

Chapter Two

Literature Review

The second chapter talks about creative teachers and students' motivation at private university in Yogyakarta. Besides, this chapter also discusses the definitions of creative teachers in English learning, characteristics of creative teachers, motivation, kind of motivation, and students' motivation. In addition, this chapter presents the review of related studies as guidance for the researcher to conduct this study. This chapter also presents conceptual framework of this study.

Creative Teachers

This part discusses three points. First is about the definition of creative teachers. Second is about the role of creative teachers. The last is about eight characteristics of creative teachers.

Definition of Creative Teachers. Creative teachers are teachers who can engage the students with their learning where the teachers prepare the students need for the future. Richard (2013), creative teachers are teachers who can increase levels of motivation and prepare the students need of the flexible skill for the future. They can create new ways to increase their ability in teaching. Simplicio (2000) argued that creative teachers are they who can explore their ability to improve teaching style and always found a new ways to lead the students to the greater insight.

Furthermore, creative teachers are good teachers who can create various activities even when the situations are not predictable. Morais and Avezedo (2011) stated, creative teachers are the one who can overcome the unpredictable

situation and create the creative activities. Moreover, creative teachers are teachers who want to learn on their own to be creative and can involve the students in the classroom. Cremin (2009) mentioned that creative teachers are autonomous professional who give the contribution to their own on creative engagement in the classroom.

In summary, creative teachers are they who can make the various activities based on their ability in order to make the students get involved in learning process. Additionally, they also can face every situation whether it is good or bad. It can be a reflection for themselves in their teaching style. Furthermore, they can improve their ability in teaching style to make the students interested in learning process.

The Role of Creative Teachers. Creative teachers are needed in language learning because the main role in the learning process is teachers. Cimermanova (2014) stated, teachers' creativity can help the students reach their goals in language learning. Furthermore, Hosseini (2014) stated that the teachers who teach creatively give the deep impact for the activities done by the students in the classroom. It means that creative teachers play an important role in the language learning. It also gives the benefit for the students to make them interest in learning process, so they can reach their goal.

Based on Horng, Hong, Chanlin and Chu (2005), creativity should be developed by teachers in order to influence the students in learning. One way to be creative teacher is teachers as facilitator for the students rather than teacher. Teachers can give the inspiration from their life experience in order to make the

students reach their goals. Therefore, creative teachers are needed for the students in order to help the students reach their goals in the learning.

Characteristics of Creative Teachers. Teachers play an important role in influencing the students to have high motivation in learning process. According to Richard (2013), there are eight characteristics of creative teachers. Each characteristic will be explained as follows:

Creative teachers are knowledgeable. Richard (2013) stated teachers should know what they teach to the students. This is line with Guerriero (2014) who stated, teachers knowledgeable are they have a great cognitive knowledge in specific subject matter for effective teaching and learning environment. Then, they know how to teach the material to the students. Voss, Kunter and Baumert (2011) and König et al. (2011) claimed, knowledgeable of teacher should have the knowledge of teaching method to make the students interest, so the teachers can lead the students to reach their goal or purpose in learning English.

Creative teachers are committed to helping their learners succeed. Richard (2013) stated, creative teachers should have commitment to help the students reach their goals in learning. The teachers should focus on the students and care of them. Sanchez (2010) claimed that to help the learners succeed is giving them motivation, giving feedback and giving advice to them. By doing this, the teachers can guide the students to the future goals like job or scholarship.

Creative teachers are non-conformists. According to Richard (2013), creative teachers are not conformists means that creative teacher use their creativity in teaching and learning process. They create the way of lesson and

seeks to create that reflect his or her individual teaching style. Gungor (2016) stated, reflective teachers can combine previous knowledge and the other material. This is line with Tauber (2007) who claimed, be reflective teachers is to improve their teaching style which they should upgrade their knowledge of subject matter and good in classroom management, so they can improve their teaching styles.

Creative teachers are familiar with a wide range of strategies and techniques. Based on Richard (2013), creative teachers should know the strategies and techniques of teaching style. There are way who have strategies and techniques of teaching style. First, teacher give brainstorming to the students in beginning of the class, so the students can focus on the material. Second, teachers can make various activities in the classroom in order to develop the students' critical thinking. Third the various tasks can improve students' ability and encourage them to contribute in the learning process. Those strategies can improve teacher's technique of teaching style.

Creative teachers are risk-takers. Richard (2013) stated, creative teachers are teachers who want to experiment and take risks in their teaching. When they get risks in teaching process, they can face the problem and overcome the problem. Creative teachers are risk-taker because they must learn from their mistake and try something new. Learning from their mistake makes teachers realize that there are something wrong in their teaching, so they can rethink about their teaching. In addition, trying something new is to make the learning process

fresher and to motivate the students so they will be more enthusiastic in learning process.

Creative teachers seek to achieve learner-centered lessons. According to Richard (2013), this characteristic is to give the students responsibility and control in their learning process. Moreover, it is also to make the students get involved more actively in learning process. Therefore, creative teachers should seek the steps how can connect the lesson with students' life experience. One of the instance is teachers ask students to share their experience, when they share it they can be involved in their task. Then they have a meaningful lesson in their learning.

Creative teachers are reflective. Richard (2013) explained, creative teachers should learn from what they have done in the past. The teachers can ask the students' opinion about their performance. It will give benefit for the teachers because they get feedback from the students which can improve their ability in teaching. For instance, teachers ask the students to write on piece of paper about how they teach the students, the strength, and the weakness. The feedback from the students can help the teachers improve their teaching.

Creative teaching requires confidence. According to Richard (2013), the teacher should be confident when they teach the students in order the learners get the knowledge. Guarany (2011) pointed out that teachers should be confidence in teaching which one of increasing confidence is professionalism. It means that teacher should good a knowledge of subject matter and know what their teaching. Eison (1990) stated, one of confidence of teachers is enter each class with specific

goals and objective which teacher have planned what they give for the students. Confidently of teachers give the positive thing in teachers' performance in order the teachers encourage the students through their performance. Furthermore, teachers should understand the material well, because it can help them be confident in teaching.

Motivation in English Learning

Motivation is one way for the teachers to make the students interested in joining the class. Sanraj and Zafar (2016) stated that motivation is an important role in the learning process because it help the students successful in second language. Based on Gardner (2006), motivation is the main point in learning second language because it can give the effect to the students in learning English. It shows that motivation can determine which students can be successful in learning English and which students are unsuccessful.

Motivation in English learning is such a magnet to the students. It means that the students who have the high motivation will also have willingness to learn English. Wimolmas (2013) stated, motivation in English learning is a stimulus to the students which can influence their learning. Therefore, motivation in learning English is a key for the students, so they can know the best way for them in learning process. Brown (2000) stated that motivation in English learning is guidance for the second language learner to find the way in learning English.

In summary motivation is as a main role for the students who learn English where it determines the success of the students in learning. Motivation

becomes the key for the students in order to make the students reach the goals for the future. Therefore, motivation should be implanted in learning process.

Kinds of Motivation

There are two kinds of motivation. Based on Gardner and Lambert (1972) reviewed that motivation is divided integrative motivation and instrumental motivation. Each kind of motivation will be explained below:

Integrative motivation. The first kind of motivation defined by Gardner and Lambert (1972) is integrative motivation. Integrative motivation is the students' attitude to language learning so that they can take positive culture. Saville-Troike (2006) argued that integrative motivation is the positive desire to learn second language with the community in order the students can socialize in their culture using second language. Moreover, Gardner (2005) stated that integrative motivation is the positive attitudes toward the target language group to become part of speech community. For example, when the students want to learn aboard where most of people speak in English, they should be mastered English they can communicate easily with the people over there. In summary, integrative motivation is students' good attitude to language learning in order to make the class successful.

Instrumental motivation. The second is instrumental motivation. The students have instrumental motivation if they have motivation in learning English for their future. Saville-Troike (2006) stated, instrumental motivation uses to give the practical values to the students in learning second language so that the learners get the opportunities in their job or careers. According to Cook (2008), the

students who have instrumental motivation are those who learn a language for a practical reason such as for career goal or for passing an exam. For instance, the students learn English for their career in aboard. Another example, the students want to get the scholarship so they learn English to fulfill the requirement of the scholarship. Therefore, instrumental motivation can push the students to learn English in order to reach their goals.

Creative Teachers and Students' Motivation

Becoming creative teachers is important in teaching and learning process because teachers' creativity influences the students' motivation. Miller (2012) pointed out that creative teachers are important in order to engage the students' motivation in language learning. In order to make the students have high motivation in learning process, the teachers are able to use song, games, or other interesting techniques. This is line with Brown (2000) stated, a high motivation should be had for the students because it can be guided for them to find the way in the learning knowledge. Therefore, creative teachers can be alternative to make the students interest in learning process.

Besides, students' motivation is one of the successful in the language learning when teachers have the positive encouraging that can give the positive impact to the students' motivation even then they will apply themselves more diligently. Miller (2012) stated that encouraging students in learning process and making them interest in study is needed for developing creativity of teachers.

In summary, creative teachers should motivate the students in learning process. Wimolmas (2013) claimed that the teachers are the most powerful factor

to motivate the students in learning process. Furthermore, the students' motivation can increase because of the influence from the creative teachers.

Review of Related Studies

To support this study, the researcher found out two studies which researched about the same topic. The first research is research from Vasudevan (2013) entitled "*The Influence of Teachers' Creativity, Attitude and Commitment on Students' Proficiency of the English Language*". The purpose of this study is to know the effect of the creative teaching, creative learning, creative thinking, teachers' attitude, and teachers' commitment on students' proficiency of the English language. This research used the quantitative research method and the instrument of this study was questionnaire. The questionnaire was distributed to the secondary school English teachers at private schools in Kuala Lumpur area. The target population of this study was 310 respondents. This study showed that positive correlation of teachers' creativity toward improving the students' proficiency in learning English.

This research have the similar aims with this study there is to find out the correlation between teachers' creativity and students' motivation of the English language which means that students' motivation is the next step to the students' proficiency. Another than those research also distribute questionnaire as the collecting the data where the method of those research is same as this study.

However this research had the differences which one of the differences is the participant of the research. In thus research, the researcher conducted teachers as the participant, but in this study the research will conduct the students as the

participant. Another than the target population of the participant is different with this study where the target population in this research is 310 participant, but in this study around 118 students.

The second research written by Laily (2017) conducted a research about *“The Correlation between Creative Teaching Method and Students’ Interest in Teaching and Learning Process at English Education Department of Universitas Muhammadiyah Yogyakarta”*. This research aimed to know the correlation between creative teaching methods toward students’ interest in class especially in material design. This research used quantitative research method and the instrument was questionnaire. The questionnaire was distributed to the students of ELED of UMY batch 2014. The finding of this research showed that there is a correlation between creative teaching methods and students’ interest in teaching and learning process.

The research done by Laily (2013) had similar aimed that is to find out the correlation between two variables. The variables are creative teaching method and students’ interest in learning process. This research also had similar place to conduct the data gathered in English Language Education of UMY. However, this research have the differences of the target population. In this research the target population is students English Language Education of UMY batch 2014 while the researcher used the target population is students English Language Education of UMY batch 2015.

Conceptual Framework

Based on the literature review, creative teachers is someone who can engage the students to involve in academic activities. The characteristic of creative teachers, those are knowledgeable, committed to helping their learner succeed, non-conformists, familiar with a wide range of strategies and techniques, risk-takers, creative teachers seek to achieve learner-centered lesson, reflective, and creative teaching requires confidence. Those characteristics of creative teachers can make the students more interested in learning, so they can be motivated to learn English language. This is line with Richard (2013) who stated creative teachers is teachers who can increase levels of motivation and prepare the students need of the flexible skill for the future. Therefore, this study has pre-assumption that there is a correlation between teachers' creativity and students' motivation.

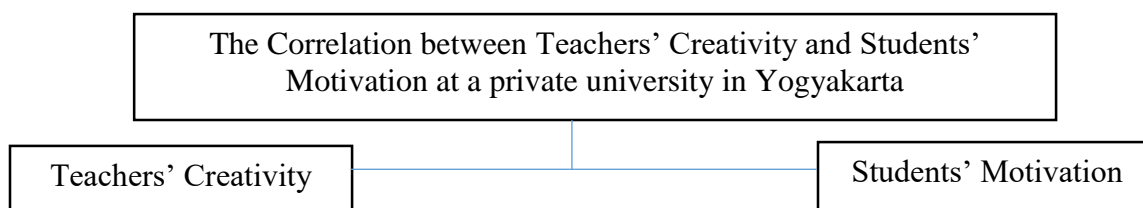


Figure 1. Conceptual Framework

Hypothesis

The aim of the study are to find out the correlation between level of teachers' creativity and students' motivation at private university in Yogyakarta at Yogyakarta. The hypothesis of the study are stated as follows:

1. Alternative Hypothesis

H1: There is correlation between teachers' creativity and students' language learning motivation at a private university in Yogyakarta.