



## CREATIVE LEARNING STRATEGY TO IMPROVE STUDENTS' ABILITY IN ENGLISH LEARNING

**Sri Hapsari**

Indraprasta University PGRI,  
Indonesia

### **Abstract:**

This study aims to provide an overview of teacher creativity in English pronunciation learning. Pronunciation is one of the hardest parts of learning English. In the English sound system there are many ways of pronunciation for each individual caused by various factors such as regional origin, social environmental influences, and others. Thus, Recitation lessons are quite challenging lessons for the teacher because the teacher must present them with creative learning. Through this creativity, the teacher can guide students to achieve learning goals.

**Keywords:** creativity, learning, pronunciation

### **1. Introduction**

Learning is a lifelong process of every person that takes place in a complex manner that is characterized by the existence of behavioral changes, both those that are cognitive, affective, and psychomotor. There are several factors a person does in learning activities, namely:

- a) strong curiosity, originating from within;
- b) the willingness to master science and technology, emerge externally;
- c) learning as a factor of needs that must be met;
- d) the desire to perfect what someone already has;
- e) the need to socialize with the environment;
- f) increasing self-potential and intellectuality;
- g) achieve the desired goals;
- h) utilizing leisure time (Siregar & Nara, 2011).

But unfortunately, the urge of English learning in Indonesia is relatively low when it is compared to the nearest countries such as Malaysia and Singapore. Communities in both of these countries are quite fluent in communicating English compared to Indonesian people. This could be because in Indonesia English is not a mandatory language or an everyday language of instruction. This also occurs in the process of learning English at school. In fact, the ability of English usage is a

necessity in the global era as a communication element. Mastery of English at the middle class level is very emphasized, including listening, speaking, reading, and writing. Of these four skills, learning speaking skills related to pronunciation has not yet proceeded as it should. This is evidenced by the lack of usage of English as a communication element that has not become a habit in learning.

English had not become the language of communication and the student still English pronunciation in mistakes. This happens because learning focuses more on teacher-centered learning so students are passive in using English. The above learning conditions indicate that English learning activities only follow the traditional pattern of note-taking activities that ignore student potential and make students less creative. Based on these conditions, researchers see the need for a change in learning strategies through the creativity of teachers in learning English.

So that these changes can be obtained according to the desired goals, the learning process must take place effectively. The effectiveness of the learning process is not only related to material factors, but in educational psychology it is believed that factors in the mental state have a role in achievement learning goals. Teachers can design learning that supports student conditions. Students whose feelings are happy will more easily receive the material delivered. For this reason, teachers must be able to create creative learning so students feel happy.

## **2. Creative Learning Strategy**

The teaching strategy is an action of the teacher carrying out the teaching plan, meaning the teacher's effort in using several teaching variables (goals, materials, methods and tools, and evaluations) in order to influence students in achieving the set goals (Sudjana, 2017). While learning is the process of the interaction of learners to educators and learning resources in a learning environment (Rahyubi, 2012).

Teacher as an educator have the task of choosing learning strategies that can achieve learning goals. Teachers must have knowledge and skills of understanding concepts and being creative in applying various learning strategies. Thus, the teacher plays an important role in the success of the learning process.

Teachers must have knowledge and skills of understanding concepts and being creative in applying various learning strategies. In creative learning, it is emphasized the way the teacher facilitates learning activities so that the learning atmosphere becomes comfortable so students can learn and be passionate in doing creative and fun activities. So, creativity in learning is key of the development of cognitive, affective, and psychomotor.

With creativity, students can develop themselves optimally and improve the quality of life. Creativity arises from the operation of the mental basis of different things whose concepts are mixed (Michalko, 2012). When it is analyzed, creative ideas are always a new combination of old ideas. Creative can be obtained by combining ideas in useful new ways. A teacher must imagine creatively in forming ideas or incorporating existing learning strategy ideas.

Beetlestone (2012) formulates the elements of creativity including: creativity as a form of learning, representation, productivity, originality, creative thinking, problem solving, the universe / nature-creation. Every individual who does creativity both in the thinking stage and in action is a manifestation of learning. The teacher through the learning program plan, plans the design of the learning process to be carried out, at this stage is the learning process within the teacher, then the thought is realized and it produces something new and original. In this case, something new does not mean completely new, but can be a modification of things has already appeared. In practice, of course the teacher has some obstacles from the planned, so the teacher is also required to be creative in solving problems. The solution to the problem can be things that have never been thought of so far.

### 3. Sound System in English

The sound system of English includes vowels, consonants and diphthongs that are different from Indonesian. Vowels, consonants and diphthongs are also called phonemes which are the first level in language learning (Kumaravadivelu, 2008: 99). Vocals in English are pronounced with different sounds. According to Received Pronunciation there are 20 different English sound systems.

The vocals in English consist of long and short vowels: long vowel consists of 5 pieces, namely: / i:, a:, u:, ɔ:, /, like the example of bean, bar, born, boon, burn. Short vowel consist of 7 pieces: / I, e, æ, ʌ, o, u, ə / like the example of the word pit, pet, pat, putt, pot, put, another.

	Symbols	Words	Phonetic Transcription
1.	i:	see	[ si: ]
2.	I	sit	[ sIt ]
3.	e	get	[ get ]
4.	æ	mat	[ mæt ]
5.	a:	car	[ ka: ]
6.	ɔ	lot	[ lɔ t ]
7.	ɔ:	saw	[ sɔ: ]
8.	u	put	[ put ]
9.	u:	boom	[ bu:m]
10.	ʌ	nə	[ ə, notherə]
11.	ə:	fur	[ fə: ]

Diphthong is a gliding sound or sound made through transferring one vocal position to another vocal position. Phonetically, the diphthong is represented by a two-letter sequence, the first showing the starting position and the second showing the gliding sound.

	Symbols	Words	Phonetic Transcription
1.	ei	day	[dei ]
2.	ɔu	go	[gɔu]
3.	ai	high	[hai]
4.	au	now	[nau ]
5.	ɔi	boy	[bɔi ]
6.	Ið	there	[ðeð]
7.	eð	player	[pleð]
8.	uð	tour	[tuð]

Consonants are sounds or letters (vowels or consonants) which in the production of air do not come out smoothly through the mouth and throat, but it has some obstacles or constriction so that there is friction. Consonants can be grouped according to (i) articulation points, and (ii) ways of articulation (Richards and Schmidt, 2010: 120)

	Symbols	Words	Phonetic Transcription
1.	p	pay	[peɪ]
2.	θ	think	[θɪŋk]
3.	t	tea	[ti:]
4.	ð	they	[ðeɪ]
5.	k	cow	[kaʊ]
6.	s	say	[seɪ]
7.	b	boy	[bɔɪ]
8.	z	zoo	[zu:]
9.	d	day	[deɪ]
10.	ʃ	show	[ʃəʊ]
11.	g	go	[gəʊ]
12.	ʒ:	measure	[meʒə]
13.	m	may	[meɪ]
14.	r	ray	[reɪ]
15.	n	no	[nəʊ]
16.	h	high	[haɪ]
17.	ŋ	sing	[sɪŋ]
18.	tʃ	chuw	[tʃu:]
19.	l	low	[ləʊ]
20.	dʒ	joy	[dʒɔɪ]
21.	f	fee	[fi:]
22.	w	way	[weɪ]
23.	v	vow	[vəʊ]
24.	j	you	[ju]

#### 4. Learning Implementation

Dick and Carey (Sunhaji, 2008) describe five components of learning strategies, namely

- a) preliminary learning activities,
- b) delivery of information,
- c) student participation,
- d) tests, and

e) follow-up activities.

The preliminary activity contains the provision of learning motivation to students and is conveyed interestingly. Teachers deliver pronunciation material through examples of videos and pictures and convince students about the benefits of learning pronunciation material so that it can influence students' motivation to learn pronunciation. Recitation activities can also be done in the form of apperception, in the form of activities that are scaffolding between old knowledge and new knowledge to be learned.

Submission of information is one of the important activities in learning. It can be done well if the teacher performs good preliminary activities too. In delivering information, the teacher must understand the class situation and conditions. The steps that must be considered in the delivery of information are the order in which the pronunciation material must be delivered using the right pattern. First, the teacher can convey the pronunciation theory and second, practice about the sound system. Next is the scope of the material presented, as well as the pronunciation material that will be submitted into the category of knowledge or skills or attitudes.

Students are the center of learning activities (student centered), meaning students are treated as subjects of learning not learning objects. So in learning, student participation is the main thing. Students are given the opportunity to practice pronunciation after knowledge is obtained and the teacher provides feedback.

The fourth step is giving the test. This series of tests aims to determine whether the learning objectives have been achieved or not and whether students have knowledge, attitudes, and skills or not. Usually the test is done at the end of the lesson. The teacher can ask for the concept of pronunciation, various long and short vowels, types of articulation and so on. The last, is a follow-up activity. The teacher can carry out further activities as a follow-up to the test results.

## 5. Conclusion

Learning strategy as an effort of teachers in designing learning that aims students can learn so that students can have the knowledge, attitudes, and skills according to the learning objectives. In learning English pronunciation material, the teacher must be creative in conveying it, using creative strategies so students are interested in learning. These strategies make students feel happy to have the knowledge, skills, and attitudes given by the teacher.

## Bibliography

- Beetlestone, Florence (2012). *Creative Learning: Learning Strategies for Improving Student Creativity*. Bandung: Nusa Media.
- Kumaravadivelu, D. *Understanding Language Teaching, from Method to Postmethod*, Lawrence Erlbaum Associates, Publishers Mahwah, New Jersey, London, 2008

- Michalko, Michael (2012). *The Thought of Creative Thinkers: Train Your Imagination*. Ellys Tjo (translator). Jakarta: Index.
- Rahyubi, Heri (2012). *Theories of Learning and Application of Motor Learning*. Majalengka: Referens.
- Richards, Jack C., *Longman Dictionary of Language Teaching & Applied Linguistics*, Fourth Edition, Pearson, Great Britain, 2010.
- Siregar, Eveline & Nara, Hartini. (2011). *Theories of Learning and Learning*. Bogor: Indonesian Gauls.
- Sudjana, Nana. (2017). *Basics of Teaching and Learning*. Bandung: SB Algensindo.
- Sunhaji (2008). *Learning Strategy: Concepts and Applications*. *Insania Educational Alternative Thought Journal*, vol. 13 no.3.

Creative Commons licensing terms

Authors will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions, and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of English Language Teaching shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).