

UNIVERSITY OF TAMPERE

**STUDENT NARRATIVE WRITING AS REFLECTION ON CREATIVE
TEACHING STRATEGIES IN LANGUAGE CLASS**

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Master's thesis in Education

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The study was about student narrative writing as reflection on creative teaching strategies in language class. It was conducted to understand how both teachers and students of Sukma Bangsa School perceived creative teaching and learning strategy. It was also aimed to identify what creative strategies the language teachers implemented in language class and to explore the students' views and how they reflected on those strategies. The participants were the tenth graders (N = 26) and the two language teachers of SMA Sukma Bangsa in Lhokseumawe. The data were collected through interviews, observations, and narrative writings as students' reflection.

The findings from this study indicated that teachers' perceptions of creative teaching and learning strategies were not really significantly different from students' perceptions in term of its characteristics. According to both, in practicing creative teaching, the process was student-centred, not teacher-centred. Student actively engaged and involved in-class activities. However, there were differences in technical and instructional issues. In some cases, the teacher thought it was the best strategy, which fit the students' needs in learning. On the contrary, some students had other dissimilar perspectives on it. Subsequently, there were several strategies implemented in the language class. The strategies were described based on numerous learning materials. Through narrative writings, the students reflected themselves and freely expressed their thoughts, ideas, feelings, preferences, and achievement based on their experiences on those strategies. They also suggested other brilliant strategies for teachers' improvement in the next meeting.

From students' writing, we found that teaching-learning process was creative in expressing level. The process observed was relevant regarding the proposed process. The implementation of ideas demonstrated fluidity and flexibility skills. It also sometimes indicated to originality or complexity. Meanwhile, from the result of observation, the teachers were also considered as creative teachers. However, both of the Indonesian language and English teachers differed in capacity of practicing creative teaching. Indonesian language teacher was creative pedagogically, but sufficient in the term of personal qualities. Another teacher, English language teacher, was good at pedagogy and personal qualities, but he lacked of school/class ethos. Thus, the problems in language classroom still occurred because the creative teaching practice was not completely accomplished.

Key words: Creative teaching and learning, Creative teaching strategies, Student reflection, Narrative writing.

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1. INTRODUCTION

1.1 Background of the study

As we observed, some language teachers in Sukma Bangsa School have a number of problems that they encounter in the classroom, such as students' lack of motivation and participation. These problems might have arisen from the teachers' lack of ability to create and build meaningful experiential learning, especially in Indonesian and English language learning. They still implement teacher-centered methods in the class, and the students do not have freedom to get involved in the learning process. Additionally, the students feel bored if the teachers only deliver the learning materials to them without applying various learning strategies or using games while teaching. The teachers may not have any abilities to make the class more interesting, fun, and productive, which may affect students' interests in learning. Petty (2009) stated, *"Good teachers touch people's lives forever. If you teach well, some of your students will only succeed because of your excellent teaching. They then might go on to get more advanced qualifications and skills, again just because of your expert teaching. Then they might get a career, indeed a whole life, built on your excellent teaching"* (p. 6). Thus, the successful learning process depends on how the teachers build and create good learning atmosphere.

Moreover, the teachers have important roles in motivating the students in learning languages. In fact, the students still have difficulties to master even Bahasa Indonesia as their national language and even more with English as a foreign language. They learn both languages, but they cannot practice them properly in daily life. In addition, in some cases they do not have good results in the final exam. Hence, the teachers should identify how to use learning strategies creatively based on the students' needs, manage the class well, and be a problem solver. Providing the creative learning environment, which is interesting and encourages students to get involved and participate in the lesson, is crucially needed because the teachers' responsibility is not to merely deliver facts and knowledge to the students. The teachers may not have much control over the motivation of students, but there is a possibility that teachers could do many things to create or increase students' motivation in various ways (Mantiri, 2015).

Concerning those issues, many studies have been conducted to investigate the problems and endeavor to unearth the answers in order to understand such conditions. One of the several results

considered to resolve those problems is by applying creative teaching strategies in the classroom. Zineddine (2010) stated that the responsibility of the teacher is to create places in which students learn to think, and places in which thinking can be joyful to teach students to think critically and understand deeply. He argued that not only strategies support creativity, such as solving problems, exploring multiple options, and learning inquiry, but also that joyfulness matters. It implies that the teachers should be creative in teaching, to create meaningful and relevant learning for students. Meaningful and relevant learning makes students' learning better and effectively resolve all problems related to students' motivation and achievement. Mantiri (2015) revealed that creating meaningful learning and authentic materials can enhance students' interests in learning language or other subject matters. Similarly, Zeqiri (2013) confirmed about the effectiveness of some creative teaching techniques and activities used in a University EFL classroom. This research investigated the impact of different creative teaching techniques and methods for improving students' final results. He claimed that using creative methods in teaching enhance students' learning collaboration and students' output. For the result, Zeqiri (2013) also stated;

“It was evident that teacher motivation is of high importance if we want our students to give better output. Additionally, using interesting, motivating and creative techniques and activities in the classroom had a very positive effect on creating an encouraging classroom atmosphere. The teacher becomes a guide and classes are more student-centered” (p. 90).

However, from our own experiences as Indonesian and English teachers at Sukma Bangsa School, we found that there are still some issues in the classroom even though some of the teachers have already designed learning materials that fit students' interests and needs, successfully enhance students' participation and initiative as well as involve them in all activities. The teachers might think that they have successfully taught the students by using creative teaching strategies. Nevertheless, they never know how the students consider and reflect on their learning experience on those strategies. Therefore, in this study, we would like to explore their thinking and perception on what they have gained after learning, using narrative writing as student reflection. The reason why we decided to delve into narrative writing is based on the assumption that through written narratives in a systematic written form, the students are able to express their ideas, thoughts, and opinions more honestly and thoroughly compared to verbal narratives; as Brunner stated, *“Stories impose a structure, a compelling reality on what we experience”* (as cited in Butcher, 2006, p. 198).

Therefore, the researchers would like to explore what the students perceive on creative teaching strategy using students' reflection. We also would like to understand some practical issues related to the implementation of creative teaching strategies in language classes. In short, we aim to understand

how those strategies could affect the students' interests and how they influence their successful learning.

1.2 Purpose of the study

The purpose of this study is to understand how both teachers and students perceive the concept of creative teaching and learning in language classrooms. We also aim to examine what kind of creative teaching strategies implemented by the teachers and how the students reflect their learning experience on those strategies.

1.3 Research questions

- How do both teachers and students perceive creative teaching and learning strategies?
- What kind of creative teaching strategies do the teachers implement in language classes?
- How do the students reflect their learning experiences on those creative teaching strategies through narrative writing?

2. OVERVIEW ABOUT CREATIVE TEACHING AND STUDENT REFLECTION

This part of the study describes the theoretical framework for the whole research. In this theoretical background, we will obviously discuss the definition of creativity and creativity in the classroom context. Before that, the importance and characteristics of creative teaching, creative teaching strategies, and creative teachers are also discussed here. In addition, it provides us with features of creative learning environment and activity which inevitably support creative teaching and learning process. Moreover, we will consider other important discussions about student reflection. How important it is to be applied in the classroom using narrative writing as a tool to obtain the information for teaching and learning improvement.

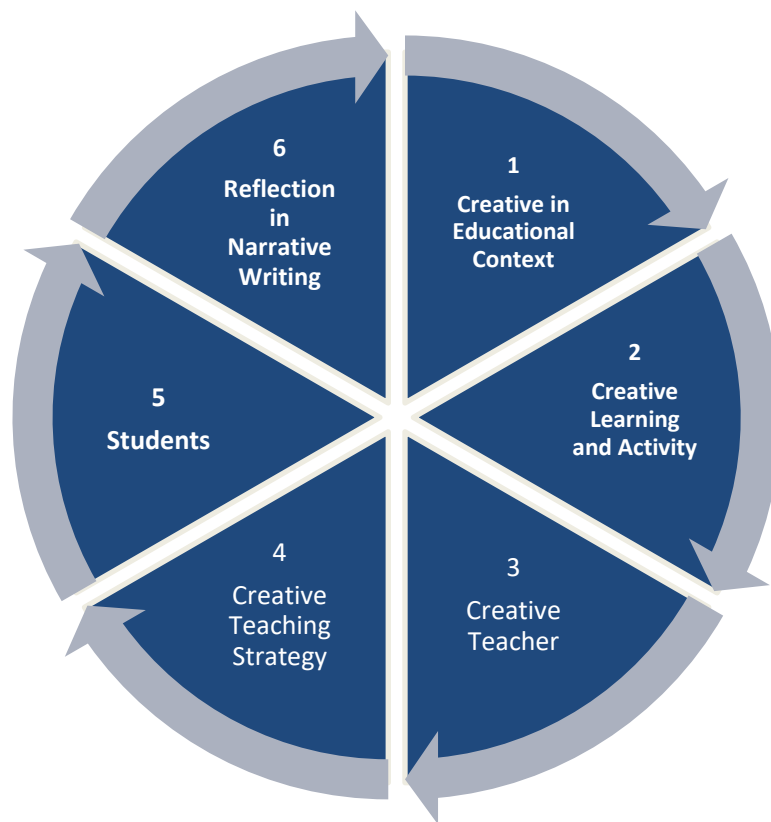


Figure 1. Theoretical framework

2.1 Creative teaching strategy

2.1.1 Teaching strategy

Teaching strategy refers to method used by teachers to facilitate students in learning to achieve a particular goal in the future. Teachers use several different available methods to help them choose and decide the appropriate strategies to accommodate all students' differences. In general, teaching strategy is one of the important aspects in teaching and learning process because teachers use it to allow students to access information that they are teaching.

2.1.2 Creative teaching

Many researchers are interested in promoting creative teaching in teaching-learning process. What is it? Why is it important? Why is it so special for us to apply in the classroom? Does it really affect students' learning, their motivation, or achievement? What are the characteristics of creative teaching? Can it guarantee students' success in learning? All these questions will be answered one by one in this part.

First and foremost, we should recognize the differences between teaching for creativity and creative teaching. We could understand why almost all studies concerning creative teaching, describe the distinction of both terms. It seems that most people do not adequately gain the information about the differences of both of them. As Cremin (2009) revealed that creative teaching refers to teachers' ability in creating interesting and more effective learning using imaginative approaches in the classroom. Meanwhile, teaching for creativity refers to involving teachers in identifying and improving children's creative strengths and fostering their creativity. From the definition above, we could say that the outputs of creative teaching come from teachers. And when a teacher teaches for creativity, it means that the creativity comes from the students. To be more obvious, Zineddine (2010) also explained that teaching for creativity is to enhance students' creativity which has a different focus on creative teaching. Essentially, creativity is on the part of the students. If the students develop a new form of crossword puzzle, they have the opportunity to exercise creative thinking. Therefore, we ensure that creative teaching is not the same as teaching to develop creativity (teaching for creativity).

Furthermore, researchers also show that creative teaching successfully affect students' enthusiasm in learning and achievement. Zeqiri (2013) revealed that creativity enhances learning by

making it more meaningful than simple rote teaching. As Craft et al., (2008) reported that secondary-age students, which involved in the Aspire Pilot project, were highly motivated and engaged in their work on the project (as cited in Jindal-Snape et al., 2013). Learning and Teaching Scotland or LTS (2004) studied creativity in Scottish schools and found that it increased students' motivation level, enthusiasm, and enjoyment (LTS, 2004). Another similar case study was conducted for primary schools in Surrey using the interactive whiteboard by Wood and Ashfield's (2008), they found that creative environments increases pupils' concentration, attention, focus, and motivation (as cited in Jindal-Snape et al., 2013). In the case study of primary teachers who use creative approaches in their teaching, Cremin et al. (2009) also found that they enhanced the children' involvement in tasks. The use of ICT (games-based approaches) successfully encourages students to learn and improve their motivation to participate in the games (Jindal-Snape, 2011, as cited in Jindal-Snape, 2013). Related to the students' achievement gain, Schacter, Thum, and Zifkin (2006), reporting on an observational study of 48 primary teachers working with 816 pupils in US schools over a year, concluded that creative teaching substantially improves student achievement. According to Whitebread et al., (2009), in their experimental study of four primary students, the pupils who were involved in a play condition classroom generally wrote the higher quality stories compared with the students who were taught traditionally (as cited in Jindal-Snape et al., 2013).

Besides, it also has an excellent effect on students' performances, especially to increase their confidence and school attendance. In teaching learning process, confidence is related to students' performance in the class. Some of them feel anxious, confused, and fear when they face new learning materials as well as not comfortable when teachers ask them to come to the class to perform something. It is possibly caused by many physical or mental factors. Thus, teachers' responsibilities are to help their students to find relevance in their work, fully considering their emotional and caring for their personal relationship (Abbs, 2002; Woods and Jeffrey, 1996 as cited in Cremin, 2009). This is one of creative teaching practices, as discussed further below, that all teachers should apply to enhance students' confidence.

2.1.3 Creative teachers

In applying creative teaching, the teacher must be creative. They should have skills in creating a meaningful learning or designing authentic materials regarding to the students' need. In other words, they should prepare themselves with knowledge of the subject (learning content), engagement, and

dedication. This is in line with Cremin (2009) who demonstrated that in practicing creative teaching, teachers should possess the three important dimensions in themselves; teachers' personal characteristics, their pedagogy, and the school/class ethos (see figure 2). When the three-dimension creative teaching exists in a teacher, the practice of it would be perfect.

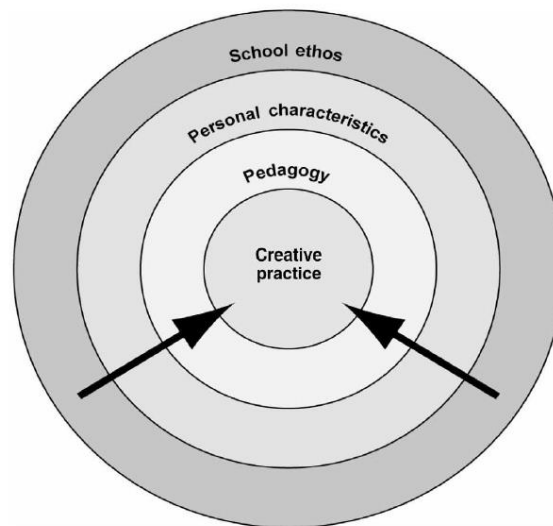


Figure 2. Diagram to represent a framework for creative teaching (Cremin, 2009)

As regards to teacher's personal qualities, it comprises of curiosity, independence in judgment and thinking, intelligence, idealism, risk taking, and hardworking (Torrance, 1965 as cited in Cremin, 2009). Stein (1974, as cited in Cremin, 2009) similarly notes curiosity, independence, and the capacity to become preoccupied, persistence and assertiveness, as well as domain expertise and unconventional tendencies as the criteria for this dimension. In other studies, which are conducted by Beetlestone (1998); Jones and Wyse (2004) as cited in Cremin (2009), confidence, enthusiasm and commitment are common qualities in creative teachers. In short, to practice creative teaching, teachers should consider their personal qualities. How confident they are on their performances, how curious they are in exploring new perspective of teaching or new materials, how big their willingness and interests to make change in their classroom are, what about preparing themselves for taking risks, and so on.

As regards to pedagogy, teachers' practice can be observed when they help their students to connect the learning material with everyday activities, to foster student's agency and self-direction, and to engage the student directly in learning process (Abbs, 2002; Woods and Jeffrey, 1996 as cited in Cremin, 2009). Nonetheless, not only physical engagement, but also teachers apply good teaching when they are able to understand how to emotionally engage with students (Csikszentmihalyi, 2002,

as cited in Cremin, 2009). For example, when a teacher teaches how to describe animals in English class, she asks her students to observe, take pictures, and describe their pets or other animals around them. She facilitates and guides them to write and tell the description of their animals individually or collaboratively. During the learning process, the teacher ensures that both he/she and all students are involved in the activity and help those who have difficulties in learning. Thus, in pedagogical practice, teachers' creativity to commit such tasks become essential because it is a predominant source of meaning in lives.

Concerning ethos, it refers to the quality, perspective, attitude, habit of teachers in job performance. It associates with what teachers think about creativity, how important it is to apply in their classes. It is also about the teachers' beliefs on themselves that they have equitable potential to be creative in order that they should genuinely work to be well-prepared on all of their teaching performances. They have awareness that being creative teachers are more special than being teachers in general, because creative teachers responsibly accomplish many tasks even though it is time-consuming. This is in line with Cremin (2009), "*The creative teacher, it is suggested, is one who is aware of, and values, the human attribute of creativity in themselves and seeks to promote it in others. The creative teacher has creative state of mind, which is actively exercised and developed in practice*" (p.44). In addition, teachers' workloads are not only teaching by designing learning materials and activities in a creative way, but also educating, guiding, and nurturing the students to engage with them physically and emotionally, as previously mentioned in pedagogical practice. In summary, teachers who has a good school/class ethos exhibit superior attitude with high level of dedication. And it is the most important part of creative teaching practice.

Other than the three dimensions above, creative teachers are noted as the teachers who frequently reflect on themselves. They repetitively consider on what they have conducted in the classroom; the activity, the media, the teaching methods, the effectiveness of strategies, and the classroom atmosphere. They are open minded to change themselves in all kinds of situation including to take risks in order to become better in the future. As Morais and Azevedo claimed (2011), "*A creative teacher is the one who encourages reasonable risks and unpredictable situations, while reinforcing creative activities*" (p. 2). From these points of view, we argue that creative teachers are no longer applying teacher-centered method in the class, which makes some of students bored and passive in learning process. Hence, they change the learning system into student-centered method, which gives full autonomy to students to think, act, do, find, and learn about something new on their own. They facilitate the students by creating creative teaching strategies as well as building creative learning environment and activity to have not only fun and interesting learning but also meaningful.

2.1.4 Creative learning environment and activity

Jindal-Snape et al. (2013) conducted a study on creative environments for learning in schools. They reviewed 18 studies which investigated the impact of creativity on students. They found evidence that there are many worthy impacts when teachers apply creative learning environments on students in the school and classroom. The academic achievement, motivation and engagement, school attendance, students' confidence and resilience as learners, creative thinking and problem solving skills, intrapersonal and interpersonal skills are significantly enhanced (Jindal-Snape, 2013). According to Bancroft (2008), creative learning environments could support children and young people's emotional development and social skills (as cited in Jindal-Snape et al., 2013). He also found that students' interpersonal skills enhanced when they were involved in the creativity project. They showed good willingness to play, more sustained engagement in tasks (LTS, 2004) cooperation, and respect for other's work. Therefore, we think that teaching in more creative way could bring high-quality progress not only for students' cognitive but also for students' personal and social skills.

Those positive impacts are reflected by Davis et al. (2011) in their promotion of creativity across different countries. They categorized creative learning environments into three, as follows:

(a) The physical environment included flexible use of space; flexibility and free movement around the space; using different areas within the classroom; providing a wide range of appropriate materials, tools, and other resources such as games, whiteboard, computer games, etc; (b) Pedagogical environment means that learners should be given some control over their learning and supported to take risks with the right balance between structure and freedom; teachers should bring more playful or game-based approaches into classroom at all stages; use the time in a flexible manner; allow pupils to work at their own pace; build a good relationship with the learners based on high expectations, mutual respect, modeling of creative attitudes, flexibility and dialogue, and provide opportunities to work with peers; (c) The role of partnership beyond the school comprises collaboration and involvement with outside agencies, including the local business community, the wider sporting and art community, and other community organizations (as cited in Jindal-Snape, 2013, p. 23).

Furthermore, they also promoted creative activities which resulted in such positive impacts namely experimenting and using new media technologies, interactive whiteboard, computer games (ICT resources), brainstorming, mind mapping, drawing, role playing, model making, drama, music, outdoor study/play, and other practical tasks. As Zeqiri (2013) stated, using interesting, motivating and creative techniques and activities in the classroom had a very positive effect on creating an encouraging classroom atmosphere. Teachers act as facilitators who are responsible for guiding students in learning and to design classes that are more student-centered.

2.1.5 Creativity in classroom context

In education context, the definition that revealed by Zinneddin (2010), in particular, can be appropriately conformed in teaching learning process. According to him, creativity is the process of producing a new whole out of existing elements by arranging them into a new configuration. This definition may be too broad because it includes discovery, imagination, invention of all kinds and theories from several aspects such as political, religious, scientific, and psychological as well as literary works, sculpture, painting, and great performances. However, it emphasizes the creativity focus on process.

In addition, creativity is generally known as good things which are able to enrich the quality of life and to change the quality of learning. It is also identified as the learning process which embraces a wide variety of inputs, processes, and outputs (Maley, 2011 as cited in Maley & Peachey, 2010). On the other hands, Amabile (1996) stated that it is hard to define precisely the creativity unless people will only recognize creativity when they meet it. Nonetheless, he emphasizes that the core idea of ‘making something new’ is the heart of creativity (As cited in Maley & Peachey, 2010). To sum up, creativity could be defined as the ability of both teachers and students to innovate something that has already existed and modify it into a new form. It includes creativity which focuses on product, process and person. Similarly, Rhodes (1961), who well-known for 4 Ps of creativity, initiated other four elements influencing the occurrence of creativity. He mentioned that the components represented an important basis for any kind of creativity: Person, Process, Press/Place, and Product.

“The term person, as used here, covers the information about personality, intellect, temperament, physique, traits, habits, attitudes, self-concept, value-systems, defense mechanisms, and behavior.” (p.307). “The term process applies to motivation, perception, learning, thinking, and communication.” (p. 308). “The term press/place refers to the relationship between human beings and their environment.” (p. 308). This notion and the word “press” are rather common in the field of education. “The word idea refers to a thought which has been communicated to other people in the form of words, paint, clay, metal, stone, fabric, or other material. When an idea becomes embodied into tangible form it is called a product” (Rhodes, 1961, p. 309).

A person in the term of creativity element should have the high-quality characters as mentioned above to accomplish the level of creative person. A process called creative when it successfully motivates, facilitates learning with critical and divergent thinking (Guilford, 1955). The ability to design the needed environment and change the intangible things into the more concrete things was two other basic ideas in the aspect of creativity. Likewise, Wallas (1926) described the

fourth-stage process (preparation, incubation, illumination, and verification) as the important aspects to be overtaken in order to achieve creative process. How one perceived the process and communicated it with other elements such as environment, classroom, strategy, activity, and so on.

Creativity in the classroom emerges when all aspects of creative learning environment, as mentioned previously, is accomplished. Learning materials is designed as creative as possible to fulfill students' needs and more authentic/contextual to increase their interests. Teaching strategies are fun, enjoyable, but challenging in order to enhance their capability in thinking more critically as well as fit their learning style. The main purpose is creativity could be good things which are able to enrich the quality of students' life and to change the quality of their learning (Maley & Peachey, 2010). This implies that the teachers need to be open to such variety, and willing to 'let go' and to 'have a go' by trying things they have never done before (Maley & Peachey, 2010). For Illustration, a playful attitude and atmosphere seems to be a key ingredient for creativity (Cook, 2000 as cited in Maley & Peachey, 2010). On the other hands, there are also creative activities that could be applied in the classroom in order to promote creativity in the classroom; namely, experimentation with new media technologies, ICT resources such as interactive whiteboard, computer games, brainstorming, mind mapping, listening to the music during activities, drawing, role paying and drama, stories, music, fantasy play, outdoor play, expressive painting, model making, expressive and imaginative movement, planting a garden, designing a piece of play equipment, making of memory boxes, practical work (Jindal-Snape, 2013).

2.2 Student reflection as a tool for assessment

Why do the students have to reflect on learning? Reflection is a tool for students for being critical on what they have learned. Assessing their capacity such as achievement, goal, barrier, and benefit in learning. Students also can measure their level of understanding which affect their learning development in the future. In line with this, Bennett et al. (2016) stated, "*Reflection is essential part of students' critically reflective development within experiential learning contexts*" (p.1). After assessing their level of understanding, reflection will provide an opportunity for developing themselves become the students who learn from what they have learned.

Moreover, through reflection, students also assess the teachers' performance in teaching, giving instruction, and managing the class. The result of students' reflection is beneficial for the teachers to improve teaching strategy in the next meeting in order to develop teachers' teaching ability. This is in line with Zimmerman et al. (2007) who stated that teachers need to be able to reflect and self-assess

his/her learning in order to take intentional steps toward developing or continuing competency. In short, reflection is not solely used for evaluating how good or bad the learning experience is in the classroom, but also important to consider what was learnt from the experience. It is applied to describe what students achieve in their own work that changed, needed to change, or might need to be described so they might understand its meaning and identify the development of their progress in learning (self-reflection or self-assessment). As stated by Brownlie and Feniak (1998), "*Student reflection also provides teachers with information about how the students are learning, information that might otherwise be inaccessible*" (as cited in Beed et al., 2005, p. 164).

Based on point of view above, teachers should ask their students to make personal reflection after learning. This is one of the effective ways which can be used to grasp the effectiveness of teaching learning process. It is able to give the students a chance to think again and feel more deeply about what they have learnt. Sometimes, it also can be used as a tool to express the students' views, thought, feeling, and critic towards learning, towards the teachers, and towards the students themselves. Beed (2005) stated, "*One of the most important ways to encourage students to reflect is to give them chances to think critically about their learning experiences to talk about them, to listen and consider others' perspectives, and to write about their experiences and perceptions*" (p. 16). For the example, through the reflection, the students are provided to be a story teller about their own story in learning. They can write freely and honestly what they felt about the learning process, teachers, friends, and also their own problems. Therefore, applying a reflection become beneficial for both teacher and student in assessing and reflecting themselves.

2.3 Student reflection using narrative writing

A Narrative writing contains a written story that used by someone to describe their personal experience. Reflection through narrative writing is a story written by students about their personal experience in learning. By writing a narrative story, student is provided with an opportunity to know and understand themselves better. Al-Rawahi also (2015) stated, "*The reflective writing model used in the current study generates internal feedback which students use to monitor their progress during the learning process toward the achievement of the lesson goals*" (p. 375). Additionally, Narrative writing will show the extent of students' understanding and problem they encounter in the learning.

By putting a reflection into narrative writing, the way the student reflects themselves more structured and significant. It attracts the student to freely write their story, feeling, and experience in

learning. As Brunner stated, “*Stories impose a structure, a compelling reality on what we experience*” (as cited in Butcher, 2006, p. 198). Students reflect what they learnt, how it was going on, and also what they achieved, what kind of the obstacle they had during learning process through narrative writing. Al-Rawahi also (2015) stated, “*Reflective journal writing shares some of these processes such as self-evaluation, monitoring of self-efficacy, self-reflection on classroom activities, and judgments and feelings about these activities. In the current study, the reflective writing model encourages students to produce internal feedback on their learning process*” (p. 369). Such as diary, reflection through writing will also be a tool to describe everything about learning, teachers, and about themselves. Thus, the students are given full autonomy to tell the story in narrative writing based on their own style. They can be indirectly expressing the ideas, opinions, criticisms, and suggestions on what they feel.

3. METHODOLOGY

3.1 Research design

This was a kind of qualitative research which used a qualitative method for collecting the data; namely interview, observation and document review. This research is based on the interpretivist/constructivist paradigm (Phenomenography approach). As Bogdan and Biklen (1998, as cited in Mackenzie & Snipe, 2006) revealed, qualitative methods are predominantly used to operate the interpretivist or constructivist paradigm. We used this theoretical paradigm because it is an approach used to understand the world of human experiences (Cohen & Manion, 1994 as cited in Mackenzie & Snipe, 2006). Additionally, Creswell (2003) emphasizes that the reliability of the research depends on participants' views and thoughts which come from their background and experiences (as cited in Mackenzie & Snipe, 2006). In our research, we aimed to understand the students' views of their reflection about learning experiences based on creative teaching strategies in the language classroom. Experiences are expressed in narrative writing (as documents). Therefore, the interpretivist or constructivist approach was considered appropriate in this research.

The research was conducted at a Sukma Bangsa School. The participants of the study were twenty-six of the tenth graders of senior high school. We decided to choose these students as our participants because their level of thinking, understanding, and also cognitive development are already developed. As described in Piaget's theory, there are different stages of children's cognitive development based on their biological development; sensorimotor (0-2 years), pre-operational (2-7 years), concrete operational (7-12 years), and formal operational (12+ years). The sensory motor stage, the children use their skills (sensory and motor) to explore and understand the world based on their physical experiences. During the pre-operational stage, children begin to use symbols and respond to objects and events. In the next stage, missing article concrete operational stage, the children have ability to interpret and investigate their world. They can also solve the problems they face. In the last stage, missing article formal operational stage, they have already used hypothetical deductive reasoning to solve the problems in a systematic way. In addition, they already have an ability to think abstractly (Oakley, 2004). Thus, based on Piaget's theory, the ability of tenth-grader students in reflecting on something occurs in the last two stages; the concrete operational stage and

the formal operational stage. They would be able to reflect on what they did, felt, and achieved more critically, especially in assessing and evaluating their learning progress.

In this research, the other participants were the two teachers who teach language subjects (English and Bahasa) for senior high school students. The reason for choosing them as participants of this research was based on principal's recommendation. According to the principal, both English and Bahasa teachers are creative in teaching. He argued that this is based on the result of the teachers' teaching supervision that he has conducted in their classes several times. Hence, we decided to do observation in order to answer our research problems in the language classes with the recommended teachers.

3.2 Data gathering

In collecting all of the data, the researchers used observation, and student narrative writing as a document analysis. First activity, we held meeting with the students/participants. Second, we interviewed the two teachers. Third, we did the observation of teaching learning process. Finally, we collected the students' narrative writing (the documents). These four kinds of activities were conducted in order to confirm all kinds of data in this research. Thus, the researchers triangulated all the data to obtain the validity. As stated Patton (2001), "*Advocate the use of triangulation and state that triangulation strengthens a study by combining methods*" (as cited in Lauri, 2011, p. 2). Additionally, Yeasmin (2012) stated, "*Triangulation is a process of verification validity by incorporating several viewpoints and methods*" (p. 156).

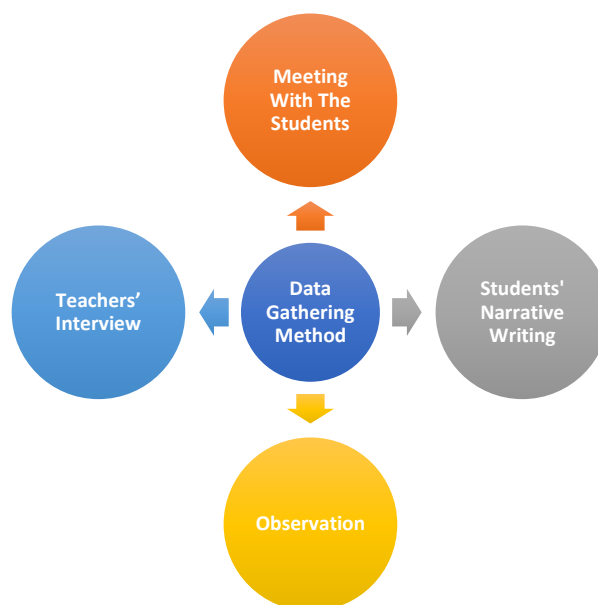


Figure 3. Data gathering

3.2.1 Meeting with students and interviewing teachers

Before having interviews with the teachers, we held the two-hour meeting with the participants (students). The meeting was aimed to explain the purpose of the study and to have their consent of becoming the participants. They filled the consent forms and they agreed to be voluntary participants of this research. Next, the meeting was also to explore the students' perception on creative learning and teaching strategy. How they perceived that issue based on their learning experience. The questions given are "What do you think about creative learning and teaching?", "How do you define it?", "Tell us your unforgettable teaching strategy that applied by your teacher in the classroom!". Then, they wrote their views on the paper. Similarly, the researchers tried to explore how the teachers perceived creative teaching strategy in learning process by using interview. There were some questions related to the interview and all included into open-ended questions and unstructured. We asked the teachers to share their teaching experiences, teaching problems, their perceptions on creative teaching strategy and the application of student reflection. Besides, it aimed to have the consent from the teachers as well which they agreed to be the informants of this research and allowed us to do observation in their classes for several times.

3.2.2 Class observation

Another way to obtain the data, we observed teaching learning process in the classroom. We followed the language teachers' schedule. There were two meetings for Indonesian language class in a week on every Monday, at 11.50-13.10 and Tuesday, at 07.30-09.20 (lasted for about 2x45 minutes), and one meeting for English on every Tuesday at 11.10-13.10 (3x45 minutes). We had conducted seven observations in those different subjects, four times in Indonesian language class and three times in English class. The aims of the observation were to identify whether the creative teaching strategies that used by the language teachers effectively have an effect on students' willingness to learn or not.

As well, the observation was intended to evaluate the level of teachers' creativity in applying the teaching strategy. We would like to identify whether the teaching strategy could be categorized as creative teaching strategy or not based on the assessment tools for evaluating creative learning recommended by Mastracci (2011). Actually, Mastracci (2011) presented the generic criteria for evaluating creative learning which comprises indicators and qualities of 3P; creative product, creative person, and creative process. In this research, we observed the teachers applied the strategy, students who involved in the creative activity, and the process of teaching learning from the beginning until the end of learning. Thus, we included all aspects of our observation into creative process. In addition,

the observation forms (see appendix 4) consist of 4 levels of indicators from 1 to 4 as follows; (1) not yet evidence, (2) emerging, (3) expressing, and (4) excelling. One is the lowest level and 4 the highest level. When we observed, we wrote all of the description of teaching learning process as the reason on what level of creativity the teachers and their strategies were.

3.2.3 Students' narrative writing

At the end of learning, we reminded the teachers to spend 5 until 10 minutes to ask the students to write the story about their learning experiences in narrative writing. They wrote their reflection on a piece of paper which contains of several questions as guidelines. The questions were asked about what they learnt, how they felt, how the learning process lasted, what activity they involved in, what they achieved, and etc. (see figure 4). This narrative writing was aimed to explore and delve deeper the information about how they reflected themselves and their learning experiences based on their feeling, their perceptions on those strategies, their preferences during the activity, their achievements, and their suggestions for the teachers.

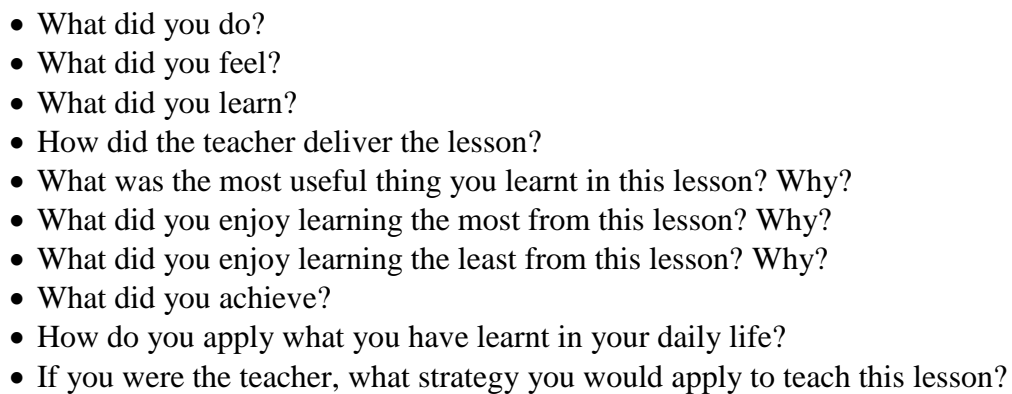
- 
- What did you do?
 - What did you feel?
 - What did you learn?
 - How did the teacher deliver the lesson?
 - What was the most useful thing you learnt in this lesson? Why?
 - What did you enjoy learning the most from this lesson? Why?
 - What did you enjoy learning the least from this lesson? Why?
 - What did you achieve?
 - How do you apply what you have learnt in your daily life?
 - If you were the teacher, what strategy you would apply to teach this lesson?

Figure 4. The list of questions for narrative writing

3.3 Data analyzing

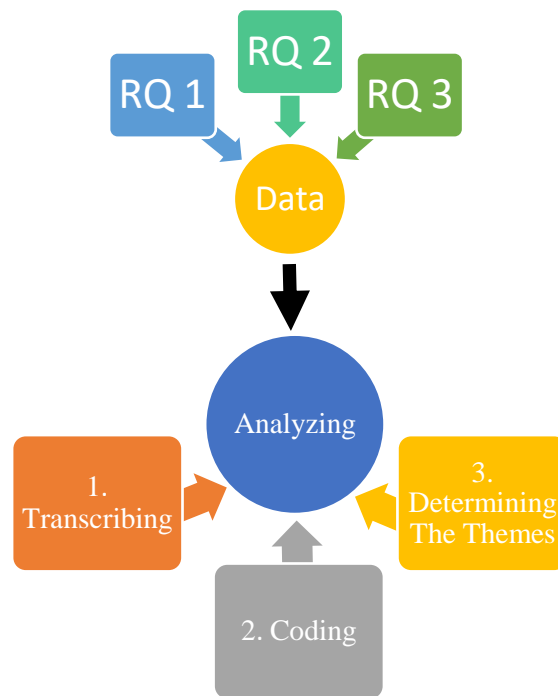


Figure 5. Data analysis

According to Fang Hsieh and Shannon (2005) there are three distinct approaches of content analysis; conventional, directed, and summative. Additionally, Cavanagh (1997) stated that “*Researchers regard content analysis as a flexible method for analyzing text data*” (as cited in Hsieh & Shannon, 2005, p. 1227). In this research, the researchers used a conventional content analysis approach in analyzing all of the data. As Hsieh and Shannon (2005) claimed, “*In a conventional content analysis, categories are derived from data during data analysis. The researcher is usually able to gain a richer understanding of a phenomenon with this approach*” (p. 1286). Thus, it was related with our steps in analyzing all of the data. There were several data that we had collected to be analyzed;

- 1) Data collected by asking the students to write their opinions to find the information related to RQ 1 (teachers’ and students’ perceptions of creative teaching strategies).
- 2) Data collected by interviewing teachers to find the information related to RQ 1 (teachers’ and students’ perceptions of creative teaching strategies).
- 3) Data collected by observing the class to find the information related to RQ 2 (what the applied strategies are).

4) Data collected by students' narrative writing to find the information related to RQ 2 (what the applied strategies are) and RQ 3 (how the students reflect).

First, the data collected by interviewing teachers. In analyzing the teachers' interview data, we transcribed them verbatim. Next, we repeatedly read all of the conversation in the interview, we highlighted the important arguments of the participants, we marked them using different bright colors, and then we categorized them into several topics as follows; (1) teachers' personal background (yellow), (2) teaching problems (green), (3) teaching strategies (purple), (4) notion of creative teaching (blue), (5) reflection (yellow). We coded them into two broad categories, number 1, 2, and 3 were about teachers' teaching experiences, whilst number 4 and 5, we coded as teachers' perceptions of creative teaching and students' reflections. Finally, we interpreted all the information in the data and wrote the description of the result of each interview.

Second, the data collected by meeting with students were the students' narrative writing about their perceptions of creative teaching and learning. In analyzing the data, we transcribed them verbatim. Next, we repeatedly read all of the students' writing. We highlighted the meaning of creative learning given by students based on two categories. (A) The first category, students' perception, was based on their feeling and opinion, and (B) the second category, students' definition of creative learning was based on the learning activities that they had experienced in the classroom.

Third, we analyzed the observation forms that we had already filled during teaching learning process. In the form, there were some points such as teachers' name, date, time, location, teaching topic and subtopic related to learning materials. In addition, the form consisted of what teaching method/strategy the teachers applied, what media they used, how the learning process was going on from the beginning to the end of learning. We found some criteria, as mentioned previously, in the learning process based on the indicators of assessment tools for creative learning recommended by Mactracci (2011), and highlighted them as notes which referred to the creative learning criteria.

Fourth, the students' narrative writing. We also transcribed their writings, highlighted the important arguments of the particular students using several different colors, and then coded them based on several topics or categories. Furthermore, the documents were read repeatedly to find the information related to RQ 2 (what the applied strategy was) that comprised several topics or categories; activities (A), learning materials (B), strategies (C), perceptions of creative teaching and learning (D), "if being a teacher" (E). Related to research question 3 (how the students reflect) that comprised several topics or categories; their feelings (F), the benefit (G) they gained during and after learning, their likes and dislikes (H and I), and achievement (J), and implementation (K). After coding and categorizing, we shortened all categories into five big themes as follows; (1) feeling, (2)

conception, (3) preference, (4) benefit, (5) suggestion. Finally, we described our interpretation of the information.

3.4 Ethics

In doing this research, the researchers certainly believe that the research has been conducted in a good manner. However, there were some challenges or barriers during the process. One of them was the identity and the ability of the target teachers in implementing creative teaching strategies. We already knew each other. Possibly, it will be easier to have the dialogues with the teachers about the aims of the study, the benefit of it to the participants, their comprehension about the concept of creative teaching, and the teachers' lesson plans before action in the classroom as well. However, we had to ensure that the teachers do not feel anxious, worry, or uncomfortable in teaching because of our observation and this research.

We have also considered the ability of students' in narrative writing. We did not force the students to write their stories in English, but they could use Bahasa Indonesia to express their thought and feelings about the learning process and teachers' strategies or they could write in both of the languages. The most important thing was that they wrote reflections of the learning process with the guidelines provided and they were honest in their writing. Moreover, in this research, the teachers' and the students' identities were pseudonyms.

4. FINDINGS AND DISCUSSIONS

This chapter describes the results of the study. We categorized this part into three sections based on our three research questions. First, we discussed teachers and students' perceptions of creative teaching and strategies, noting the similarities and the differences between them. Second, many teaching strategies were explained thoroughly and described in separate subheadings based on four different topics of learning materials. In this part, we also informed, at which level of creativity the learning process is. This referred to the assesment tool of creative learning recommended by Mastracci (2011). Related to research question three, we presented the findings on how students reflected themselves, which derived from these five significant elements: feeling, conception, preference, benefit, and suggestion. Figure 6 below that shows the whole framework.

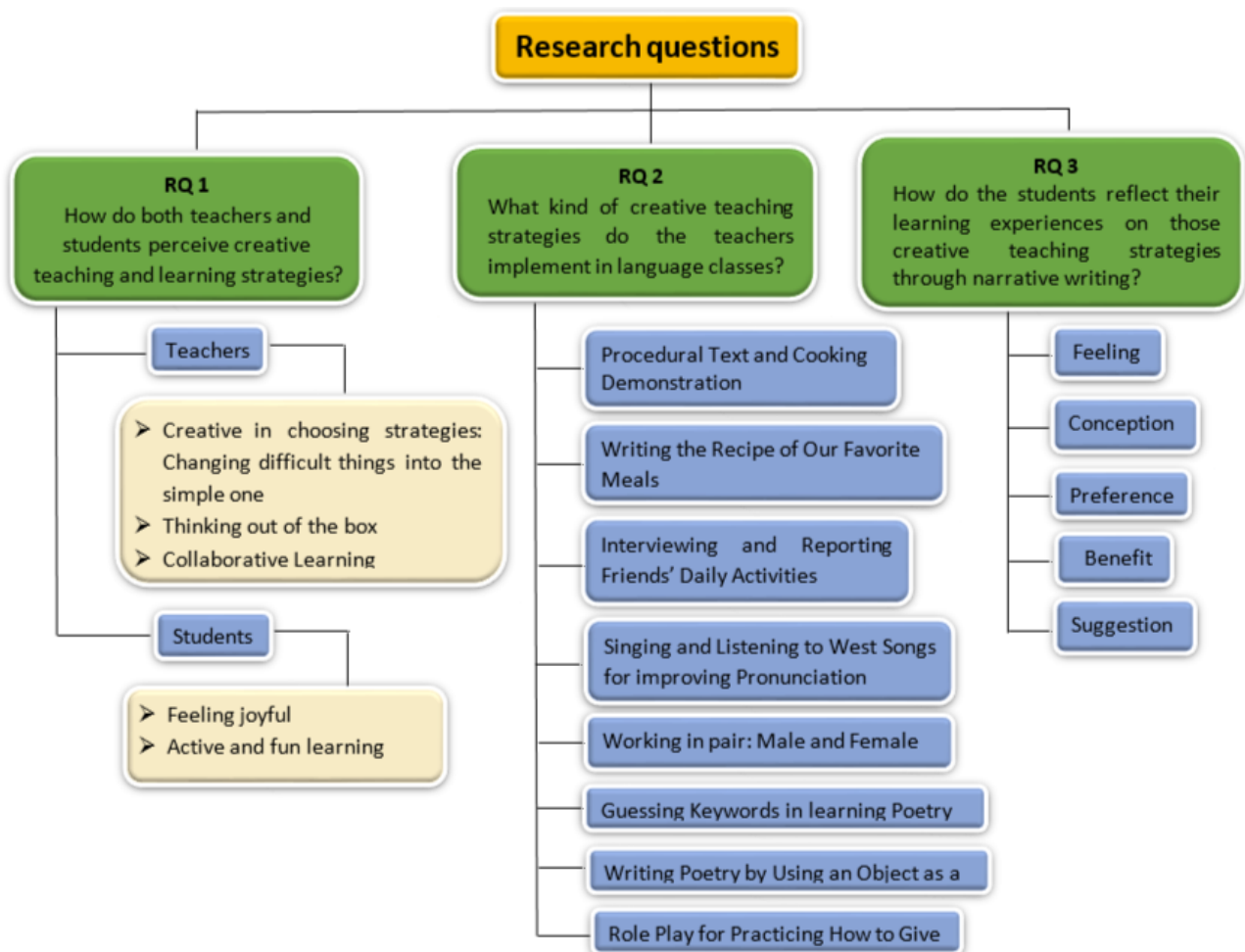


Figure 6. Framework

4.1 Teachers' perceptions of creative teaching strategy

Both language teachers, Indonesia and English teachers, perceived creative teaching and learning strategies based on three aspects; (1) Creative in choosing strategies: changing difficult things into simple ones, (2) Thinking out of the box, and (3) Collaborative learning.

Creative in choosing strategies: changing difficult things into simple ones

The English teacher perceived the word "Creative" as the ability of the teacher to change a difficult thing into a simple one. 'Creative' for him meant making something easy. As he claimed, "*If we as teacher try to make something new and it is more difficult, that is not creative for me*". From the simple things, missing article teacher also can build creativity. It depends on how the teachers choose missing article appropriate strategy in teaching and make it creative based on the students' needs. The teacher should be creative in deciding and choosing the appropriate strategy based on his/her students' needs. According to the perception of the English teacher, "*By creative I mean choosing the strategy, not creative in making a new strategy. The strategy should be applied based on the students' needs*".

Thinking out of the box

The Indonesian language teacher defined the word "creative" as thinking out of the box. A creative teacher will move out from their comfort zone. Creativity is an attempt to do and to think of something new, unusual, and divergent. The teacher should attract the students to think and act in creative ways, moving out from their comfort zones into active and creative learning which engages the student more in the learning process. As illustrated by her, "*Children have to think out of the box, actually. Whatever the learning material is, I will ask the students to think about and discover what they learn. I do not determine something, because it will limit the creativity of the students.*" This is in line with Read (as cited in Peachey & Maley, 2010, p. 29), "*Creativity is often described as thinking 'out of the box', coming up with fresh, divergent responses, original ideas and objects, new solution to problems, or ways of looking at problems.*"

Collaborative learning

According to the Indonesian language teacher, she defined 'creative' as the teacher' ability to facilitate a learning process that provided the students to think and do the activity creatively. For her, it also involved increasing the students' learning collaboration in teams and gave the students' autonomy in the classroom. Her notion was that:

”Teachers have to apply creative strategies, because it could help students to think about and do the activity creatively. It also helps them to establish their cooperation in teams. For example, in teaching procedural text, I usually ask the students to practise something to analyse the procedures. In cooking practice as an illustration, I didn’t decide everything by myself in order not to limit students’ creativity, but I gave the students their authority in choosing the menu.”

4.2 Students’ perceptions of creative teaching strategy

The students perceived the concept of creative teaching and learning based on two aspects; (1) what they felt and (2) what they did in the teaching-learning process.

Feeling joyful

The students perceived creative learning based on what they felt during learning process. They agree with the creative learning when they had happiness and joyful learning. It depended on their feelings such as happy, fun, interested, and spirit. Hence, if these kinds of feelings appeared in the learning process, they would note it as creative teaching and learning. Here several of students’ opinion about creative teaching strategy applied by the teachers based on their feeling:

”For me, creative is joyful and innovative learning that make us happy and avoid boredom.” –Student N2

”Creative teaching and learning is the interesting learning that make students’ interested to learn.” –Student N3

”Creative learning is the learning that understandable and joyful. It is mean not make me under pressure.” –Student N11

”In my opinion, creative teaching and learning increase all the students’ spirit and motivation in learning.” –Student N12

Active and fun learning

The students perceived that creative teaching occurred when the teachers applied the following strategies in the learning activities; (1) Learning by using games, songs, and music, (2) learning in groups, (3) doing experiment, (4) competitive quiz and challenging, (5) Applying outdoor learning, and (6) learning by doing, (7) understandable learning, and (8) innovative learning. It was also noted as the learning process which gave them the autonomy to involve and engage more in the learning process. Some students expressed their points of view about creative teaching strategies applied by teachers based on the activities they did:

“Creative learning is learning by games and listening to music. It makes students interested to learn.” –Students N3

“Creative teaching and learning for me is the learning process which applies games, group work, and practices the learning material.” –Student N6

“Creative teaching is learning by using games in group or using music as learning methods.” –Student N9

“Creative teaching and learning is the process which not only happens in the class, but also takes place outside of the class.” –Student N21

“Creative teaching and learning is the process of using experiments in understanding the lesson. It is not boring to learn this way.” –Student N23

The gaps between teachers and students in conception

Both teachers and students’ perceptions on creative teaching and learning strategies were not really significantly different in its characteristics. They agreed that creative teaching and learning process was student-centered, not teacher-centered. The creative teaching and learning noted as the learning process that applies student-centered which established or activated students more in teaching and learning process. The students’ engagement and participation were more frequently in the learning process. The role of the teachers was merely as the guide and facilitator in the learning process. Students were provided the learning environment that attempt to make the students find what they learnt about and constructed their own knowledge.

However, the differences of the teachers and students in perceiving what the creative teaching and learning strategies was about technical and instructional issues. In particular case, the teacher thought it was the best strategy which fit the students’ needs in learning. In contrary, some students had other dissimilar perspectives on it. For example, in teaching procedural text by applying cooking demonstration in the groups, the teacher asked the students in the group to practice how to cook some foods, there were three kinds of the foods were chosen by the teachers (food, drink, and dessert). In the students’ opinion, they preferred to choose just one kind of foods, for the example, dessert. For the next step, the students asked to write the procedural text as the assignment in the groups. In fact, the students felt more comfortable to write the procedural text individually. They thought that writing the procedural text in the group was not unfair because only one or two of them involved in the activity, but all of the members would had the same grade for the assignment even though they did nothing. In these cases, the diversity of the teachers and students in perceiving the creative teaching and learning strategies were seen.

All of the situations described above occurred due to unclear learning purpose, weak guidance and control, and misunderstanding in giving instruction between the teacher and students. What the teachers felt were not always the same as what students' desire. In this case, the creative teaching practice was not completely indicated the combination of three dimensions (personal characteristics or qualities, pedagogical practice, and class ethos as cited in Cremin, 2009). In other words, the teachers were not capable of combining their personal characteristic, pedagogical practice, and ethos at the same time. They had merely one or two dimensions from these three dimensions in practicing creative teaching. They were creative in teaching but lack of ability in managing the class and also the students (pedagogy). They were still fearful of taking the risk as the teacher (personal qualities), restricting themselves as the teacher who delivers the learning material but not to delve the students' problem deeper (class ethos).

4.3 Creative teaching strategy in language class

Both language teachers have applied creative strategies in teaching learning process. They successfully organized meaningful experiential learning by selecting the appropriate strategies with the purposed learning materials. The chosen strategies effectively enhanced students' interests to learn as well as their participation. We noticed that most of students were vigorously involved in designed activities. The activities were not only fun and interesting, but also challenging.

Here were the main findings on strategies creatively implemented by the language teachers for the tenth graders of SMA Sukma Bangsa Lhokseumawe. We described those strategies and also the brief process regarding to the topics they learned in each class as follows:

4.3.1 Procedural text and cooking demonstration

Students learn procedural text to identify how to make something, how to do something, or how to operate something. In this case, the teacher led the students to understand this lesson by applying cooking demonstration. The students were instructed to cook their favourite foods and serve their favourite drinks collaboratively in groups. It seemed that the teaching strategies are interesting and challenging. All of students demonstrated how to cook the meals in creative ways, and presented what they had in 10 minutes. We could witness that all of students were active and cooperative during cooking activity. We argued that the strategies used effectively affect students' interests and

motivation in learning procedural text. According to Gardner (2006), the meaningful materials and activities were important in influencing the student's level of motivation (as cited in Mantiri, 2015).

In addition to this kind of circumstance, the teacher had successfully established creative teaching strategies, which students were experiencing learning on their own using authentic materials. The students directly practiced the procedures of making something real in order that they felt enthusiastic and motivated. Rankin and Brown (2015) stated, "*Creative teaching facilitated active learning and provided students with a deep meaningful learning experience in the context of 'authentic' practice*" (p. 16). As one of students agreed with the previous statement and stated that such activity could also enhance their creativity on what they had achieved. In her narrative writing, she articulated, "*Learning by doing is interesting. Creating new variation of foods makes us more creative.*" –Student N6.

According to Mastracci (2011), creative process occurred when the process of learning was valid with regard to the proposed process, the search for ideas demonstrated skills such as fluidity; the teaching materials are relevant with the applied strategies. It was also relevant with students' style of learning and needs, and flexibility; it was obviously emerged when the students in group had autonomy to decide what kinds of menu they would cook and present to the class, who would present and who would be a photographer. The teacher suddenly changed the instruction and ordered the students to do presentation in the middle of the classroom, not in their groups' desks in order to minimize the time in decorating. Furthermore, the originality or complexity skills were indicated when the students cooked a variety of foods and drinks. They served the meals in different ways and ideas such as Oreo Goreng, Roti Gulung Isi Sosis, and Nutrisari Soda with Jelly. They were creative because the menu was also different in difficulty level.

To conclude, teachers had successfully established creative teaching and learning process in language classrooms through several mentioned strategies above to the tenth graders. The strategies affected students' interests and motivation in procedural text. This result confirmed on what several studies discovered before, that is, creative teaching increased students' motivation level, enthusiasm, and enjoyment (LTS, 2004 as cited in Jindal-Snape, 2013) as well as attention, focus, and concentration (Wood and Ashfield's, 2008 as cited in Jindal-Snape, 2013). Also, the chosen teaching strategies enhanced students' achievement of learning procedural text. Generally, the students have been able to identify and understand the meaning of procedural text, its features, its structures of text especially the steps of making some foods and drinks throughout practicing cooking. Besides, they were able to cook various kinds of meals cooperatively and collaboratively. Thus, what Schacter,

Thum, and Zifkin (2006) concluded on their observational study, was creative teaching could substantially improve student achievement.

4.3.2 Writing the recipe of our favourite meals

After practicing cooking collaboratively, students were expected to be able to systematically write the recipe of their favourite meals. However, the problem occurred during the process when the students realized that they had to spend two-hour learning to do writing tasks in group. We found that students had different attitude towards the activity. Some of students completely did the tasks, whilst some of them did not. They said that learning by using this strategy was not creative and boring. Mostly, female students had responsibility to write in each group. One of them expressed her suggestion, through her narrative writing, as follows:

"If I were the teacher, to be more effective, I would ask my students to do this assignment individually not collaboratively, in order that everyone would be more responsible to accomplish the task on her/his own. If I asked them to work collaboratively, there would not be fair because only some students who involved in the activity, not all, but in the end of learning, we have the same score in evaluation. In addition, by doing this assignment individually, the teacher would identify how students' understanding was and what they have had personally achieved through their own writing." –Student N3.

Findings such a condition, we think that the teacher had not managed the classroom activity well. In this case, it seemed that there was lack of control by the teacher and no assertiveness. Marzano and Marzano (2003) affirmed that teachers should provide clear purpose and strong guidance regarding both academic achievement and students' behaviour. It is associated with teachers' dominance in controlling and commanding over students and the learning process. Thus, we concluded that it associated with teacher pedagogical practice and teacher's ethos in the classroom as we had discussed previously in chapter two. As cited in Marzano and Marzano (2003), there was also a study conducted by Chiu and Tulley (1997) which indicated that students preferred for strong teacher guidance and control rather than more permissive types of teacher behaviour.

However, for those who much more agreed on working collaboratively expressed their happiness instead. They thought that working in group was creative and they were fond of learning this way. The reason for that was doing assignment collaboratively could help students who had lack ability in writing or in developing ideas to write. One of them articulated as follows:

"According to me, the teacher has applied creative teaching strategy by applying group work. We can share what we understand and, in giving opinion, we can learn how to respect each other". By discussing and sharing in group, they were assisted even though, based on our observation, some of them truly did not have awareness to work together and cooperatively." –Student N13.

We summarized that these different perspectives of students correlated on what they achieved during the activity. The more students achieved something from learning, the better they could write the recipe. Another case is the much more they involved in the activity, the much more they know how to write the recipe. This collaborative work, as the teacher's instruction about the learning purposes, actually was to complete each other, but not all of the students could successfully work as a team to accomplish the task because of teacher's lack of control during in-class activity. Therefore, teaching-learning process today has been creative in "emerging" level. It was low of creativity level in creative learning because the strategies used did not fit students' differences, creative thinking did not fully establish, and students' responsibilities and involvement was not equal among the students.

4.3.3 Interviewing and reporting friends' daily activities

The main purpose of this learning was the students were able to communicate each other about daily activities in English. The teacher had designed pair work activities to the students through interview and presentation as teaching strategies. The strategies were not novel, but they appropriately worked to teach this lesson. This is in line on what the teacher stated about his belief, that is, *"I perceive creative as the ability in choosing the appropriate strategy, not merely to create the new one."* Zinneddine (2010) revealed there were two different styles or characteristics of creative teachers related to their intellectual abilities; inventing style and implementing style. Someone who prefers to do something on his/her own way is called using inventing style, meanwhile for those who like to do something by following others' way means that she/he has an implementing style. In this case, the teacher was more interested to implement the established ideas or strategies than to invent on his own. It implied that he was a type of creative teacher who had an implementing style. The teacher considered that the chosen strategies were relevant with learning materials and also successfully increased students' participation in learning. Student N18 expressed, *"Today's' learning is fun because we work in pairs and take turns to be interviewers."* Another student revealed, *"We have many movements in learning so that we are not passive."* –Student N19

4.3.4 Singing and listening to west songs for improving pronunciation

Moreover, teaching daily activity by playing videos or songs as a strategy was interesting and fun as well. The teacher stated that it was good to exercise students' pronunciation by singing the songs and to make them more familiar with the words they listen to. The strategy also fruitfully attained the students' attention and attracted them at the beginning of the class. As one of students stated, *"Teacher is good at teaching. We listen to the video and sing funny songs and it is entertaining"* –Student N12. Similarly, another student uttered, *"The teacher is cheerful in delivering the lesson. He always plays song and asks us to sing in order to improve our speaking and pronunciation"*. However, we noted that students like most what is familiar to them. They do not like to face the changes or a novel thing even though they know that creativity could make them better in learning. They did not feel confident and uncomfortable, thus they showed their negative attitude towards learning materials and towards teachers (Zinneddin, 2010).

Much as we realized that students were different in behaving or doing the activities especially singing. The teacher had to repetitively instruct them, especially the boys, to ask questions, to sing loudly, to voluntarily perform, or to move forwards, but they did not respond. In addition, they were confused and need more time to digest the unfamiliar song. Conversely, when the students requested for "Frozen" song, all of them sang loudly and confidently. It was because the song was well-known in order that they had desire to enjoy the activity. The claim was student autonomy plays its role in such condition. As Holec (1983) stated, *"Autonomy in terms of the learner's willingness and capacity to control or oversee her own learning"* (as cited in Thanasoulas, 2010). Thanasoulas (2010) claimed that learner's autonomy was qualified when they had chance to decide learning purpose or goals on their own as well as to choose materials, methods, strategies, tasks, and indicators for evaluation. In this case, teaching language by using song would be better and more effective when the teacher gave an autonomy to the students to decide what songs would they learnt by themselves. On the other hands, the teacher emphasized that:

"I don't allow them to choose the songs by themselves at the present because of limited time. They have different favorite songs and it will be time-consuming if I let them decide. They sometimes have to learn from something they do not like to go out from their comfort zone and find a new thing."

4.3.5 Working in pairs: male and female

The teacher decided to join a boy with a girl as a pair in an interview activity. The students created conversation in pair talking about their daily activities. The strategy used were novel for some students, alternatively, others had ever experienced learning using this way. According to the English teacher, it was aimed to create a new atmosphere among the students. Besides, they could learn how to cooperate and collaborate with someone they did not expect as their learning partner. *“Try to help the students move from their comfort zone even just for a moment”*, the teacher articulated. The teacher assumed that female students were more diligent and smarter than male students. Thus, they would motivate male students in doing learning activity. As Vygotsky (as cited in Pritchard, 2010) stated that children learnt something when they had interaction with others. He added that children would have development in learning when they were supported and guided by others who know and experience more than them.

Nevertheless, we found that the class was not thoroughly conducive and well-managed during the process. Students looked busy to ask each other because they were lacking of vocabularies, but they were not facilitated dictionaries with them. The male students were also lacking initiatives, were passive, and not followed the instruction when the teacher asked them to change their seat position for several times. They had to move forwards and pay a lot of attention on what the teacher instructed and ordered. On the one hand, the teacher looked permissive when some of students came late to the class. There was no treatment or punishment for them. On the other hands, he showed his assertiveness when students made mistakes in pronouncing the words, he immediately resolved it. And he appreciated students by praising giving applause and then he revealed, *“Some of you were good at practicing conversation of how to give advice, hence the problem was pronunciation”*. *“Listening to the song and singing it at the beginning of the class was one of resolutions to make the students were accustomed to training their pronunciation in order to minimize the same mistakes”*, it was argued. In line with those issues, we contended that it corresponded to teacher class ethos and pedagogy practice (Cremin, 2009), according to which teacher should be aware and care of students’ behavior and emotional engagement with them in order to create positive atmosphere and regulation in the classroom. Additionally, the assertiveness of the teacher was also a key point to avoid disobediences.

4.3.6 Guessing keywords in learning poetry

At the beginning of learning, the teacher worked hard to make students understand the concept of poetry. She used traditional teaching method such lecturing in her teaching. Also, there was no media used to help students understanding about it except two colorful board markers for taking notes. She explained learning materials a lot. As a result, students had different attitude towards learning. The male students looked like sleepy and fell asleep during the lesson. They did not pay attention, had no any responses, or got involved in the activity. They did not show their interests in learning. Realizing this kind of condition, the teacher called their names one by one and asked them to respond or give comment on her explanation. What the teacher did indicated that she played her role as an effective manager of the classroom, which she had to be aware because of high-need students. As cited in Marzano and Marzano (2013), teacher should be aware and care of students who has attentive problems. An effective classroom manager did not treat all students the same; they tended to employ different strategies with different type of students.

However, students had their own perspective why they behaved such actions during the lesson. As one of students revealed, *“There were no interesting things, the activity is questioning only.”* Instead, we could observe that those were type of students who were not ready for studying in all kind of conditions. The claims, the students were fond of interesting and fun learning. They merely depended on the teachers’ teaching strategy. They barely had good interests in learning when the teacher did not fit their needs and their learning styles as they mentioned in their writing. *“I don’t think that it is creative learning because there is no fun and interesting thing”*, one of students commented. According to the student, the lesson would be creative when the teacher applied games in learning or designing unusual and challenging activities. Thus, it implied that the extrinsic motivation of these students much more dominantly emerged rather than their intrinsic motivation (Mantiri, 2015).

Actually, female students agreed with males’ point of view in particular cases. They also expected that it could be more interesting to teach the concept of poetry by using games and practicing to read it. *“I will endeavor to teach this lesson by using games or asked them to read the poem one by one in order to avoid boredom in my class”*, said one of students. She expected that the teacher could teach this kind of learning material in more contextual, more creative, more fun to get students’ attention better. One of students suggested that the teacher could demonstrate types of poetry by asking them to practice theatrical poem with music as a background on the small beautiful stage. *“It*

would be amazing”, according to her. Another student suggested, “I will make a song to memorize the structures and types of poetry in order that students will be easier in learning the concepts.”

But in another case, some of them paid attention to what the teacher explained to respect her. For them, the teacher transmitted the lesson interactively. She gave good instruction and clear. She used her body language to give some movements to make learning materials were more understandable. Other than that, two girls also shared their opinion on the issues. According to them, they learnt something because they need it for their future. They respected to the teacher in order that they gave their best attention to not make their teacher felt sad or disappointed. Hearing this, we understood that some of female students especially the two girls had no problems in learning language. Thus, no matter what strategies the teacher used, these types of students had positive thinking and attitude towards learning and the teacher as well. They had awareness and willingness to learn because they were intrinsically motivated. As Clivenbeard (2012) stated that someone who highly had intrinsic motivation was more interested, more curious, and more focused on learning or doing the task.

4.3.7 Writing poetry by using an object as a metaphor

From the observation and student reflection, we discerned that learning poetry became more interesting and attractive in the next day. The teacher utilized more skilled students to share information about definition of poetry, the structures of poetry, the differences between old/ancient types of poetry and modern poetry to review previous lesson. As observed, not many students voluntarily followed her instruction and were involved in the activity. But, the class atmosphere became different after few minutes, when she inquired several questions regarding to the terms of poetry such as *rima*, *ritme*, *bait*, *penyair*, *balada* using keywords. It successfully attracted most of female students’ attention. The students were much more involved in the activity of categorizing the types of poetry and putting them in correct space.

The strategies implemented in this lesson had good impact for students. The five-minute activity of searching an object outside of the classroom such as twig, leave, flower, stone, etc was fun and creative. The learning became more challenging when students had to write a poem independently by using the chosen objects as a metaphor or to play chain-poem game. Almost all of students confessed that they enjoyed learning very much during this lesson. They felt happy to get involved in activities and they liked the way the teacher taught them. Instead, all of them agreed that the teacher had utilized

creative teaching strategies. We could see students' level of motivation increase during the learning process (Gardner, 2006 as cited in Mantiri, 2013) as well as their achievement (Jindal-Snape, 2013). Therefore, we summarized that the teacher successfully facilitated the students to meet their interests in learning such materials. She also clearly demonstrated the four skills of creative thinking, those are, fluidity, flexibility, originality, and complexity (Mastracci, 2011). We could see these dimensions in designed activities. For more obvious, when students wrote a poem using a different object, of course, they will produce different poems. The strategies are relevant with the purpose of learning and flexible because students could choose the objects on their own. They wrote poem independently in order that their creativity was established (originality). It means that the complexity of their writing would be recognized as well by noticing the words used the proper structures of the text, coherency, and other elements.

4.3.8 Role play for practicing how to give advice

As discussed previously that teachers prefer using implementing style rather than inventing style in this creative teaching-learning process. The teachers decided to choose role play as the strategy to teach the expression of giving advice. According to him, role play was appropriate with the established purpose of learning. He expected that students could be able to advice each other and respond to it using appropriate expressions. He aimed to construct the students' understanding about the expression by applying the following strategies: (1) Singing song "waiting for you", to train the pronunciation, (2) Brainstorming and questioning on how to give advice to someone, (3) Watching video about how to give advice, (4) Lecturing using Ms. Power Point; The expression of giving advice, (5) Modelling giving advice to classmate in students' daily life context, (6) Pairing male with female as a pair in learning activity, (7) Reading the conversation about giving advice, translating it into Bahasa Indonesia, and determining the expression of giving advice in the text, (8) Practicing the conversation in pair in front of the class, (9) Making conversation about giving advice in pair.

All kind of activities mentioned above included into creative teaching-learning process. Based on Mastracci (2011) assessment tools for creative learning, the process was creative in "Expressing" level. The reason for that was the process observed was relevant with the intended process. The applied strategies were appropriate with students' works in learning. They were various and technology-based learning. Most of them expressed their contentment because they loved to learn in these ways. For illustration, one student shared her opinion:

"I think, it includes creative learning because we do the activity; we practice how to give advice to friends in a direct".

"Our teacher used technology in teaching (short videos, songs, slides, internet), which means that it was creative learning. It was fun and avoid boredom in learning", other said.

In addition, the teaching strategies used was constructivism, which demanded teachers to use authentic materials and design learning activities to make students actively involved in the activity (Clinkenbeard, 2012). One of the theories related to this discussion was Vygotsky's theory, which illuminated that students need to interact with their worlds and others to transform their thinking (as cited in Clinkenbeard, 2012). He added, "*One's interactions with the environment assist learning. The experiences one brings to a learning situation can greatly influence the outcome*" (p. 245).

Nonetheless, these two students had different point of views. They did not think that teaching the expression of giving advice using mentioned strategies were creative. The strategies were not novel and they were familiar enough with this learning strategy. Another student, in her reflection, said that performing something to the front of the class is common strategy for learning language. Teachers frequently used such strategies to teach the topic. Thus, the strategy did not include into creative teaching strategy. Related to these different perceptions, we concluded that the differences were influenced by the students' prior experiences. Those who had better experiences in learning the same topics previously would compare what they had ever practiced with their experiences subsequently. At last, creative or not the strategies applied by the teacher depended on how students reflected based on their own experiences.

4.4 Student reflection on creative teaching strategy

In narrative writing form, the students reflected on creative teaching strategies in term of learning process based on these five categories: (1) feelings, (2) conceptions, (3) preferences (4) benefits, (5) suggestions.

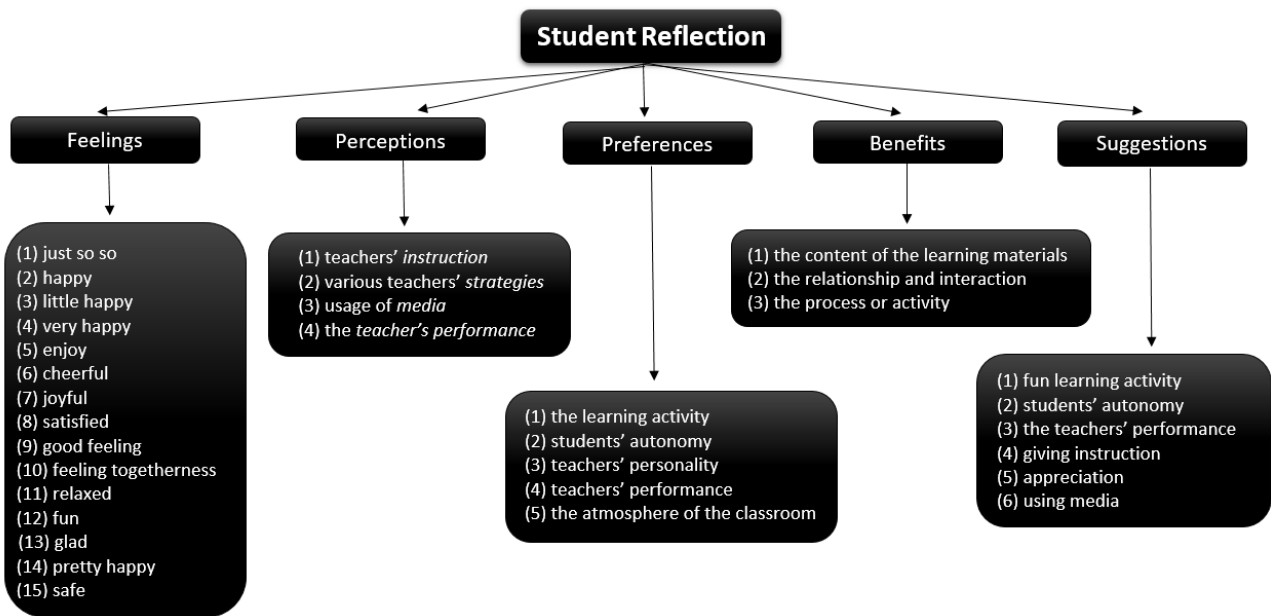


Figure 7. Framework

4.4.1 Feelings

Most of students had positive feelings during the learning process such as; (1) just so so, (2) happy, (3) little happy, (4) very happy, (5) enjoy, (6) cheerful, (7) joyful, (8) satisfied, (9) good feeling, (10) feeling togetherness, (11) relaxed, (12) fun, (13) glad, (14) pretty happy, (15) safe. These all of the feelings indicated the expression of happiness that the students felt in the learning process. It was the effects of creative teaching strategies. On the other hands, only one to three students, in particular cases, felt unhappy because of some reasons such as bad in mood, bad condition, and getting angry to the teacher, misunderstanding the lesson, and feeling upset.

Based on our observation and students' reflection, the students' motivation in learning increased. It implied that the teachers successfully attracted them into creative teaching and learning. The more creative the learning process is, the higher motivation students had. It seemed like they would learn more serious if the teacher successfully increased their motivation by applying creative teaching strategy. As stated by most of the students in narrative reflection, they said that the teachers applied creative teaching strategy because of these activities below;

- (1) The teacher delivers the material clearly
- (2) Teacher's explanation is understandable
- (3) Working together in the group
- (4) Applying learning by game

- (5) Learning by observing outside of the classroom
- (6) Learning by doing experiment
- (7) Learning by using videos, etc.

Most of the tenth-grader students in Sukma Bangsa School showed their extrinsic motivation in learning that emerged from the teachers' teaching strategies. Creative teaching strategies applied by the teachers were successfully increasing their level of motivation and engagement in the learning process. But, they did not have intrinsic motivation in learning which derived from their notion about the importance of the learning for themselves. This is in line with Pintrich and Schunk (1996),

“Extrinsic motivation, in the other hand, is motivation to do a work or an activity as means or way to achieve a target. Those who are extrinsically motivated perform and do affairs as they think that their contribution will cause enviable result like reward, teacher admiration, or evasion (prevention) of punishment” (as cited in Mahadi & Jafari, 2012, p. 233).

Students' motivation and willingness in learning based on the way the teachers teach them. Motivation and desire that they have will decrease if the teachers unable to provide the learning environment such as using creative strategy for them.

In a particular case, two of the students that had good intrinsic motivation. They looked really serious in the most of learning process. Both of them said that learning was the most important thing in their lives because learning something now would affect something in the future. They also had big dream that they wanted to be successful in the future. They had already had the meaning of learning in their mind. For them, learning is not because of the other person but because of themselves. Their desire and willingness to learn did not depend on learning environment or teachers' strategy. It did not matter what situation they encountered, they kept focus to study. Thus, they learnt as much as they could to be better in the future. As stated by Johnstone (1994, as cited in Mahadi & Jafari, 2012, p. 231), *“Considers motivation as a stimulant for achieving a specific target.”* Ryan Deci (2000, as cited in Mahadi & Jafari, 2012, p. 231) also stated that, *“To be motivated means to progress or to be in motion to do something.”* Crump (1995, as cited in Mahadi & Jafari, 2012, p. 232) believe that excitement, interest, keenness, and enthusiasm toward learning are the main constituents of motivation.” According to these notions above, students who have intrinsic motivation in learning are the students who ready as the learner. They learn because of their curiosity in gaining new knowledge. Their desire to know something will attract them into the learning process. It is seen from their seriousness in learning process.

4.4.2 Perceptions

When we asked the students to reflect on what they think of teachers' strategies. They had dissimilar perspectives. Most of them believed that they had experienced creative teaching and learning strategies, but few students did not agree about it. We categorized those positive reasons related to these four elements. First one was teachers' *instruction*. Students evaluated that teachers were good at giving instruction when the teachers' explanation was understandable. The way of teachers facilitated and instructed them to involve in the activity were clear and obvious. Second was various teachers' *strategies*. Most of students examined that they had fun learning, creative, and effective because teachers used various kinds of strategies in teaching. They were facilitated to enjoy the learning process as well as to achieve some skills in learning language by singing some songs, by practicing interviewing and reporting, by practicing conversation, by doing an experiment such as cooking and writing poetry, and also by playing games. According to them, working in group or in pair was also good strategy to help those who needs peer learning. Third was the usage of *media*. Using multimedia such audio and video as a teaching media, Power Point slide show and animation picture as learning material became plus point in teaching learning process. The media used were helpful so that the students perceived that it was creative. Fourth was the *teacher's performance*. Students think that teachers were good at teaching and they had good performance. They used their body language and many movements to help students understand on what they said. Additionally, they had good communication with the students. For the illustrations, one student expressed:

"For this time, I think that learning Indonesian language is fun. We learn poetry by guessing the key of the words given by the teacher. It is fun." Another student said, *"The teacher gives us some keywords related to the topic (poetry), then asks us to guess what words they are. I think, the teacher has applied creative learning by using guessing games in order that we are not bored."*

However, there were also some students who conversely perceived on what they experienced in the second meeting of Indonesian language class. They talked that the class was not interesting because the mentioned strategies used by teachers were usual, boring, no games, not creative, and nothing special except the usage of colourful markers to take a note of important points. For instance, when the teacher taught the concept of poetry in Indonesian language class, some of students criticized the teacher's strategies as follows: *"For me, I could say that teaching-learning process today is not really fun, nothing interesting except colourful markers used"*, a female student conveyed. Other illustrations, one male student viewed that today's learning was not creative because the teacher

reprimanded him by calling his name for many times during the lesson because he annoyed others. He felt upset and angry to the teacher so that he could not enjoy the learning process. Terribly, he said that he achieved nothing. This feeling certainly influenced his perception on the teacher's strategy.

Finding such results, we tried to confirm on what we observed in the classroom. Only the minority of students reflected in this way. The short dialogue was held to verify. Consequently, we argued that it was correlated with their feelings. Students' negative feelings towards teachers and learning influenced their perceptions. Besides, we inferred that those who had ever experienced the same learning by using the same strategies in the past would feel that the teaching-learning process were not really fun and interesting for them. In this case, they compared the present teachers' strategies with previous one.

4.4.3 Preferences

From their reflection through narrative writing, the students expressed their preferences in terms of their opinion about what make them like and dislike in the learning process. They expressed all of the preferences based on these categories; (1) the learning activity, (2) students' autonomy, (3) teachers' personality, (4) teachers' performance, (5) the atmosphere of the classroom, (6) the content of learning materials.

Preference referred to the learning activity, which provided students' autonomy in learning and engaged them more actively in such creative learning. It was established by using several creative teaching strategies such as working in groups, outdoor study, learning by using music, video, etc. As an example, in learning poetry, the teachers asked the students to write a poem using an object around them. Before they wrote the poem, the students were instructed to walk around the school and to choose things such as leaf, stone, or sand. From the chosen object, they started to write the poem. These kinds of activities included creative learning that the students were fond of the learning process.

Teachers' personal characters including their performances also affected students' preferences. Teachers' attitude, mood, and character, such as friendly, would affect the students' motivation in learning. They preferred to more friendly teachers, not bad-tempered, and smart in adjusting the entire situation. For the last, the atmosphere of the classroom and the content of learning materials were the most important things for the students. They studied well because the content of learning was interesting for them. As cited in Mantiri (2015) that meaningful learning ad authentic

materials enhanced students' level of motivation in learning language. Their motivation and willingness to learn increased because of their favorite subject. As well, the atmosphere of the classroom such as the untidy class decreased their motivation and willingness to learn. As one male student articulated, "*What I dislike today is the dirty class.*"

Therefore, the students expressed their preference (like and dislike) in learning process based on the combination of the teachers' personal quality and the teachers' pedagogical practice. In order to build the creative learning using creative teaching strategy, the teachers had to accomplish the three dimension of creative teaching practice including: personal quality, pedagogical practice, and ethos.

4.4.4 Benefits

The students reflect themselves on what they have achieved after learning based on these three categories; (1) the content of the learning materials, (2) the relationship and interaction, (3) the process or activity. First, students revealed that they gained new knowledge by learning using such teachers' strategies because the content of the learning material were beneficial for them. They mastered the materials and became more well-informed. In other words, they learnt something new, which indicated the cognitive change. Their ability in thinking was changed because they start to perceive something in different ways and perspectives. As described by several students:

"What I achieved from this lesson is the steps of doing something. If I want to make something, I have to know the procedures correctly. By learning procedural text, I feel easy in doing something." –Student N6

"The benefit from the lesson today, we knew what the procedural text was about." –Student N14

"The most useful things from this lesson was we understood how to write procedural text." –Student N15

"Today, I learnt about poetry. Now, I knew there are 2 kinds of poetry; old and modern poetry." –Student N11

Second, students achieved something in relation to relationship and interaction among the teammates. They understood that cooperation and collaboration in team make them support and closer to each other. As well, when they worked with peer, they perceived that peer could help them more in mastering the lesson. This is in line on what Vygotsky stated in his theory, He emphasized that the interaction of interpersonal (social) in the environment (for examples; apprenticeships, collaborations) could stimulate, develop, and foster learners' cognitive growth. He added,

”In the ZPD, a teacher and learner (adult/child, tutor/tutee, model/observer, master/apprentice, expert/novice) work together on a task that the learner could not perform independently because of the difficulty level. The ZPD reflects the marxist idea of collective activity, in which those who know more or are more skilled share that knowledge and skill to accomplish a task with those who know less” (Bruner, 1984, p.244 as cited in Pritchard & Woollard, 2010)

Thus, teachers, through their teaching strategies, facilitated students to work collaboratively in group brings a great deal of benefits for students themselves. Besides, their thinking and knowledge improved, also the student-student relationship increased. As stated by them:

”The benefit of the lesson today was the togetherness that we felt during cooking contest. We were happy being together in group.” –Student N9

”The most important thing I got today was about the solidarity and carefulness in working together with my group.” –Student N11

Third, the students learned from the process in all of the activities within creative teaching applied by the teachers. From the activities, they experienced, the students learnt about process and slowly changed their skills becoming better. For example, in learning procedural text, the students learnt how to write the procedural text from cooking the foods. They had not only new knowledge of how to do something, but also they had new skills to write and to demonstrate the steps of making something. They also learnt about helping each other because they worked in the group. As illustrated by some of the students;

”I have understood how to write procedural text. Thus, I could tell and describe to my friend how to write the procedural text.” –Student N8

”By learning poetry today, I understood about the definition of poetry and the structure of the poetry. Thus, I could write a good poetry now.” –Student N7

”I have achieved how to use the words in daily activities and I could practice in good English in daily life now.” –Student N2

All of the changes (cognitive, affective, motoric changes) that the students achieved were the result of the implementation creative teaching strategies applied by the teachers. Using creative teaching strategy, the teachers provided new environment for the students in learning. The aims were exactly for developing students’ motivation and willingness to learn which impact on their achievements was. When the teachers used those teaching strategies, teachers started to work harder to make the learning process different. The teachers started to think on how they attracted all the students in the learning

process, decided appropriate media based on the learning material and created fun activities. This kind of teacher's workload appeared when the teacher was the creative teacher who applied the combination of three dimensions (personal characteristic qualities, pedagogic practice, and ethos) in applying creative practice in teaching (Cremin, 2009).

Additionally, all of the students had the same way in implementing the lesson in their life. They would apply all of the benefits and values that they achieved from the lessons in daily life by practicing, doing, reviewing them. For them, they feel proud of themselves when they could express and describe what they achieved if their friend asks something about the lesson.

4.4.5 Suggestions

The students wrote their points of view about what if they were a teacher who taught the same topic in a language class. The statement was considered as suggestion for teachers. Throughout this, the students expressed their differences in learning, which motivated them. It also successfully explored what kind of learning styles and strategies were appropriate and interesting for them. In their suggestion, they conveyed the following five aspects: (1) fun learning activity, (2) students' autonomy, (3) the teachers' performance, (4) giving instruction, (5) appreciation, and (6) using media.

Most of students recommended that teachers should apply fun learning in learning language. Student N12, in the Indonesian language class, articulated,

"I would make group work for cooking activity, but before that I would play a recipe-game related to students' favourite foods and drinks, which written in pieces of small papers, then hands out each group to be arranged based on cooking materials, equipments, and steps. The meals would be different for each group".

Several other students shared their experiences in learning procedural text in the Indonesian language class. According to them, teaching-learning process had been already interesting and fun. In their narrative writing, however, they felt unsatisfied in doing activities caused by the way of the teacher gave instructions. One student suggested:

"If I were the teacher, I would give strong guidance, control students' activities very much, and help students who have difficulties in learning. I would also instruct them to demonstrate the steps of cooking, group by group in front of the classroom. It might spent a plenty of time, but it will be more effective. At last, I would not ask my students to do writing tasks anymore. And I would only ordered them to make one kind of foods and drinks."

Similarly, another student examined that she experienced great learning process during this lesson. In her reflection writing, she had suggested that the teacher should make a cooking competition and held outdoor study. She stated:

"If I were the teacher, I would also apply group work for cooking activity because it will be easier if we cook cooperatively. Nevertheless, it should be nice to practice cooking outside of the classroom such as in basketball court. It will be wider and we could have good view of the field."

Furthermore, reward should be given to motivate student in doing the activity. One of female students expected the teacher to design more creative activity and appreciate what they have done. As student N2 stated, *"To make learning more interesting and challenging, the teacher should make a competition and give rewards or presents to the winner. That's what I would like to do if i were the teacher."* This student's statement indicated that she would be more interested in learning if the teacher prepared the challenging activity among the students. Related to this, Brown (2001) and Snowman (1997) said that, *"The students will pursue the goal if they perceive a reward for doing the task. They also argue that reward is important to reinforce the students' behaviour by word of encouragement, praise, giving an extra point, or a positive comment"* (as cited in Mantiri, 2015). In our point of view, we argued that students expressed the idea based on their interests and needs.

To sum up, the teaching strategies suggested by most of the students were more interesting, more creative, and more challenging than what had been applied by teachers. All of the suggested strategies were student-based oriented learning, not teacher-based oriented, which give students more autonomy to engage more in the learning. Moreover, some of the students' suggestion was taught the same way as the teacher did. It implies that they were in line on what teachers had offered, that is, creative strategy. Additionally, they also gave more attention in term of the ability of teachers' performance such giving instruction, using media, and giving appreciation. The teachers should be the person who had good performance in teaching and respecting students' work. And they also proficient in using different media based on the learning material

4.5 The effectiveness of using narrative form for student reflection

4.5.1 Language teachers' perspectives on student reflection

The participant teachers of this study were adequately familiar with student reflection. They understood that it could be used as one of effective tools in assessment of teaching learning process. They also agreed using students' reflection was really beneficial not only for the students as their

self-assessment, but also for themselves as a teacher. A teacher, who teaches Indonesian language for the tenth grader, revealed, “*Applying students’ reflection was good for me to identify my strength and weaknesses in teaching so that I could fix and improve myself better.*” In fact, she sometimes used student reflection in spoken after learning which was represented by two or three students. The reason for that, there was too much writing in Indonesian language class. It would not be effective if the reflection was conducted in written. The students had ever complained on it because they were too tired to write. They preferred reflect themselves in spoken to in written. Lately, she realized that there was not really effective applying oral reflection because sometimes the students could not be honest and be afraid of talking honestly. For example, when the teacher asked them, “do you understand?” All students said “yes”, but in fact, some of them knew nothing. “They lie to themselves”, she said. Another participant, an experienced English teacher, similarly stated,

“The use of reflection will make everything better, because we as the teacher will use student reflection in order to improve our teaching capacity. So, we should know what they say, feel, and suggest”. He also had the same point of view with the previous one. He stated, “*It would be time-consuming if we had to do reflection in every meeting. We had not enough time for that, but we should try it because it would be important in the future, as he said before*”.

In short, we could say that both of teachers fully realized the importance of using students’ reflection on themselves as well as the effectiveness of applying it either in spoken or in written. They just needed more time to prepare themselves to let their students evaluated their performances thoroughly.

4.5.2 Students’ willingness to write reflection

During the research, we asked the students to write their learning experiences eight times in the form of story or narrative. It was applied five or ten minutes before the end of learning process. They understood that the written reflection was important to assess themselves as learners. They were also conscious that their writing would be useful to improve the teachers’ professionalism or, in some cases, the performances including strategy in teaching. However, we found that the students had different attitude towards writing the narrative reflection. Most of students, especially female students, were more enthusiastic to write reflection after learning. They were more open and more completed and longer in writing. They revealed that it could be a bridge to express their thinking and ideas and they would be negotiated with teachers to improve each other.

Furthermore, we could find many important ideas and information from their writing. Much critical ideas and worth suggestion were also emerged from the girls. For illustration, one of the girl students wrote reflection critically and consistently. She described her learning experience in stories systematically based on the given guideline. In contrast, the male students' writings were more concise, direct, and uncompleted. Some of them did not follow the instruction and write unclear statement when they talked about what they did and achieve in the activity. In order that, we had to dig more detail information related to what they wrote. But in some cases, they seemed to be more honest about what they felt and suggested. As one of evidences, there was a male student, who did not like to write reflection or, we could say that, even do reflection after learning. From his reflection, we concluded that he was merely interested to shortly write about the activity he did during the lesson. He infrequently talked about his feeling or his preference in learning. Unexpectedly, he never told about what he achieved from the lesson. Observing this condition, we made a short dialogue with him. According to him, *"There is no benefit to write such a reflection. It is not really important because it will not be graded by the teachers"*. He thought that writing student reflection was not necessary for him and it would not influence his achievement. Once, he also articulated,

"I do not have any problems with the teachers. I am fine with my parents, but the problem is with me myself. I am lazy to study because I do not like the lessons. I dislike the complicated things such as writing. I am just fond of art and sport".

From students' point of view above, we then could perceive that there were different perspectives among students. But, to be more obvious, we firmly examined that student reflection was helpful for the students who wanted to improve themselves because, from their writing, they would realize and could evaluate how interesting and successful the learning was. The quality and quantity of their writing were influenced by their motivation and achievement. The smarter the students are, the longer and the more completed they wrote because they comprehended what they should write. On the other hands, students who wrote nothing were because they achieved nothing from the lesson. Thus, they did not know what to write. For some cases, it could be hard to be honest on what they felt and achieved because they were anxious their honesty would be evaluated by the teachers. In fact, it would be good if the teachers helped them and they then realized that this was the way to have improvement in learning and be better in the future.

4.5.3 Other issues of applying student reflection

Generally, what students wrote in their reflection was understandable. However, we found that the students still had problematic writing especially in using punctuation. Most of them were incorrectly putting full stop and comma. Only a few of them were good at writing including the application the correct structures of sentences. Likewise, the quality of those writing was influenced by how much interest they were in writing, what they achieved, and the quantity could be seen on how often they involved in the activity. Once, we had ever asked the students to write reflection on learning experience without giving a guideline, but they were ordered to write freely. Here, we could find the different quality and quantity as well. They expressed their thoughts and ideas systematically in narrative if there was guideline, compared without it, they would be unstructured and we missed some important issues needed to be answered. Therefore, we believed that applying student reflection in narrative was more effective using guideline. It helped them in writing what they reflected.

Besides, time consideration was also one of other effects influenced effectual students' writing. We witnessed that students rushed to write when they had to have lunch time or break time. Similarly, because of bad mood, a smart student became inconsistent in her reflection. She used to be more critical in evaluating teachers' strategy and suggesting, conversely, she was different on one occasion. To confirm such condition, again, we interviewed her and, to her surprise, she did not think that she wrote such opinion and she immediately clarified what she wrote. Another case, the weather such as too hot or too cool also became other minor reasons slightly influenced the effectiveness of applying students' reflection in narrative form. In conclusion, the application of student reflection in the form of narrative writing was inferiority because of those reasons.

Yet, we occasionally found a trick to minimize the ineffectiveness of applying student reflection. We played music or songs while they were writing reflection. It could resolve those problems and change the situation as well as their feeling and mood. When they realized that it was the time for reflection, soon they would request their favorite songs. As a result, they enjoyed their writing without any complaint.

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

In conclusion, most of students concurred that teachers had implemented creative teaching strategies in language classes. They confessed that they experienced fun in learning, creative activities, and interesting learning materials. The teaching-learning process was student-centred. The varieties of strategies used successfully increased their interests and level of motivation in learning language, even though their acquisition of the learning goals differed. Students who engaged more in creative class activities achieved much more benefit than those who were less active and took less initiative during the teaching-learning process. This implied that creative teaching strategies could help students to be more motivated, more interested, more active, and more initiative-taking in learning, as well as improve students' achievement, but the application of creative teaching strategies did not exactly assure that the students would achieve the same level of achievement of established learning goals.

In addition, the creative teaching practiced by teachers was to facilitate and to guide students to be more motivated in learning language through implementing several creative strategies, which demonstrated the four skills of creative thinking. As a matter of fact, the creative teachers mostly demonstrated fluidity and flexibility in the skills, but they had difficulties in developing other skills; originality and complexity. Most of the teaching strategies were innovated and modified from the existing strategies because the teachers seemed to have an implementing style of creative teachers, not an inventing style. Also, the teachers did not accomplish the three core characteristics of ideal creative teaching practice as stated by Cremin (2009). The Indonesian language teacher was pedagogically good at practicing creative teaching, but she seemed to lack the capacity to become preoccupied with many tasks and did not emotionally engage with her students. Whilst the English teacher had good at pedagogical practice and personal qualities, he lacked the school/class ethos. In short, based on students' narrative writing reflections, the problems in missing article creative teaching classroom occurred not because of teachers' strategies, but they lacked in relation to with technical and instructional issues. Thus, the creative process was at the expressing level. It almost reached the highest level of creativity.

5.2 Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

1. In the future research, we also would like to explore how creative teaching strategies in relation to students' learning products (creative products).
2. Most of teachers in our country, Indonesia, especially in Aceh, are not accustomed to using student reflection in their teaching practice. Hence, it is highly recommended to apply it as one of the assessment tools in order to achieve improvement in the teaching-learning process.
3. In Sukma Bangsa School, the application of student reflection is recognizable. However, most students use oral reflection. It seems ineffective for self-assessment or achieving improvement in the teaching-learning process. Hence, we suggest that teachers should try using student reflection in written forms, such as narratives as often as they need, because narrative writing is an effective way for students to expose their ideas or thoughts. Furthermore, it will be used by all students in the classroom without them feeling insecure or scared of teachers or others.
4. We found that not all students were fond of writing narrative reflection. There were slight complaints regarding the time allocation and technical issues. Hence, teachers should be more professional in identifying what students' interests are. Playing music or songs while students are writing narrative reflection could be one of the solutions to make them more comfortable, more relaxed, and more motivated in writing reflections.

5.3 Limitations

1. The participants were creative teachers based on the principal's recommendations and the results of teachers' evaluation in supervision. We had lack of time to do surveys or do peer evaluations first before deciding the teacher participants. Thus, for future studies should be more accurate in determining creative teachers as participants.
2. The study only concerned creative teaching strategies (creative process and creative person) in relation to student motivation. We think that it would be better for further research if the researchers also focused on how creative teaching strategies affect students who have high and low achievement.

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Consent to Participate in Research

Title of Study

**Students' Reflection on Creative Teaching Strategies through Narrative Writing
in Language Class**

Introduction and Purpose

We are, Siti Hajar and Suci Aulia Zahman, students of Department of Education from Tampere University, Finland. We would like to invite you to take part in our research study which concerns on students' reflection and creative teaching strategies.

Procedures

If you agree to participate in our research, we will conduct several observations related to your activities in the classroom for two subjects, Bahasa Indonesia and English. With your permission, we will record and take notes during the observation. However, follow-up (such as interview) may be needed to add the clarification. If so, we will contact you by mail/phone to request this.

Confidentiality

Your study data will be handled as confidentially as possible. If you pleasure, the results of this study are published or presented, and individual names, other personally identifiable information will be used. When the research is completed, we may save the tapes and notes for use in future research done by ourselves or others.

Questions

If you have any questions about this research, please feel free to contact us. We can be reached at [085277096464/sitysukma@gmail.com] or [085277245852/chylubba40@ymail.com]

CONSENT

If you wish to participate in this study, please sign and date below.

Participant's Name and Signature

Date

[Optional/If applicable]

If you agree to allow your name or other identifying information to be included in all final reports, publications, and/or presentations resulting from this research, please sign and date below.

Participant's Name and Signature

Date



TAMPEREEN
YLIOPISTO



UNIVERSITY
OF TAMPERE

CONSENT FORM OF INTERVIEW & OBSERVATION WITH AUDIO/VIDEOTAPING

Consent to Participate in Research

Title of Study

(“Students’ Reflection on Creative Teaching Strategies through Narrative Writing in Language Class”)

Introduction and Purpose

We are, Siti Hajar and Suci Aulia Zahman, students of Department of Education from Tampere University, Finland. We would like to invite you to take part in our research study, which concerns on students’ reflection and creative teaching strategies.

Procedures

If you agree to participate in my research, we will conduct an interview with you at a time and location of your choice. The interview will involve questions about activities related to creative teaching strategies applied by teachers in Bahasa and English subjects. We will also observe you and your students’ activity during the class. With your permission, we will audiotape or videotape and take notes during the activity. The recording is to accurately record the information you provide, and will be used for transcription purposes. If you disagree with this, we will take notes instead. If you agree to be audiotaped but feel uncomfortable at any time during the interview and observation, we can turn off the recorder at your request. Or if you don’t wish to continue, you can stop us at any time.

We expect to conduct once for interview and eight times for observation in language class; however, follow-up may be needed to add the clarification. If so, we will contact you by mail/phone to request this.

Benefits

The result of this study can be very beneficial for the teachers. Through students’ reflection, the teachers can identify students’ views on their teaching performance during the learning process. Thus, it can be used as a tool to improve their skills in teaching and enrich the teaching strategies in the next meeting. Additionally, students also can reflect themselves on learning output and what they have achieved during learning process.

Risks/Discomforts

Some of the research questions may make you uncomfortable or upset. You are free to decline to answer any questions you don’t wish to, or to stop the interview at any time. As with all research, there is a chance that confidentiality could be compromised; however, we are taking precautions to minimize this risk.

Confidentiality

Your study data will be handled as confidentially as possible. If results of this study are published or presented, individual names and other personally identifiable information will not be used. When the research is completed, we may save the tapes and notes for use in future research done by myself or others.

Compensation

You are as the volunteers of this study.

Rights

Participation in research is completely voluntary. You are free to decline to take part in the project. You can decline to answer any questions and are free to stop taking part in the project at any time. Whether or not you choose to participate in the research and whether or not you choose to answer a question or continue participating in the project, there will be no penalty to you or loss of benefits to which you are otherwise entitled.

Questions

If you have any questions about this research, please feel free to contact us. We can be reached at [0852-7709-6464] or [sitysukma@gmail.com] and [0852-7724-5852] or [chylubba40@ymail.com].

CONSENT

You will be given a copy of this consent form to keep for your own records.

If you wish to participate in this study, please sign and date below.

Participant's Name (*please print*)

Participant's Signature

Date

[Optional/If applicable]

If you agree to allow your name or other identifying information to be included in all final reports, publications, and/or presentations resulting from this research, please sign and date below.

Participant's Signature

Date

Questions List for Teachers' Interview

1. Experience in Teaching

- How long have you been teaching?
- Do you have any interests in teaching your subject? Why?
- Do you have any problem in teaching? Explain, please!
- If you say yes, what is the best solution based on your experience?

2. Teaching Strategy

- What kind of strategies do you often used in teaching? How do you apply them?
- Do you think that those strategies are creative? Give your reason, please!
- Based on your experience, which one is the most effective strategy?
- How do you know?
- Is there any reflection from the students?
- What kind of reflection is it?
- What is the implication of students' reflection?

Observation and Assessment of Creative Process

Day :
 Date :
 Class :
 Teacher :
 Subject :

 Topic :
 Sub-topic :

Assessment of Creative Teaching Process

1	2	3	4
Not yet evident	Emerging	Expressing	Excelling
The process observed <i>maybe inadequate</i> with regard to the proposed process. The search for ideas <i>barely</i> demonstrated the presence of the four skills associated with creative thinking even though <i>some</i> ideas <i>may</i> indicate <i>correct</i> utilization of knowledge, technique or language specific to the field.	The process observed is <i>valid</i> with regard to the proposed process. The search for ideas <i>demonstrates skills such as fluidity and flexibility</i> and <i>may</i> attest to originality <i>or</i> complexity. <i>Some of the</i> ideas indicate <i>adequate</i> utilization of knowledge, technique or language specific to the field.	The process observed is <i>valid</i> with regard to the proposed process. The search for ideas <i>demonstrates skills such as fluidity and flexibility</i> and <i>sometimes</i> attests to originality <i>or</i> complexity. <i>Some of the</i> ideas indicate <i>adequate</i> utilization of knowledge, technique or language specific to the field.	The process observed is <i>dynamic</i> and <i>personal</i> in the spirit of the proposed process. The search for ideas <i>clearly demonstrated the four skills</i> associated with creative thinking: fluidity, flexibility, originality, and complexity. The ideas indicate <i>relevant</i> utilization of knowledge, technique or language specific to the field.

Adapted from: Mastracci (2011)

The Result:

Teacher's creative teaching strategy is in "....." level.
 The result is based on the description of learning process below.

Teaching strategy used;

Media;

The Description of Learning Process;

- **Opening**

- **Activity 1**

- **Activity 2**

