

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter discusses data analysis for the data investigated. The researcher will comment on the findings of this study on teachers' creativity in educating students through extracurricular activities, specifically speaking skills in English in extracurricular activities at Darul Istiqamah Islamic Modern boarding school. This chapter delves into the findings and debate.

#### **A. FINDINGS**

##### **1. The Teacher's Creativity Handle Extracurricular Activities to Support Student's English**

The results of observations made by researchers at Pondok Pesantren Modern Darul Istiqamah show that teachers show a high level of creativity in organizing extracurricular activities to improve students' English language skills, especially in the aspect of speaking skills. Teachers do not only provide conventional exercises, but also develop various innovative and fun approaches, despite limited facilities, such as the prohibition of the use of electronic devices.

The teacher, as the main subject of the study, showed various forms of creativity through activities such as debates, speeches, weekly speaking classes, and interview simulations. These strategies succeeded in generating students' enthusiasm and increasing their confidence in

using English. These activities are also conducted collaboratively, involving students as active subjects in learning.

When it comes to managing extracurricular activities that enhance students' English language proficiency, the instructor exhibits a great degree of creativity. Debate clubs, English-language plays, interactive tests, and skill-level-appropriate instructional games are just a few of the captivating activities the teacher creates. Students are encouraged to actively use English, particularly in speaking and listening skills, through an enjoyable and adaptable method. To increase student engagement, the instructor also makes use of innovative teaching resources like songs, films, and web apps. Students can participate in the creation and execution of these extracurricular activities since they are flexible and cooperatively planned. Students seem more eager, self-assured, and driven to learn English outside of scheduled class times as a result.

NH was one of the participants who teaching English at Extracurricular Activity or in class. She teaches several modes for learning English such as debate speech and special English classes for 2 months. He also shows creativity by designing various interesting learning activities that meet the needs of the students. The extracurricular activities designed not only focus on academic aspects in the boarding school but also develop students' creative abilities, such as speaking, writing, and collaborating in the context of English. NH also uses varying and innovative methods, including

the use of engaging media and activities that stimulate students' curiosity, even though students in the boarding school cannot use electronic devices like mobile phones or others, it does not hinder a teacher from teaching.

The researchers found seven approaches of teacher's creativity:

a. Self esteem approach

The creativity of teachers in teaching English is very much in line with the self-esteem approach, which emphasizes the importance of building students' confidence in the learning process. The Self-Esteem Approach is a method of teaching that places a strong emphasis on boosting students' self-esteem and sense of security throughout the learning process, particularly when it comes to speaking English. At Pondok Pesantren Modern Darul Istiqamah, NH teachers demonstrate their inventiveness in the context of extracurricular activities by fostering a joyful, encouraging, and stress-free learning environment. Teachers employ strategies like group projects, visual media, conversation simulations, and language games. One specific instance of this strategy being used was when the instructor split the class up into smaller groups and set up a game called "Mystery Bag," in which each student had to feel the items in the bag and give an English description of them. In

addition to practicing vocabulary and speaking bravely, this game fostered a healthy sense of competition.

Teachers also offer incentives in the form of motivational cards that read, “You spoke bravely today!” or praise such, “Great try, Aisyah!” The phrase “keep going!” encourages students to keep trying. The usage of straightforward posters with encouraging phrases like “I can do it!” and “Making mistakes is okay!” displayed on the classroom board is one example of how visualizing tasks helps students learn. Even if they continue to make a lot of mistakes, students who use this method become more engaged, brave, and feel appreciated in all aspects of their learning. This method worked well for boosting students’ self-esteem and fostering a friendly, open-minded learning atmosphere.

b. Creative approach

The *Creative Approach* is a teaching strategy that emphasizes the creation of learning experiences that are innovative, imaginative, and adaptable to students’ needs and interests. In the English extracurricular program at Darul Istiqamah Islamic Modern Boarding School, teacher NH implemented this approach by moving beyond conventional exercises and designing various engaging and contextually relevant activities. Methods employed include English

drama performances, vocabulary games, speech competitions, and mock job interviews that simulate real-life scenarios. A clear example of this can be seen when students were asked to prepare and perform a short drama in English based on teenage life themes. This activity not only developed their pronunciation and expressive skills but also encouraged teamwork and self-confidence. In other sessions, the teacher created vocabulary quizzes linked to popular culture, such as music, food trends, or students' favourite films, making learning more relatable and enjoyable. Despite the restrictions on using electronic devices within the boarding school, the teacher demonstrated creativity by utilizing printed materials, visuals, and physical games to maintain students' enthusiasm. The implementation of this creative approach has proven effective in strengthening students' language abilities especially in speaking and listening while also fostering motivation, creativity, and the courage to engage actively in English communication. As a result, learning becomes more dynamic, relevant, and enjoyable for students.

c. Value clarification and moral development approach

The Value Clarification and Moral Development approach promotes not only language proficiency but also character building through moral reasoning and ethical reflection. At Darul Istiqamah Islamic Modern Boarding School, teacher NH applies this approach by integrating moral discussions and value-based activities into

English extracurricular sessions. Methods include analyzing moral dilemmas, simulating decision-making, and writing reflective blogs. For example, students discussed the question “*Should you lie to protect your friend?*” and wrote short reflections in English. This encouraged critical thinking, empathy, and moral awareness. The teacher also fostered an open, respectful environment where students could express opinions freely. Through this approach, students not only improved their English but also developed stronger ethical reasoning-making learning both meaningful and character-driven within the pesantren context.

d. Multiple Talent Approach

The Multiple Talent approach is a learning strategy that respects the diversity of students’ intelligence with the aim of exploring and developing their potential optimally outside formal learning. In extracurricular English activities at Pondok Pesantren Modern Darul Istiqamah, NH teachers apply this approach creatively through various activities that are in accordance with students’ talents, such as visual, musical, kinaesthetic, and interpersonal. For example, students who like visual arts are asked to make English posters, kinaesthetically gifted students perform in drama, and students with musical intelligence sing English songs according to learning topics. The teacher acts as a facilitator who provides space for expression and opportunities for all students to perform

according to their interests. This approach is proven to increase students' confidence, active participation and collaboration, while strengthening character values such as discipline, responsibility and cooperation. Visually, this activity is visible in the dynamic classroom atmosphere: students move, discuss, create, and interact actively.

e. Inquiry approach

The Inquiry Approach is a learning strategy that places students as active participants in the learning process, encouraging them to explore, observe, ask questions, and find answers to real-world problems. In the English extracurricular program at Darul Istiqamah Islamic Modern Boarding School, teacher NH implements this approach by acting as a facilitator, guiding students to build curiosity through direct exploration and collaborative discussion.

The methods used include assigning open-ended topics, prompting observation, formulating questions, and encouraging students to present their findings orally. For example, in one activity, students were tasked with investigating how social media influences teenagers' use of English in daily life. After conducting informal observations and group discussions, students presented their results in English through group presentations. This activity helped them develop speaking skills, critical thinking, and the ability to construct logical and responsible arguments.

Visually, this approach manifests in a dynamic and collaborative classroom atmosphere. Students work in small groups, take notes of their observations, brainstorm, and create simple visual aids such as paper charts or handwritten posters to present their findings. Through this method, English learning becomes a student-centered, inquiry-driven process that allows students to actively construct meaning and deepen their understanding beyond passive instruction.

f. Pictorial Riddle Approach

The application of the Pictorial Riddle Approach in English extracurricular activities at Darul Istiqamah Islamic Modern Boarding School demonstrates teacher NH's creativity in integrating visual stimuli into language learning. This approach utilizes symbolic or thought-provoking images to stimulate students' critical thinking, imagination, and oral expression.

Teacher NH explained during the interview that this method was particularly effective in drawing participation from students who were usually quiet in conventional class settings. This supports the idea that visual prompts can lower students' affective filters and make them more willing to engage in communicative tasks. In practice, teacher NH presented printed images-often ambiguous or metaphorical-and asked students to observe them carefully, interpret possible meanings, and construct short oral or written responses in



English. These activities were conducted in small groups to facilitate discussion and peer learning. For instance, students were shown an image of a bird in an open cage and asked to describe what it might represent. Many students related the image to themes of freedom and personal growth. They then formulated short narratives or opinions and presented them using simple English.

g. Synetics approach

The Synectics Approach is a teaching strategy that encourages students to understand abstract concepts or new vocabulary through imaginative associations, metaphors, or analogies linked to personal experiences. In the English extracurricular activities at Darul Istiqamah Islamic Modern Boarding School, teacher NH applied this approach to bridge the gap between unfamiliar English terms and students' everyday understanding. The approach was especially useful in making abstract or foreign vocabulary more relatable, helping students to engage creatively with the language.

Teacher NH often began by introducing a new vocabulary item, followed by a thought-provoking prompt that encouraged metaphorical thinking. For example, when teaching the word “sunscreen”, the teacher asked students: “If sunscreen were a superhero, what would it protect you from?” or “If you could describe it with a color, what would it be?” These questions led students to associate the function of sunscreen with protection,

comparing it metaphorically to a “shield,” “invisible armor,” or “guardian of the skin.” Students were then asked to create short descriptive sentences or imaginative analogies using the new word, which not only helped in retaining the meaning but also allowed personal expression.

The Synectics Approach enabled students to which internalize new vocabulary in a meaningful, personalized, and memorable way. It fostered not only deeper comprehension but also built students’ confidence, creative thinking, and enthusiasm in learning English. In the pesantren context, where formal materials may be limited, this approach offered a powerful alternative that valued imagination and emotional connection as part of the language learning journey.

## **2. The Challenges Faced by The Student in Learning English Through Extracurricular Activities.**

This section presents the findings related to the second research question, which aims to explore the challenges encountered by students in learning English through extracurricular activities at Darul Istiqamah Islamic Modern Boarding School. Data were gathered through a series of observations and interviews with English teachers and students actively involved in the extracurricular program, particularly in speaking-focused activities such as speech, debate, and drama and English class.

The findings reveal that while extracurricular activities provide meaningful opportunities for English language use, students face several obstacles that hinder their participation and progress. These challenges are categorized into three primary domains: (1) vocabulary deficiency, (2) linguistic issues, and (3) psychological barriers. Each of these areas significantly impacts students' confidence, engagement, and ability to perform in public-speaking-oriented tasks. The following analysis elaborates on these three challenges and how they manifest in the daily learning experiences of students.

### **a. Lack Of Vocabulary**

First, vocabulary deficiency emerges as a major hindrance in the teaching and learning process. As revealed in the interviews, teachers observed that students' limited vocabulary not only restricts

their ability to express ideas clearly but also undermines their confidence in engaging in more complex discussions.

*“The lack of vocabulary in students is quite clearly an obstacle in the teaching and learning process, where we know that vocabulary is very important to facilitate students’ creativity in conveying an idea or concept. This also affects children’s confidence in expressing something, which discourages them from discussing more complex matters due to this vocabulary limitation”.*

Students frequently avoid deeper interactions due to a lack of confidence in their ability to articulate ideas effectively. To counter this, teachers use tactics including daily vocabulary memorizing, thematic speech preparation, and activities that stimulate contextual vocabulary exploration.

*“Strategi paling berdampak adalah terutama dalam pidato atau drama, kita pilih satu tema di mana siswa akan belajar mencari kosa katanya sendiri untuk menuangkan ide dalam sebuah pidato.”*

#### b. Linguistic Problem

Linguistic concerns such as grammar difficulty, pronunciation faults, and first language interference were frequently encountered. Teachers noted that many pupils felt fear, embarrassment, or low self-esteem when speaking English due to the technical restrictions.

*“Yes, this often happens, especially since English is their second language and aside from that, limitations in various aspects such as grammar, vocabulary, and pronunciation are often the reasons they lack confidence in speaking.”*

As a way to counteract this, it was highlighted that fostering a friendly environment was essential to promoting student involvement. Regardless of a student's skill level, teachers work to value their efforts and create a safe environment where mistakes are accepted as a necessary part of learning.

*“The most important approach is the supportive environment approach, where we try our best to create an environment that mutually supports students in trying and learning; this is done by appreciating the courage to try.”*

c. Psychological problems

Psychological barriers present significant obstacles in extracurricular activities like debate and theater that call for public presentation. The boarding school's intensive linguistic environment, which requires daily contact in English, does not solve the problem of students' emotional resilience.

*“In debates and drama, an additional challenge is perfectionism that makes students afraid of making mistakes due to pressure from competitive peers. This creates an English-language exposure, where all students are required to speak English in their daily lives, which clearly helps them to develop their skills from various aspects, from speaking to listening.”*

Students also tend to overthink and worry excessively about making mistakes, receiving criticism, or not meeting expectations, which often hampers their performance. Linguistically, this anxiety translates into struggles with complex sentence construction, proper

articulation, and effective use of body language. Despite these challenges, teachers noted that many students are motivated to learn new vocabulary through engaging topics and contextual learning.

These results highlight the fact that although implementing English-language extracurricular activities offers a valuable platform for language development, a complex interaction of cognitive, linguistic, and emotional elements shapes the process. In addition to instructional tactics, creating a supportive and inclusive learning environment is necessary to address these issues.

## **B. Discussion**

This section explores how teacher creativity contributes to the implementation of extracurricular activities in enhancing students' English skills. Based on observations and interviews conducted at Darul Istiqamah Islamic Modern Boarding School, it is evident that creative teaching plays a vital role in shaping the success of language learning beyond the formal classroom. Teachers do not merely deliver materials; instead, they design engaging and adaptive learning experiences that encourage students to apply English in real-life contexts, particularly in speaking-focused activities such as debates, speeches, drama, and interactive exercises.

Through various creative methods ranging from the use of visual prompts, thematic vocabulary building, moral-based discussions, to interactive performance tasks teachers transform extracurricular programs into effective and enjoyable language learning environments. Despite the

restrictions on using digital devices, these innovative strategies prove that resourcefulness and creativity are central to student engagement and progress in mastering English.

### **1. The teacher's creativity support students' English through extracurricular activities**

The findings show that teacher creativity has a significant influence on students' language development during extracurricular activities. By incorporating imaginative and student-centered teaching methods, teachers foster a learning atmosphere that is both enjoyable and productive. These results support the ideas of Yu and Subramaniam (2017), who emphasize that teaching should not only involve content delivery but also cultivate creativity to maximize student engagement.

At Darul Istiqamah, the teacher's creativity is reflected in a variety of approaches tailored to students' psychological needs and learning styles. For instance, the Self-Esteem Approach helps to boost student confidence through supportive activities like games and positive affirmations. Simple practices such as motivational cards and encouraging phrases allow students to feel safe and valued, thus increasing their willingness to speak English without fear of judgment.

The Creative Approach is also evident in the use of role-playing, mock interviews, and vocabulary games that are closely linked to students' everyday interests. Activities like performing dramas based on

teenage experiences or creating vocabulary quizzes about food and music help students connect language learning with real-life relevance.

Moreover, the teacher applies the Value Clarification and Moral Development Approach, integrating discussions of ethical issue and personal reflection into English tasks. This not only strengthens students' critical thinking but also promotes meaningful language use. Similarly, the Multiple Talent Approach allows students to engage with English based on their unique intelligences-such as visual learners creating posters or musically inclined students learning through songs.

The Pictorial Riddle Approach, which uses thought-provoking images, and the Synectics Approach, which involves metaphors and analogies, are particularly effective for encouraging participation from quieter students. These techniques help lower students' affective barriers and make language expression more accessible.

Finally, the Inquiry Approach challenges students to explore real issues and present their findings in English. In one example, students investigated the influence of social media on youth language, then presented their analysis in English sharpening both their speaking skills and their ability to think critically.

Overall, the teacher's ability to design and facilitate diverse, meaningful, and inclusive learning experiences in extracurricular settings demonstrates that creativity is not an added value but a core component of effective English teaching. Even with limited facilities, the



commitment to create student-centered activities enables language development to flourish within the boarding school context.

## **2. The challenges faced by students in learning English through extracurricular activities**

The findings of this study reveal that students at Darul Istiqamah Islamic Modern Boarding School face three major types of challenges in learning English through extracurricular activities: lack of vocabulary, linguistic problems, and psychological constraints. These challenges are deeply interconnected and have a direct impact on students' engagement, participation, and performance in extracurricular learning settings such as debate, speech, and drama. The discussion below elaborates on each category and connects them with relevant theories.

### **a. Lack of Vocabulary**

A major difficulty encountered by students is their limited range of English vocabulary. This restricts their ability to express thoughts fluently and often leads to hesitation during conversations or public speaking. As revealed in the interviews, some students are reluctant to speak not because they lack ideas, but because they lack the words to express those ideas properly.

This condition aligns with the view of Hasan (2016), who noted that vocabulary is one of the most demanding areas in second language learning. Moreover, Hoa and Mai (2016) highlighted how learners tend to ignore unfamiliar vocabulary, especially if they

perceive it as unrelated to daily use. The strategies employed by teachers at Darul Istiqamah such as daily vocabulary drills and contextualized learning using themes are consistent with contextual learning theory, which emphasizes that language is best acquired when embedded in relevant and meaningful contexts.

#### b. Linguistic Challenges

In addition to vocabulary, students often struggle with grammar usage, pronunciation, and interference from their native language. These linguistic difficulties contribute to feelings of inadequacy and fear of making mistakes. Students may understand basic English but refrain from speaking due to concerns over being grammatically incorrect or pronouncing words inaccurately.

This situation reflects what Fatiloro (2015) and Pande (2013) argue that mother tongue interference and lack of exposure to native patterns can inhibit second language acquisition. Teachers at Darul Istiqamah address this by fostering a non-judgmental learning space where students are encouraged to try, even if imperfectly. This approach mirrors the framework suggested by Ismail and Kassem (2022), who found that students engage more actively in learning when the environment is inclusive, respectful, and supportive of trial and error.

### c. Psychological Constraints

Psychological factors such as anxiety, low self-confidence, and fear of peer evaluation are also major obstacles. Many students exhibit performance anxiety during public speaking tasks, which is intensified by the boarding school environment where language use is mandatory and peer observation is constant.

One key issue is perfectionism, where students become overly focused on not making mistakes and, as a result, withdraw from active participation. This supports Pande's (2013) insight that psychological pressure can severely limit language output. Teachers reported that students often overthink, fear criticism, and lack the emotional endurance needed to perform in front of others.

To respond to this, teachers implement strategies grounded in Mulyasa's Self-Esteem Approach, which aims to empower students by recognizing their efforts, celebrating progress, and reducing fear of failure. Activities such as group discussions, motivational games, and personalized feedback have proven effective in building students' confidence. This also aligns with the Value Clarification and Moral Development Approach, where students are guided to reflect on their choices and experiences, helping them develop not just linguistic ability but also personal growth and resilience.

From the teacher's perspective, role strain is another critical issue. Teachers are often burdened with multiple responsibilities, managing

both formal classroom instruction and extracurricular programming. As Goode's Role Strain Theory (1960) suggests, such overload leads to stress, fatigue, and a decline in performance quality. Furthermore, many teachers are not trained specifically for handling expressive and performance-based extracurricular activities. This lack of preparation results in role ambiguity, where teachers are uncertain about the expectations and best practices for supervising these programs. In this study, teachers expressed the need for clearer guidelines and additional training.

Lastly, institutional support is often insufficient. As Pratama & Sunarti (2021) observe, the lack of formal recognition, incentives, or allocated preparation time discourages teachers from investing in extracurricular activities. Despite the effort they dedicate to planning and conducting these programs, their contributions are rarely acknowledged by the school administration. This lack of appreciation undermines teacher motivation and limits the long-term sustainability of creative extracurricular learning.