

Chapter I

Introduction

This chapter discusses about the contents of this research. It consists of background of study, problem statement, objective of study, significance of study, and scope of study.

Background

Learning English is one of crucial things in educational environment because English is being a global language that used by most of people in the world for communication. As supported by Mahu (2012) stated that “English become most spoken language around the world” (p. 374). In addition, Sinha (2011, p.2) explained that “English occupies an almost unsurpassable position in higher education in the world. It plays an important role in communication technology, growing economic globalization etc” (p. 2). Therefore, English should be learned by the people to compete in globalization competition such as in business, education, politics, etc. especially for Indonesian in facing ASEAN Economic Community. Indeed, Indonesian as one of the ten countries which collaborated in ASEAN will going to compete in ASEAN Economic Community. They must have an ability in mastering English. It is because of English become business language which used in communication of fellow ASEAN members.

In the speech by General-Secretary of ASEAN Luong Minh, (2013) cited in Sudarsono (2014) English is working language of ASEAN, English enables

ASEAN people to interact with other ASEAN colleagues in formal meetings as well as in daily communication. From these interactions, ASEAN people will know better about the regional neighbors, their interest, their concerns, as well as their dreams and aspirations. Through English, ASEAN people raising their awareness of the ASEAN region, with the many characteristics to share and hold each other, further strengthening the sense of an ASEAN community. It means that English not only used as an official language in fellow of ASEAN countries but also as lingua franca in formal meetings as well as in daily communication. Therefore, it is a crucial thing for Indonesian to learn English especially for the students as the next generation of Indonesia should have preparation to compete in ASEAN Economic Community and one of provision to compete in ASEAN Economic Community is mastering English.

Unfortunately, Based on the researcher's experience in conducting Teaching Practice 2, the student's awareness in learning English were still low. Their achievement when doing daily examination and final examination in learning English was far from the aims of teaching and learning process. It was because a half of students considered that English was difficult to learn. They found it hard to learn English because they did not have any creativity in learning English. In study of Bamford&Mikozawa (1991) cited in NCSSFL (2015) explained that students who are learning another language show greater creativity at solving complex problem. It is related to some experts suggested that creativity is the generation of imaginative new ideas Newell and Shaw (1972) as cited in Sefertzi (2000) involving a radical newness innovation or solution to a problem, and a

radical reformulation of problems. Therefore, the students' need creativity to help them in solving their problems in learning English. Creativity define as an ability that involve the generation of new ideas or recommendation of existing elements into something new and also providing valuable solution to a problem. Creativity can stimulate the students' how to facing the problem that they have and looking for the solution.

Most of students also have problems in learning vocabulary, reading, listening, writing, speaking, grammar and pronunciation. Absolutely this problems need to be solved by increasing the students' creativity because their creativity would increase their curiosity, imaginative, respect, etc to looking for the solution.

Whereas, the creative students would be active in learning English process. The creative students would have a critical thinking to ask a question, give ideas, give suggestions, and etc. in their learning process. Indeed, with their critical thinking it can help them to be active in learning process, it also will make them raise a good achievement in learning English automatically.

Meanwhile, in study by Sutrisno (2007) stated that "there is a positive relation between creativity and the students' learning achievement in learning English".(p. 13). Students who have high creativity in learning English, will have good achievement in learning English. It also support by Kaboodi&Jiar (ND) explained that there is a relationship between creativity and achievement both in cognitive and trait achievement. In this study, the researcher choose SMAN 3 Gorontalo as the site of study because based on the researcher's observation that the students in

SMAN 3 Gorontalo have good achievement in learning English. Therefore, the researcher would like to analysis the students' creativity in learning English at SMAN 3 Gorontalo. It will make easy for the researcher to observe the student's at SMAN 3 Gorontalo creativity in learning English.

Based on the explanation above, the researcher would like to conduct a research which entitled '*Analysis on Students' Creativity in Learning English at SMAN 3 Gorontalo*'

Problem Statement

Based on the background above, the problem statement of this study is "how is the students' creativity in class XI. MIA¹ in learning English?"

Objective of Study

Related with the problem statement above, the objective of this study is to analyze the creativity of students in class XI. MIA¹ in learning English.

Significance of Study

The significances of this study are:

For the researcher, this study will provide the analysis of students' in class XI. MIA¹ creativity in learning English. For the students, this study will help them to consider about their level of creative thinking. Indeed, they will increase their creativity in learning English. For the teacher, this study will provide the information of students' creativity as their basic consideration for increasing their

quality of instruction. For the next researcher, this study can be reference for further research.

Delimitation of Study

To give brief limitation of this study, the researcher analyzed the students' creativity in learning English by observing the learning process in class XI MIA¹ of SMAN 3 Gorontalo. The reason why the researcher chose this class was because this class had high participation and also they had good achievement in learning English. It was assess by the completeness in daily examination, mid examination and final examination. The students' of class XI. MIA¹ have reached KKM 75. It is shows that 99% are complete.