

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, objective of the study, significance of the study, and definition of key terms.

A. Background of Study

In this era, English is the most internationally used language as it has around 1.5 billion speakers all over the world. It is the language of education, business, tourism, diplomacy, etc. However, people often face difficulties in learning and mastering process this language including Indonesian people who are not living in an English-speaking country. This issue is must be tackled by everyone especially English as a Foreign Language (EFL) teacher. According to (Mohammed,2018, p.209).the teacher's role in learning methods, and strategies are necessary to support success in learning.

Speaking of language, English is world lingua franca as evidence numerous articles, book, and scientific paper has been published in English on the internet. There are more than 6 billion articles written in English. Learning and mastering English is not a one-night job. The mastery of English as a second language is very important and it should be introduced properly for the student since they were able to think and to speak in a globalized world (Zamudio, del Pilar Pérez Mata, Callaghan, Zhang, &Lino, 2019, p. 570). Teaching English in Indonesia somehow has its complexity as Dardjowidjojo said that at least five

factors, one of them is the lack of adequate preparation to teach (Mistar, 2005, p.358).

Currently, innovative approaches are used in the educational world and creativity has a vital role to generate innovation. Although creativity is defined in different and many ways by researchers, there is a standard definition that defines creativity as a novel work that is accepted as tenable or useful, or satisfying by a group at some point in time. Thus, it is interesting for academia to seeking an effective and innovative way of teaching in a lot of disciplines. As mentioned before, teaching English as a second language is quite challenging and facing various complex problems. Therefore, teachers have a crucial role to stimulate the critical and creative thinking of pupils. On the other hand, character building can be delivered to the student through English teaching, and it is widely known that character building has a strong relationship with the way of teaching. Creative learning using interactive instruments are very promising media to build the character of the students especially students at a young age.

Allah SWT said Luqman 12.

وَلَقَدْ آتَيْنَا لُقْمَانَ الْحِكْمَةَ أَنْ اشْكُرْ لِلَّهِ وَمَنْ يَشْكُرْ فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ وَمَنْ كَفَرَ فَإِنَّ اللَّهَ

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The research has been done in a suburban primary school in Taipei City which most of the students are from labor family background. The researcher adopts method creative learning with various themes such as ABC, colors, and animals based on the qualitative analysis. They gained quite positive feedback from the students. One wrote that -I had so much fun when playing games at the

class and –I loved to learn how to pronounce words correctly (Liao, Chen, Chen, & Chang, 2018, p. 213-223). This study's investigation has revealed that English performance, learning motivation, and creativity has been improved significantly. Otherwise, the researcher pointed out that using additional or alternative instruments could provide a more comprehensive view of learners' language performance (Ku, 2009, p.70-76).

Additionally, this research also analyzes the interplay between the creative way of learning and the development of character building. The educational process is known could develop character building such as hardworking, communicative manner, and curiosity which play a key role in forming student's morality and behavior. In Indonesia, character building usually taught from religion group subject and civic. However, another subject such as English is also potential to be used as a medium to develop character building to students.(Faridi,2014; Irfan,2017, p.599-604). From the studies, they had implemented and studied the character building development through a conventional method which differs from the current study. Therefore, it is important to analyze comprehensively the role of a creative way of English teaching on character building development at SDN 5 Melayu Muara Teweh. The writer had conducted an observation in the school.

SDN 5 Melayu MuaraTeweh is. It has numerous students with various family background. The writer believes that the school already has educative environment as many students are involved in popular events such as FLS2N (national art event conducted by Ministry of Education) based on its official

Instagram, so before the writer started the observation, the writer's assumption is English studies environment in the school is as its best. English's teacher from the school uses GTM (Grammatical Translation Method) to be easily understood by students. The teacher uses those method whenever students did not understand vocabularies or what the teacher were talking about.

The English teacher is professional in terms of deliver the material, yet the materials are not that bored. For instance, the teacher uses English song as a teaching media. However, students are mostly lack of confidence when they used to solve assignment individually, they were talking and seeing about each other result. The writer believes that there must be something wrong regarding learning process, so that is way students tend to disbelieve with their capabilities. Therefore, writer purposes to apply character building and creative way of teaching English language in SDN 5 Melayu Muara Teweh. This method was used to deliver good values and build a student with good morality and character.

B. Research Question

Based on the background that writer purposed above, to avoid a wide range of study the writer limited it by formulating the research questions as follows:

1. What are the characters found when the teacher implements creative way in teaching English?
2. What is the most dominant character?
3. How is the students' response toward these ways?

C. Objective of Study

Goal of the studies are:

1. To find out which character are found when the teacher implements creative way in teaching English
2. To discover dominant characters which occur during study.
3. To find out students' response toward these ways

D. Significance of Study

1. Theoretical Benefits

- a. The finding of this research gives the aspect in the appropriate picture with characteristic of EYL in terms of multimodality.
- b. The finding of this research is expected to be a source for the next researcher who want to conduct a research in the same field, hopefully this research could give a good information and reference for the future research.

2. Practical Benefits

- a. For the students, it will be benefit for them to learn more about English as they are occupied with creative way of learning.
- b. For the teachers, we can take advantage how to use creative way of learning in order to gain character building.

E. Definition of Key Terms

To avoid misunderstanding and misinterpretation, the writer explains keywords which frequently used in this research as follows:

1. Character Building, Character building means a set of acts to humanize human. Character itself is defined as a description of actions, cognitions, emotions, and motivations which are related to right and wrong according to a relevant moral standard.
2. Creativity, Creativity is described as a novel work that is accepted as tenable or useful or satisfying by a group at some point in time such using a song (Stein, 1953). Although, Creativity is polymorphic, and its attributes may vary according to the disciplines.
3. English Teaching, English teaching for non-native speaker or more precisely known as Teaching English as a second language (TESOL) is a term commonly used or regarded as an *umbrella* to cover English is taught when the second language or foreign language (Abdallah, 2011, p.-)