

Chapter One

Introduction

This chapter presents the background underlying the researcher to do the research. This chapter also presents the statement of the problem that explains why the problems of the study should be researched. Therefore, the researcher presents the research question, and the purpose of the study based on the problem. Furthermore, it also presents the significance of the study for the researcher, teachers, students, and school. In the last discussion, this chapter presents the outline of the study.

Background

Cropley (2009) stated that creativity in teaching and learning process can be a tool to foster the social and individual progress. Creative teaching gives opportunities to the students to actively involve in the teaching learning progress. Ritchhart (2014) presented two areas of creative teaching. Those areas are curriculum and instruction. Based on his research, creative teachers look at the form the curriculum and present it in new ways, more productive ways. A creative approach to curriculum involves finding new topics for students to explore. A creative approach to instruction involves finding new approaches or ways of presenting information. The ways which are used by teacher to present the information is called method.

Creative teacher is a teacher that can find new ways in improving her teaching ability (Zeqiri, 2013). In order to increase her teaching skill, a teacher should be able to find a method in transferring her/his knowledge to her/his

students. Nuku (2014) believes that a teacher should be able to increase their creativity in classroom. They have to try to improve their ability and skill in finding a new way or combining techniques of teaching. According to Halpin (as cited in Cremin, 2009, p.156), “Creative teachers can demonstrate their own creative engagement and expose their ambiguity and uncertainty inherent in their creative effort”. A creative teacher can develop the method that used in their teaching. Creative teachers also have ability to perceive their failure as their learning opportunities. A creative teacher can find many methods that can engage the students to involve in class. In order to engage the students to involve in the classroom activity, teacher needs to use some techniques or method in teaching that can awaken students’ interest. Zeqiri (2013) said that teacher can use creative teaching methods and techniques to make the classroom more interesting and productive.

Interest is an emotional feeling that has a tendency of liking some things or activities (Slameto, 2010). Students’ interest in learning can be seen from their attitude toward the teaching and learning process. A research conducted by Amjah in 2013 found that students who are interested in the teaching learning process wanted to learn more. The students will be active and pay more attention to the teaching learning process. The other expert, Mangal (as cited in Saswandi, 2014) said that interest is central force that drives the whole machinery of the teaching learning process. Interest will make the students more focused to the lesson given by the teacher (Saswandi, 2014). To arising the students’ interest, there should be stimuli from the outside. In this case, teachers should be able to give those stimuli for the students to increase their interest.

In English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY), the lecturers have applied a lot of methods in the teaching learning process. One of the methods applied by lecturers is creative teaching method. Based on the researcher observation, when lecturer used creative teaching method, many students seem to give more attention to the lesson. In contrast, when lecturer used a basic method such as lecturing, some students seem not to pay attention to the lesson. Based on Slameto (2010), attention is one of the aspects of students' interest in teaching learning process. Therefore, researcher assumes that creative teaching method has a correlation with students' interest in teaching learning process. Based on that reason, researcher is interested to conduct a research entitled "The Correlation between Creative Teaching Method and Students' Interest in Teaching Learning Process at EED of UMY".

Statement of the Problem

Creative teaching method gives good impact in teaching learning process. Some experts had proven that using creative teaching method in teaching learning process can give good impacts for students. However, based on researcher observation in EED of UMY, there is only some lecturer who used creative teaching method in their class. Then, when researcher asked the perception of the use of creative teaching method to some lecturers, some of them still confused about how creative teaching method is.

Other problems appear from students. Based on the researcher observation in EED of UMY, some students in the researcher's class seem to get bored with the teaching learning process. They are bored with the used of teaching method which used by lecturer in delivering the material. Some lecturers in EED of UMY

used the same method in teaching learning process. They used the same way in presenting their material in every meeting so the students seem to get bored with their class. Khurshid & Ansari (2012) supported that students feel boredom and monotony when teachers used the same pattern in teaching. Therefore, to solve this problem, lecturer should use a method that can make her class enjoyable for student. Lecturer can use creative teaching method. This method can help lecturer in breaking the students' boredom in teaching learning process.

Based on the problem above, researcher is interested to investigate the use of creative teaching method in EED of UMY and find out its' relationship with students' interest in teaching learning process.

Limitation of the Problem

This study investigated the correlation between creative teaching method and students' interest in teaching learning process. Researcher intended to find out the used creative teaching method and its' impact on the students' interest in class. Result of some study showed that creative teaching method can increase students' interest in teaching learning process. In order to prove the result, researcher tried to investigate the class that used creative teaching method.

Researcher had asked to some students batch 2014 about the course which frequently used creative teaching method. Some students said that Material Design course is the class which mostly used this method. Therefore, researcher chose this class to be investigated.

Research Question

Based on the background underlying the research, the research questions have been formulated;

1. How often are the creative teaching methods used in EED of UMY?
2. How is EED students' interest in teaching learning process?
3. What is the correlation between creative teaching method and students' interest in teaching learning process?

The Purpose of the Study

Based on the problem above, the purposes of the study could be formulated as follows:

1. To find out the frequencies of the used of creative teaching methods by lecturer in EED of UMY.
2. To find out the EED students' interest in teaching learning process.
3. To find out the correlation between creative teaching method and student's interest at EED of UMY.

The Significances of the Study

The result of the study will be hopefully useful for the following parties, including the researcher, teachers, students, and school.

The researcher. From this research, the researcher knows the used of creative teaching in EED of UMY. The results of the study provide some information related to the correlation between creative teaching method and students' interest. Therefore, the researcher can increase the knowledge of teaching method in teaching learning process.

Lecturers. From this research, lecturers know and choose the appropriate creative teaching methods that can be used in teaching learning process. Moreover, from this research lecturers can demonstrate their own creative method in the teaching learning process.

Students. This research can help the students to increase their knowledge of creative teaching method so they can apply this method in the future.

Institution. This research hopefully can give ideas for the institution to provide the facilities that support the teacher in using creative teaching method and be able to engage the students' interest in teaching learning process.