

Chapter Two

Literature Review

This chapter presents the literature of the study which comprises teaching method (types of teaching method), creative teaching method and its' characteristic, interest, aspects of interest, students' interest in teaching learning process, the correlation between creative teaching method and students' interest in teaching learning process, and the last is the conceptual framework.

Teaching Method

Teaching method is a principle or a way of teacher in teaching that is used to implement the instruction (Suprihatiningrum, 2016). Teaching method is used by the teacher in order to reach the desire learning of the students or the target of the lesson. Teaching method usually implement in a systematic way.

Types of teaching method. According to Soleymanpour (2014), method is defined as exercise and repetition which are used in several years ago seem helpful in providing formation for students. The development in teaching method has happened continuously following the era development. Many teachers have tried to find out new methods in teaching to support the teaching learning activity. Now, there are many teaching methods that can be used in teaching learning activity. However, the basic teaching method still not vanished and still used in teaching learning process. There are three basic and common teaching methods in teaching learning process (Suprihatiningrum, 2016), the explanations will be explained as follow.

Lecturing. Lecturing method is usually used in larger classroom size which involved lot of students. This method is usually used in the college course. Teacher will provide all of the knowledge that related to the topic that is discussed. The material will be presented directly. Teacher has to give a clear introduction and conclusion in the teaching learning process. In this method, the students play a passive role in the teaching learning process. So, the communication just happens in one way. It means that the communication between teacher and students will be limited.

Demonstrating. Demonstrating is a method that is used through showing example or experiments for the students. Teacher will explain the subject clearly through giving the example for the students. Demonstration is mostly used in chemistry class, because in this class, teacher should perform the experiment in order to the students have well comprehension.

Collaborating. Collaborating is a method that allows the students to participate in the teaching learning process. Every student will be actively participating in the class. Students' participation can be done by talking with each other and listening to other points of view. Every student involving will learn together and share their ideas and experiences about the lesson. There are some techniques that are used in this method, such as group project and discussion. In this method, teacher will examine the students' abilities to work in a team. The teacher also can assess the leadership skill of the students. There are variety types of collaborative teaching, such as classroom discussion and classroom action research.

Creative Teaching Method

Soleymanpour (2014) stated that creativity is ability to form combination of ideas in solving problem. Teachers nowadays are expected to be able to use a creative way in teaching. Teacher should be able to find creative ways and method in teaching foreign language in order to achieve the best possible result (Pavliy, 2010). Ritchhart (2014) defines a creative teaching method as a method presented in a new way. Gallagher had asked the perception of some teachers about the creative teaching method (as cited in Rushidi, 2013). Some of the teachers said that a teacher can be called using creative method when they used their own method of teaching. Teachers not only used method which had been created several years ago, but they also used method which has been developed by themselves. It does not mean that teacher should create a method. Teacher can use the current method and presenting the method in a new or creative way. For example, in larger classroom size, teacher use lecturing method. In lecturing method, teacher delivers all of her knowledge to the students while the students listen and pay attention to the teacher's explanation. Therefore, in this method, students play a passive role. By using creative techniques, teacher can change the students to be actively involved in class, for example teacher can use brainstorming techniques. Using brainstorming, make the students come out with as many as possible ideas and involved in solving problems (Salman &Aydemir as cited in Stein, 2015).

In creative teaching, teacher is not only expected to use a creative way in teaching, but also have to overcome unexpected situation that occur in teaching and learning process. For example, a teacher had prepared her class with giving a

video to the students, but suddenly the video cannot be played. In this case, teacher should give a new instruction which does not use video for the students. Then, she asks the students to discuss the topic based on their understanding in a group. Teacher should be able to adjust the instruction based on environment. Based on Rinkevich (2012), creative teaching method involves adjusting the teaching instructions based on the learning environment.

Creative teaching method is also used by the lecturer in EED of UMY. For example, in Listening and Speaking for Daily Conversation course, fresh year students which had difficulties in speaking English were not confident to speak tend to be passive in class. To solve this problem, the lecturer used role play teaching techniques. Role play is one of the creative teaching techniques used in creative teaching (Rushidi, 2013). In this class, teacher asked students to make a group and role play of daily conversation. Then, students tried to develop and organize their ideas to make the best role play. Students' confidence increased because they had practice speaking for this role play. They also felt more confident because they had friends to play a role next to them. This technique had success making students actively involved in class. These called by creative teaching because lecturer had ability to solve problem and student could develop and organize their ideas.

To know deeper understanding of creative teaching method, the researcher is going to explain its characteristic below.

Characteristic of creative teaching method. There are some characteristic of creative teaching method based on some experts.

Giving opportunities to students to generate ideas. Rushidi (2013) stated that using creative teaching method gives opportunities to the students to generate and organize their ideas. When teacher used creative teaching method, students have opportunities to generate and organize their ideas.

Using and elaborating creative techniques. Creative teaching method uses various techniques (Zeqiri, 2013). Rushidi (2013) added that creative teaching method elaborates the creative teaching techniques. The use of creative teaching method cannot be separated from the use of creative techniques. Creative teaching techniques can help the teacher to overcome the unexpected situation in the class. Stein (2015) believed that creative techniques intend to give a form of solution to solve problem. Based on Rushidi (2013) creative techniques are classified into some categories as shown in table 2.1.

Table 2.1. Creative Teaching Techniques

Categories	Sub Categories
Problem Definition	Planning, Boundary Examination, CATWOE, Chunking, Five Ws and H, Do Nothing, Multiple Redefinition, Other People Definition, Paraphrasing Keyword.
Idea Generation	Brainstorming, Talking Pictures.
Idea Selection	Anonymous Voting, Consensus Mapping, Idea Advocate, NAF, Sticking Dots.
Idea Implementation	Turning the refined ideas in reality.
Process	Creative Problem Solving-CPS, F-R-E-E Writing,

	Productive Thinking Model.
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Besides creative techniques in the figure above, Rushidi added some example of the creative techniques which commonly used in teaching, such as; learning from mistake, brainstorming, role play, and games.

Using variety of media. Creative teaching encourages the expression of ideas through wide variety of media (Rushidi, 2013). Teacher can use teaching media to support teaching learning process. Teacher can use one or more teaching media in class. The examples of teaching media are video, song, flashcard, and pictures.

Interest

Interest can be defined as an emotional feeling that has a tendency of liking things or certain activities. Slameto (2010) defines interest as persisting tendency to pay attention and enjoy some activity and content. Mangal (as cited in Saswandi, 2014) stated that interest may refer to the motivating force that impels us to attend to a person, thing, or an activity or it may be the effective experience that has been stimulated by the activity itself. In the other words, interest can become a cause of joining an activity.

According to the definition of the experts above, interest can be defined as feeling like to somebody, something or activities, that makes people to pay attention to something which taking someone's' fancy without command or compulsion from outside.

Students' Interest in Teaching Learning Process

Interest can influence the process of teaching and learning. According to Mangal (as cited in Saswandi, 2014) interest is the central force that drives the whole machinery of the teaching learning process. Therefore, interest is one of the aspects that are important in the teaching and learning process. Students who have an interest in something will pay attention and feel enjoy. They also will get satisfaction from that. Interest will rise if get a stimulus from the outside and feel pleasure through something. In teaching learning process, one of the stimuli is teachers 'teaching method.

Aspect of students' interest. To know whether the students have an interested in teaching learning process or not, there are some aspects which we can see based on some experts:

Enjoyment. Interest is persisting tendency to enjoy some activities or content (Slameto, 2010). Someone who is interested in the teaching learning activities, she will be enjoyed during the teaching learning process. He feels happy in doing the exercise and class activities. Students also have enthusiasm in following the class activities.

Attention. According to Harlock (as cited in Nuku, 2014), "Students with an interest in a subject tend to pay attention to it". Students who have an interest toward a subject tend to give a great attention into it. Attention can influence the result in learning. Slameto (2010) said that students have to pay attention to the lesson in order to achieve best result in teaching learning process.

Involvement. According to May (as cited in Nuku, 2015), Students will take more responsibility for their learning and have the big of involvement when they motivate and interest in their learning. Therefore, when students do not have motivation and interest toward their learning, their involvement n the class will be reduces. The students' involvement can be seen b their participation in the class..

Desire. Desire is a feeling of wanting to learn more. When students interest to the teaching learning process, they will want to learn more the material that given by teacher. They will search more information related to the material (Muhajir, 2010).

Correlation between Creative Teaching Method and Students' Interest in Teaching and Learning Process

This research focused on finding the correlation between creative teaching method and students' interest in teaching learning process at EED of UMY. The foundation of this research is based on Rushidi's research in 2013. Rushidi's research entitled "The Benefits and Downsides of Creative Methods of Teaching in an EFL Classroom: A Case Study Conducted at South East European University, Tetovo-Macedonia". Rushidi investigated the used of creative teaching techniques as part of creative teaching method. His finding found that creative teaching techniques make students involved actively. Besides, using creative teaching techniques make students collaborate each other and develop their creative thinking. However, each technique also has downsides. One of the downside is when teacher used brainstorming activity, not all students' feel free to share their creative thinking to others. Thus, students tried to control their thought and some of them think that it is a difficult task. Although, there are downsides in

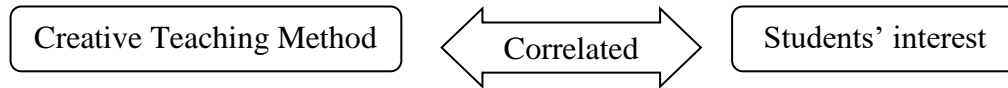
using creative teaching techniques but the result of Rushidis' research showed that using creative teaching method make the class atmosphere not-threatening and rather friendly. Creative teaching method also makes the class more enjoyable for students. In the other hand, Slameto (2010) found that enjoyment is one of the aspects of students' interest. Therefore, creative teaching method can affect the students' interest in teaching learning process.

In EED of UMY, the researcher had observed the used of creative teaching method in class. When lecturer used creative teaching method, students seem to pay attention to the lesson. The researcher also asked to some of students about their feeling when lecturer used creative teaching method. Students said that they feel more enjoying the teaching learning process when teacher used creative teaching method. Therefore, the researcher assumes that creative teaching method has correlation with students' interest in teaching learning process.

Conceptual Framework

The use of creative teaching method affects the students' interest in teaching learning process. Creative teaching method makes the class more enjoyable for students. The result of Rushidi (2013) found that students feel more enjoyed the class when teacher used creative teaching method. Creative teaching method also can engage the students' attention in the class. Students seem to pay more attention to the lesson. While, Slameto (2010) stated that interest is a tendency to enjoy some activities or contents. Besides that, attention also can be an aspect of interest. According to Harlock (as cited in Nuku, 2015), "Students with an interest in a subject tend to pay attention to it". Thus, the theories above

lead the idea of connection between creative teaching method and students' interest which is drawn as below:



Research hypotheses. There are two hypotheses in this research. The first is alternative hypothesis (H_a) which there is a significant correlation between creative teaching method and students' interest in teaching and learning process. The second is null hypothesis (H_0) which there is no significant correlation between creative teaching method and students' interest in teaching and learning process. The researcher chose H_a as the principal of the research.