TEACHERS' CREATIVITY TO HELP STUDENTS IN ACHIEVING DAILY ENGLISH CONVERSATION GOAL OF D-BEATS (DYNAMIC – BOARDING ENGLISH ARABIC TAHFIDZ SCHOOL)

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ABSTRACT

D-BEATS is a boarding school which activity is learning tahfidz and the language use either English or Arabic in daily conversation. English use is primary language in this research. In boarding school exists a class of morning conversation which class is giving vocabularies. The English teachers teach English in morning conversation by questioning and role-play. The teachers use those ways in order to make the students usual to make question and appear new vocabularies in any activity. In process of daily conversation, the students face the challenges such forget and limit the vocabulary, a chance to speak Indonesian if out of monitoring, and the basic challenge is when another person speaks Indonesian other person will respond in Indonesian too. English teacher helps the students to speak English in daily activity by activating the language department. It works like each student becomes a spiyer to spy about the use of English in whole daily activity. For whomever who breaks the language they will be noted by spiyer and reported to the language department to get punishment. The environment in boarding of D-BEATS like other teachers who live in boarding like Tahfidz teacher, Arabic teacher, and canteen keeper, they also try to service the students with English. The learners' reflection after getting the teachers' creativity shows that the students' effort to speak English as often in daily conversation, speak English every day, every time, except free day language, feel free to speak English.

Keywords: daily English conversation, students speaking, teachers' creativity

INTRODUCTION

Teacher is a person who is delivering lesson and value to other people in learning process. Teacher takes a particular role to make the purpose of learning reached. Based on Suwartono (2016: 9) that teacher is a certain role and as a facilitator. Being a teacher to reach the learning process, the teacher needs creativity. Creativity based on Alistair (2017: 12) says that the creativity is producing something new which is meaningful. Creativity in teaching is producing new way to make the students get easiness in learning process.

This research tells that the teacher is teaching English. Mistar (2005: 71) tells that English is the first foreign language officially taught to students from junior secondary school. English is still foreign language to teach in. Suwartono in journal of Teacher's creativity in ELT (2016: 9) says that as a foreign language, English is neither easy to learn nor to teach. So, from the information above teacher needs to teach the students easily in order to make the learning purpose is reached properly. He Suwartono also states that creativity in ELT can find itself expressed with regard to methodology, media, resources, material, classroom activities, or in some combination of these.

To apply the learning English activity this research shows that research location is in D-BEATS. D-BEATS (Dynamic – Boarding English Arabic Tahfidz School) is a boarding school which activity there is learning tahfidz and learning bilingual which language are English and Arabic. D-BEATS is a boarding school of MTs. D-BEATS students. In boarding school live together among Tahfidz teachers, Arabic teachers, English teachers, and the students of class 7^{th}, 8^{th} and 9^{th}.

In boarding school of D-BEATS happens a learning process of English. The learning English which happens in Morning Conversation handled by English teachers for 30 minutes in every morning. The English teachers are teaching vocabularies. The vocabularies are expected to use by students in practicing speaking English in daily conversation. In learning process of speaking English in daily conversation the students face some challenges. Mona (2007: 112) stated that there are some factors included in pronouncing the speaking those are self-esteem, emotion, attitude, anxiety and motivation. The similar sound is stated also by Shumin (2002: 206) that L2 or foreign language learning is a complex task that is susceptible to human anxiety, which is associated with feelings of uneasiness, frustration, self-doubt, and apprehension.

The research objectives are going to: 1) explain the creative teaching is used by English teachers to help the students achieve daily English conversation of D-BEATS (Dynamic –Boarding English Arabic Tahfidz School); 2) describe the challenges are faced by students in learning process of achieving daily English

conversation of D-BEATS (Dynamic –Boarding English Arabic Tahfidz School); 3) expose the teachers' creativity in helping the students to achieve daily English conversation of D-BEATS (Dynamic –Boarding English Arabic Tahfidz School); and 4) present the learners' reflection after getting the teachers' creativity in helping the students speak English in daily conversation of D-BEATS (Dynamic – Boarding English Arabic Tahfidz School)

METHOD

This research method uses descriptive qualitative. The technique instruments used in the research are interview, questionnaire, observation and document. The data sources are got from English teachers, the students, and other teachers such tahfidz teacher, Arabic teacher, and canteen keeper. The data is analyzed uses descriptively.

Research Instrument

The instrument which will be used by researcher to get the information is interview, questionnaire, observation, and documentation. Based on the title of Teachers' creativity to Help Students Speak English in Daily Conversation will be explained in detail as:

a. Interview. Technique of collecting data as structured or unstructured and can be done by face – to face or contact trough the phone (Sugiyono). This interview will be given to object research that is to English teacher, students, canteen keeper or other teachers.
b. Questionnaire. Questionnaire is list of question which will give the option answer only yes or no. questionnaire will be given to students about related question in students' daily conversation.
c. Observation. Researcher observes the phenomenon directly to the boarding. Researcher will observe what is being happened in the field. The activity is done in observation is in the class and out of the class. The point will be observed is about how often the students make conversation in English, how the students act to make conversation in English, how their action when meeting their friend in the class, and how their action when meeting teacher.

d. Documentation. The documentation used is teacher's documentation or teacher's lesson plan.

RESULT AND DISCUSSION

1. The Teachers' Creativity Used by English Teachers to Help Students Speak English in Daily Conversation of D-BEATS.

In questioning technique, between the result of this research and the previous research shown in *Indonesian Journal of Integrated English Language Teaching* has the similarity. The similarity is helpful to get more idea in order to speak more fluently, the students understand what they want to say from the question given. In role-play technique, between the result of this research and the previous research shown in *Journal of Language Teaching and Research* has similarity. The similarity between finding and previous research is some words or expressions which are repeated in role-play can comprehend the daily English conversation.

The discussion of teachers' creativity in helping daily English conversation presents that: 1.) Between interlocutors or students can communicate each other communicatively, 2.) the students are newly producing words as a topic which is being talked. Those two creativity levels make the students of D-Beats can express their idea easily. With the technique of questioning and role-play the students are able to: 1. Lead the students to express the students' idea and feeling, 2. Speak more fluently what they want to say and answer the question given, 3. Comprehend the word or expressions which are given in role-play technique in daily English conversation.

2. Challenges are Faced by Students in Learning Process of Helping Students' Daily English Conversation.

The discussion of challenges are faced by students in learning process of helping students' daily English conversation is showing the similarity and difference. The similarity is from the students' factor that students less of vocabulary and mispronunciation. The difference result of this research and the

previous research is mentioning the problems come from the teacher who teaches speaking with inappropriate speaking teaching. There is a chance to speak Indonesian if out of monitoring, and the basic challenge of helping daily English conversation is reflect to say in Indonesian if the first speaker says in Indonesian.

3. How are Teachers' Creativity in Helping The Students Speak English in Daily Conversation of D-BEATS.

The existence of Language Department helps the students speak English in daily conversation in boarding school. Where the students become spiyer to note other friends who broke the language can keep the students of D-BEATS always try to speak English. The consequent if they break the language they will get punishment. Another that reason, the students feel that to speak English is an obligation. Motivation to speak English by The Head of D-BEATS always be given to the students.

4. The Learners' Reflections After Getting Teachers' Creativity in Process of Helping Daily English Conversation.

The researcher takes the conclusion that learners' reflection in helping students' daily English conversation brings to the students' advantages. The students' reflections can be seen from this research by collecting the data from interviewing, observation, questionnaire, and the documentation. 1. Lead the students to express the students' idea and feeling, 2. Speak more fluently what they want to say and answer the question given, 3. Comprehend the word or expressions which are given in role-play technique in daily English conversation. The existence of Language Department helps the students speak English in daily conversation in boarding school. The students feel that to speak English is an obligation. The students try to speak English in daily conversation even though they face the challenge, the basic challenge is reflect to say in Indonesian if the first speaker says in Indonesian.

CONCLUSION

1. The creativity is the ability to communicate communicatively between the interlocutors and produce newly words when being talked. The English teachers of D-Beats use the technique that reach the students help the English conversation in daily life. By using the technique of questioning and role-play the students are able to: make the students speak easily; speak English as often in daily conversation; speaking English every day, every time, except free day language; feel free to speak English.
2. The challenge that students face in process of helping daily English conversation is: lack of vocabulary, a chance to speak Indonesian if out of monitoring, and the basic challenge is when another person speak English intentionally or unintentionally the interlocutor has a probably to speak Indonesian too.
3. People around the students of D-Beats such: English teacher, canteen keeper, and non-English teacher help the students to keep speaking English in their daily activity. People around the students of D-Beats such: English teacher, canteen keeper, and non-English teacher help the students to keep speaking English in their daily activity.

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