CHAPTER I

INTRODUCTION

A. Research Background

Nowadays, in teaching learning process teachers have to know and master 4C Skills framework (Critical Thinking, Communication, Collaboration and Creativity) especially creativity in thinking or creative thinking. Foreign language teachers have to provide the creative teaching simulation to prepare students to be better to think creative beyond the classroom.

According to Ismail *et al*., (2016), Today's English teachers must help their students develop the 4C skills in addition to teaching them the language skills necessary to communicate in English. 4C skills play a crucial role in promoting EFL teachers and learning process. Furthermore, there are four components of 4C skills including: critical thinking (CT), communication (C), collaboration (C), and creativity (C). One of the life skills that students at all levels of education need to cultivate is critical thinking during their academic learning process. (Alghafri and Ismail, 2014). Critical thinking has been essential skill in every century and profession, and its important part in helping EFL teacher and students in teaching learning process. Secondly, communication also serves similar equal important part in EFL teachers and learning process. Improving communication means that teachers have to be able to build their students thinking. Thirdly, in order for teachers to communicate and cooperate with others, collaboration skills are crucial. Last but not least, creativity has been thought to be important throughout one's life and is connected to the expansion of knowledge and skill content. (Egan, Maguire, Christophers & Rooney, 2017). In order to solve issues, communicate with others, and amuse ourselves and others, creativity is defined as the propensity to produce or recognize ideas, alternatives, or possibilities.

EFL teachers are implementers of the curriculum, so they must to explore their own beliefs, attitudes and practices, also have the ability to inspire the creative thinking because they are mentor who spend a large time with students

(Tümen & Çelik, 2020) in Smare & Elfatihi, (2022). Therefore, there is a fundamental need intended by teachers to be uncovered and when they use the word creativity what implicit theories they use. If teachers state that they know how to facilitate students' creative potential that is a very important thing for teachers (Runco 2003, (Hana & Hacène, 2017).

Creativity also helps teachers in teaching process in the classroom, so teacher must be able to improve their creativity. A creative teacher can help students to understand the lessons quickly and increase the student motivation in learning, so students will always look forward to the lessons from the teachers. Therefore, creativity also shows that the person is competent to become a professional ideal teacher. According to Hana and Hamada (2017) teachers have unfamiliarity with the concept of creativity and their lack of the awareness about when students used creative abilities in their courses. In addition to this, teachers also have a lack of understanding about creative thinking skills so they expressed their disagreement about including activities that encourage creative thinking for students. Similarly, Aldujayn and Alsubhi (2020) found that just one teacher who agreed that creativity can be learned, while less teachers believed that creativity can be learned. Creativity is something that is unpredictable and also out of the teacher's control and this is in line with the common belief out there. For these reasons, the teacher's lack of understanding about general definitions and concepts about creativity. Based on Ni'mah and Sukartono, (2022) it is known that teachers have several obstacles in improving students' creative thinking because the teacher's ability is still low, teachers are also less creative in making teaching materials, lack of teachers in utilizing technology and lack of facilities and infrastructure.

EFL teachers must be able to know and develop students' creative thinking abilities by utilizing the learning process and using effective learning methods (Patriana & Ulfah,). In this case, there is something crucial that teachers should care about Creative thinking skills of EFL teachers. The keys factors affecting students' academic performance based on research for secondary education students are government policies, school factors, principals, teachers and

students. The second factor affecting students' academic performance is the teacher (Waseka, Simatwa & Okwach, 2016). Based on Dewi, (2021) it is revealed that the category of EFL Teachers critical thinking is highly skilled (57,5 %) and concluded that the EFL Teachers critical thinking is proficient in Kayong Utara Regency. It means that the teachers have to improve their practices and improve their critical thinking, so they can teach and transfer their knowledge for students, because critical thinking is important for students not only for teachers.

The researcher is aware of the creative thinking of teachers. Based on the prior explanation, this study is crucial to be conducted, to explore the ability of EFL teachers' creative thinking in Kayong Utara Regency particularly in Senior High School level. In this study the researcher is interesting to conduct the creative thinking skills toward EFL teachers in Kayong Utara Regency, West Kalimantan, and the researcher explored the profile of creative thinking skill, because it had a positive impact on teachers so that it can promote them to change the way their mindset in solving a problem in a different way, it can improve learning process, however, if this research is not conducted, the existing problems may continue in the future and this research was conducted focusing on teachers who have an English education background because there are also non-English teachers who teach English lessons. The researcher also explored the information of the EFL Teachers' knowledge regarding creative thinking skills and its particular specific levels, such as very creative, creative and less creative.

B. Research Question

This research has one main question followed by four subsequent questions: What is the profile of EFL teachers creative thinking skills to the senior high school English teachers in Kayong Utara Regency?

1. What is the fluency levels of EFL teachers creative thinking skills?
2. What is the flexibility levels of EFL teachers creative thinking skills?
3. What is the originality levels of EFL teachers creative thinking skills?

4. What is the elaboration levels of EFL teachers creative thinking skills?

C. Research Purpose

Based on the prior research question, this study aims:

To explore about the profile of EFL teachers in creative thinking skills to the senior high school English teachers in Kayong Utara Regency

1. To explore the fluency levels of EFL teachers creative thinking skills
2. To explore the flexibility levels of EFL teachers creative thinking skills
3. To explore the originality levels of EFL teachers creative thinking skills
4. To explore the elaboration levels of EFL teachers creative thinking skills

D. Significant of Research

In this study, two significances obtain from the point of the theory and practices, there are:

1. Theoretical Significance

Literature review can support and assist the researcher in providing ideas and objectives about the topic to be researched and determine whether the topic is worth researching. Cresswell, (2014:56) states that, the researcher can limit the scope that needed in an investigation. Thus, the researcher believes that this study can contribute to the Education and Culture Agency of Kayong Utara, to EFL teachers, and to the participants themselves in order to improve creative thinking skills both for themselves and for others. The researcher believes the goal of education achieved when teachers have the ability and know how to think creatively and can teach it to their students.

2. Practical Significance

The researcher hopes this study can provide worthy contributions to EFL Teachers, academics of English Department, and other researchers.

a. To EFL Teachers

The researcher hopes this study can provide substantial data or information regarding EFL teachers creative thinking. When get the results of this study, the researcher wants to provide that the creative thinking

profile of EFL teachers in Kayong Utara Regency be very creative, creative, or less creative. Whatever the results later, the researcher provided data for teachers about EFL teachers' creative thinking in Kayong Utara Regency.

b. To Academics of English Department IKIP PGRI Pontianak

The researcher hopes this study can provide preliminary data regarding creative thinking should be taught in English Education. Also, this can promote student creative thinking ability in every subject. From the data, it can be provided that creative thinking is also needed in the learning and teaching process.

c. To other Researchers

The researcher hopes this study can provide preliminary data for other researchers who might also be interested in exploring similar research theme that are regarding to teachers creative thinking. So, from the data, other researchers can see an data and information about how the profile of teacher creative thinking skills in Kayong Utara Regency. It can be used as preliminary data for other researchers to conduct similar study with different level of teachers.

E. Scope of The Research

The scope of the research here are research variable and terminology because this important for future investigation.

1. Research Variable

Weight, height, attitude or wellbeing is an example of a variable that is anything that may be measured in quantitative research. Independent and dependent are two types of variables (Pierce, 2013). It means that variables have a variety of characteristics that can be considered as objects or subjects that can be measured and observed by researchers. In this study, the researcher uses single variable, that is the profile of the EFL Teachers' creative thinking level in Kayong Utara Regency which focus on explore the percentage of EFL teachers creative thinking skills.

The researcher looked for a percentage of whether it is very creative, creative or less creative the final results that show the level of creative thinking of EFL teachers. Then the researcher gave a test to evaluate creativity in thinking skills. This test has been used to measure creativity and this test has some components namely fluency, flexibility, originality and elaboration which be completed by the teachers. This research focus on the teacher's educational background and focus only selects civil servants.

2. Terminology

The following definitions are provided to ensure uniformity and understanding of terms across the study to be conducted by researcher.

a. Profile of Teacher

A teacher is someone who assists others in acquiring knowledge, competencies or values. Teacher is a title for the position, position, and profession for someone who devotes himself to the field of education through educational interactions that have a formal and systematic pattern. Teacher is a person who provides knowledge to students at school. Without the contribution of teachers who cultivate knowledge into understandable material, no educational program, no matter how good, will mean anything to students.

b. Creative Thinking

Creative thinking is a thinking process that needs to be trained to students who are oriented towards good and correct answers and can help students solve problems from different perspectives and can help students and teachers generate many ideas in thinking. Creative thinking also can get people to think using a different perceptions and concepts.

c. Senior High School EFL Teachers In Kayong Utara Regency

EFL Teachers are teachers who teach English as a foreign language in senior high schools and have a qualification for the English Language in a teacher education institution. They also hold a teaching certificate from conducting training in teaching activities that have been fixed by the

government in Indonesia, especially in Kayong Utara Regency, West Kalimantan.