

Creative Teachers in Teaching Speaking Performance

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Abstract: Creativity has an important role in teaching process. However, the students' achievement are not released by the role of creative teachers. This study aims at exploring some factors that used by creative teachers in teaching speaking performance. As media and strategies are the crucial factors that used by the teachers to help the students understand the material easily. The qualitative study was applied in this research. The technique of collecting the data were interview, and questionnaire from the English teachers in five schools in Surabaya. This study found that there were some factors that influenced the creative teachers in teaching speaking performance such as (1) media usage: power point presentation, chunks of familiar pictures, attention grabbing pictures, music ball and eye-catching cup as well as some online exercise links; (2) strategies election: by performing ball and cup moving, "boom" counting, guessing game, chained word game and listening comprehension taken from Google translate recording; (3) lesson plan; (4) organize the material. In conclusion, the creative teachers applied some factors in teaching speaking performance to enhancing students speaking performance.

Keyword: *Creativity, Creative teacher, speaking performance.*

INTRODUCTION

Nowdays, teaching is recognised as crucial activity in learning process. However, it can be understood as an art in conveying the material to the students. As we know that it has some factors that influence in the result of teaching process, such as pupils, teachers, and situation. Teachers can explore their idea in

teaching process for their students, and the students can accept the material in a new teaching situation (Jeffrey, 2006). The process can be successfull because of creativity. Creativity is one of the crucial aspects in teaching process. As a teacher needs creativity to make interesting performance and help the students to understand

the material easily in the classroom (Sawyer, 2004).

Due to the repeatedly dissatisfaction with the restrictions of teaching method, the English teachers are unavoidable to implement definite strategy in teaching. This idea comes up in order to respond the demand for the most ideal way of teaching English which was free from the method-based restrictions. Self-teaching implementation is more essential as teachers are challenged by several and dissimilar circumstance in teaching and learning process.

In line with the statement above, (Kumaravadivelu, 2001) stated that language teachers both beginning and experienced are required to improve their own theory of practice that provides them independence. As teachers realize the necessity for their students, teachers are required to conduct creative teaching to build more alive and meaningful teaching and learning course. The statement above directs that teachers owns self-determination to explore their teaching practice not only to confirm appropriate teaching strategy for their students but also to conduct self-reflection for the weakness in their teaching and learning practice. Moreover, the disconnection between method as theorized by theorists and methods as implemented by teachers is the direct consequence of the important limitations of the notion of method itself (Kumaravadivelu, 2003). Since language learning and teaching requirements and environments are not equal, there is not perfect method that can show the right teaching method. As a mostly top-down application, the methods have been generally implemented by a government as the one and only method. This practice should be restructured by giving teachers an independence to decide and apply their own methods.

Creativity is really essential both in life and teaching and learning language in the 21st century. Creativity is extensively considered to be worthy aspect, inspiring the quality of life. It is agreeable that the recent education structure is destructive to creativity as it only focuses on tight curricular constrain. Furthermore, education

appears to be attentive on testing and measurement. Most parents consider their children's ability in English based on the English written examination only, neglecting other aspects of language skills. In the social conception, those getting good score in English national examination in high school level will be generalized to have good skills in English.

In the teaching perspective, creativity also seems to encourage, to involve, to inspire and to please in a deep intelligence. Students will be motivated when we allow them to express themselves innovatively. Similarly, creative teaching tends to develop students' self-confidence, and self-awareness. This sense of self-esteem also nourishes into more dedicated and more effective learning. When students train their creative capabilities, they tend to feel more themselves, and more alive.

Based on the details above, this study is intended to describe what creative teaching practices conducted by the considered creative teacher while the teacher is teaching descriptive text. Moreover, this study is intentional to empower teachers to develop self-creating teaching practice since the teachers understand what their students need. This study is also expected to expose a new paradigm in teaching strategy, so that it directs to more alive English teaching implementation. In a broader scope, this study is expected to change the strictly implemented curriculum.

Creative teaching is a teaching practice when a teacher attracts to the creative side of students' brains (Starbuck, 2006). This performance does not mainly mean that teachers have to prepare every teaching activity for a long time. The strategy concerns on improving the learning process for enjoyable experience for teachers as well as students. Creative teaching can be applied in various implementation (Best & Thomas, 2008b); (Rinkevich, 2011); (Saavedra & Opfer, 2015); (Maley & Peachey, 2015); (Ko, Sammons, & Bakkum, 2016). During the teaching and learning process, students can be inside the class or even out of their places. They can be actively communicating

or working in silence. It is possible for the students to collaborate with teacher, to work in groups or individually.

Teachers need to think creatively, to perform creatively with others as well as implement innovation (Piiro, 2011). Thinking creatively comprises applying various teaching methods, creating new and valuable thoughts as well as elaborating, refining, examining and evaluating their own ideas to expand and maximize creative efforts. Moreover, working creatively can be defined as being opened and respective to new perspectives, demonstrating originality and inventiveness by understanding the real limits to adopt new ideas, and viewing failure as an opportunity to learn. Furthermore, being creative can be defined that teachers do not always rely on certain obtainable facilities. The essential things to have are interest, a good understanding of English language, and a willingness to work hard and improvise (Marsland, 2009)

Relating to descriptive text learning, students seems to have difficulty in describing objects orally since they do not have enough vocabulary for conveying message. Students with good vocabulary background frequently show better performance in learning processes, knowledge acquisition, and active participation on language skills (Weinert, Schuth, & Judith, 2017). Furthermore, teacher's creativity in teaching also contributes to the successful of students' speaking skill improvement. Language teachers teaching young learners ought to implement various techniques that encourage the students to speak during the teaching and learning process. Materials from the recommended book can be modified to provide more speaking activities. Teachers should encourage students to work collaboratively on spoken tasks. Moreover, teachers are intensely recommended to implement further strategies to stimulate students' speaking skills, such as interviews, presentations, role plays and other joyful collaborative teaching practice (Khameis, 2006)

METHOD

This study applied qualitative method since it was intended to describe the teacher's creative teaching practice while the teacher was delivering the material of descriptive text. The subject of the research was the considered creative teacher who has conducted a creative cycle, a set of phases for coming up with a creative outcome ((Best & Thomas, 2008a). The teaching practice was implemented to seventh graders of one state junior high school in Surabaya. Specifically, the study was applied to one class consisting of 40 students. In addition, the chosen class was the most passive one whose prior knowledge in English was low.

Since the researcher intended to observe the existed implementation of creative teaching practices, observation was chosen as the data collection technique. This study applied a non-participant observation in which the researcher observed directly the teaching practices. Moreover, unstructured form of observation was chosen, in which researcher did not follow a tightly defined schedule of observation, but worked in a more repetitive technique to find out about a particular setting or set of practices. The teaching materials presented by the teacher were different in every observed lessons. However, all of the teaching materials were still on the same basic competency with different indicators in each lesson.

The data collecting has been conducted five times during the teaching and learning practice in the last period of second semester in which the students have got the materials of describing things, people, animals, and places in the previous months. The students were seated based on their absent numbers. Student who had the first absent number sat on the front row and the corner of the left side of the class. The next number was on the right of the previous number student and so on. Therefore, there were ten students in every row. The students who did not attend the class were automatically observed since they left the seats empty. This kind of seat numbering has also been applied in the regular final examination. At the same time, the

researcher also had someone to record what the teacher and the students did in a video. The video has been taken during 80 minutes or the same as 2 lesson hours in every meeting.

To answer the research question, the researcher observed the teacher's teaching practices taken from observation guide and video recording to search for actions suitable for the teaching practice. The teaching practice were observed in the pre-activity, main activity and post activity based on the teacher's lesson plan in each meeting. Having got the teaching practices related actions, then the researcher classified the teaching practices to determine whether they belonged to creative teaching practices or non-creative ones based on the instrument for observing teacher's practice which included creative practice indicators developed by the 21st century creativity skills (Piiro, 2011). The creative indicator contained how a teacher thought creatively, how a teacher worked creatively with others, and how a teacher implemented innovation. Specifically, the indicator of thinking creatively consisted of using various idea creation, constructing meaningful ideas as well as elaborating own ideas to develop creative efforts. Moreover, the indicator of working creatively with others included connecting new ideas to others effectively, being open to different opinions, showing originality and viewing failure as a chance to learn. The last indicator of implementing innovation was about how the teacher performed creative ideas for innovation.

RESULT AND DISCUSSION

The implementation of creative teaching could be observed through the observation of the teacher's teaching practices. The teaching practices were matched with the 8 indicators of creative teaching practice from the instrument of observing teacher's practice to distinguish the creative teaching and non-creative one. The further teaching practices have been analyzed in every meeting to find out the creative teaching practices as the answer of the research question.

During the first observation, the teacher conducted 10 kinds of activities in the duration of 2 lesson hours, consisting of 5 activities in the pre-lesson activities, 3 activities in the main lesson activities, and 2 activities in the post-lesson activities. Teacher's action of greeting the students by saying "Good morning" or "Assalamualaikum" was not classified as creative teaching practice since it was common utterance of teachers while they were greeting their students. Moreover, this activity did not match to the eight indicators of creative teaching.

The second activity of reminding the previous lesson and informing the material which was going to study also belonged to non-creative teaching practice as they did not fulfill the criteria of being creative teaching. The third activity was still in the pre-activity session. The way the teacher to attract the students' attention by saying "Seven F" with various intonation and being followed by the students reply "Yes, sir", could be classified as a creative teaching practice. This action was suitable for the creative teaching indicators in the term of connecting new ideas to others effectively (indicator 4). It seemed that the teacher has set a specific model that the students should respond "Yes, sir" when the teacher called their class. The teacher's rising and falling intonation attracted the students to have more concentration. The fourth teaching activity of teacher's showing a moving attention grabbing picture of a gorilla which showed tongue and big eyes indicated a creative practice. The moving picture of a gorilla showing tongue and big eyes was successful in attracting the students' attention. This action was appropriate to the second creative teaching indicator, creating new and meaningful ideas since the teacher's intention to use the unique picture was in order to grab the students' attention and implicitly informed the students that we were going to study about animals. The moving attention grabbing picture in the pre-activity could be seen at the figure below.



Figure 1

The moving attention grabbing picture in the pre-activity session

The implementation of the second creative teaching indicator was also strengthened by the fifth teaching practice that let the students to follow a warming up activity, that was baby shark dance taken from YouTube channel, <https://www.youtube.com/watch?v=mOt7pdyx7RE>. The sixth to the eighth activities in the first observation were the main activities. The teacher's guessing game was classified as creative teaching practice since the teacher applied the existed pattern of hidden picture downloaded at <https://www.eslgamesplus.com/hidden-pictures/> and edited the pattern with his own idea. This action was suitable for 2 indicators, the first indicator, using extensive range of idea creation and the eighth indicator, acting on creative ideas for innovation. The implementation of guessing animal through hidden picture could be seen on the following figure.

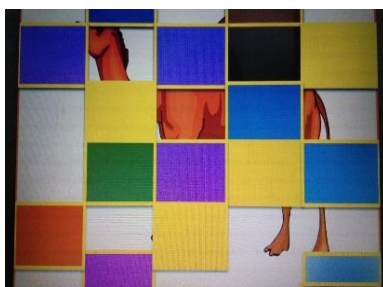


Figure 2

Identifying animal from picture behind the blocks

The next teaching practice was dividing students into groups and giving clues about animals' characteristics. It was also a creative implementation. In this stage, teacher tended to ask the students to think deeply based on the

clues, as stated in the second indicator, creating new and meaningful ideas. As the last step in the main activity, the teacher's showing some animal pictures and let the students to describe the animals were non-creative activities since teacher just showed the picture directly without having any unique ways. Moreover, asking the students to describe made them confused since they were lack of vocabularies and did not know how to start their utterances. The situation of teaching and learning process in the main activity could be observed in the picture below.

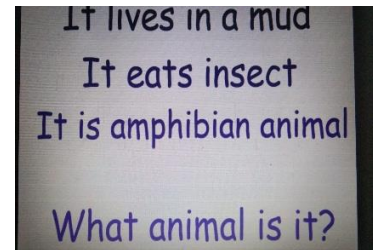


Figure 3

Guessing animal through 3 clues

There were two steps in the post-activity of the first observation. Summarizing the material by asking some questions to the students belonged to the creative action. In this stage, the teacher got some answers from the students relating to the material has been discussed. The teacher was open and responsive to new and different views as noted on the fifth indicator of creative teaching. The next teaching activity was the teacher's closing the class by saying "Wassalamu'alaikum." This activity did not refer to the creative teaching since it was a common activity and not suitable for any creative teaching indicators. In general, the teaching practice at the first observed lesson could be seen on the table below.

Relating to the teaching activity in the second observed lesson, the creative teacher conducted 9 practices from the beginning to the end of the lesson. The first activity was the teacher's greeting the students by saying "Good morning", "How are you today?", "Are you ready to study?" This is not a creative teaching practice since it was a regular and common

practice in the teaching context. Moreover, it was not suitable for any creative teaching indicators. The second action was reminding the previous material studied and told the material which was going to study. This was also non-creative practice as it was delivered in a very simple and common way. The third activity of conducting Pokemon dance as a warming up activity, downloaded from YouTube channel of <https://www.youtube.com/watch?v=SS90kIB-R0o> could be classified as a creative one. Having Pokemon dance in the material of describing things seemed to be misrelated action. However, the teacher's effort was intended to apply extensive range of ideas construction technique before the main material could be categorized as a creative implementation as stated in the second indicator of being creative practice.

During the main activity of describing things, there were 4 main activities. The first was presenting audio recording which was downloaded from google translate audio and asking the students to guess the things from audio recording belonged to very creative practice. Recording audio from google translate reflected the first creative teaching indicator, in which the teacher used extensive range of idea construction. Furthermore, this action also enlarged own ideas to develop and maximized creative efforts (indicator 3) as well as acted on creative ideas for innovation (indicator 8) since it was a rarely applied action relating to audio recording. Most teachers used google translate for doing translation and checking the pronunciation. On the other hand, the teacher tried to type text, translate, and record it in the same application. Asking the students to guess the clues from the audio recording was also suitable for 2 indicators. From this activity, there must be some various answers from the students to guess the things from the audio recording. Those answers included the right and wrong answers. This action reflected an open and responsive to new and different views (indicator 5) and the teacher viewed failure as a chance to learn (indicator 7). Similar to the previous activity, the next teaching practice was the

teacher's giving clues by telling directly to the students replacing the audio recording. This action reflected the third creative teaching indicator, elaborating own ideas to develop creative efforts.

The next activity was asking the students to guess the things based on other students' body movements. This activity seemed to be the activity of Total Physical Response (TPR) since the activity dug up meaning in the form of body movements (Freeman, 2000). This implementation belonged to creative action since it created new and meaningful ideas (indicator 2). The use of music before guessing the body movements indicated that the teacher used extensive range of idea construction technique (indicator 1). Receiving the students' answers showed that the teacher was responsive to different views (indicator 5) as well as viewed mistakes as an opportunity to learn (indicator 7). The last main activity was similar to the previous one. However, in this activity the teacher conducted a group work in guessing the students' body movements. This practice specified the fourth creative teaching indicator, connecting new ideas to others effectively. The situation of teaching implementation in the main activity could be seen in the following picture.



Figure 3

Guessing things from body movements

In the post-activity of the second observed lesson, the teacher arranged 3 activities. The first teaching practice was summarizing and concluding the material of describing things. It characterized the fifth indicator of creative teaching, being responsive to different views since the teacher received various responses from students. The teacher's ending the lesson by saying "See you next time", "Nice to meet you",

“Bye-bye” are non-creative teaching action. That was a common practice conducted by teachers and did not match any creative teaching indicators. To sum up the creative and non-creative teaching implementation in the second observed lesson, the following table would show the details.

There were 9 activities done by the observed teacher during the third lesson. In the pre-activity, the teacher stood in front of the students and greeted the students by saying “Assalamu’alaikum”, “Are you fine today?” at the beginning of the lesson. It was very clear that this practice was not a creative one. On the next action, the teacher motivated the students by singing the song “If you are happy and you know it” together. This implementation belonged to the creative one as it functioned to prepare the students’ psychological condition before going to the main material. This action was suitable for the second indicator of creative teaching, creating new and meaningful ideas. The teacher continued energizing the students by saying “Clap your hands”, “Stop”, “Single clap”, “Double claps”, “Triple claps.” The students directly follow the teacher’s command. Since the teacher linked new ideas to others effectively, the teacher has done the fourth aspect of creative teaching. In addition, clapping hands in various ways meant that the teacher showed originality in work and it belonged to indicator 6. The situation of the teaching implementation was shown in the following figure.



Figure 4
Energizing students by singing and various clapping hands

In the main activity of the third observed lesson, the teacher organized some activities. As the first one, the teacher presented the attention

grabbing pictures of the old man with unique face expression and the paired pictures of men. From the pictures, the teacher seemed to attract the students’ attention before going to the main material of describing people. It meant that the teacher has implemented the first creative teaching indicator, using various idea creation. The teacher tried to dig up the students’ prior knowledge by asking the students to share any words relating to the attention grabbing pictures. The descriptive words from the students with better prior knowledge were beneficial for students with lower prior knowledge especially in the form of word framing. Through this activity, the teacher has implemented the third and the fourth indicators of creative teaching practice, elaborating own ideas to develop creative efforts as well as connecting new ideas to others effectively. While the students were sharing their ideas relating to the description of the unique pictures, the teacher accepted all shared ideas without saying “No” or “You are wrong” and discussed the correction of the mistakes with the students. The teacher’s teaching practice reflected the fifth indicator, being open to different opinions.

The next teaching practice conducted by the teacher was presenting a picture of Rowan Atkinson, the character of Mr. Bean from power point presentation, and asked the students to give one word relating to the picture. This action was very creative and meaningful. Everybody recognized the unique character, as a result students were challenged to answer even though it was not in English.

The teachers’ way to respond the students’ answers referred to indicator 5, being open and responsive to new and different views. Moreover, the teacher consider the students’ mistake in describing people as a chance to learn as stated in the seventh indicator. The way the students and the teacher described the picture in the form of name, origin, profession, physical and non-physical characteristics seemed to be very difficult due to the students’ lack of vocabularies. However, the way the teacher received the students’ various answer reflected

the fifth and the seventh indicators, in which the teacher acted as a person who was responsive for different views and considered mistakes as an opportunity to learn. The last main activity was conducted by the students' moving the ball during the audio music performance. When the music stopped, the students getting the ball gave a short description of well-known people (the class leader, a *dangdut* singer, and a picture of the teacher) in the form of name, origin, profession, physical and non-physical characteristics. The idea of using *dangdut* music in the learning process and a very well-known characters was really a process of out of the box thinking which applies an unusual or even impossible idea as a practice of creative teaching (Sale, 2015). This activity was so creative that it fitted to all aspects of creative teaching practices. The teaching implementation during this stage could be observed from the following figure.



Figure 5

Teacher shows his own picture to be described by his students

Relating to the post-activity in the third observed lesson, the teacher has done 3 activities. The first one was teacher and students summarized and concluded the material of describing people. Looking at the way the teacher received the students' opinion, this activity belonged to the creative one since the teacher has been open and responsive to new and different views to the students' idea as stated in the fifth indicator of creative teaching. The next activity in this teaching session was the teacher gave a take home assignment of describing person from the slides that have been studied. Every student was asked to describe one of the pictures at home then submitted it at the next meeting. This activity was a non-creative action

since it was done in a common way and not suitable for any creative teaching indicators. The last action in the post activity of the third observed lesson was the teacher's ending the lesson by saying "Thank you for your attention", "See you next time." This kind of ending statements have been conducted at the previous meetings and it has been stated as a non-creative action. The summary of the teaching implementation in the third observed lesson can be seen at the following table.

During the fourth observed lesson, the teacher has conducted 9 activities. In the first pre-activity, the teacher stood in front of the students and greeted the students by saying "Good afternoon class", "Are you fasting now?" At first, the students were confused with the term of "fasting." However, the students understood the term after the teacher explained it in another words, "In Ramadhan day, the Muslims must be fasting. Actually, this teaching activity was commonly done by teachers. On the other hand, the teacher's action changing the term of "fasting" with other words to make it clear could be classified as creative practice since the teacher has associated new ideas to others effectively (indicator 4). The second action was teacher motivated the students by asking the students to follow the energizer dance of Charlie Bear Agadoo, downloaded from YouTube channel: <https://www.youtube.com/watch?v=VtEcBIn8kRo>. That was similar to the previous activities. Due to creating meaningful ideas before going to the main activity, this action was suitable for the second creative teaching indicator. The next activity was showing the contrast pictures about traditional and modern market from power point presentation, the teacher let the students to give any words relating to the pictures. Conducting this activity, the teacher must receive some different ideas, consisting of right and wrong ones. The teacher has been open and responsive to different views (indicator 5) and viewed mistakes as a chance to learn (indicator 7).

There were 4 actions done by the teacher in the main activity session. The first one was teacher showed some paired pictures and the

students stated the opposite adjectives from the paired pictures such as clean garden and dirty street. This activity intended to prepare the students to collect some adjectives for the next main activity. This kind of activity fulfilled the second indicator (creating meaningful ideas), the fifth indicator (being open and responsive to new and different views), and the seventh one (viewing failure as a chance to learn). The next action was teacher's presenting some chained words. After that, the students count from one and changed the multiple of four into "Boom." The wrong counting students guessed the place relating to the chained words. Guessing the place from three chained words such as the words of "at school, quiet, reading" referring to a library really created new and meaningful ideas, as stated in the second indicator of creative teaching. Moreover, the idea of choosing the student to answer by counting with "boom" modification rather than choosing the student directly referred to using extensive range of idea construction (indicator 1) and elaborating own ideas to develop creative efforts (indicator 3).

Further activity was in a collaborative discussion, teacher gave the students piece of paper and wrote the characteristics of places from the pictures taken from <https://www.englishexercises.org/makeagame/vi ewgame.asp?id=7711> and <https://www.englishexercises.org/makeagame/vi ewgame.asp?id=8334>. From both links, the students could see some public places and some adjectives relating to the condition of the places. The teacher wanted to enrich the students' vocabulary in a collaborative discussion. That activity referred to indicator 2 (creating new and meaningful ideas) and indicator 3 (elaborating own ideas to develop creative efforts). The last action in the main activity was the teacher showed some pictures of public places. Then, the students described the pictures in 4 sentences. While the teacher was showing the picture of Bungkul park, the students tried to describe the place even with imperfect description. However, the teacher's effort in this activity has reflected indicator 5 and 7, being responsive to different

views and viewing mistakes as a chance to learn. The teaching material of describing places in 4 sentences could be observed in the following figure.



Figure 6
Describing public place in 4 sentences

The post-activity in the fourth observed lesson consisted of 2 actions. In the first activity, teacher and students summarized and concluded the material of describing places. From the video recording, the teacher organized this activity simply, and tended to dominate the answer. That was why this activity was classified as a non-creative action. The last one was the teacher's way to end the lesson by saying "Thank you very much", "Nice to meet you", "See you next time." This is such a common activity that was categorized as a non-creative teaching practice. To summarize the teacher's teaching activity in the fourth observed lesson, table six was prepared to make it clear.

The last observed lesson was the fifth one. During this session, the teacher conducted 8 activities. In the first pre-activity, the teacher and the students started the lesson by standing in the middle of the class. The chairs were arranged on the side of the class. Since that was unusual, the teacher has used extensive range of idea construction technique (indicator 1). From the video recording, the teacher seemed to be ready with the special learning activity without having seats. That was also suitable with the indicator of creating new and meaningful ideas (indicator 2) and elaborating own ideas to develop creative efforts (indicator 3). The next action conducted by the teacher is greeting the students by saying "Good morning class", "How are you today?" That was a non-creative activity as conducted by common teachers. Further activity was students

were hand in hand doing warming up activity in a circle. The teacher asked the students to follow his instruction: “Jump in”, “Jump out”, “Jump left”, “Jump right.” This teaching activity reflected using extensive range of idea construction technique as stated in the first indicator. Moreover, it also created new and meaningful ideas as the teacher’s intention was to prepare students for the main activity. It was suitable for the second indicator of creative teaching. The activity in the pre-activity could be seen in the following figure.



Figure 7

Warming up activity in a standing circle

The teacher conducted 3 actions in the main activity. The first was standing in circle, the teacher asked the students to move the ball left and right by listening to the music. When the music stopped, the student getting the ball took one paper and described the person on the paper. The activity was similar to the one in the third observed lesson which was suitable for all indicators of creative teaching. The next activity was the teacher divided the students into two paired rows in a standing position. The teacher seemed to have specific purpose since he intended to prepare the next lesson activity. This action was classified to the second indicator. The last main activity was the sequence of previous one. In a row the students moved the ball by listening to the music. When the music stopped, the student getting the ball took one paper and composed a simple dialogue with the partner in front of them. This activity was similar to the ones in the third main activity and it reflected all indicators of creative teaching implementation.

During the post-activity, there were two actions done by the teacher. The first was teacher and students summarized and concluded the

material of describing people by sitting on the floor. The idea of sitting on the floor was suitable for the first indicator, using extensive range of idea construction techniques. Having various opinions about summarizing and concluding the lesson from the students, the teacher has been responsive to different views as well as showing failure as a chance to learn (indicator 5 and 7). The last one in the post-activity was the teacher’s ending the lesson by saying “Thank you very much”, “See you next time.” That was a common and usual activities done by teachers so that it was a non-creative activity.

CONCLUSION

Having observed the findings and associated them to the discussion, it is concluded that the teacher has implemented some creative teaching practices while the teacher is teaching descriptive text. The applied creative teaching indicators are based on the instrument of creative teaching practice developed by the 21st century creativity skills (Piiro, 2011)

The creative teaching practices have been suitable for the lesson plans prepared by the teacher before the teaching and learning process. On the other hand, the existed creative teaching practices applied in teaching descriptive text limited on exploring the students’ skill in speaking, without applying other language skills.

In conclusion, the considered creative teacher has applied some creative teaching practices while the teacher is teaching descriptive text. Moreover, the teacher has applied self-teaching strategy which contributed to be more alive and enjoyable teaching and learning environment.

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