

## **Teacher Creativity in Teaching Vocabulary of The 7th Grade Students of SMP Negeri 2 Parepare**

**<sup>1</sup>Nopitasari Demmanaba, <sup>2</sup>Patahuiddin, <sup>3</sup>Ali Wira Rahman**

*Universitas Muhammadiyah Parepare*

<sup>1</sup> [Novitasaridemmanaba99@gmail.com](mailto:Novitasaridemmanaba99@gmail.com)

<sup>2</sup> [elbazthakim@gmail.com](mailto:elbazthakim@gmail.com)

<sup>3</sup> [aliwirarahman@umpar.ac.id](mailto:aliwirarahman@umpar.ac.id)

### **ABSTRACT**

The creativity of a teacher in the classroom is very important because it describes the personality of a good teacher, it can also be liked by many people and even by the students being taught. In teaching English, English vocabulary is very important to master in improving fluency in speaking English, increasing understanding and also helping to improve student achievement. The purpose of this study is to determine the creativity of teachers in teaching students' vocabulary, and to determine the effect of teacher creativity on students' vocabulary mastery. Researchers used qualitative research with the case study method. The sample of this research was 1 English teacher and 8 students at 7th grade students. The research instruments in this research were observation, interviews and documentation. This study uses data analysis techniques from Miles and Huberman, namely data collection, data reduction, data display, and data verification. The results of the analysis of the data in this study showed good results between the creativity carried out by the teacher in teaching in class. This is evidenced by the creativity that the teacher always does when learning takes place, the teacher sometimes gives games while learning, gives vocabulary to students to memorize, students are encouraged to use English in class at every meeting, the teacher also always motivates students to always learn English. The increase in English vocabulary is evidenced by how often students use English in class and use English when students meet the teacher.

**Keywords: Teacher Creativity, Vocabulary, Students.**

## ABSTRAK

Kreativitas seorang guru di kelas sangat penting karena menggambarkan kepribadian seorang guru yang baik, dapat disukai oleh banyak orang bahkan oleh para siswa yang diajar. Dalam pengajaran Bahasa Inggris, penguasaan kosakata Bahasa Inggris sangat penting untuk meningkatkan kelancaran berbicara dalam Bahasa Inggris, meningkatkan pemahaman, dan juga membantu meningkatkan prestasi siswa. Tujuan dari penelitian ini adalah untuk menentukan kreativitas guru dalam mengajar kosakata siswa, dan untuk menentukan pengaruh kreativitas guru pada penguasaan kosakata siswa. Peneliti menggunakan penelitian kualitatif dengan metode studi kasus. Sampel penelitian ini adalah 1 guru Bahasa Inggris dan 8 siswa kelas 7. Instrumen penelitian ini adalah observasi, wawancara, dan dokumentasi. Penelitian ini menggunakan teknik analisis data dari Miles dan Huberman, yaitu pengumpulan data, reduksi data, tampilan data, dan verifikasi data. Hasil analisis data dalam penelitian ini menunjukkan hasil yang baik antara kreativitas yang dilakukan oleh guru dalam mengajar di kelas. Hal ini dibuktikan dengan kreativitas yang selalu dilakukan oleh guru ketika pembelajaran berlangsung, guru kadang memberikan permainan saat pembelajaran, memberikan kosakata kepada siswa untuk dihafal, siswa didorong untuk menggunakan Bahasa Inggris di kelas setiap pertemuan, guru juga selalu memotivasi siswa untuk selalu belajar Bahasa Inggris. Peningkatan kosakata Bahasa Inggris terbukti dari seberapa sering siswa menggunakan Bahasa Inggris di kelas dan menggunakan Bahasa Inggris saat bertemu dengan guru.

**Kata Kunci: Kreativitas Guru, Kosakata, Siswa.**

## Introduction

English is one of the subjects taught to students from elementary to tertiary levels. In Indonesia, English is only learned at school but is not used in everyday life. English lessons at school have been taught since elementary school, of course this is very much supported by the parents of the students and even provides a huge advantage for students because learning English can help students master the language which is an international language, many students are enthusiastic in learning the language English, but many students are not interested and even bored to learn English this is due to a lack of motivation for students when the teaching and learning process is in progress. Things that often make students feel bored when learning is in progress are the teacher's way or style of teaching

that is less creative. One of the problems faced in the world of education is fostering teacher creativity.

The process of teaching teachers in English lessons at school must also be able to improve the skills/abilities of students in various stages of increasing knowledge of English lessons, specifically in increasing the ability to learn vocabulary. Vocabulary is an important aspect in learning English. Without a good vocabulary, one cannot communicate well in English. Teaching English vocabulary to students has its own challenges. Teacher not only requested for teach new words, but also make students remember the meaning of these words and apply them when communicating.

In addition, teachers are also required to be creative in using various kinds of media and method learning. There are several reasons that are found and become students' difficulties in mastering English vocabulary, namely the lack of new vocabulary which is influenced by teaching and learning methods, the lack of self-confidence of students to appear, even the class situation or interactions that are not conducive in class so that students have difficulty learning. So that researchers feel interested in conducting research with the title Teacher Creativity In Teaching Vocabulary to the 7th Grade Students of UPT SMP Negeri 2 Parepare.

Andhika (2020), in his research found that the results of the research showed the creativity of teachers at MIN 8 West Aceh in fostering student learning interest consisting of: The use of creative learning media such as audio media, audio visual, word card media and picture media, Use of creative and varied teaching strategies such as discussions, groups, lectures, questions and answers, Reading Aloud assignments and strategies, creative classroom management such as letter-U formation and groups. While the application of teacher creativity is well received. In other words, overall the application of teacher creativity gets responses from students, and fosters student learning interest.

According to Abdullah R. (2017), So therefore, the creativity of teachers in the use of instructional media can be concluded, namely: (1) The creativity of teachers in the use of instructional media in learning a subject usually, teachers only use media such as books, whiteboards and markers. The success of the learning process depends on the teacher's competence in mastering the material or subject matter. Schools seek help to improve the facilities and means associated with school education in one facility and related instructional media to increase student achievement and the quality of education in schools.

(Syahputra, 2014), Stated that there are several strategies in English can be selected and used by the teachers in learning process to improve the learning achievement of

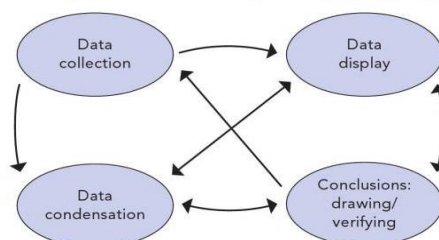
students in four skills of English. Teacher is suggested to use variation strategies that can increase the learning experience for students. Varied leaning strategies can increase the learning outcomes and students' language skills. (Nurhidayah, 2018) found that Based on this research data, the result of students' vocabulary mastery showed that the verb score was 47 categorized enough, noun was 61 categorized enough, the adjective was 47 categorized enough, the adverb was 27 categorized poor.

## Method

This study uses qualitative research with a case study method. As stated by Creswell (in Djam'an satori & Aan komariah, 2017, p. 24) that the definition of a qualitative research method is a process of inquiry (question/investigation) regarding the understanding of a matter to obtain data, information, text views of respondents using a variety of methodology in a social or humanitarian problem or phenomenon. This qualitative research was conducted to discover the creativity used by teacher in teaching vocabulary to students at SMP Negeri 2 Parepare.

Researchers used purposive sampling which is included in the non-probability sampling. The researcher chose two criteria for participants to be involved in this study, namely: 1) English teacher in class VII SMPN 2 Parepare, 2) students in class 7 SMP Negeri 2 Parepare. Thus the research sample is with 4 classes, each of which is taken by 2 people in 1 class totaling 8 people and 1 English teacher who teach in class VII SMPN 2 Parepare.

Data collecting are Observation, Interview, and Documentation. The data analysis technique used by researchers in this study refers to the data analysis model of (Miles & Huberman, 1994), which consists of three activities, namely data reduction, data display, and conclusion drawing/verification.



Source: Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Figure 1. Models of data analysis Miles and Huberman

## **Results and Discussion**

This session will be divided into 2 parts, the first of which discusses creativity like what teachers do in teaching vocabulary. secondly, what kind of influence does it have on increasing students' English vocabulary.

### **A. The teacher creativity in teaching students' vocabulary**

The results of this study indicate that the teaching and learning process carried out by English teachers has a positive impact on increasing English vocabulary. In the teaching and learning process the teacher is able to create a fun and disciplined class. In terms of teaching the teacher is very creative in encouraging students to continue learning, the results of this study are in line with the results of previous research conducted by Syahputra (2014), stating that there are saver strategies in English that teachers can choose and use in the learning process to improve achievement. student learning in the four English skills. The teacher suggests using various strategies or creativity that can improve the learning experience for students.

Creativity in learning that is not only monotonous can improve learning outcomes and students' English language skills. The results of this study are further strengthened by the strategy and creativity carried out by the teacher in order to encourage interest in learning and improve students' mastery of English. The teacher does a trick, namely giving motivation repeatedly to students so that most students experience a very large increase in their mastery of English vocabulary. Not only motivation is always given to students, but teachers also have their own tricks so that students don't get bored easily when the learning process is in progress.

The tricks used are learning while playing or often making jokes but entering the material being studied so that unconsciously students will play but are learning. The use of language that is too formal sometimes makes students get bored quickly, so the teacher tries to have a frequency with students in terms of using language so that it is easier for students to understand what is conveyed by the teacher.

### **B. The effect of teacher creativity on students vocabulary mastery.**

The influence of creativity by the teacher during the learning process also had a very good impact on most of the 7th grade students at SMP Negeri 2 Parepare who were the respondents in this study. The results of interviews conducted with students mostly

experienced an increase in English vocabulary with various creativity carried out by the teacher, then one student said that in increasing his English vocabulary he preferred self-taught learning but remained active in class when learning English. The results of the interviews said that some students sometimes experienced boredom in learning when the English teacher often repeated the material taught before, but most said that they never felt bored because while learning English they enjoyed it and experienced an increase in their vocabulary. From several opinions the respondents said that during the teaching and learning process the teacher often gave jokes so that they often learned while playing and without realizing it vocabulary was lifted faster because they were not tense in receiving material.

Some of the respondents were students who were temporarily taking English course classes outside of school learning. By attending English course classes, students will increasingly improve their mastery of English both in adding new vocabulary and in practicing speaking English. this can be a big guarantee for them where from time to time there will be an increasing need for mastery of the English language both in tertiary institutions and in various fields of work.

This study are more about the positive impact, from the results of interviews conducted with grade 7 teachers at SMP Negeri 2 Parepare what creativity is done in teaching vocabulary, teacher creativity in class is done in various ways. that is, during the teaching and learning process the teacher uses a creative strategy in teaching namely memorization by giving students memorized vocabulary, the teacher teaches while giving games to students or playing while learning, providing continuous motivation for students to learn English. In addition, the teacher also makes class agreements with students so that when learning takes place the class remains disciplined and the teacher also believes that to be a good teacher you must be able to interact with students so that they can receive material happily.

The results of interviews with several students as respondents, most of them experienced an increase in English vocabulary and liked English lessons. The influence of teacher creativity on increasing English vocabulary is evident by the fact that students often use English in class, often use English when they pass each other, then students also prefer English and want to further improve their knowledge of English. From the teacher's creativity to always encourage students to learn English, many students are interested in learning English and doing tutoring so that their knowledge of English continues to increase.

## Conclusion

Based on the findings and discussion in the previous chapter, the researchers came to the following conclusions:

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