memanfaatkan media berbasis teknologi seperti Youtube, Google Classroom dan WhatsApp	√		Memberik tugas mengupload video di Youtube
17.	Guru menciptakan aktivitas kelas berbicara bahasa Inggris dengan nyaman	√		Mengadakan jokes, tongue twister, ice breaking
18.	Guru memiliki jiwa semangat mengajar di kelas	√		Tepat waktu ketika datang ke kelas
19.	Guru sabar dalam membimbing siswa berbicara bahasa Inggris	√		Membimbing dengan senyuman, reward
20.	Guru mengoreksi aspek speaking seperti fluency, vocabulary, accuracy and pronounciation	√		Membantu mengingat tingkat vovabulary siswa contohnya She need take a rest for a while

21.	Guru tidak mendominasi kelas dengan memberikan kesempatan pada siswa untuk berlatih berbicara	√		Siswa selalu dilatih berbicara disetiap kesempatan
22.	Guru berbicara dengan jelas sehingga siswa dapat dengan mudah menangkap percakapan dan mendengarkan dengan seksama.	√		Memiliki suara yang nyaring dan mengulang pembicaraan/repetition
23.	Guru menggunakan gambar dan benda untuk mengilustrasikan penjelasan.	√		Menggunakan gambar di internet
24.	Guru menggunakan gerak tubuh dan bahasa tubuh untuk melengkapi kata-kata.	√		Selalu semangat ketika berbicara dan memberikan kode berupa gesture
25.	Guru memeriksa secara berkala untuk memastikan siswa mengerti pembicaraannya		√	Viona, do you understand? It is suggestion, remember

Code : BY

Tanggal : 30 Agustus 2022

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Guru membuka pembelajaran dengan baik	√		Mengucap salam, good morning, menanyakan kabar
2.	Guru menggunakan teknik *role play* saat pembelajaran di kelas	√		Siswa berlatih menjadi dokter, pasien, guru, murid
3.	Guru membentuk grup kelas untuk praktik speaking di depan kelas	√		Membentuk 2 atau 3 grup dalam kelas.
4.	Guru memberikan tugas kelompok kepada siswa untuk membuat dialog speaking	√		Membuat dialog, menganalisis video
5.	Guru menampilkan video pembelajaran sebagai media speaking di dalam kelas	√		Menampilkan PPT, menampilkan video di Youtube
6.	Guru menggunakan berbagai media untuk mencapai tujuan pembelajaran	√		Media laptop, HP, projektor,
7.	Guru menggunakan metode problem solving, tanya jawab, diskusi, metode drill(latihan)	√		Melakukan diskusi dan tanya jawab

8.	Guru menggunakan media *strip story* yaitu untuk melatih siswa berbicara merangkai kata menjadi kalimat		√	Tidak menggunakan media ini, guru menggunakan media gambar
9.	Guru mengevaluasi pembelajaran dengan memberikan pertanyaan-pertanyaan	√		Memberikan evaluasi hasil tugas dan presentasi siswa
10.	Guru memberikan penilaian dan feedback	√		Memberikan feedback kemampuan berbicara siswa
11.	Guru melakukan ice breaking, games, intermezzo, sing a song pada saat pembelajaran berlangsung		√	Melakukan intermezzo
12.	Guru memberikan motivasi di awal pembelajaran	√		Open your mind before open your mouth
13.	Guru mengapresiasi hasil kerja siswa saat dikelas	√		Yes, you're great, giving applause
14.	Guru menyediakan materi ajar di internet	√		Mmeberikan tugas di Google Classrom, digital book
15.	Guru membantu siswa menghadapi kesulitan berbicara bahasa Inggris	√		Membimbing tingkat fluency dan pronounciation siswa
16.	Guru memanfaatkan media berbasis teknologi seperti Youtube, Google Classroom dan WhatsApp	√		Memberik tugas menguplod video di Youtube
17.	Guru menciptakan aktivitas kelas berbicara bahasa Inggris dengan nyaman	√		Mengadakan jokes, tongue twister, ice breaking, membentuk tempat duduk letter U
18.	Guru mengoreksi aspek speaking seperti fluency, vocabulary, accuracy and pronounciation	√		Membantu mengingat tingkat vovabulary siswa contohnya Menemani in English is accompany just say it again
19.	Guru tidak mendominasi kelas dengan memberikan kesempatan pada siswa untuk berlatih berbicara	√		Siswa selalu dilatih berbicara disetiap kesempatan
20.	Guru menciptakan lingkungan fisik kelas dengan nyaman	√		Pergi ke labotorium, menggunakan media pembelajaran
21.	Guru berbicara dengan jelas sehingga siswa dapat dengan mudah menangkap	√		Memiliki suara yang nyaring dan

	percakapan dan mendengarkan dengan seksama.			mengulang pembicaraan/repetition
22.	Guru menggunakan gambar dan benda untuk mengilustrasikan penjelasan.	√		Menggunakan gambar di internet
23.	Guru menggunakan gerak tubuh dan bahasa tubuh untuk melengkapi kata-kata.	√		Selalu semangat ketika berbicara dan memberikan kode berupa gesture
24.	Guru memeriksa secara berkala untuk memastikan siswa mengerti pembicaraannya		√	Bima, do you understand? It is suggestion, remember
25.	Guru memberikan waktu kepada siswa untuk berpikir dalam mengolah setiap pertanyaan yang diajukan.	√		Memberikan waktu untuk berpikir dengan baik

Code : ABS

Tanggal : 01/09/2022

No	**Aspek yang diamati**	**Keterangan**	
		Ya	**Tidak**
1.	Guru menjelaskan materi dengan mudah dan jelas	√	
2.	Guru menggunakan berbagai media dalam proses pembelajaran	√	
3.	Penjelasan guru sulit untuk dipahami		√
4.	Guru menyampaikan materi membosankan dan mengantuk		√
5.	Suara guru sangat pelan dan terlalu cepat		√
6.	Guru menguasai konsep dasar materi	√	
7.	Guru membangun kerjasama dengan siswa	√	
8.	Guru memberikan motivasi dan wawasan kepada siswa	√	
9.	Guru memberikan kesempatan kepada siswa untuk berpartisipasi dalam proses pembelajaran	√	
10.	Guru menciptakan hubungan yang baik dengan siswa	√	
11.	Guru menggunakan berbagai teknik mengajar saat pembelajaran di kelas	√	
12.	Guru membentuk grup kelas untu k praktik speaking di depan kelas	√	

13.	Guru memberikan tugas kepada siswa untuk membuat dialog speaking	√	
14.	Guru mendampingi siswa untuk mempresentasikan tugas di depan kelas	√	
15.	Guru menampilkan video dan gambar	√	
16.	Guru menggunakan metode problem solving, tanya jawab, diskusi, metode drill(latihan)	√	
17.	Guru melatih percakapan dengan siswa dengan metode tanya jawab	√	
18.	Guru menggunakan media *strip story* yaitu untuk melatih siswa berbicara merangkai kata menjadi kalimat	√	
19.	Guru mengevaluasi pembelajaran dengan memberikan pertanyaan-pertanyaan	√	
20.	Guru memberikan penilaian dan feedback	√	
21.	Guru melakukan ice breaking, tongue-twister pada saat pembelajaran berlangsung	√	
22.	Guru memberikan motivasi dengan listening music, sing a song, games, quizes dan intermezzo	√	
23.	Guru mengapresiasi hasil kerja siswa saat dikelas	√	
24.	Guru menyediakan materi ajar di internet	√	
25.	Guru membantu siswa menghadapi kesulitan berbicara bahasa Inggris	√	
26.	Guru memanfaatkan media berbasis teknologi seperti Youtube, Google Classroom dan WhatsApp	√	
27.	Guru menciptakan aktivitas kelas berbicara bahasa Inggris dengan nyaman	√	
28.	Guru memiliki jiwa semangat mengajar di kelas	√	
29.	Guru sabar dalam membimbing siswa berbicara bahasa Inggris	√	
30.	Guru tidak mendominasi kelas dengan memberikan kesempatan pada siswa untuk berlatih berbicara	√	

Code : WDR

Tanggal : 01/09/2022

No.	**Aspek yang diamati**	**Keterangan**	
		Ya	**Tidak**
1.	Guru menjelaskan materi dengan mudah dan jelas	√	

2.	Guru menggunakan berbagai media dalam proses pembelajaran	√	
3.	Penjelasan guru sulit untuk dipahami		√
4.	Guru menyampaikan materi membosankan dan mengantuk		√
5.	Suara guru sangat pelan dan terlalu cepat		√
6.	Guru menguasai konsep dasar materi	√	
7.	Guru membangun kerjasama dengan siswa	√	
8.	Guru memberikan motivasi dan wawasan kepada siswa	√	
9.	Guru memberikan kesempatan kepada siswa untuk berpartisipasi dalam proses pembelajaran	√	
10.	Guru menciptakan hubungan yang baik dengan siswa	√	
11.	Guru menggunakan berbagai teknik mengajar saat pembelajaran di kelas	√	
12.	Guru membentuk grup kelas untuk praktik speaking di depan kelas	√	
13.	Guru memberikan tugas kepada siswa untuk membuat dialog speaking	√	
14.	Guru mendampingi siswa untuk mempresentasikan tugas di depan kelas	√	
15.	Guru menampilkan video dan gambar	√	
16.	Guru menggunakan metode problem solving, tanya jawab, diskusi, metode drill(latihan)	√	
17.	Guru melatih percakapan dengan siswa dengan metode tanya jawab	√	
18.	Guru menggunakan media *strip story* yaitu untuk melatih siswa berbicara merangkai kata menjadi kalimat	√	
19.	Guru mengevaluasi pembelajaran dengan memberikan pertanyaan-pertanyaan	√	
20.	Guru memberikan penilaian dan feedback	√	
21.	Guru melakukan ice breaking, tongue-twister pada saat pembelajaran berlangsung	√	
22.	Guru memberikan motivasi dengan listening music, sing a song, games, quizes dan intermezzo	√	
23.	Guru mengapresiasi hasil kerja siswa saat dikelas	√	

24.	Guru menyediakan materi ajar di internet	∨	
25.	Guru membantu siswa menghadapi kesulitan berbicara bahasa Inggris	∨	
26.	Guru memanfaatkan media berbasis teknologi seperti Youtube, Google Classroom dan WhatsApp	∨	

Code : SK

Tanggal : 01/09/2022

No	**Aspek yang diamati**	**Keterangan**	
		Ya	**Tidak**
1.	Guru menjelaskan materi dengan mudah dan jelas	∨	
2.	Guru menggunakan berbagai media dalam proses pembelajaran	∨	
3.	Penjelasan guru sulit untuk dipahami		∨
4.	Guru menyampaikan materi membosankan dan mengantuk		∨
5.	Suara guru sangat pelan dan terlalu cepat		∨
6.	Guru menguasai konsep dasar materi	∨	
7.	Guru membangun kerjasama dengan siswa	∨	
8.	Guru memberikan motivasi dan wawasan kepada siswa	∨	
9.	Guru memberikan kesempatan kepada siswa untuk berpartisipasi dalam proses pembelajaran	∨	
10.	Guru menciptakan hubungan yang baik dengan siswa	∨	
11.	Guru menggunakan berbagai teknik mengajar saat pembelajaran di kelas	∨	
12.	Guru membentuk grup kelas untuk praktik speaking di depan kelas	∨	
13.	Guru memberikan tugas kepada siswa untuk membuat dialog speaking	∨	
14.	Guru mendampingi siswa untuk mempresentasikan tugas di depan kelas	∨	
15.	Guru menampilkan video dan gambar	∨	
16.	Guru menggunakan metode problem solving, tanya jawab, diskusi, metode drill(latihan)	∨	
17.	Guru melatih percakapan dengan siswa dengan metode tanya jawab	∨	
18.	Guru menggunakan media *strip story* yaitu untuk melatih siswa berbicara merangkai kata menjadi kalimat		∨

19.	Guru mengevaluasi pembelajaran dengan memberikan pertanyaan-pertanyaan	√	
20.	Guru memberikan penilaian dan feedback	√	
21.	Guru melakukan ice breaking, tongue-twister pada saat pembelajaran berlangsung	√	
22.	Guru memberikan motivasi dengan listening music, sing a song, games, quizes dan intermezzo	√	
23.	Guru mengapresiasi hasil kerja siswa saat dikelas	√	
24.	Guru menyediakan materi ajar di internet	√	
25.	Guru membantu siswa menghadapi kesulitan berbicara bahasa Inggris	√	
26.	Guru memanfaatkan media berbasis teknologi seperti Youtube, Google Classroom dan WhatsApp	√	

Code : VA

Tanggal : 01/09/2022

No	Aspek yang diamati	Keterangan	
		Ya	Tidak
1.	Guru menjelaskan materi dengan mudah dan jelas	√	
2.	Guru menggunakan berbagai media dalam proses pembelajaran	√	
3.	Penjelasan guru sulit untuk dipahami		√
4.	Guru menyampaikan materi membosankan dan mengantuk		√
5.	Suara guru sangat pelan dan terlalu cepat		√
6.	Guru menguasai konsep dasar materi	√	
7.	Guru membangun kerjasama dengan siswa	√	
8.	Guru memberikan motivasi dan wawasan kepada siswa	√	
9.	Guru memberikan kesempatan kepada siswa untuk berpartisipasi dalam proses pembelajaran	√	
10.	Guru menciptakan hubungan yang baik dengan siswa	√	
11.	Guru menggunakan berbagai teknik mengajar saat pembelajaran di kelas	√	
12.	Guru membentuk grup kelas untuk praktik speaking di depan kelas	√	
13.	Guru memberikan tugas kepada siswa untuk membuat dialog speaking	√	

14.	Guru mendampingi siswa untuk mempresentasikan tugas di depan kelas	√	
15.	Guru menampilkan video dan gambar	√	
16.	Guru menggunakan metode problem solving, tanya jawab, diskusi, metode drill(latihan)	√	
17.	Guru melatih percakapan dengan siswa dengan metode tanya jawab	√	
18.	Guru menggunakan media *strip story* yaitu untuk melatih siswa berbicara merangkai kata menjadi kalimat		√
19.	Guru mengevaluasi pembelajaran dengan memberikan pertanyaan-pertanyaan	√	
20.	Guru memberikan penilaian dan feedback	√	
21.	Guru melakukan ice breaking, tongue-twister pada saat pembelajaran berlangsung	√	
22.	Guru memberikan motivasi dengan listening music, sing a song, games, quizes dan intermezzo	√	
23.	Guru mengapresiasi hasil kerja siswa saat dikelas	√	
24.	Guru menyediakan materi ajar di internet	√	
25.	Guru membantu siswa menghadapi kesulitan berbicara bahasa Inggris	√	
26.	Guru memanfaatkan media berbasis teknologi seperti Youtube, Google Classroom dan WhatsApp	√	

APPENDIX 3

Observation and

Interview Guide

Observation checklist for teacher

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Guru membuka pembelajaran dengan baik			
2.	Guru menggunakan teknik *role play* saat pembelajaran di kelas			
3.	Guru membentuk grup kelas untuk praktik speaking di depan kelas			
4.	Guru memberikan tugas kelompok kepada siswa untuk membuat dialog speaking			
5.	Guru mendampingi siswa untuk mempresentasikan tugas di depan kelas			
6.	Guru menampilkan video pembelajaran sebagai media speaking di dalam kelas			
7.	Guru memberikan tugas yang menantang			
8.	Guru menggunakan berbagai media untuk mencapai tujuan pembelajaran			
9.	Guru menggunakan metode problem solving, tanya jawab, diskusi, metode drill(latihan)			
10.	Guru melatih percakapan dengan siswa dengan metode tanya jawab			
11.	Guru menggunakan media *strip story* yaitu untuk melatih siswa berbicara merangkai kata menjadi kalimat			
12.	Guru mengevaluasi pembelajaran dengan memberikan pertanyaanpertanyaan			
13.	Guru memberikan penilaian dan feedback			
14.	Guru melakukan ice breaking, games, intermezzo, sing asong pada saat pembelajaran berlangsung			
15.	Guru memberikan motivasi di awal pembelajaran			
16.	Guru mengapresiasi hasil kerja siswa saat dikelas			
17.	Guru memberikan siswa kesempatan untuk ikut andil dalam memilih topik			
18.	Guru menyediakan materi ajar di internet			
19.	Guru membantu siswa menghadapi kesulitan berbicara bahasa Inggris			
20.	Guru memanfaatkan media berbasis teknologi seperti Youtube, Google Classroom dan WhatsApp			

21.	Guru menciptakan aktivitas kelas berbicara bahasa Inggris dengan nyaman			
22.	Guru memiliki jiwa semangat mengajar di kelas			
23.	Guru sabar dalam membimbing siswa berbicara bahasa Inggris			
24.	Guru mengoreksi aspek speaking seperti fluency, vocabulary, accuracy and pronounciato			
25.	Guru tidak mendominasi kelas dengan memberikan kesempatan pada siswa untuk berlatih berbicara			
26.	Guru memastikan siswa memahami pembicaraannya			
27.	Guru berbicara dengan jelas sehingga siswa dapat dengan mudah menangkap percakapan dan mendengarkan dengan seksama.			
28.	Guru menggunakan gambar dan benda untuk mengilustrasikan penjelasan.			
29.	Guru menggunakan gerak tubuh dan bahasa tubuh untuk melengkapi kata-kata.			
30.	Guru memeriksa secara berkala untuk memastikan siswa mengerti pembicaraannya			
31.	Guru memberikan waktu kepada siswa untuk berpikir dalam mengolah setiap pertanyaan yang diajukan.			

Observation checklist for student

No	**Aspek yang diamati**	**Keterangan**	
		Ya	**Tidak**
1.	Guru menjelaskan materi dengan mudah dan jelas		
2.	Guru menggunakan berbagai media dalam proses pembelajaran		
3.	Penjelasan guru sulit untuk dipahami		
4.	Guru menyampaikan materi membosankan dan mengantuk		
5.	Suara guru sangat pelan dan terlalu cepat		

6.	Guru menguasai konsep dasar materi		
7.	Guru membangun kerjasama dengan siswa		
8.	Guru memberikan motivasi dan wawasan kepada siswa		
9.	Guru memberikan kesempatan kepada siswa untuk berpartisipasi dalam proses pembelajaran		
10.	Guru menciptakan hubungan yang baik dengan siswa		
11.	Guru menggunakan berbagai teknik mengajar saat pembelajaran di kelas		
12.	Guru membentuk grup kelas untuk praktik speaking di depan kelas		
13.	Guru memberikan tugas kepada siswa untuk membuat dialog speaking		
14.	Guru mendampingi siswa untuk mempresentasikan tugas di depan kelas		
15.	Guru menampilkan video dan gambar		
16.	Guru menggunakan metode problem solving, tanya jawab, diskusi, metode drill(latihan)		
17.	Guru melatih percakapan dengan siswa dengan metode tanya jawab		
18.	Guru menggunakan media *strip story* yaitu untuk melatih siswa berbicara merangkai kata menjadi kalimat		
19.	Guru mengevaluasi pembelajaran dengan memberikan pertanyaan-pertanyaan		
20.	Guru memberikan penilaian dan feedback		
21.	Guru melakukan ice breaking, tongue-twister pada saat pembelajaran berlangsung		
22.	Guru memberikan motivas dengan listening music, sing a song, games, quizes dan intermezzo		
23.	Guru mengapresiasi hasil kerja siswa saat dikelas		
24.	Guru menyediakan materi ajar di internet		
25.	Guru membantu siswa menghadapi kesulitan berbicara bahasa Inggris		
26.	Guru memanfaatkan media berbasis teknologi seperti Youtube, Google Classroom dan WhatsApp		
27.	Guru menciptakan aktivitas kelas berbicara bahasa Inggris dengan nyaman		
28.	Guru memiliki jiwa semangat mengajar di kelas		
29.	Guru sabar dalam membimbing siswa berbicara bahasa Inggris		
30.	Guru tidak mendominasi kelas dengan memberikan kesempatan pada siswa untuk berlatih berbicara		

#Teacher Interview Guideliness

1. Sudah berapa lama Bapak/ibu guru mengajar?
2. Di kelas XI, kelas berapa saja yang Bapak/Ibu guru ajar?
3. Bagaimana proses pembelajaran di SMA Negeri 1 Karanganom di era new normal saat ini?
4. Apakah pembelajaran yang diterapkan dikelas pada saat new normal ini berbeda dari tahun sebelum terjadinya pandemi Covid-19?
5. Apakah kurikulum yang digunakan dalam pembelajaran saat ini masih mengacu pada K.13 atau ada pembaharuan?
6. Metode seperti apakah yang bapak/ibu terapkan ketika pembelajaran speaking di kelas?
7. Tugas seperti apakah yang diberikan kepada siswa selama pembelajaran speaking dikelas?
8. Bagaimana cara Bapak/Ibu memberikan suatu konten pembelajaran yang menarik keingintahuan siswa?
9. Apakah bapak ibu guru memberikan ruang kepada siswa untuk bebas berekspresi ketika belajar speaking ketika dikelas?
10. Apakah bapak ibu menciptakan metode, media atau teknik baru dalam mengajar pembelajaran speaking dikelas?
11. Media pembelajaran apa yang digunakan bapak ibu guru dalam menarik perhatian siswa sehingga siswa merasa tidak bosan terhadap lingkungan kelas berbicara?
12. Bagaimana peran bapak/ibu guru ketika menghadapi siswa yang kesulitan berbicara atau tidak mau berbicara bahasa Inggris ketika pembelajaran di dalam kelas?
13. Apakah bapak ibu guru menyampaikan materi dengan baik dan jelas kepada siswa saat di dalam kelas?
14. Apakah bapak ibu guru selalu bertanya kepada siswa mengenai kepahaman dalam menerima materi dikelas?
15. Bagaimana cara bapak ibu guru dalam melakukan adaptasi pelajaran yang sesuai dengan kebutuhan siswa?
16. Teknologi apa sajakah yang digunakan dalam menunjang proses pembelajaran speaking?

17. Bagaimana peran bapak ibu guru dalam menciptakan kelas yang dapat memotivasi siswa untuk berbicara bahasa Inggris di kelas?.

18. Bagaimana peran Bapak/Ibu dalam menciptakan kelas berbicara bahasa Inggris yang nyaman bagi siswa?

19. Apakah bapak ibu guru berusaha membangun lingkungan kelas berbicara secara fiisik? Misalnya dengan menggunkan bantuan media seperti gambar, koran majalah dsb

20. Bagaimana cara menciptakan lingkungan kelas berbicara bahasa Inggris secara sosial?

#Student Interview Guideliness

1. Bagaimana proses pembelajaran di SMA Negeri 1 Karanganom di era new normal saat ini?
2. Apakah pembelajaran yang diterapkan di kelas pada masa new normal berbeda dengan proses pembelajaran pada masa pandemi Covid-19?
3. Apakah kurikulum yang digunakan dalam pembelajaran saat ini masih mengacu pada K.13 atau ada pembaruan?
4. Menurut Anda, tugas apa yang sering diberikan oleh guru saat mengajar berbicara bahasa Inggris di kelas?
5. Menurut Anda, apakah kreativitas guru yang diterapkan di kelas bermanfaat bagi Anda?
6. Menurut Anda, apa manfaat belajar di kelas kreatif berbahasa Inggris?
7. Apa jenis tugas yang diberikan kepada siswa selama pelajaran berbicara di kelas?
8. Menurut Anda, apakah guru memberikan ruang kepada siswa untuk bebas berekspresi saat belajar berbicara di kelas?
9. Menurut anda, apakah guru memberikan konten pembelajaran yang menarik seperti konten yang terdapat di internet saat pembelajaran berbicara di kelas?
10. Bagaimana perasaan Anda tentang metode atau teknik kreatif dalam mengajar kelas berbicara yang diterapkan oleh guru di kelas?
11. Menurut anda, apakah media yang digunakan guru sangat membantu dalam proses pembelajaran berbicara di kelas?
12. Apakah penjelasan guru sulit dipahami?
13. Menurut Anda, apa peran guru dalam menciptakan kelas berbahasa Inggris yang nyaman bagi siswa?
14. Menurut Anda, metode apa yang digunakan oleh guru dalam mengajar berbicara bahasa Inggris di kelas?
15. Bagaimana peran guru dalam menghadapi siswa yang kesulitan berbicara atau tidak mau berbicara bahasa Inggris saat belajar di kelas?

16. Apakah guru menyampaikan materi dengan baik dan jelas kepada siswa selama di kelas, misalnya mencari referensi lain untuk tambahan informasi?
17. Apa peran guru dalam menciptakan kelas yang dapat memotivasi siswa untuk berbicara bahasa Inggris di kelas?

APPENDIX

4

FIELD

NOTES

LEMBAR OBSERVASI

Hari/Tanggal : Kamis, 28 Juli 2022

Jam : 10.00 WIB

Tempat : SMA Negeri 1 Karanganom

Observasi : 1

NO	Deskriptif	Catatan Pinggir	Kesimpulan
1.	Peneliti datang kesekolah untuk meminta izin melakukan observasi penelitian	Izin Riset	Izin Riset

Hari/Tanggal : Selasa, 02 Agustus 2022

Jam : 09.45 – 11.05 WIB

Tempat : XI MIPA 1

Observasi : 2

No.	Deskriptif	Catatan Pinggir	Kesimpulan
1.	Pada proses pembelajaran Bahasa Inggris, guru memulai pembelajaran dengan salam, memberikan apersepsi dan motivasi sebelum memulai pembelajaran, menyampaikan materi secara singkat dan jelas dengan menggunakan media papan tulis. Siswa mendengarkan dan memperhatikan penjelasan guru dengan baik tanpa ada satupun siswa yang ribut. Kemudian guru memberikan tugas kepada siswa dalam bentuk kertas yang berisikan pertanyaan dan akan dijawab oleh siswa dalam kelompok. Setelah siswa selesai menjawab semua pertanyaan yang diberikan oleh guru, siswa menyajikan jawaban yg telah dikerjakan dalam kertas	• Guru memberikan apersepsi dan motivasi • Siswa mendengarkan guru dengan penuh perhatian • Guru menggunakan media pembelajaran	• Guru memberikan apersepsi dan motivasi sebelum memulai pembelajaran • Siswa mendengarkan penjelasan guru dengan penuh perhatian • Guru menggunakan media pembelajaran yang menarik agar menciptakan suasana belajar yang menyenangkan

	kerja dan didiskusikan secara bersama -sama di dalam kelas.		
2.	Guru melaksanakan pembelajaran yang menumbuhkan partisipasi aktif siswa dalam mengemukakan pendapat yang didukung dengan keterampilan guru dalam menggunakan media pembelajaran.	• Guru menumbuhkan partisipasi siswa • Siswa aktif mengemukakan pendapat	• Guru melaksanakan pembelajaran yang menarik sehingga menumbuhkan partisipasi siswa dalam belajar • Siswa aktif mengemukakan pendapatnya di dalam kelas
3.	Guru memberikan tugas kelompok kepada siswa untuk membuat dialog speaking	• Siswa berkreasi dengan kelompoknya	• Siswa mampu berpikir kreatif dengan kelompoknya
4.	Guru mendampingi siswa untuk mempresentasikan tugas didepan kelas	• Guru bersikap sebagai fasilitator	• Guru membantu siswa untuk tetap aktif dalam pembelajaran

Opening the class

Students say the greeting

Miss Ana : Greetings

Students : Good afternoon Miss Ana..

Miss Ana : How to say greeting, Good afternoon Miss Ana..yaahh...repeat

Students : Good afternoon Miss Ana

Miss Ana : Good afternoon too.. sit down please.. so who's leader in this class?

Students : Rayhan

Miss Anna : Who doesn't come today? Everyone comes but only Clinton who doesnt come.

Students : Alright miss.

Miss Ana : What happens to him?

Students : He had permission miss.

Miss Ana : So I know this is an afternoon class so everyone feels so sleepy, it? Who is that? Are you sleepy?

Students : Yes

Miss Ana : If you are sleepy. I hope that after dancing later. We are going to have a lot or a little bit of fun before studying ok? And I hope that after we are having a dance then you were able more spirit to study. Ok? Do you want to dance?

Students : Yess

Miss Ana : Do you want to dance?

Students : Yess miss

Miss Ana : Everyone stands up now. If you are not dancing you will be dancing in front of the class by yourself. So just enjoy yaah. I will bring Mr. Agonto here that will be leaving you to move so just get it. Dance yaahhh.. feel free to do anything that you want. Ready? Ready?

Students : Yesss

(the teacher shows the videos for the instruction of dancing by PPT)

Miss Ana : Give applause for everyone.. feeling better right now? Ok now let's start to study right now. So today we have one topic... we are going to talk about Expressing opinion and thought in this meeting. What kinds of opinions and thoughts?

MAIN ACTIVITY

TEACHER EXPLAIN THE MATERIALS

Miss Ana : So I hope that at the end of the lessons later, everyone here will be to identify the generic structure and language features of this lesson. And then we will be also able to create I mean a conversation about expressing an opinion and thought. Ok? I have videos, everyone keeps the focus on this videos. I have three questions related to this videos.

We are gong to listen. In the opening this videos i will asking you. Ready to listen to this videos? I just played this videos once because the videos is not really long. Iit is short. Remember?finding information. Who are talking in the videos?the second one : what are they talking about? Third: what do they say?

The content of this video

I think this bag is much prettier that that one. What is your opinion?

B: Hmm Well, i dont know. I think like both of them. Why do you like that one better?

A: Hmm the design is more interesting and the colors are brighter.

Miss Ana : Ok everyone. Enough? One more time? Ok it is enough. O related to the video what you wacthing and listening

Miss Ana : Who are talking to the video?

(Miss Ana menunjuk salah satu siswa untk menjawab pertanyaannya).

Syifa : Kiki and Rara

Miss Ana : What are they talking about?

(Salah satu siswa angkat tangan untuk menjawab)

Siska : talking about the bag. How does the bag look like

Miss Ana : ok good thank you.. give apllause to Siska. They are talking about the color of the bag or whether how does it look like. Can somebody tell me what does Kiki say to her frinds? We are talking about the conversation. Conversation of what? Expressing opinion and thought. OK.. HERE i have a written of the conversation so please everyone all the boys just pretend this conversation. All the boys will become Chika. And All the girl will become Aisyah. Ready together? Boys become chika and Aisyah as girls. Ok? We read it together.

Boys : Hi Aisyah. What are doing?

Girls : Hi Chika. I'am eating now. What about you?

Boys : oh Iam coloring the picture, oh yeah. <u>What do you think about the colors of the picture Aisyah? Is it too much?</u>

Girls : No, otherwise. I think the colors are very beautiful, you are very good in combining the colors.

Boys : Oh really? Thank you.

Miss Ana : my question one point. Who are talking to the video?

Student : Chika and Aisyah.

Miss Ana : What does Chika and Aisyah talking about?

Miss Ana : now, my next question. What does Chika said in order to ask Aisyah's opinion?

Gabriel : Chika ask opinion to Aisyah about the colors of the picture.

Miss Ana : What does Aisyah said in order to ask Chika's opinion?

Farhan : i think the color is very beautiful

Miss Ana : Everyone now we are identify what are they talking about. I have another teks that you have to identify correctly,

Mr. Berlin : Good morning students, how are you?

Students : Good morning teachers. We are fine and you?

Mr. Berlin : Iam fine too, thank you. OK. Today i bring the new book. Have a look on it. (a few minutes later). What is your opinion about the book, Prancis?

Prancis : I personally think the book is great. It is suit for us to study English.

Mr. Berlin : WELL. Thank you Prancis. What about you, Paul?Do you have any opinion about the book?

Paul : Well, personally i like the book sir. The cover is interesting.

Miss Ana : Everyone you are too identify. You have to identyfy what are they talking about who are talking in dialogue ? who ask an opinion? And who give an opinion?yaa preparing for reading the text for 3 minutes. Yeah time is up. Somebody forthree points come forward and tell about the conversation.

(There is one students come forward to the in front of the class).

Rahma : There are three person in this dialogue Mr Berlin, Prancis and Paul. They are talking about book.

Mrs. Ana : Who ask an opinion?

Rahma : Mr. Berlin

Mrs Ana : Who gives an opinion?

Rahma : Prancis and Paul.

Mrs. Ana : So, this one is the expression we use in order to ask someone opinion. When youre someone for opininion what do you think my dress? There is the polite way when we ask someone opinion. So when somebody asking opinion to you you have a polite way to answer it. Such as i think, i personally, What is the purpose of this text? To talk about ... this is social function. And generic structure.. And the last one is language feature.. such as what do you? I think.... What is expression giving and asking opinion & thought? Anybody? Somebody? Do you know? Rise your hand pleasee!!!!!! An expression of asking is asking someone opinion and thoght An expression of giving is to give someone about....Clear?? Undrstood?? Do you have any question? You are going to do to answer question based on the book(buku paket). Before i close the meeting.. sesnse our time finish already.. i need somebody to conclude what we have learned today..

Farid : We have learned about opinion and thought. There are generic structure and languge features.

Miss Ana : Ok good. Give applause.

Hari/Tanggal : Kamis, 04 Agustus 2022

Jam : 08.10 – 09.30 WIB

Tempat : XI IIS 1

Observasi : 3

NO	Deskriptif	Catatan Pinggir	Kesimpulan
1.	Guru memasuki kelas dan memulai pembelajaran dengan mengucapkan salam.	• Menyampaikan materi PPT dengan proyektor	• Guru menyampaikan materi dengan

	Langsung memasang proyektor dan menampilkan materi pembelajaran.		menggunakan media PPT
2.	Siswa menyaksikan materi yang ada pada PPT dengan penuh perhatian. Kemudian guru mengajak siswa untuk menyimak video dan menirukan dialog. Guru memberikan tugas kepada siswa untuk bermain peran atau role play sesuai dengan dialog yang dibuat oleh masing-masing kelompok	• Siswa menyaksikan dengan penuh perhatian • Menerapkan metode yang menarik yaitu role-play	• Siswa menyaksikan materi dengan menggunakan media PPT, sehingga menimbulkan ketertarikan siswa untuk belajar • Guru menerapkan metode belajar yang menarik perhatian siswa
3.	Siswa merasa senang dan berpartisipasi aktif dalam kegiatan pembelajaran berbicara Bahasa Inggris dikelas.	• Siswa berpartisipasi aktif	• Siswa berpartisipasi aktif dan senang dengan metode yang diterapkan guru dalam kegiatan pembelajaran
4.	Guru melatih percakapan siswa dengan metode tanya jawab.	• Siswa antusias dalam menjawab pertanyaan dari gurunya	• Guru dan siswa saling berpartisipasi aktif dalam berbicara bahasa Inggris.

Mr. Bayu : Assalamualaikum Wr. Wb

Students : Wa'alaikumussalam Wr. Wb

Mr. Bayu : before we stared our class, i would like to invite one of you to come up and need to pray. Mbak Anita times is yours.

Anita : Everybody please get ready before we stared our class or activity today. Let's pray together reciting basmallah.

Students : Bismillahirrahmaanirrahiim

Anita : all praises to Allah the Almighty who always give the mercy for us please either those study my the knowledge we beneficial for us.

Mr. Bayu : Learn English

Students : Smart, good and excellent

Mr. Bayu : okay today we are going to study about yes before i tell to you the material today i would like to mine out please guess what iam speaking about yeah i just meant out are. Are you ready?

Students : ready Sir.

Mr. Bayu : okay please see.

(berbicara tanpa suara dengan gerakan mulut)

Salma : Sir i want to try.

Mr. Bayu : Yeah you

Salma : may i help you?

Mr. Bayu : Oh No., so sorry

Hamdan : Sir, let me try. Can I Help you?

Mr. Bayu : that's good yoy got it. Okay next question is (berbicara tanpa suara dengan gerakan mulut)

Fikri : Sir, you should see later?

Mr. bayu : No. Other please

Fika : let me try Sir. You should see a doctor

Mr Bayu : that's great Fika, and now today we will study about these two sentences. My first sentence is can i help you? It includes in offering help expression. The second sentence is you should see a doctor. It includes in suggestion expression to make it clear i will write here (menulis dipapan tulis).

And now please make a group of three or four

Students : yes SiR

Mr. bayu : today we will play a game called silence option okay i will give you ten stars to each group it means that it is your money to buy ten sentences but you have to respect with your own truth before you finally you buy my sentences yeah. And are you ready students?

The first sentences is would you like me to cookfor dinner? And it is offering.

Salma : Group A sir two stars

Fikri : Group B Sir three stars

Rahma : Group C sir four stars

Mr. Bayu : oke the next sentence is you need to change your sleeping and it is suggestion.

Raka : Group B sir three stars

Rani : Group A sir three stars

Mr. Bayu : the remain star the score is two multiple ten. Group A you got twenty. Group B you got thirty. Group C you got thirty two. So the winner is group C. GIVE APPLAUSE. Ok for the next activity is please make a good dialogue. Group A make about average group B SUGGESTION GROUP c OFFERING GROUP D Suggestion and the last for group E is offering. Ok who want to present the dialogue?

Siska : Group A sir.

(practicing dialogue in front of the class)

Salma : hey let's go to the canteen

Siska : okay.. mmm wait wait i feel like spinning hmmm

Salma : that's so bad you will better to take some rest therefore

Siska : ok thankyou for your suggestion will never lie

Mr. Bayu : okay it's a good presentation please give apllause to Salma and Siska.

Group B

Dwi : HI Dimas

Dimas : Hi Dwi

Dwi : what's that? That's look so heavy

Dimas : Oh yeah.. it is the two kilo apples

Dwi : let me help you to bring some kind of you

Mr. BAYU : ok this is good presentation. Very nice. Give applause to Dimas and Dwi

Ratu : okay as we see the presentation the first is the example of offering suggestion “you would better take some rest”

The second one is offering a help. The sentence is let me help you to brings some out

Mr. Bayu : Ok for the last is evaluation. I would like to know your understanding about the materials today. You can download the application Google Classroom on Playstore. Ok i will write the code of Google classroom this code “ofmkfu”. Ok let’s close this occassion by saying hamdallah together. Wassalamualaikum Wr. Wb

Students : Alhamdulillahhirabbil aalaamiin. Wa’alaikumussalam Wr. Wb.

Hari/Tanggal : Selasa, 09 Agustus 2022

Jam : 09.30 – 10.45 WIB

Tempat : XI MIPA 1

Observasi : 4

NO	Deskriptif	Catatan Pinggir	Kesimpulan
1.	Guru menyampaikan materi secara jelas dan terinci sambil memancing kesenangan siswa dengan bercanda. Walaupun candaan guru membuat kelas ribut, namun guru tetap bisa mengendalikan kelas dengan baik.	• Menyampaikan materi dengan jelas • Mengendalikan kelas dengan baik	• Guru menyampaikan materi dengan jelas dan terinci • Guru dapat mengendalikan kelas dengan kondusif
2.	Siswa banyak yang tidak mendengarkan penjelasan guru, akibatnya siswa kurang memahami materi pelajaran dengan baik. Banyak siswa yang tidak bisa menjawab pertanyaan yang dilontarkan oleh guru ketika menyajikan materi.	• Siswa kurang kondusif	• Siswa kurang kondusif, sehingga tidak mendengarkan penjelasan guru
3.	Guru menghukum siswa yang tidak bisa menjawab pertanyaan yang diberikan oleh guru dengan cara berdiri di depan kelas dan mendengarkan siswa lain	• Guru menghukum siswa	• Guru menghukum siswa yang tidak bisa menjawab pertanyaan

	yang bisa menjawab pertanyaannya. Kemudian siswa yang sedang dihukum mengulangi kembali jawaban tersebut		yang diberikan guru
4.	Guru mengajak siswa untuk bermain games menggunakan media strip story atau sambung dialog. Setelah itu guru juga memberikan apresiasi pada setiap kesempatan hal yang sudah dicapai oleh siswa dengan baik	• Siswa merasa senang dengan pembelajarannya	• Siswa saling berebut untuk menyambung dialog untuk mendapatkan poin dari guru

Hari/Tanggal : Kamis, 11 Agustus 2022

Jam : 07.35 – 08.45 WIB

Tempat : XI IIS 1

Observasi : 5

NO	Deskriptif	Catatan Pinggir	Kesimpulan
1.	Guru masuk ke dalam kelas dengan mengucapkan salam. Guru mengajak siswa untuk menonton video di Youtube mengenai materi yang berkaitan dan melanjutkan metode story-telling	Menerapkan teknik story telling	Guru mengajak siswa untuk menonton video dan menyuruh siswa untuk story-telling mengenai isi video tersebut
2.	Guru menyampaikan materi dengan metode ceramah dan membentuk sebuah grup untuk berdiskusi untuk memecahkan masalah atau problem-solving	Guru menerapkan metode ceramah	Guru menerapkan metode ceramah dalam menyampaikan materi dan diskusi
3.	Siswa mendengarkan penjelasan guru dengan baik dan mengajukan pertanyaan terkait penjelasan yang kurang dipahami		

Hari/Tanggal : Kamis, 16 Agustus 2022

Jam : 09.35 – 10.45 WIB

Tempat : XI MIPA1

Observasi : 6

NO	Deskriptif	Catatan Pinggir	Kesimpulan
1.	Guru masuk dengan mengucapkan salam. Langsung menyampaikan materi dengan menggunakan metode ceramah dan siswa mendengarkan dengan baik	Menyampaikan materi dengan metode ceramah	Guru menyampaikan materi dengan menerapkan metode ceramah
2.	Guru memberikan tugas dan membagi siswa ke dalam beberapa kelompok untuk diskusi. Kemudian setelah diskusi, setiap kelompok menyampaikan hasil diskusinya.	Memberikan tugas dalam bentuk kelompok	Guru memberikan tugas secara kelompok dan berdiskusi
3.	Pada saat diskusi, siswa berperan aktif dalam kelompok kerja	Siswa berperan aktif	Siswa berperan aktif ketika belajar dalam kelompok
4.	Guru memberikan kesimpulan dan penguatan hasil diskusi siswa	Memberikan kesimpulan	Guru memberikan kesimpuan hasil diskusi untuk menguatkan pernyataan-pernyataan yang disampaikan siswa

Hari/Tanggal : Kamis, 18 Agustus 2022

Jam : 07.35 – 08.45 WIB

Tempat : XI IIS 1

Observasi : 7

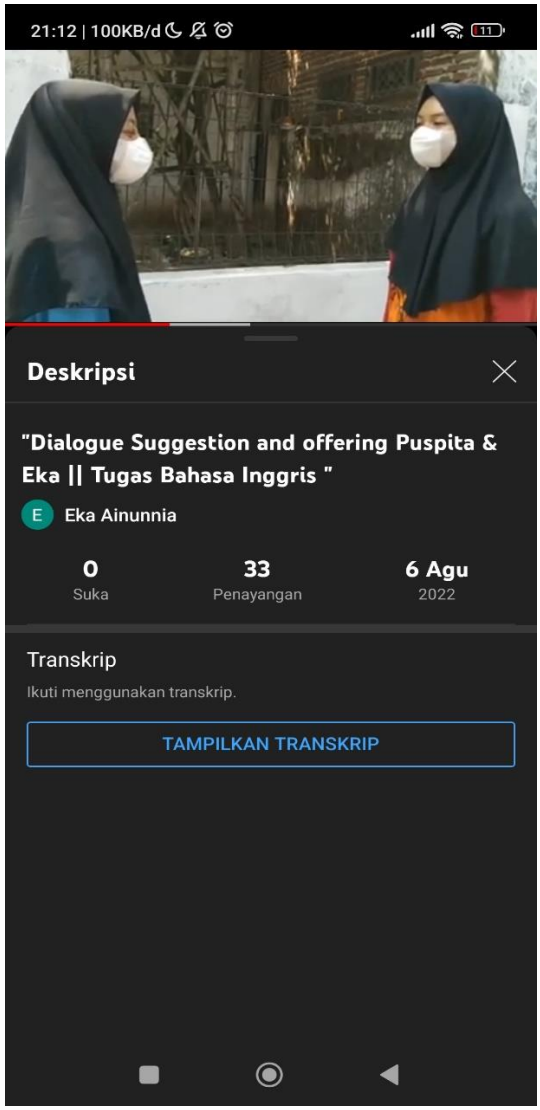
NO	Deskriptif	Catatan Pinggir	Kesimpulan
1.	Guru menjelaskan materi secara singkat, kemudian membagikan kertas yang berisikan tugas dan dikerjakan secara kelompok. Guru juga melakukan ice breaking	Guru menggunakan kertas kerja	Guru menggunakan kertas kerja sebagai media untuk menarik perhatian siswa dalam belajar
2.	Guru menggunakan gambar dan benda untuk mengilustrasikan penjelasan	Guru menggunakan berbagai gambar untuk ilustrasi	Guru memanfaatkan media gambar sebagai ilustrasi
3.	Guru memanfaatkan media berbasis teknologi seperti Youtube, Google Classroom dan WhatsApp	Guru memanfaatkan berbagai media teknologi digital	Guru berusahan untuk membuat kelas speaking berbasis teknologi
4.	Guru memberikan penilaian dan feedback pada penilaian speaking	Guru sebagai evaluator	Guru memberikan evaluasi dan

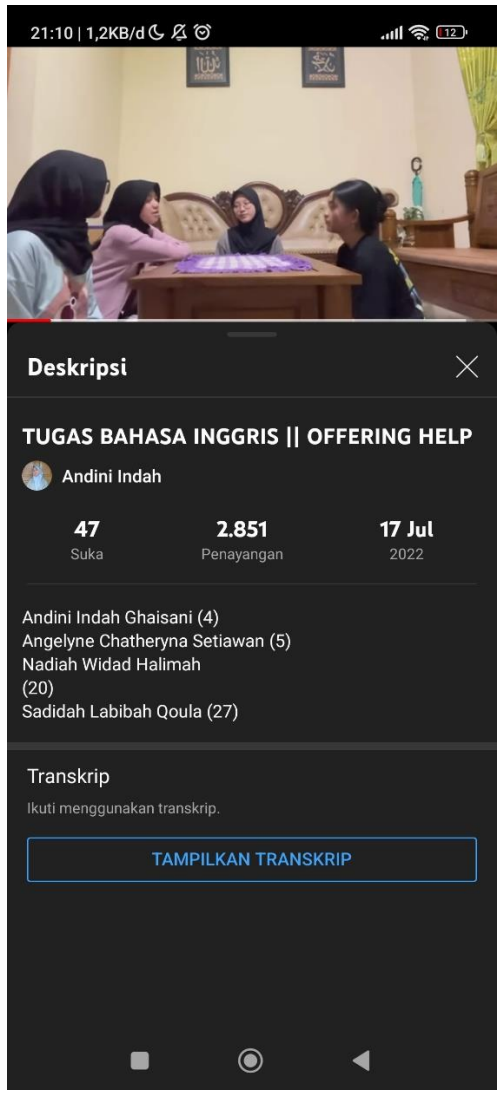
	seperti vocabulary, grammar, pronounciation		feedback sehingga siswa dapat mengembangkan kemampuannya
5.	Guru membangun kondisi pembelajaran berbicara bahasa Inggris dengan penuh kreatif seperti games, intermezzo, quizzes, tongue twister, sing a song	Guru membangun creative environment	Guru berusaha membuat siswa nyaman dan tidak bosan ketika pembelajaran berlangsung.

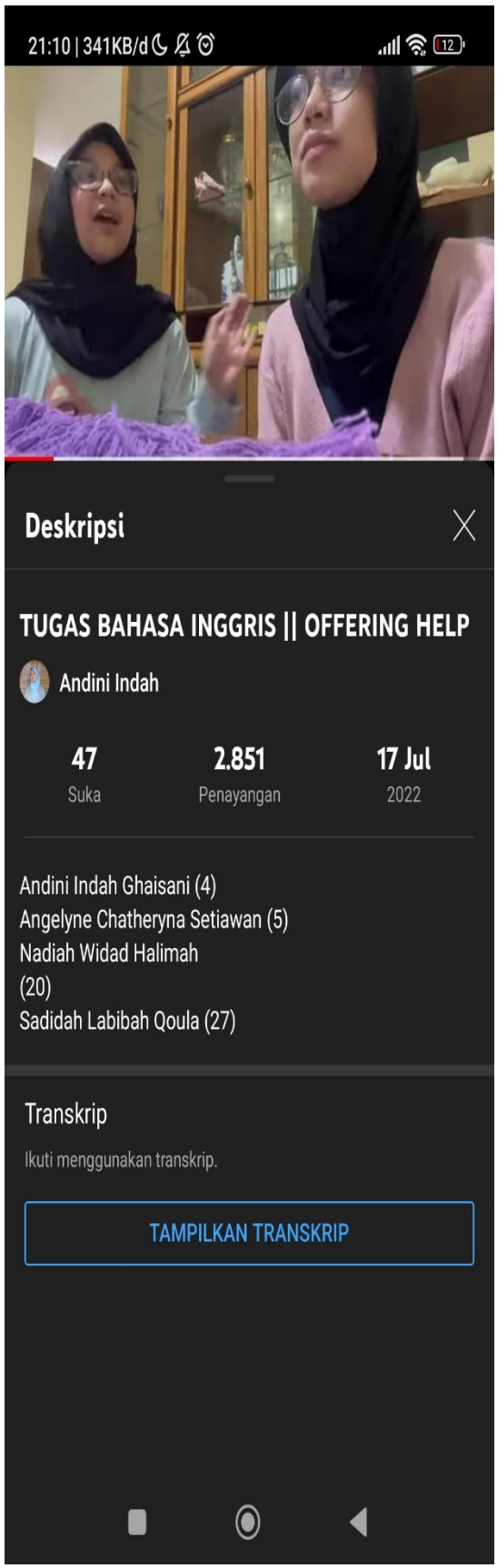
APPENDIX

5

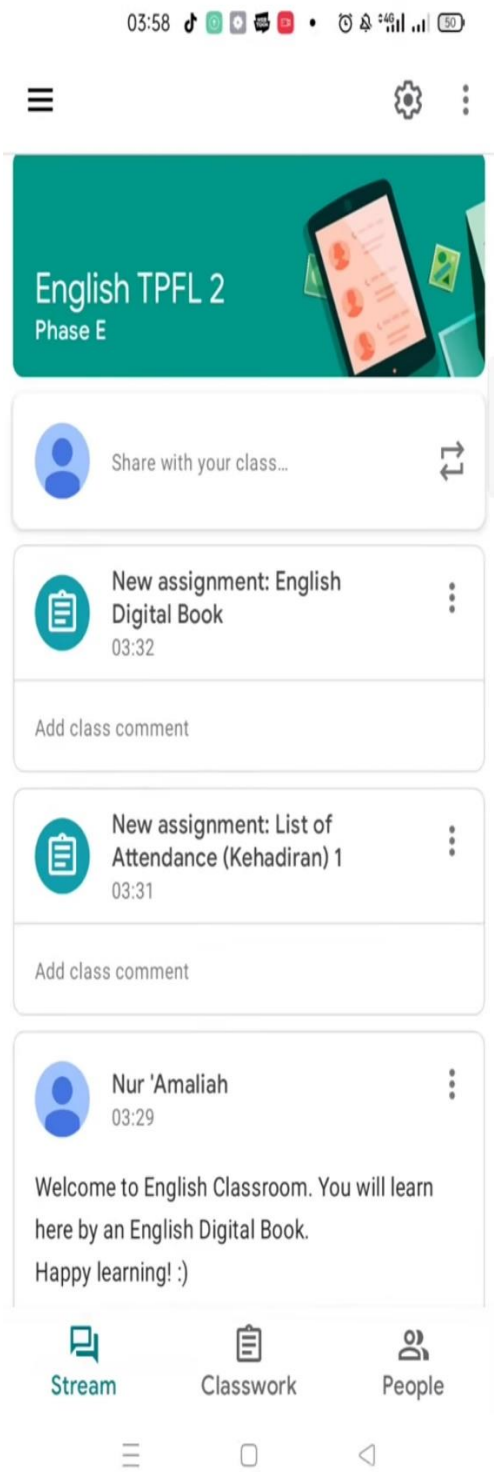
PHOTOGRAPHS

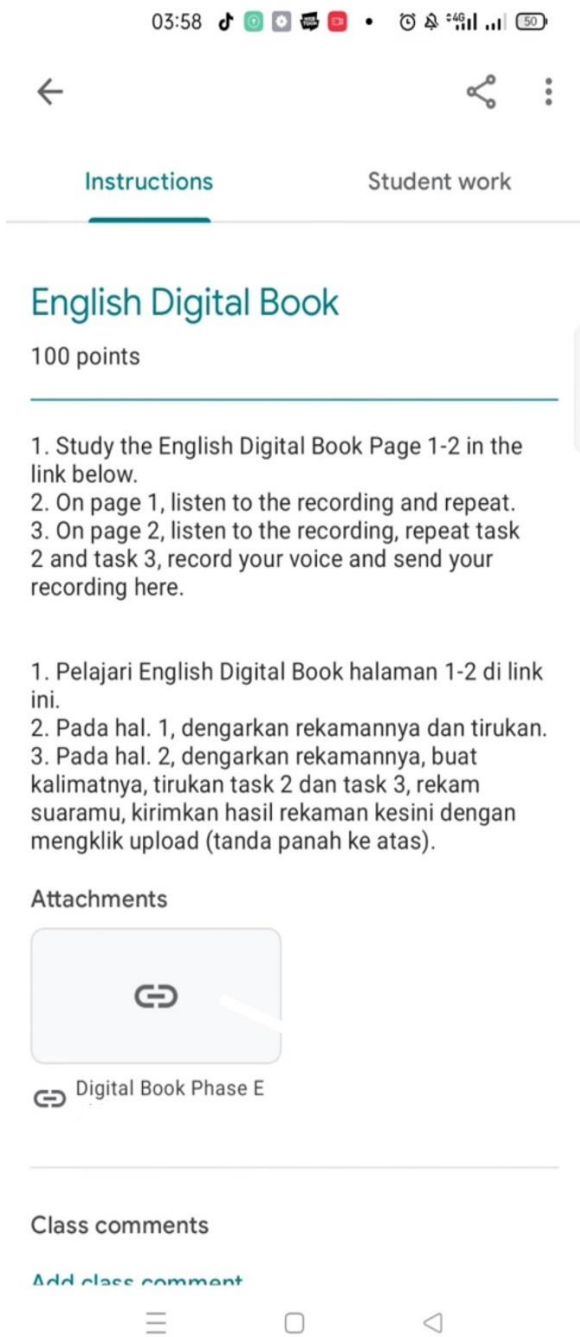

21:12 | 100KB/d
Deskripsi
"Dialogue Suggestion and offering Puspita & Eka || Tugas Bahasa Inggris "
Eka Ainunnia
0
Suka
33
Penayangan
6 Agu
2022
Transkrip
Ikuti menggunakan transkrip.
TAMPILKAN TRANSKRIP


21:10 | 1,2KB/d
Deskripsi
TUGAS BAHASA INGGRIS || OFFERING HELP
Andini Indah
47
Suka
2.851
Penayangan
17 Jul
2022
Andini Indah Ghaisani (4)
Angelyne Chatheryna Setiawan (5)
Nadiah Widad Halimah
(20)
Sadidah Labibah Qoula (27)
Transkrip
Ikuti menggunakan transkrip.
TAMPILKAN TRANSKRIP


21:10 | 341KB/d
Deskripsi
TUGAS BAHASA INGGRIS || OFFERING HELP
Andini Indah
47
Suka
2.851
Penayangan
17 Jul
2022
Andini Indah Ghaisani (4)
Angelyne Chatheryna Setiawan (5)
Nadiah Widad Halimah
(20)
Sadidah Labibah Qoula (27)
Transkrip
Ikuti menggunakan transkrip.
TAMPILKAN TRANSKRIP

21:14 | 181KB/d
"Ayo buat mini drama"
Deskripsi
"OFFER & SUGGESTION" by Maia, Tia, Desta XI MIPA 1
Lugisti Suryadinata
16
Suka
121
Penayangan
1 Sep
2022
Tugas praktik bahasa Inggris chapter 1 kelas XI MIPA 1


03:58
English TPFL 2
Phase E
Share with your class...
New assignment: English Digital Book
03:32
Add class comment
New assignment: List of Attendance (Kehadiran) 1
03:31
Add class comment
Nur 'Amaliah
03:29
Welcome to English Classroom. You will learn here by an English Digital Book.
Happy learning! :)
Stream
Classwork
People


03:58
Instructions
Student work
English Digital Book
100 points
1. Study the English Digital Book Page 1-2 in the link below.
2. On page 1, listen to the recording and repeat.
3. On page 2, listen to the recording, repeat task 2 and task 3, record your voice and send your recording here.
1. Pelajari English Digital Book halaman 1-2 di link ini.
2. Pada hal. 1, dengarkan rekamannya dan tirukan.
3. Pada hal. 2, dengarkan rekamannya, buat kalimatnya, tirukan task 2 dan task 3, rekam suaramu, kirimkan hasil rekaman kesini dengan mengklik upload (tanda panah ke atas).
Attachments
Digital Book Phase E
Class comments

03:58
online.flipbuilder.com/uc
UNIT 1
DESCRIPTIVE
B. PRONOUNCIATION
Task 2: Listen to the sound carefully and read it!
1. Short /ʃɔːt/
2. Young /jʌŋ/
3. Oval /ˈəʊvl/
4. Straight /streɪt/
5. Talkative /ˈtɔːkətɪv/
6. Diligent /ˈdɪlɪdʒənt/
7. Small /smɔːl/
8. Thick /θɪk/
9. Heavy /ˈhevi/
10. Light /laɪt/
Task 3: Make sentences from task 2!
1. Isabelle is 17 years old, she is young.
Task 4: Read task 2 and 3 and record it by your hand phone and send it to this link:
https://forms.gle/H14LHmeGamEDexA9A
2

03:58
online.flipbuilder.com/uc
UNIT 1
DESCRIPTIVE
A. VOCABULARY
Task 1: Listen to the sound carefully and repeat!
Tall - Short
Old - Young
Round - Oval
Straight - Curly
Talkative - Quite
Diligent - Lazy
Big - Small
Thick - Thin
Heavy - Light
1

APPENDIX 6

PERMISSION SHEETS

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA
Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
Website : www.iain-surakarta.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-3128/Un.20/F.V/PP.00.9/07/2022 20 Juli 2022
Lamp. : -
Perihal : ***Permohonan Izin Penelitian***

Kepada Yth.
Kepala SMA Negeri 1 Karanganom
di
Tempat

Assalamu'alaikum Wr. Wb.

Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama	: **EKA AGUS SENTOSA**
NIM	: 183221319
Program Studi	: Pendidikan Bahasa Inggris
Semester	: 9
Judul Skripsi	: AN ANALYSIS OF TEACHERS' CREATIVITY IN CREATING SPEAKING SKILL ENVIRONMENT IN ENGLISH LANGUAGE TEACHING (A DESCRIPTIVE STUDY AT SMA NEGERI 1 KARANGANOM IN THE ACADEMIC YEAR 2022/2023)

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.
Adapun waktu penelitian pada tanggal 28 Juli 2022 sampai tanggal 3 September 2022.
Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb.

Dekan,

Prof. Dr. Toto Suharto, S.Ag.,M.Ag.
NIP. 19710403 199803 1 005

October 16, 202