

**Teachers' Creativities in Developing and Applying Teaching
Media for Teaching Vocabulary in MI Plus Ja-alhaq Bengkulu**

(Descriptive qualitative study of English teacher in MI Plus Ja-alHaq Bengkulu)

Academic year 2020/2021

THESIS

Submitted as Partial Requirements for the degree of S.Pd (Sarjana Pendidikan)

in English Language Education



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STUDY PROGRAM OF ENGLISH EDUCATION

DEPARTMENT OF TADRIS

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STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) BENGKULU

2020/2021



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Assalamu'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors,
we state that the thesis of:

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Examiners (*munaqasyah*) to gain Bachelor Degree in English Education. Thank
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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Sesungguhnya Sesudah Kesulitan Itu Ada Kemudahan”

(Q.S. Al-Insyirah Ayat 6)

(Where There's a will, There's a way)

(Pibi Vorwanti)

DEDICATION

This paper is dedication to all people who always prey and give support in completing this thesis for success. I was finally able to complete my bachelor degree. I would like to present this thesis to:

1. My lovely God (Allah SWT) who always guide and give strength to me and greatest prophet muhammad SAW who always taught me to be a good person.
2. My beloved Father (Mr. Yuhardi) and my lovely Mother (Mrs. Ulis Nahayati). I would love to say thank you so much always have the honesty to grow me up, educate, accompany and pray for me to achieve their success and hope for me until I can finish this thesis.
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Assalamu'alaikum Warahmatullahi Wabarkatuhu

Alhamdulillah, the researcher expresses to Allah SWT, who has given mercy and granted, so that the research can finish thesis which entitled: “Teachers’ Creativities In Developing And Applying Teaching Media For Teaching Vocabulary In Mi Plus Ja-AlHaq” (Descriptive study of English teacher in MI Plus Ja-alHaq Bengkulu). Then, may peace be always on our leader, the noblest human being, prophet Muhammad SAW, along with his family and companions.

Researcher can finish this thesis because of guidance and helping by many people during the process of this thesis writing, which has been greatly improved by comments, correction, information, and idea. Thus, the research expresses her big thank for:

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2. Dr. Zubaedi, M. Ag, M.Pd, as Dean of Faculty of Tarbiyah and Tadris IAIN Bengkulu;
3. Dr. Kasmantoni, M.Si. As the Head of Language Department of Faculty of Tarbiyah and Tadris IAIN Bengkulu;
4. Feny Martina, M.Pd, as the Head of Program Study of English Education of Faculty of Tarbiyah dan Tadris IAIN Bengkulu;
5. Riswanto, Ph.D, as the First Advisor and Feny Martina, M.Pd, as the second Advisor.

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Finally, the researcher realized that this thesis was still far from being perfectness. Therefore, any suggestion and constructive criticism are always welcome for the better.

Wassalamu'alaikum Warahmatullahi Wabarkatuhu

Bengkulu, January 2021

The Researcher

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ABSTRACT

Pibi Vorwanti, 2020 “Teachers’ Creativities in Developing and Applying Teaching Media for Teaching Vocabulary in MI Plus Ja-alHaq Bengkulu”.

Advisor I: Riswanto, Ph.D

Advisor II: Feny Matina, M.Pd

Keywords: Teachers’ Creativities, Developing and Applying Teaching media, teaching vocabulary

The purpose of the research was to find the teacher's creativities in developing and applying teaching media for teaching vocabulary. Research method applied in this study included, 1) descriptive design with qualitative approach as its design, 2) The English teachers in MI Plus Ja-alHaq Bengkulu as subject of the study, 3) Observation, interviews, questionnaires, and documentation as data collection methods, and 4) There were three techniques of analyzing data, those were making data reduce, data display and making conclusion drawing. The result of the research showed that English teachers have creativity in developing and applying teaching media for teaching vocabulary in MI Plus Ja-alHaq Bengkulu. The researcher found same characteristics creativity in T1 and T2, especially in developing teaching media. T1 and T2 used pursuing purposes, imagination, being original and judging value. They encourage others individuals and so they struggle to provide their own media and outcome will gift in method teaching-learning. Then there were advantages teachers of using media in teaching vocabulary that mostly, the roles of teachers not only as the sole source of learning, media can help teachers to make learning come alive, not monotonous and dull, and facilitate the teacher explain the topic. From percentages, students of class IVA & VB are very agree in using media in learning vocabulary. There were advantages often that, learning activities take place smoothly, the use of the media is obvious in teaching, more enjoyable fitted with picture of media learning, don't feel bored in used media, feel comfortable in used media, and facilitate the use of media in research.

ABSTRAK

Pibi Vorwanti, 2020 “ **Kreativitas Guru Dalam Mengembangkan Dan Menerapkan Media Pembelajaran Kosa Kata Di MI Plus Ja-alHaq Bengkulu**”.

Pembimbing I: Riswanto, Ph.D

Pembimbing II: Feny Matina, M.Pd

Keywords: Teachers’ Creativities, Developing and Applying Teaching media, teaching vocabulary

Tujuan dari Penelitian ini adalah untuk mengetahui kreativitas guru dalam mengembangkan dan menerapkan media pembelajaran kosa kata. Metode penelitian yang digunakan adalah, 1) desain penelitian deskriptif dengan pendekatan kualitatif, 2) subjek penelitian guru bahasa Inggris MI Plus Ja-alHaq, 3) pengamatan, wawancara, angket dan dokumentasi sebagai instrument mengumpulkan data, 4) ada 3 teknik menganalisis data. Hasil penelitian menunjukkan guru bahasa Inggris di MI Plus Ja-alHaq Bengkulu mempunyai kreativitas dalam mengembangkan dan menerapkan media dalam mengajar kosakata. Peneliti menemukan karakteristik kreativitas yang berbeda dalam T1 dan T2, khususnya dalam mengembangkan media. T1 dan T2 menggunakan imajinasi, mengejar tujuan, keaslian dan nilai. Mereka termotivasi orang lain dan mencoba membuat media sendiri. Mereka mempunyai media yang berbeda dalam mengembangkan dan menerapkan mengajar kosakata. Keuntungan yang guru dapatkan menggunakan media kebanyakan berpendapat peran guru bukan hanya satu- satunya sumber belajar, membantu guru untuk menciptakan suasana belajar menjadi lebih hidup, dan mempermudah guru menjelaskan materi. Dari persentase siswa kelas IVA & VB sangat setuju menggunakan media. Kebanyakan keuntungannya yaitu kegiatan pembelajaran berlangsung lancar, media sudah jelas dalam pembelajaran, lebih asyik dengan gambar, tidak bosan dan senang menggunakan media, dan memudahkan belajar.

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CHAPTER I

INTRODUCTION

A. Background of the study

The teacher is the main axis of education. This determines the progress of an education in the future, the teacher plays a key role in generating and developing children's creativity. The teachers who want to inspire creativity to their students, they should first attempt to be a creative teachers.

Creative teachers are teachers who are able to create something unique and different for the advancement of themselves and their students. In line with Ulfa said "The teacher should have unique style to make a creation in teaching. Creative itself is synonymous with finding new ideas, so it can be said that creative teachers are teachers who can find new ideas that are useful for their students".¹

In general, a creative teacher who is never taught by people who are creative in an environment that supports it. The teachers need to develop their own creativity as an effort to reform the learning process in schools, So that teachers can have positive views and opinions about how to create pleasant learning conditions in a creative way that aims to make students easily understand the learning material.

English is the foreign language used in Indonesian country, so not all of the people find it to learn it. This phenomenon also frequently occurs in

¹Ulfa Yusica.(2015). Teacher Creativity in Creating English Speaking Environment At Islamic Senior High School Darul Hikmah Tawang Sari Kedungwaru Tulungagung.

schools. many students find it difficult to learn English subject. Therefore, the role of the teacher is expected to make students interested to learning English as an international language.

The teacher also should realize about student's condition, and the teacher should understand about the student's needs. Teacher should know and ask student whether they understand or not about the material that teacher explain. In the world of education it is known that teaching and learning is a process. Teachers teach and students learn from the teachers. In the teaching and learning process the teacher uses teaching materials such as book, and also learning media in the form of teaching aids to make teaching effectively. It is mean that the teachers should know what the strategy that appropriated in teaching learning process is.²

As Patel & Jane state, the language teaching is not a static process but it is a dynamic. It means teacher should know what strategies and creativities in teaching that uses to make students understand. So, the teacher must be able to make a good learning atmosphere if they want to succeed in their subject, if they want their student interested in their lesson.³

In English there are three components such as vocabulary, grammar and pronunciation. Vocabulary is an important part of a language and plays a key role in the process of learning languages. People cannot understand a sentence without knowing what most of the words mean. The lack of vocabulary

² Nehru (1989). *English as a Second Language from Theory to Practice*. Englewood Cliffs, NJ: Prentice-Hall

³ M.F Patel and jain Preveen M. (2008). *English Language Teaching*. Japir: sunrise publish & Distributors. Pg. 57

knowledge affects all the four language skills such as listening, reading, speaking, and writing. Richard says that vocabulary is the core component of listening, speaking, reading and writing. Vocabulary is very important to be learnt by the students who want to master a language.⁴ In this case, the teacher can teach vocabulary by using appropriate strategies and instructional media.

The teachers also have the creativity in using the media existing learning and using methods appropriate to the material to be conveyed relating to the vocabulary, which is adapted to the material, purpose, method, characteristics of students in class, it is intended that the use of instructional media not to deviate from the material, purpose, method, characteristics of students so that the students' understanding learning media use can be more easily achieved.⁵

The teachers must be able to choose the strategy that they will use in delivering teaching material in classes to support teachers creative. It means that teachers should know what strategies or method that appropriated with the materials. Furthermore, the teachers also must be able to choose an instructional media to support them in deliver my material. Brown defines media as the tools or the physical things used by a teacher to facilitate the instruction.⁶ The media actually really helps teachers in the learning process; especially in learning vocabulary. The teachers can use pictures as media or teaching aids.

⁴ Richard. (2005). *Online Journalism; Reporting, Writing and Editing for New Media*, Thomson Wadsworth: USA .P. 13

⁵ Ary, Donald et. Al. 2010. *In introduction to research in education*, -8. USA: Thomson Wadsworth.

⁶ Brown. (1987). *Principles of language Learning and Teaching*. New Jersey: Prentice hall P. 32

Based on the observations conducted at MI Plus Ja-alHaq Bengkulu on July 13, 2020.⁷ This study observation found information that there were several teachers who taught English who are creative in developing and implementing instructional media. At this time, students of MI Plus Ja-alHaq Bengkulu study at home but the teacher gives assignments to students so that they do not miss the subjects when studying at home and the teacher uses the media technology of the Google class room application, Zoom, and Whatsapp.

In addition to the observations, researcher also conducted interviews with English teachers. Based on the results of the interview the researcher found several problems, students did not have confidence in speaking English in front of the class, and students when studying did not focus on listening in learning English, they also had bad pronunciation besides that students had little vocabulary.

Based on the background above, the researcher to examine more deeply to these problems and set forth in the form of a thesis entitled, "***Teachers' Creativities in Developing and Applying Teaching Media for Teaching Vocabulary in MI Plus Ja-alhaq Bengkulu***" in the hope this study can be used for thought for activities related to the creativity of teachers to teach English using instructional media in the successful delivery of the vocabulary in the educational institutions.

⁷ Observations at MI Plus Ja-alHaq Bengkulu on July 13, 2020

B. Identification of Research

From the background explanation above, the researcher can identify the problem the arise as follows:

1. Students are not confident when speaking English in class
2. Students do not focus on listening in learning English vocabulary
3. Students have a bad pronunciation vocabulary
4. Students do not have much of vocabulary.

C. Research Questions

Related to the backgrounds of the study above, the problems of the study are:

1. How do the teachers' creativities develop teaching media in *MI Plus Ja-alhaq Bengkulu*?
2. How do the teachers creativities apply teaching media for teaching vocabulary in *MI Plus Ja-alhaq Bengkulu*?
3. What are the advantages for teachers using their media in teaching vocabulary?
4. What are the advantages for students using media in teaching vocabulary?

D. Objective of the Research

In the line with the research problems above the purposes of this study are:

1. To describe how the teachers' develop creativities in *MI Plus Ja-alhaq Bengkulu*?
2. To describe how the teachers creativities in applying teaching media to teaching vocabulary in *MI Plus Ja-alhaq Bengkulu*?

3. To describe the advantages by teachers by using their media in teaching vocabulary.
4. To describe the advantages students of using media in teaching vocabulary?

E. Significances of the Research

The findings of this study are to give contribution for the teacher and other researchers. The result of this study can be used by the teachers as reference and a feedback for the effectiveness in teaching. Hopefully, the result of the study will help English teachers to improve skill in teaching vocabulary in using teaching media. Therefore, the teacher can teach easily in process of teaching learning in this level and the next level. The result of the study can be used as a reference for other researcher to conduct a further research dealing with teacher's creativities in developing and applying teaching media for teaching vocabulary in MI Plus Ja-alhaq Bengkulu.

F. The Scope and Limitation of the Research

To avoid misunderstanding upon what the writer has explained, the researcher limits the scope of study in order to make it more detail and focus. The study is conducted at a school namely MI Plus Ja-alhaq Bengkulu. The subject of the study is teachers English in MI Plus Ja-alhaq Bengkulu that the teachers have creativity in teaching media. In the other hand, the researcher observes how the teachers' creativities in developing and applying teaching media to teach vocabulary. Moreover, the researcher also observe what the

advantages that acquired by teachers and students using media in teaching learning vocabulary.

G. Definition of key terms.

1. Teacher Creativity

Teacher creative is willing to experiment, to innovate, and to take risks.

Risk-taking represents both the agile mentality of innovative teachers and their faith in themselves. They are excited to try things out, even though they might not act exactly the way they are intended at times.⁸

2. Teaching media

Teaching media based on Arsyad, a media is a message or learning knowledge that brings instruction intent. Media is a medium of message and knowledge expression.⁹

3. Vocabulary

Richard, says that vocabulary is core component of listening, speaking, reading and writing. Vocabulary is very important to be learned by the students who want to master a language.¹⁰

⁸Jack C Richards. (2013).Creativity in language teaching. *Iranian Journal of Language Teaching Research*, 1(3), p.28

⁹Azhar Arsyad.(2009). *Media Pembelajaran*. Jakarta: PT Raja Grafinda Persada,(4). Pg. 4

¹⁰J.C. Richard.(2017). *Teachers' Strategies In Teaching English Vocabulary To Young Learners*. Journal of Thesis Submitted as A Partial Requirements for the degree of Sarjana in English Education. Page 13

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Teachers' Creativity

One of quality among the many that characterize effective teachers is the ability to bring a creative disposition to teaching. Creativity has also been linked to levels of attainment of language learning in second language teaching. Many of the language tasks favored by contemporary language teaching methods are believed to release creativity in learners – particularly those involving studentcentred, interaction-based, and open-ended elements. Drawing on teacher narratives and conversations with teachers. Examples demonstrate how creative teachers conceptualize their teaching methods.¹¹

There are several vocabulary meanings that are defined by experts. It is difficult, however, to address all of them, so only a few of them are chosen by the writer. According to Morais & Azevedo, said that “In the school context teacher is a source of information, while teachers' creativity is the one who encourages reasonable risks and unpredictable situations to reinforcing creative activities.”¹²

¹¹Jack C Richards. (2013).Creativity in language teaching. *Iranian Journal of Language Teaching Research*, 1(3), p.19

¹²M.F Morais & Azevedo .(2011). What is a Creative Teacher and what is a Creative pupile?Perceptions of teachers. *Jurnal of Science*. Pg.17

Meanwhile, Richards describes eight aspects of teachers' creative that depend on his ability in analyzing and evaluating classroom routines, and his thinking level skill in identifying of how to respond to students. Those are explained as follows: firstly, creative teacher is knowledgeable. He has a basic knowledge of his subject matter, namely English, teaching English, and learning English. It is reached to support productively creativity and to picture out the lesson creatively. Secondly, creative teaching requires confidence. He acknowledges his obligation to get the students' understanding of what they are learning; Next, he is dedicated to helping learners excel. He keeps offering his hands, making it easier for students to learn, and doing the best for students to achieve.

However, the Creative teacher is a non-conformist. He has a season in teaching and does not only present the whole lessons from the sole handbook. He has a unique style to make a creation in teaching. Besides, Creative teacher is familiar with a wide range of strategies and techniques. He has a good ability to adjust and combine the solution that they think might be relevant. It is from his teaching experience that he learned both methods and techniques. Not every experienced instructor is always innovative, but someone who is able to update the teaching professionally and overcome every situation is called creative. In addition, creative teachers are risk-takers. He has enough nerve to take risk, to play with experiment and, to be brave of innovation. He directly teaches for

students real-life learning and is willing to “rethink or revise” of what he has not completed or finished yet.

In addition, Creative teacher seeks to achieve learner-centered lesson. Teacher who does not only give so much speeches but listen more to learners’ talk and rise up opportunities for learners to take their own responsibilities is the one who applies learner-centered approach. This approach is strongly recommended to gain successful teaching because learners deal with their experiences in the learning context. Furthermore, Creative teacher is reflective. The willingness of teachers to study and reflect on their own experience is critically important as a way of enhancing their results. In this process, reflective teacher has solid pretension to expand either knowledge or skill he has taken as a field. Learning new things outside the field will rather be a good connection to handle new ideas steadily in teaching classroom.¹³

In addition, teacher creative would be more potential to succeed learners’ future lives and careers if he masters his subject area of creative teaching because learners need more knowledge they receive.¹⁴

Based on the theory above, the researcher can conclude that a creative teacher is someone who has extensive knowledge and is confident in helping students succeed. In addition, he also facilitates student learning and he does not only focus on books. It has a wide variety of strategies and

¹³J.C Richards.(2013). *Creativity in Language Teaching*. Iranian Jurnal of English Language Teaching . pg. 17

¹⁴Ulfa, Yusica.(2015). Teacher Creativity in Creating English Speaking Environment At Islamic Senior High School Darul Hikmah Tawang Sari Kedungwaru Tulungagung. P. 16-17

techniques. Creative teachers also have enough courage to take risks, experiment, innovate. Indicators of teacher creativity

- 1). Knowledgeable
- 2). Confidence
- 3). has a strategy and technique

B. Teaching Vocabulary

Language is as an oral or written communication tool. To communicate by using foreign language, especially English language, someone is not only demanded to have grammar ability, but also need to master a vocabulary. There is no something to deliver in conversation without grammar, vocabulary mixture thinks, and concepts can not be delivered properly, without vocabulary.

Come from the importance of vocabulary in language, one need to understand the meanings of vocabulary. Huebener said that the subject matter of language consists essentially of a stock of words and expressions and of the rules that govern the syntax of its speech pattern, that is, vocabulary and grammar.¹⁵

1. The Meaning of Teaching Vocabulary

Vocabulary becomes one of the language components that has a major influence on someone's ability to produce words. Mostly by vocabulary, people are engaged to communicate with each other, share

¹⁵Mary Finnochiaro.(1989). *English as a Second Language from theory to Practice*. Englewood Chiffs,NJ: Prentice-Hall. Page 24

idea both in writing and speaking, and understand what someone's talk.¹⁶

vocabulary is a word or a sound that represents a certain meaning as an utterance unity. It is the most important part in language learning. A student must have learned the vocabulary well to gain four skills, and a student also needs to improve their mastery of vocabulary. It is clear that vocabulary is a fundamental of language. So, there is no language without vocabulary.¹⁷ There are many vocabulary meanings that are defined by experts. However, it is impossible to discuss all of them, so the writer only chooses several of them.

According to Panny Ur, Vocabulary is one of the most important aspects of language teaching, besides grammar and pronunciation. As a stock word used by a person, it can be defined, roughly as the words, we teach in a foreign language. it means that vocabulary cannot be separated from the teaching of English.¹⁸

¹⁶Chusnul, Waro.(2019). The Effectiveness Of Vocabulary Self-Collection Strategy On Students' Vocabulary Mastery. *Skripsi of Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of S.Pd. (S-1) in English Education*. Pg. 6

¹⁷Rina Watiritonga.(2017). Improving The Student's Vocabulary Mastery Through The Impelementation Of Riddle Game At The Scond Grade Students At Spm Islam Azizi Medan. *Skripsi Submitted to Faculty of Tarbiyah and Teacher Training UIN-SU Medan*. Pg. 9-10

¹⁸ Panny ur. (1996). *A Course in Language Praticce and Theory*. Australia: Cambridge University Press.

According to Brown, states that vocabulary is incorporated into the communicative tasks, attention to lexical forms is now more central to the development of language.¹⁹

According Fauziati, vocabulary is central to language and of critical importance to typical language learners. People can not communicate effectively or articulate their ideas in oral or written form without a proper vocabulary.²⁰

Vocabulary is the basis for how well learners in four language skill such as listening, writing, reading, and speaking.²¹

Based on theory above, the researcher can accumulate that vocabulary is the set of all the words that are understood by the person or the set of all words that are likely to be used by that person when building new sentences.

2. Teaching Vocabulary

There are many definitions of teaching vocabulary which is defined by experts. However, it is impossible to discuss all of them, so the writer only chooses several of them. Teaching vocabulary is one of the most important in any language class. the main reason is the fact that it is a medium, which carries meaning: learning to understand and express the meaning is what counts in language.

¹⁹ Brown, H. Douglas. (2000). *Principles of Language Learning and Teaching*. New Jersey: Prentice hall. Page 13

²⁰ Endang Fauziati. 2010. *Teaching of English as a Foreign Language (TEFL)*. Surakarta: Muhammadiyah University Press

²¹ Flanigan, K., & Greenwood, S.C. (2007). *Effective Content Vocabulary Instruction in the middle: Matching Students, Purposes, Words, and Strategies*. Journal of Adolescent & Adult Literacy. Page 21

According to Suyanto Kasihani, Teaching Vocabulary is clearly more than just presenting new words. It also includes a decision that words should teach the basics of how frequently that is used by speaker of the language.²²

According to Alqahtani, Teaching vocabulary is a crucial aspect of learning a language as languages .²³

Based on the theory above, the researcher concludes that teaching vocabulary is a language skill. Vocabulary is a core component of language skill and abilities and is the basis for how students can listen, speak, read, and write.

Indicators of teaching vocabulary: 1). Listen, 2). Speaking, 3). Read, 4). Write.

1. Students speak English confidently
2. Students focus on listening in learning English
3. Students are able to pronounce vocabulary properly and correctly
4. Students have a vocabulary in English

3. Kinds of Vocabulary

There are several kinds of vocabulary usually used in general to communicate in societies. Almost everyone has four basic vocabularies at least, and they are:

²² Suyanto Kasihani K.E. (2007). *English for Young Learners*. Jakarta: Bumi Aksara.

²³ Alqahtani, (2015). *The Teaching of Vocabulary : A Perspective*. Australia: Cambridge University Press.

1. Speaking Vocabulary: consisting primarily of words that quickly enter the tongue of the speaker.
2. Writing Vocabulary: This includes the words in the speaking vocabulary and other words that can be called up by anyone.
3. Vocabulary reading: including words that will be understood when someone sees them written.
4. Listening vocabulary : A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided by meaning and tone of voice in terms of scale.

Based on the kinds above, students cannot understand a text without knowing what most of the words mean. They learn the meaning of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed instruction.

Some experts have made many classifications of vocabulary forms to address vocabulary. According to Hiebert and Kamil, vocabulary classified into two types, they are:²⁴

a. Productive Vocabulary

Productive vocabulary is the total number of words a person understands, either in writing and speaking skill. When persons write or speak, the words are created simultaneously.

²⁴Chusnul, Waro.(2019). The Effectiveness Of Vocabulary Self-Collection Strategy On Students' Vocabulary Mastery.*Skripsi of Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of S.Pd. (S-1) in English Education*. Page 9

Some characteristics of this vocabulary are well-known, familiar, and commonly used so that it is easy for people to produce it. This kind of vocabulary also called active vocabulary.

b. Receptive Vocabulary

Receptive vocabulary is the total number of words a person understands, either in listening and reading skills. It is also known as recognition vocabulary. The characteristics are less well-known and less-frequent in use. Additionally, People only receive vocabulary through their listening to the audio and reading a context.

In addition, Graves extends the types of vocabulary into four classifications, both active and receptive, that are:

- a) Productive oral performance (words produced in speaking)
- b) Efficient published writing (words produced in writing)
- c) Responsive oral reception (words heard from listening)
- d) Published, responsive (words obtained from reading).²⁵

4. The Strategies in Teaching Vocabulary

Vocabulary instruction is not easy to do. Some people think that teaching vocabulary only wastes time because there is an unlimited number of vocabulary. The English teachers had better teach English vocabulary first than other aspects of this language, such as grammar,

²⁵ Michael F. Graves. (2006). *The Vocabulary Book: Learning and Instruction*, (Columbia University: Teacher College. p. 11.

speaking, reading, and writing. If students know more vocabulary, it will be easy for them to learn another aspect of the English language.

According to Brown, Strategies are specific methods of approaching a problem or task modes of operation for achieving a particular and, planned design for controlling and manipulating certain information.²⁶ While teaching strategy refers to a pattern of teaching acts that serve to attain certain outcomes. A teaching strategy is a purposefully conceived and determined plan of the researcher. Teaching strategy is very much important for the smooth transaction of the curriculum.

According to Flannigan & Greenwood, teachers should keep four factors in mind when they consider techniques to teach vocabulary: (1) the students that they are teaching, (2) the nature of the words they decide to teach, (3) their instructional purposes in teaching each of those words, and (4) the techniques they employ to teach the words.²⁷

In teaching vocabulary, we can use techniques. There are several strategies of teaching vocabulary According to Nunan, meaning-focused input activities, fluency activities, meaning-focused output activities.²⁸

²⁶H. Douglas Brown.(2000). *Principles of language learning & teaching*. Addison Wesley Longman. P. 14

²⁷Flannigan, K & Greenwood S.C.(2007). *Effective Content Vocabulary Instruction in the middle: matching students, purposes, words, and strategies..* jurnal of Adolescent & Adult Literacy. p. 14

²⁸Sasa Astra Pamungkas. (2012). *Strategies teaching Vocabulary at the first year in SMP N 2 Bringin, Kabupaten semarang*. P. 5

Based on the meaning above, a strategy is needed in the teaching process. It can adapt to any teaching style and situation. The strategies function not only to assist the students to grasp the meaning of the words easily, but also make the variation of teaching in order to avoid the passive class.

5. The Creativities in Teaching Vocabulary

According to Morris, creative teaching can be described in two ways: firstly, teaching creatively, and secondly, teaching for creativity. Creatively, teaching may be described as teachers using creative methods to make learning more interesting, entertaining, exciting, and successful. Creativity teaching could best be described as using forms of teaching that are intended to develop the creative thinking and behavior of students themselves. It would be safe to say, however, that teaching innovation needs to involve creative teaching. Teachers can not develop the students' creative abilities if they are undiscovered or suppressed by their own creative abilities.²⁹

Creativity teaching and creativity teaching provide all the features of successful teaching, including high motivation, high expectations, the ability to communicate and listen, and the ability to connect, engage and encourage. Creative teachers in their unique fields require experience, but they need more than that. They need methods that stimulate curiosity and increase self-esteem and trust. When

²⁹ Wayne, Morris.(2006). *Creativity its Place in Education*. New Plymouth : (future.edge@clear.net.nz). Page 20

encouragement is needed and trust threatened, they need to recognize it.³⁰

C. Teaching Media

Media is any tool for transmitting information or information from one place to another. The teaching-learning process also uses media to make the process run effective and interesting many teachers use media to teach and it can awaken and stimulate students' motivation to learn. This section will explain more about media.

1. The Definition of teaching Media

Generally, teaching media mean all tools which may be used by the teacher to deliver teaching material to students in the teaching-learning process to reach certain learning goals.

There are several experts who have said that teaching media. According to Gerlach & Ely, media is any person, material, or event that establishes conditions that enable the learner to acquire knowledge, skills, and attitudes.³¹ In this sense, teachers, textbooks, and the school environment is a medium. More specifically, the notion of media in teaching and learning tends to be interpreted as graphics tools, photographic, or electronic to capture, process, and reconstitute the visual or verbal information.

According to Arsyad, teaching media implicitly includes physical tools that are used to convey the contents of teaching

³⁰Cholid Narbuko and Abu Achmadi. (2010).*Metodologi Penelitian*. Jakarta: Bumi Aksara. pg. 13-22

³¹Gerlach & Ely.(1971). *Teaching Media* . New Jersey: Prentice Hall

materials, which consist of, among others, books, tape recorders, cassettes, video camera, video recorder, movie, slides (picture frame), photographs, images, graphics, television, and computer. In other words, the media is a component of learning resources or physical vehicle containing instructional materials in the student environment that can stimulate students to learn.

According to Arsyad, teaching media has some basic criteria, those are: ³²

- a. Teaching media has a physical meaning called hardware.
- b. Teaching media has non-physical meaning then we called it software that is the message which wants to deliver for a pupil in hardware.
- c. The emphasis of teaching media is on the visual and audio.
- d. Teaching media is a tool to help the teaching-learning process both inside and outside class.
- e. Teaching media used to communicate and interact between teacher and students in the teaching-learning process.
- f. Teaching media can be used massively (for example radio, television) big group and small group (for example film, slide, video, OHP), or individual (e.g.: module, computer, video recorder)

³²Azhar Arsyad.(2009). *Media Pembelajaran*. Jakarta: PT Raja Grafinda Persada,(4).
Pg.7-9

- g. Attitude, act, organization, strategy, and management that related to the application of certain knowledge.

Based on the theory above, the researcher can be concluded that the media relates to technique, the method in teaching and learning process. In an other word, media is all aids/tools which may be used by teacher and learner to attain certain education objectives.

2. The Types of Media

Media is an instructional component that includes the message, people, and equipment. The development of instructional media keeps up with technology. Based on the development of these technologies, according to Seels & Glasgow as quoted in Arsyad the type of media is divided into two broad categories, namely traditional media choice and the choice of cutting-edge technology media.

a. Traditional media choice

1) Visual silence projected

Example: projection opaque (opaque), overhead projection slides, filmstrips, etc.

2) Visual are not projected

Example: picture, photograph, posters, charts, graphs, diagrams, expo, information boards, etc.

3) Audio

Example: the recording disk, tape, reel, cartridge, etc

4) Multimedia Presentation

Example: slides plus noise (tape), multi-image, etc.

5) Visual dynamic projected

Example: movies, television, video, etc

6) Print

Example: textbooks, modules, workbooks, a scientific magazine, hand-outs, etc.

7) Game

Example: puzzle, simulation, board games, etc.

8) Realia

Example: models, specimens, manipulative (folder, doll), etc.

b. Selection of cutting-edge technology media

1. Media-based telecommunications

Example: teleconference, distance learning, etc.

2. The microprocessor-based Media

Example: Computer-assisted instruction, computer games, intelligent tutoring systems, interactive, hypermedia, compact (video), etc.

According to Setyosari (2005), media classification can be divided into two parts, namely the two-dimensional media and three-dimensional media. Similarly, in the presentation,

there was media presentation using the media projection and some are without projection, so the classification is as follows.³³

a. Two-dimensional media

This is media that appearance without the use of medium-sized projections and the length times the width and can only be observed from one direction only view. Two-dimensional media can be seen, for example, maps, pictures, charts, etc.

b. Three-dimensional media

This is a media appearance without the use of media projection and has a length, width, and height/thickness and can be observed from any direction of view. This media is both the shape and size can be seen from any angle. For example chairs, cars, houses, shoes, books, and partly.

c. Media silence view

This is media which only uses projection to display still images on the screen. This media is not moving (static). Such as images, text, or pictures of animals that can be projected.

d. Media viewpoint motion

This is a medium that uses a projection and can display moving images on the screen. Some media are included, for example, television, VCD, DVD, computer, and others.

³³Setyosari .(2005). Methods in Educational Research. United States of American Pg.

3. The Principles of Teaching Media

According to Taxonomy Leshin in Arsyad, media have the principles of use and development of instructional media, they are:

a. Human-based media

It is the oldest media used to transmit and communicate the message or information. For example, teachers, instructors, tutors, role-playing, group activities, and others.

b. Print-based media

It is a medium that is used to make the material into text-based interactive media. For example, textbooks, handbooks, journals, magazines, and loose sheets.

c. Visual-based media

It is a medium used for understanding and strengthens memory. Visual can also cultivate students' interest and can provide the relationship between the contents of the subject matter with the real world. For example, the image representations (drawings, paintings, photographs), charts, maps, graphs, etc.

d. Audio-visual-based media

It is a medium that is used to combine the use of sound that requires additional work to produce it. For example, video, film, television, slide along the tape.

e. Computer-based media

It is a medium that provides information and additional help in learning. For example, computer-assisted instruction and interactive video).

4. The Characteristic of Teaching Media

According to Arsyad, there are three characteristics of media that an indication of why the media is used, and nothing can be done by the media that the teacher may not be able (or less efficient) to do so.³⁴

a. Fixative Property

This characteristic describes the media's ability to record, store, preserve, and reconstructs an event or object. An event or object can be sorted and rearranged with media such as photography, videotape, audiotape, computer diskettes, and movies.

b. Manipulative Property

Transformation of an event or object is possible because the media has a characteristic manipulative. Events that take many days can be presented to students within two or three minutes with the technique of shooting time-lapse recording. Media capabilities of manipulative traits require earnest attention because if there is a mistake in setting back the sequence of events or cutting parts are incorrect, there will be also an error of interpretation, of course,

³⁴Azhar Arsyad.(2009). *Media Pembelajaran*. Jakarta: PT Raja Grafinda Persada,(4).
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would be confusing and even misleading so as to change their attitude towards that is not detrimental.

c. Distributive Property

This characteristic enables an object or event transported through space, and simultaneously the incident served to a large number of students with the same stimulus relative experience of the incident. Media distribution is not limited to one class or several classes at schools in a particular area, but also the media, for example, video recording, audio, computer diskettes can be spread all over the place whenever desired.

5. The Characteristic of Good Teaching Media

According to Heinich in Arsyad, propose an effective media plan known as ASSURE. (ASSURE is the abbreviation from Analyze learner characteristics, State objective, Select, or modify media, Utilize, Require learner response and Evaluate).³⁵

6. The Importance of Media in Teaching Vocabulary

In a learning process, two very important elements are the method of teaching and learning media. Both of these aspects are interrelated. Nevertheless, it can be said that one of the main functions of teaching media is as a teaching aid that also affects climate, conditions, and learning environment organized and created by teachers. According to Hamalik as quoted in Sadiman, the use of

³⁵ Azhar Arsyad.(2009). *Media Pembelajaran*. Jakarta: PT Raja Grafinda Persada,(4).
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instructional media in teaching and learning can generate new desires and interests, raise motivation and stimulation of learning activities, and even bring psychological influences on students. interests, raise motivation and stimulation of learning activities and even bring psychological influences on students.³⁶

D. Previous Studies

There are some previous studies which are similar or in line related to the teaching vocabulary in using media. Here, the researcher summarizes some previous studies that can be used as guidelines for the researcher in conducting the new one, and explaining the way this study is different from the previous ones.

Gili Nur Indah Liyaningsih, “Teachers’ Strategies In Teaching English Vocabulary To Young Learners (A Descriptive Study On Teaching Vocabulary At The Third Grade Students Of Mi Kedungharjo In Academic Year 2015/2016)”

Based on the description above the teachers choose the strategies based on the principle of teaching vocabulary. Teacher used some strategies to help students more motivated to study and could increase their new vocabulary. When teacher used more strategies in learning, students were not bored and fell happy. In short, the strategies in teaching vocabulary give support to the student’s vocabulary. So, it is very important for the teacher to have various vocabulary teaching strategies. The various

³⁶ Arief S, Sadiman. (1998). *Media Pendidikan*. Jakarta: PT Raja Grafindo Persada. page 23-31

strategies will ease students in mastering vocabulary. By mastering the vocabulary, automatically the students can master English too, because vocabulary is the most important in learning English.³⁷

Nasri Shokrpour, "Creativity and Its Relationship with Vocabulary Learning Strategy Use of EFL Students". The findings of this study revealed that this group of Iranian EFL learners, medical students at SUMS, all had a high level of creativity. No statistically significant difference was observed between males' and females' creativity. Regarding the relationship between creativity and VLS use, the results indicated significant correlations between creativity and four (out of eight) VLSs, i.e. autonomy, social, guessing, and memory strategies. The highest (0.34) and lowest (0.22) correlations belonged to autonomy and memory strategies, respectively. Also, the correlation between creativity and overall VLS use (0.29) of the participants was statistically significant at the 0.05 level. Therefore, it can be concluded that there is a significant relationship between creativity and VLS use in general. As to gender, while no significant correlation was found between creativity and the overall VLS use of males, for females this correlation was statistically significant. Therefore, it can be concluded that sex variable has played a

³⁷ Gili Nur Indah Liyaningsih.(2017).Teachers' Strategies In Teaching English Vocabulary To Young Learners. Journal of Thesis Submitted as A Partial Requirements for the degree of Sarjana in English Education.

mediator role and influenced the relationship between creativity and VLS use in a general.³⁸

Jolita Sliogeriene. “Evoking Teacher Creativity while using social media” Research participants identify that external factors such as colleague example and new ideas that teachers want to try, are stimulated by the internal factors – personality characteristics such as willingness to take risks, willingness to experiment, openness to innovation and a desire to solve problems creatively. All these features and their expression are manifested in the process of teachers using social media in university studies. The mentioned elements are intertwined together and form a whole system of factors influencing the process of teacher mastery of the media and the use of it in university studies. Similarly, personal effects and social structure act as the factors integrally related to each other, as Csikszentmihalyi, states in the systems theory perspective on creativity. Teacher creativity is encouraged by their colleagues, idea sharing and the faculty performance expectations dictated by the university as.³⁹

³⁸Nasrin Shokrpour.(2013). Creativity and its Relationship with Vocabulary Learning Strategy Use of EFL students. *Journal of Studies in Education*, 2(2). 147-148

³⁹Jolita Sliogeriene. (2017). Evoking Teacher Creativity while using social media: *Institute of humanities, mykolas Romeris university*,10(1). Page 94-95

CHAPTER III

RESEARCH METHOD

The research method applied in this study is discussed in this chapter. It covers the discussion of the Research Design, Data and Data Source, Technique of Data Collection, Technique of Data Verification and Data Analysis.

A. Research Design

The research design of this research was descriptive design with qualitative approach. This research was intended to investigate teachers' creativities in developing and applying teaching media for teaching vocabulary and advantages that acquired teachers and students using media. According to ary, basic qualitative studies, also called basic interpretative studies by some, provide rich descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of those involved.⁴⁰ The central purpose of these studies is to understand the world or the experience of another.

B. Data and Data Source

According to Moleong, the main data in qualitative research are words, actions, and additional data like documents. The data of this

⁴⁰Donald et Ary (2010). *In Introduction To Research In Education*. USA: Thomson Wadsworth. Pg. 453

research was information about teachers' creativity in developing and applying teaching media.⁴¹

Data in qualitative research are words, actions, and additional data like documents. The data of this research was information about teachers' creativity in developing and applying teaching media in two classes, namely class IVA & VB of MI Plus Ja-alhaq Bengkulu. The data were taken from English teachers' as primary data sources and the students as the secondary data sources.

C. Technique of Data Collection

Given the explanation about data and data source, this sub chapter presents the techniques to obtain data based on the sources. According to Sugiyono, data collection techniques are the most strategic step in the study, because the main goal of the research is to obtain the data. Without knowing the techniques of data collection, the researcher will not get the data that meets the standards specified data. The explanation in this sub chapter included observation, interview, documentation and questionnaire used for data collection. They are viewed as the suitable and exact method for descriptive research because it is determined to describe and give details about the teachers' creativity in developing and applying media for teaching vocabulary.⁴²

⁴¹Lexy J, Moleong.(2011). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya. Pg. 40

⁴²Sugiyono.(2004). *Memahami Penelitian Kualitatif*. Bandung: Alfabeta. P. 42

In this study, the data related the proposed research question are collected by employing four methods; observation, interview, documentation, Questionnaire

1. Observation

Observation is the way of survey some interactions done by the teacher during the teaching and learning process. The steps are the researcher observed by watching the teacher while she is teaching English vocabulary in using media. The aim of this observation is to find was creativity of teachers in teaching English vocabulary using media in MI Plus Ja-alhaq Bengkulu.

The ways of conducting the observation were:

1. The researcher prepared the record
2. The researcher joined in the classroom
3. The researcher observed when selected teachers were teaching vocabulary by using teaching media.

2. Interview

Ary says “The interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words.” In this research, the researcher used semi structured interview.⁴³

⁴³Donald et Ary et. (2010).*In to research in education*. USE: Thomson Wadsworth. page.

According to Lodico, in semi structured interview, researcher usually prepare list of the questions to be asked but allow themselves the opportunity to probe beyond the protocol.

In this case, the researcher talked and asked in relaxed situation and friendly way. When conducting interview, the researcher asked a list of questions as guidance to the teachers about the creativities that the English teachers develop and apply in teaching vocabulary with media (see the interview guide in the appendix). The first interview with the T1 was on December 5th 2020 and the second interview with the T2 was on December 8th 2020.

In collecting the data from interview, the researcher used steps as follow:

- a) The researcher prepared some questions that would be asked the teachers. The researcher also prepared recorder to record their answer.
- b) The researcher asked and talked teachers in a friendly way based on the questions that had been prepared.
- c) The researcher recorded their answer

3. Documents

According to Lodico, “Documents and artifacts produced before the study by the participants generally include things like public records or instructional materials.” Documents that were gotten in this research were: 1.) form of media, 2.) teacher’s certificates when they

joined in seminar and also certificate as professional teacher, 3.) some photos.⁴⁴

4. Questionnaire

According to Narbuko & Achmadi, said, questionnaire method is a list that contains a series of questions about an issue or area to be studied. To obtain the data, questionnaires distributed to the respondents (those who answer so that investigated), especially in survey research.⁴⁵

According Arikunto, in close questionnaire, researcher usually prepares form in such way so that the respondent can just give a check mark (√) in the appropriate column or place.⁴⁶

In this case, the researcher prepared and given a form of 10 statements to the two classes (each class is 34 students) about advantages that acquired from teaching media in learning vocabular.

D. Technique of Data Verification

The validity of the study is very important in a research. In this research, the researcher used triangulation to check the validity of the data. According to Cresswel, Triangulation of data, data will be collected through multiple sources. Additionally Ari, said that the use of multiple sources of data, multiple observers, and/or multiple methods is referred to as triangulation.

⁴⁴Marguerite G, Lodico, Spaulding, dea T. And etc.(2006). *Method in Educational Research*. United States of America. P.44

⁴⁵Cholid Narbuko and Abu Achmadi.(2010). *Metodologi Penelitian*. Jakarta: Bumi Aksara. Pg.57

⁴⁶Arikunto. (2010). *Creativity in Schools in Europe: A survey of Teachers*. Europe. Pg.59

Here, the researcher used methodology triangulation because to check the validity of the data the researcher used different method to get the same data. It means that, to get the validity of the data in this research, the research was not only conducted interview but also did observation, documents and made questionnaire. So, by using those method, the same data be gotten. The methodology triangulation in this research is done by this way:

1. Observation

The first method, the researcher did preliminary observation to collect information about the subject and object. In the preliminary observation, the researcher collected information by asking the subject and borrowing the textbook. The method is used to help the researcher in conducting main observation. From the main observation, the researcher got the data to answer the research question. The main observation conducted twice on 5th and 8th December 2020.

2. Interview

In this method of data collection, the researcher talked and asked the subject in relaxed situation. This method conducted to get deep information about creativities in developing and applying teaching media for teaching vocabulary and how the teachers' and students' advantages using media. The researcher conducted the interview after doing observation in the classroom. The first interview with the T1 was

on 5th December 2020 and the second interview with the T2 was on 8th Desember 2020.

3. Documents

In this research, the researcher made document as the evidence that the researcher did the research and to support the interview and observation. Here, the documents included form of media, teacher's certificates when they joined in seminar and also certificate as professional teacher and some photos.

4. Questionnaire

In this research, the researcher prepares form in such way so that the respondent can just give a check mark (√) in the appropriate column. And then researcher is given a form of statements to the students about advantages that acquired from teaching media in learning vocabulary.

E. Data Analysis

Data analysis is important step in a part of the research, because it aims to examine the validity and reliability of data collective. According to Bogdan & Biklen in Moleong, Data analysis is the effort made by working with the data, organize data, sort it into manageable units, synthesize, search and find patterns, find what is important and what is learned, and decide what can be told to others.⁴⁷ It means that data analysis is a process of editing, coding or classifying and manipulating the data. After the data

⁴⁷Lexy J, Moleong.(2011). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya. Pg. 47

are collected through doing observation, interview, questionnaires and documents, then the data are analyzed. The qualitative data of this research is analyzed by using inductive analysis method. It began with particular piece of evidence, and then pulls them together into a meaningful whole.

According to Miles and Huberman, we define analysis sconsisting of three concurrent flows activity: data reduction, data display, and conclusion drawing. So in this study, the researcher does some procedures to get a data analysis:⁴⁸

a. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. In this stage, the researcher gets the data from interview with the teachers. The result interview shows how the teachers' creativity in developing and applying teaching media for teaching vocabulary. In this step, the irrelevant data is reduced and the needed data is included.

b. Data display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step, making data display from the result of observation, interview, and documentation.

⁴⁸Miles And Huberman .(1991). Teaching Practices And Student Action In Physical Education Classes: *Journal Creative Education* 6(10). Pg. 47

c. Conclusion drawing

Here, the research used temporary conclusion and final conclusion drawing to make data valid. The conclusion drawing was started since the beginning of the research after the data were collected by making temporary conclusion. Then, in the last step the researcher drew the final conclusion. In other words, it can be said that the conclusion was analyzed continuously and verified about the validity to get the perfect conclusion.

Based on the procedures above, the steps in analyzing data in this research were: The first researcher collected the data through interview, observation, questionnaire, and documents. Then the researcher selected, transcribed, and focused on the data by referring to the formulation of the research problems being investigated in the study. In other words, the irrelevant data should be discarded while the relevant data should be included.

Next, after collecting and reducing the data, the researcher displayed those transcribed data in the form of narrative.

CHAPTER IV

RESULT AND DISCUSSION

This chapter deals with the finding of the study. These findings are arranged and presented in such a way in which the statement of research problems become the basic or reference for their arrangement and presentation.

A. Result

1. The Teachers' Creativities in Developing Teaching Media

In order to achieve those targets in the teaching media, teachers must have good creativities. Based on the observations and interviews with the English teachers, who have been carried out by the researcher, the teachers have creativity in developing teaching media. To have clear descriptions on the finding of those teacher- talks' categories, the following are the extracts of them taken from the results of oral interaction transcription:

a. Teacher 1 (T1)

There are several media that the researcher found from research. According to the results of an interview with T1 about creativity in developing teaching media on December 5th 2020, there were several media that were used by the T1 in teaching, they are Compact Disk (CD), media card, song, fun English, Verb card. T1 often use 5 teaching media in teaching vocabulary as a purpose that vocabulary has important part that need in the teaching process. Those facts are validated by interviewing quotation as follows:

“I use some media, likes Compact Disk (CD), media card, song, fun English, and Verb card”

“During I teach English in class IV, I use 5 media in teaching vocabulary, likes Compact Disk (CD), media card, song, fun English and ver card”

Besides that, T1 has creativities in developing teaching media. She said “Creativity is ability to create and to apply a new thing”. So, each teacher must have creativity in the teaching process and teachers’ creativity no just enough to help in teaching learning included an aspect. This matter also is supported by observation that the researcher done on December 5th 2020. The fact, T1 used some media in process teaching learning. The basic of knowledge that is used in some place, T1 got ideas too creative in developing teaching media. From some media that T1 made, those facts are validated by interviewing quotation as follows:

“I have an initiative to the creation in developing media, but I also use video which is existent and children can demonstrate.”

The way of developing some media are, for Compact Disk (CD) (I use a laptop and a projector in focus), media card, Verb card (I print in form of square thick small equipped picture and exercise). Song (I use video which is existing), fun English, (I make likes slide)”.

b. Teacher 2 (T2)

According to the result of interview with T2 about creativities in developing teaching media on December 8th 2020, There are several media that used by the T2 in teaching, they are, video, posters, snake & leader, jazz chunk, profesion. T2 often use 5 teaching media in teaching vocabulary as a purpose that vocabulary has important part that need in teaching process. Those facts are validated by interviewing quotation as follows:

“because I really liked learning to use the media, I got a lot of media. For example video, posters, snake & leader, jazz chunk, profesion”.

“During this time, I teach class VB and each I taught definitely use the media in developing students' vocabulary. I use media in teaching vocabulary, video, posters, snake & leader, jazz chunk, profesion..

In addition to that, T2 has creativities in developing teaching media. She said “Creativity is ability to create a different something or to process something there”. So that, teacher needed creativities in developing teaching media in order to media is more interesting students to study more active. This matter also is supported by observation that researcher done on December 8th, 2020. The fact, T2 used some media in process teaching learning. From some media that T2 made, those facts are validated by interviewing quotation as follows:

I am basically a person who likes to develop media. So in the learning process, I use instructional media. But that is depending accordance with the learning material. I developed media source from books obtained from the training that then I design or create a new suit my creations. The amount of media that I have, I explain how to develop it. If for media posters, , of picture media print that in the form of pieces verb. Video, the is a media that has sound and image elemants, snake & leader, jazz chunk, profesion included kinds of media poster large printed along with dice. This type of media has better capabilities, because it includes both auditive (listening) and visual (seeing) media types.

2. The Teachers' Creativities in Applying Teaching Media to Teach Vocabulary

Based on the observation and interviews with the English teachers that were done by researcher, teachers have creativity in applying teaching media. Those are the extracts of them taken from the results of oral interaction transcription:

a. Teacher 1 (T1)

1). The Result From Observation

Based on the researcher's observation on December 5th 2020, researcher got information about the way of T1 in applying teaching

media to teach vocabulary. The field note describes an activity conducted by T1.

In the first observation, the researcher observed the class IVA. Before coming in the class, T1 has prepared herself for her teaching material and media that will be used in the class IVA. At 10.00 a.m. T1 started her lesson by greeting and check the students' attendance list. T1 focused the students' concentration by discussion a lesson about dialog in using media Compact Disk (CD).

Actually T1 made a group with his classmates. The teacher asks the students to complete the empty dialogues according to what is heard from the Compact Disk (CD). If students have filled in the answers to the dialogue that is still blank, then the students continue to come to the front of the class with their classmates to read the results they heard from the Compact Disk (CD).

2). The Result From Interview

As the result of interview where researcher done interview with T1 in the teacher's room. those statement is validated by interviewing quotation as follows:

Table 4.1 The result of interview by T1 in applying media

No	Media	Procedure of Applying
1	Compact Disk (CD)	<ul style="list-style-type: none"> • made a group with his classmates. • The teacher asks the students to complete the empty dialogues according to what is heard

		<p>from the Compact Disk (CD).</p> <ul style="list-style-type: none"> • If students have filled in the answers to the dialogue that is still blank, then the students continue to come to the front of the class with their classmates to read the results they heard from the Compact Disk (CD).
2	media card	<ul style="list-style-type: none"> ▪ Formation of the group (bench). ▪ Teacher gives card containing images and matter. ▪ Then each group working because and when the teacher calls the number absent, the group should discuss the matter and their meanings.
3	Song	<ul style="list-style-type: none"> ▪ Teachers show a video about the daily routine and sing together. ▪ Then one of the students demonstrates what activity he is doing it and the others guess.
4	fun English	<ul style="list-style-type: none"> ▪ Formation of the group consisted of five students formed a line. ▪ Teacher slide show related to adjective and animals. ▪ The teacher asks the students to observe the image on the slide and identify how adjectives of the picture (for example

		<p>drawing snake, shaped long, long opposed is short).</p> <ul style="list-style-type: none"> ▪ If the student has answered the first order, then resumed the next sequence. ▪ Then pasted on the board.
5	Verb card	<ul style="list-style-type: none"> ▪ A control group. ▪ Each group will receive a card in the same amount but different verb. ▪ Students analyze the received card. ▪ Students are classified into 3 groups (verb1, verb2, verb3). ▪ Students interpret and each group present to the class.

b. Teacher 2 (T2)

1). The Result From Observation

Based on the observation from the researcher on December 8th 2020, the researcher collected information of T2's way in applying teaching media to teach vocabulary. The researcher observed class VB of A in the second observation. T2 prepared herself for her teaching materials and media to be used in class VB. Before coming into the class. At 07.30 a.m. T2 began her lesson by greeting the students and reviewing their attendance list. After that T2 is focused

on the concentration of students by arranging lessons using the media "Video".

Actually, T2 made groups for students. Guru shows videos related to Animal Motion Organs. The teacher asks the students to understand words, phrases, and sentences related to Animal Motion Organs. After the students finished watching videos related to animal motion organs. after that the students of each group come to the front of the class to write and mention the names of animal motion organs, and say them simultaneously under the guidance of the teacher.

2). The Result From Interview

As the result of interview where researcher done interview with T2 in the teacher's room. those statement is validated by interviewing quotation as follows:

Table 4.2 The result of interview by T2 in applying media

No	Media	Procedure of Applying
1	Video	<ul style="list-style-type: none">• The teacher creates groups for students• Teacher shows videos related to Animal Motion Organs.• The teacher asks the students to understand words, phrases, and sentences related to Animal Motion Organs.• After the students finished watching videos related to animal motion organs.

		<ul style="list-style-type: none"> the students of each group came to the front of the class to write and say the names of their animal motion organs, and say them simultaneously under the guidance of the teacher.
2	Posters	<ul style="list-style-type: none"> The teacher distributed posters of respiratory devices to animals for 5 groups. the teacher asks students to look at a poster, the teacher explains the theme of the breathing apparatus in animals. Then the teacher continues on the next page, the teacher asks students to name the animal's breathing apparatus. Then the teacher asks students for each group of 1 person to take turns to the front of the class to name the breathing apparatus on the animal on the poster.
3	Snake & leader	<ul style="list-style-type: none"> Forming groups. Provide dice and provided questions about the human digestive system. Provide something different for each player. Look for the first, second, and so on players

		<p>with a draw (hum-pim-paa).</p> <ul style="list-style-type: none"> • Players throw consecutively in order then answer questions about the human digestive system. • "Free" means being able to send questions to other groups. • Free questions means there are no questions for the group. • The game of rolling the dice, eg. Finite numbers (10 x means 10 questions, 20 x means 20 questions and so on
4	Jazz chunk	<ul style="list-style-type: none"> • Teachers display a slide (for example the letter "B") then each student makes a sentence with regard to the letters shown on the slide. • Then exchanged next friends to it and continue to make a sentence with the next slide
5	Profesion	<ul style="list-style-type: none"> • Done in groups. • Each group has a handout in the same amount. • Students analyze and find meaning handouts

		<p>owned.</p> <ul style="list-style-type: none"> • Each group classifies into two groups, namely the type of profession and a group within the specified time. • When the teacher asks the students, which includes all types of professions simultaneously lifting group handouts, as well as mean (on repeat). • Assessment.
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From the result above, researcher can conclude that T1 and T2 have a different creativity in applying teaching media to teach vocabulary. They design media made with student condition in class.

3. The Advantages Teachers of Using Their Media in Teaching Vocabulary

As discussed earlier, teachers need to be creative in the use of Educational media, still engaging with learners, finding something ideas in a new form, and all the teachers have a very big responsibility, using the media to teach vocabulary has a particular advantage, since in learning English, vocabulary is very important.

Based on the interviews performed by the researcher with the English teachers, teachers have advantages in teaching vocabulary using teaching media. The findings were obtained from an interview with T1 held

on December 5th 2020. The advantages are that time of implementation study will cut short and teacher turn to positive as well, meaning that teacher does not place himself as one of the sources of study. By interviewing quotes, that statement is validated as follows:

Researcher : “What are the advantages acquired by T1 by using media in teaching vocabulary?”

T1 : “The advantages are that the teacher can explain the material easily. It is possible to shorten learning implementation time and also change the role of the teacher in a positive direction, ensuring that teachers do not place her as the primary source of learning. The media will create a teacher of trust. As a motivator and facilitator, the instructor

In addition, T2 also has advantages in teaching vocabulary with the results obtained from the interview with T2 conducted on December 8th, 2020. The advantages are media helped teachers build a more authentic, no monotonous and no boring study situation. Because teachers need to make students relaxed in teaching learning, but still concentrate on materials. By interviewing quotation, the argument is confirmed as follows:

Researcher : “What are the advantages acquired by T2 by using media in teaching vocabulary?”

T2 : Not just the role of teachers as the sole source of learning. When you use media in teaching, teachers should not run out of steam. Teachers only provide guidance in the learning process and as a supervisor. Media can help teachers to make learning come alive, not monotonous and boring. Teachers do not have to explain the material overs, because with one time using the media, students will more easily understand the lesson.”

The conclusion, researcher found same advantages between T1 and T2 to use media in teaching vocabulary that mostly, the roles of teachers not only as the sole source of learning, media can help teachers to make learning come alive, not monotonous and boring, and facilitate the teacher explain the material.

4. The Advantages Students of Using Media in Learning Vocabulary

Based on the questionnaires that given researcher to students on December 5th 2020, it can be seen that the students have many advantages that acquired by using media in learning vocabulary. Many students agree that using media in learning vocabulary because it helps them to be more active and easier to learn. This is evidenced by the results of the questionnaire in the form of a percentage (%) to analyze out how many students have answerd SS (*sangat setuju/* Very agree), S (*Setuju/* Agree) and TS (*Tidak Setuju/* Disagree).

The result of questionnaire in the form percentage (%) that got researcher to students of IVA about advantages using media in learning vocabulary. There are ten questions in the questionnaires to determine student's responses to the media used by the teacher in the learning process, those are:

Based on the students' questionnaire, there were three aspects of the response in the first (SS / Very Agree), second (S / Agree) and third (TS / Disagree) data collection. In Learning activities take place smoothly, the data shows that the respondents who answered are 70% (SS / Very Agree), 30% (S / Agree) and 0% (TS / Disagree) with the learning process. It is mean that the students feel that learning activities take place smoothly.

The use of media in teaching is very interesting, the data shows that the respondents who answered are 23% (SS/ Very Agree), 77% (S/ Agree) and 0% (TS/ Disagree) in the learning proses. It is means that the students Agree that it is very interesting to use media in teaching.

The use of the media is clear in teaching, the data shows that the respondents who answered are 76,8% (SS/ Very agree), 23,2% (S/ Agree) and 0% (TS/ Disagree) in the learning proses. It means that the students Very Agree if the use of the media is clear in teaching.

Media learning more fun equipped with image, the data shows that the respondents who answered are 36,2% (SS/ Very agree), 55,5% (S/Agree) and 8,3% (TS/ Disagree) in the learning proses. It is means

that the students Agree that if the media learning more fun is equipped with an image.

I don't feel bored in media that used, the data shows that the respondents who answered are 65,6% (SS/ Very agree), 34,4% (S/Agree) and 0% (TS/ Disagree) in the learning proses. It is means that the students Very Agree if they do not feel bored with the media used.

I feel happy in media that used, the data shows that the respondents who answered are 55,1% (SS/ Very agree), 44,9% (S/ Agree) and 0% (TS/ Disagree) in the learning proses. It is means that the students Very Agree if they feel happy in the media used.

I motivated study when media used, the data shows that the respondents who answered are 65,4% (SS/ Very agree) and 34,6% (S/ Agree) and 0% (TS/Disagree) in the learning proses. It is means that the students Very Agree if they are motivated to learn when the media is used.

I am more active in study when media used, the data shows that the respondents who answered are 24,2% (SS/ Very agree), 65,4% (S/ Agree) and 10,4% (TS/ Disagree) in the learning proses. It is means that the students Agree if they agree to be more active in learning when the media is used.

The use of media facilitate me in study, The data shows that the respondents who answered as much as 56,3% (SS/ Very agree), 43,7% (S/

Agree) and 0% (TS/ Disagree) in the learning process. It means that the students Very Agree if the use of media facilitate me in study.

I recall in teaching longer (what is learned is not quickly forget) when taught by media, the data shows that the respondents who answered are 35% (SS/ Very agree) 65% (S/ Agree) and 0% (TS/ Disagree) in the learning process. It means that the students Agree if they remember in teaching longer (what learning does not forget quickly) when taught through the media.

So, after T1 apply media, class IVA students are very much in agreement. Using media to learn vocabulary, so students get a lot of vocabulary advantages of media use. And the media have also encouraged them to learn more actively and easily.

In addition, the result of the questionnaire is the percentage of the form (%) That got the researcher to VB students about the advantages of using the media in vocabulary learning. There are ten questions in the questionnaires to determine student's responses to the media used by the teacher in the learning process, those are:

Based on the students' questionnaire, there were three aspects of the response in the first (SS / Very Agree), second (S / Agree) and third (TS / Disagree) data collection. In Learning activities take place smoothly, the data shows that the respondents who answered are 45,5% (SS/ Very agree) 54,5% (S/Agree), and 0% (TS/ Disagree) with the

learning process. It is means that the students Agree if learning activities take place Smoothly.

Media that used in teaching is very interesting, the data shows that the respondents who answered are 71,3% (SS/ Very agree) 28,7% (S/ Agree) and 0% (TS/ Disagree) with the learning process. It is means that the students Very Agree if the media used in teaching is very interesting.

The use of media clearly in study, the data shows that the respondents who answered are 34,4% (SS/ Very agree) 65,6% (S/ Agree)) and 0% (TS/ Disagree) with the learning process. It is means that the students Agree if the use of the media is clear in the study.

Media learning more fun equipped with picture, the data shows that the respondents who answered are 70,6% (SS/ Very agree) and 29,4% (S/ Agree) and 0% (TS/ Disagree) with the learning process. It is means that the students Very Agree if the learning media is more fun equipped with pictures.

I do not feel bored in media that used, the data shows that the respondents who answered are 78,8% (SS/ Very agree), 18,4% (S/ Agree) and 2,8% (TS/ Disagree) with the learning process. It is means that the students Very Agree if they do not feel bored in the media used.

I feel happy in media that used, the data shows that the respondents who answered are 51,8% (SS/ Very agree), 48,2% (S/

Agree) and 0% (TS/ Disagree) with the learning process. It is means that the students Very Agree if they feel happy in media that used.

I motivated study when media used, the data shows that the respondents who answered are 56,6% (SS/ Very agree), 43,4% (S/ Agree) and 0% (TS/ Disagree) with the learning process. It it means that the students Very agree if they motivated study when the media is used.

I am more active in study when media used, the data shows that the respondents who answered are 36,1% (SS/ Very agree), 54,6% (S/ Agree) and 9,3% (TS/ Disagree) with the learning process. It is means that the students Agree if this is the case learn more actively when the media is used.

The use of media facilitates me in study, the data shows that the respondents who answered are 54,6% (SS/ Very agree), 45,4% (S/ Agree)) and 0% (TS/ Disagree) with the learning process. It is means that the students Very Agree if using media facilitates them in learning.

I recall in teaching longer (what is learned is not quickly forget) when taught by media, the data shows that the respondents who answered are 34% (SS/ Very agree), 66% (S/Agree) and 0% (TS/ Disagree) with the learning process. It is means that the students Agree if they remember in teaching longer (what learned not quickly forget) when taught through the media.

So, after T2 apply media, class VB students agree very much with the use of media in learning vocabulary because the use of media would have many advantages for students. And the media has also encouraged them to learn more actively and easily.

From all of percentage above, it can be concluded that students of class IVA & VB are agree very much in using media in learning vocabulary. Because they will get many advantages, such as learning activities take place smoothly, media that used in teaching is very interesting, the use of media clearly in study, media learning more fun equipped with picture, they do not feel bored in media that used, they feel happy in media that used, they motivated study when media used, they is more active in study when media used, the use of media facilitate them in study, and students recall in teaching longer (what is learned is not quickly forget) when taught by media.

B. Discussion

Based on the result of the researchers described above, to clarify and confirm these findings, there are a number of things that should be discussed further as follows:

1. The Teachers' Creativities in Developing Teaching Media.

a. Teacher 1 (T1)

Based on the result of interview with T1 about creativity in developing teaching media, there are several media that used by the T1 in teaching, they are Compact Disk (CD), media card, song, fun English, Verb card. T1 often use 5 teaching media in teaching vocabulary as a purpose that vocabulary has important part that need in the teaching process. The fact, T1 used some media in process teaching learning. T1 got ideas too creative in developing teaching media

b. Teacher 2 (T2)

Based on the result of interview with T2 about creativities in developing teaching media. There are several media that used by the T2 in teaching, they are, video, posters, snake & leader, jazz chunk, profesion. T2 often use 5 teaching media in teaching vocabulary as a purpose that vocabulary has important part that need in teaching process. So that, teacher needed creativities in developing teaching media in order to media is more interesting students to study more active.

2. The Teachers' Creativities in Applying Teaching Media to Teach Vocabulary.

Based on the observation and interviews with the English teachers that were done by researcher, teachers have creativity in applying teaching media. Those are the extracts of them taken from the results of oral interaction transcription:

a. Teacher 1 (T1)

1). The Result From Observation

Based on the researcher's observation, researcher got information about the way of T1 in applying teaching media to teach vocabulary. The field note describes an activity conducted by T1.

In the first observation, the researcher observed the class IVA. Before coming in the class, T1 has prepared herself for her teaching material and media that will be used in the class IVA. At 10.00 a.m. T1 started her lesson by greeting and check the students' attendance list. T1 focused the students' concentration by discussion a lesson about dialog in using media CD.

b. Teacher 2 (T2)

1). The Result From Observation

Based on the observation from the researcher collected information of T2's way in applying teaching media to teach vocabulary. The researcher observed class VB of A in the second observation. T2 prepared herself for her teaching materials and media to be used in class VB. Before coming into the class. At 07.30 a.m. T2 began her lesson by greeting the students and reviewing their attendance list. After that T2 is focused on the concentration of students by arranging lessons using the media "Video".

3. The Advantages Teachers of Using Their Media in Teaching Vocabulary.

Based on the interviews performed by the researcher with the English teachers, teachers have advantages in teaching vocabulary using those media. The findings were obtained from an interview with T1, The advantages are that time of implementation study will cut short and teacher turn to positive as well, meaning that teacher does not place himself as one of the sources of study.

The advantages are media helped teachers build a more authentic, no monotonous and no boring study situation. Because teachers need to make students relaxed in teaching learning, but still concentrate on materials

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion related to what the researcher analyzed and discussed. So, it summarizes about teachers' creativity in developing and applying teaching media for teaching vocabulary, the advantages that acquired by teachers and students in using media in teaching learning vocabulary. While, the suggestion is the researcher recommendation for the school, English teachers, students and other researchers.

A. Conclusion

Based on the research result and discussion, the conclusions described below:

From the result of the research, English teachers have creativity in developing and applying teaching media for teaching vocabulary in MI Plus Jajalaha Bengkulu. There are several media used by the T1 in teaching, they are Compact Disk (CD), media card, song, fun English, Verb card. T1 uses 5 teaching media in teaching vocabulary as a purpose that vocabulary has an important part that needs in the teaching process. And then there are many media used by the T2 in teaching, they are video, Posters, snake & ladder, jazz chunk, and profession. T2 often uses 5 teaching media in teaching vocabulary as a purpose that vocabulary has an important part that needs in the teaching process. The researcher finds the same characteristics of creativity in T1 and T2, especially in developing teaching media. T1 and T2 used imagination,

pursuing purposes, being original and judging value. Then T1 and T2 have different in applying media. T1 used visual are not projected, visuals dynamic projected and visual silent projected. T2 used visuals are not projected, audio, and print.

The teachers' creativities in applying teaching media to teach vocabulary. Actually T1 made a group with his classmates. The teacher asks the students to complete the empty dialogues according to what is heard from the Compact Disk (CD). If students have filled in the answers to the dialogue that is still blank, then the students continue to come to the front of the class with their classmates to read the results they heard from the Compact Disk (CD). Actually, T2 made groups for students. Guru shows videos related to Animal Motion Organs. The teacher asks the students to understand words, phrases, and sentences related to Animal Motion Organs. After the students finished watching videos related to animal motion organs. after that the students of each group come to the front of the class to write and mention the names of animal motion organs, and say them simultaneously under the guidance of the teacher.

Meanwhile, English teachers have advantages in using media to teach vocabulary. According to TI, the advantages of teaching media usage facilitate the teacher to explain the material. Learning implementation time can be shortened and also the teacher's role changing in a positive direction, it means that teachers do not put her as the sole source of learning. Media can generate a confident teacher. The Teacher is a motivator and facilitator. And

then the advantages acquired by T2 using media, there are the roles of teachers not only as of the sole source of learning. Teachers do not run out of steam if using media in teaching. Teachers only give instruction and as a supervisor in the learning process. Media can help teachers to make learning come alive, not monotonous, and boring. Teachers do not have to explain the material over, because with one time using the media, students will more easily understand the lesson.

Besides that, the researcher also mentions the advantages acquired by students by using media in learning vocabulary. From percentages, it can be concluded that students of class IVA & VB agree very much in using media in learning vocabulary.

B. Suggestion

Based on the conclusion above, the researcher would offer some suggestions are presented for the school, English teachers, students, and other researchers.

1. For the School

The teacher must develop creativity as the effort of reconditioning process study in school, so teacher qualify to have a positive view or opinion about how to create a situation and condition study that perhaps teacher also has creativity in developing teaching media appropriate with material that will be submitted.

2. For the English teachers

As the teacher in MI Plus Ja-alhaq Bengkulu, the teacher should always creative in developing and applying media well, effectively and efficiently in the use of media English. It ought to accommodate the material characteristic that presented and more draw attention to students. Do not stop to be creative in developing and applying media

3. For the students

The students are hoped to be more active in learning English, especially in learning vocabulary. They must be employing media that teachers served in the teaching-learning process. Do not be afraid and shy to try something new.

4. For the other researcher

For other researchers who want to conduct research about creativity in developing and applying media, the result of the study can be used as an additional reference for further research with the different domains of teachers' creative

A P P E N D I C E S

Appendix 1

Obsevasi T2 (for teacher)

No	Steps	Yes	No
1	Teachers prepare material and media	✓	
2	The teacher begins the lesson by greeting and checking form the student attendance list	✓	
3	The teacher focuses on students' concentration by discussing a lesson things in using media	✓	
4	The teacher always uses learning media when learning English		✓
5	The teacher uses the media depending on the learning material	✓	
6	The teacher always implements media teaching to teach vocabulary		✓
7	Creative teacher showing the material in video, so that the material presented looks attractive, simple and the students easy to understand	✓	
8	The Teachers is able to make the class more creative such as using a variety of methods and the teacher changing the shape of the class	✓	
9	The teacher is able to use different media according to the material at each meeting		✓

10	Teachers are creative in applying media lessons such as pictures , audio, game, textbooks	✓	
11	The teacher links learning material with other relevant knowledge	✓	
12	The teacher asks questions after the end of the lesson	✓	
13	The teacher guides students to conclude the material they have learned	✓	
14	The teacher always closes the lesson	✓	

Appendix II

1. Interview for teacher I (TI)

No	Question	Answer
1	How many media are use by the teacher in developing vocabulary learning media?	
2	What do you think of creativitiy's own teacher?	
3	How do teachers get creative ideas in developing teaching media?	
4	How do teachers developing teaching media?	
5	How do teachers applying teaching media to teach vocabulay ?	
6	What are the advantages acquired by T1 using media in teaching vocabulary	

Appendix II

1. Interview for teacher 2 (T2)

No	Question	Answer
1	How many media are use by the teacher in developing vocabulary learning media?	
2	What do you think of creativitiy's own teacher?	
3	How do teachers get creative ideas in developing teaching media?	
4	How do teachers developing teaching media?	
5	How do teachers applying teaching media to teach vocabulay ?	
6	What are the advantages acquired by T2 using media in teaching vocabulary	

1. Appenndix

1. Questionnaire (for students)

i. Identitas Responden

Name :

Class :

ii. Petunjuk pengisian

Pilihlah jawaban yang tepat, dengan menceklis (✓) salah satu kolom jawaban yang disediakan

iii. Keterangan jawaban

SS: Sangat setuju

S : Setuju

TS: Tidak Setuju

No	Indikator	Percentage (%)		
		SS	S	TS
1	Learning activities take place smoothly			
2	The use of media in teaching is very interesting			
3	The use of the media is clear in teaching			
4	Media learning more fun equipped with image			
5	I don't feel bored in media that used			
6	I feel happy in media that used			
7	I motivated study when media used			
8	I am more active in study when media used			
9	The use of media facilitate me in study			
10	I recall in teaching longer (what is learned is not quickly forget) when taught by media			



Figure 1. Interview Teacher 1 (T1)



Figure 2. Interview Teacher 2 (T2)



Figure 3. Students of MI Plus Ja-alHaq Bengkulu studying using English vocabulary card media



Figure 4. Teaching and learning process



Figure 5. The learning process of MI Plus Ja-alHaq Bengkulu students



Gambar 6. Siswa MI Plus Ja-alHaq Bengkulu kelas IVA Belajar mengisi angket



Figure 7. Students MI Plus Ja-alHaq Bengkulu class VB Learning to fill out a questionnaire



Gambar 8. Foto bersama kepala sekolah MI Plus Ja-alHaq Bengkulu