

CHAPTER I INTRODUCTION

This chapter discusses the background of the research, the scope of the research, the statement of the problem, the objective of the research, significance of the research.

A. Background of the Research

Creativity is widely believed to be about letting the imagination loose in an orgy of totally free self-expression. It is, of course, no such thing. Creativity is born of discipline and thrives in the context of constraints. Creativity is new things that a person develops through his imagination in creating something innovative, especially in teaching methods. Creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others.

In general, creativity is the ability to be creative, the ability to create something. Creativity can also be interpreted as a mindset, ideas, and ideas that arise in and creation of something new. This creativity can be fertilized and developed through education in the right way.

Creativity is all activities that bring results that are innovative, useful, and easy to understand. Creativity can be defined as new and useful results, such as combining unrelated things into something new, or borrowing ideas and insights from one field and adapting them to different contexts. In the teaching-learning process also use media to make the process run useful and interesting.

This part describes the definition of teaching media, the function of teaching media, and the kinds of teaching media. Generally, teaching media mean all tools which may be used by the teacher to deliver teaching material to students in the teaching-learning process to reach certain learning goals.

Creative teaching may be defined in two ways: firstly, teaching creatively, and secondly, teaching for creativity. Teaching creatively might be described as teachers using imaginative approaches to make learning more interesting, engaging, exciting, and effective. Teaching for creativity might best be described as using forms of teaching that are intended to develop students' own creative thinking and behavior. However, it would be fair to say that teaching for creativity must involve creative teaching. Teachers cannot develop the creative abilities of their students if their own creative abilities are undiscovered or suppressed. To achieve success, it should be supported with instructional media.

In developing students creativity are required conditions that support, namely creative teachers who include creative learning (creative teaching), creative school principal leadership) and a creative environment. Development of creativity in context nation to prepare the nation's citizens in face a very competitive life (global). In the context of the school world, creativity development is meant as one of the efforts to increase the quality or quality of education.

Teachers' creativity can be seen in the teacher's performance and their daily activities of the teacher. The excellent performance of a teacher, it will

make learning move towards progress. creative teachers can effectively perform their educational process by integrating various contextual teaching materials, educational strategies, educational media, and real-life experiences. The creative teacher will practice all the knowledge they have acquired and transfer all existing knowledge to their students. Therefore, ideally, a creative teacher must always create something new, both in terms of learning materials, learning methods, and learning activities.

Many students, of SMA Negeri 2 Kota Ternate have a problem understanding English material. They are lack vocabulary, afraid to make mistakes, and lack self-confidence. Besides, the English teaching in this school uses teaching techniques unvariety. Teachers in the classroom must not make students more enthusiastic about learning English and try to make material that is easy to understand.

Being Creative as a teacher is one of the effective ways to design learning methods and interesting that to understand by students and develop students' competence (knowledge), affective). social, Therefore, the researcher uses class observation and interview techniques to know more about the extent to which the ability of the teacher to improve effective learning. The researcher also looks at the creative teachers and the competence possessed by the teacher in design learning methods.

Based on the above background, the researcher conducts research with the title, "Teachers' Creativity in Teaching English at SMA Negeri 2 Kota Ternate"

B. Scope of the Research

This research focuses on teachers' applied creativity in teaching English at SMA Negeri 2 Kota Ternate.

C. Statement of the Problem

What are English teachers' creativities in teaching English at SMA Negeri 2 Kota Ternate?

D. Objectives of the Research

The objective of the research is to identify teachers' creativity in teaching English at SMA Negeri 2 Kota Ternate.

E. Significance of the Research

The significance of the study can be theoretical and practical.

1. Theoretical Significance

The results of this research are expected to enrich the existing theories concerning the previous research

2. Practical Significance

There are some practical benefits from this research:

- a. The results of the research are expected to be useful for teachers.
- b. The results of the research are expected to be used as a reference to conduct further research.