

CHAPTER 2

LITERATURE REVIEW

2.0 Background

Teachers' creativity, attitude and commitment are very important and they play major roles in the education streak to increase the students' proficiency of the English language. They need to improve their knowledge, skills, creativity, and commitment toward learning English to make sure they can develop the students' belief. However, training or workshop can assist the teachers to influence the students' interest or level of proficiency to make sure the students' have a good command in English. So, this literature review studies the theoretical and research based on relevant and previous study which is focused on teachers' creativity, attitude, commitment and students' proficiency to make sure the study is significant and relevant.

The teachers who introduce and implement exciting and innovative techniques in their daily lessons after extensive planning and preparation show that they have creativities in hard work. Creativity can be understood better by looking at what we do in a different shine if it is working consistently to utilize our talents because creativity is working hard at applying our knowledge. Teachers who wish to be more creative must express their commitment and willingness to change their approach in teaching process. The necessitate for change can be understood and more enthusiastically accomplished by understanding that education by and large lies in "what" educators do in the classroom. If the teachers change "what" they want to do, they change the outcome of the learning process.

Otherwise, the schools' organizations provide training and workshop to the teachers to make sure the teachers' can develop their attitude through training and improve themselves; thus attitude can reflect an individual's character because training

can totally influence and change an individual's behavior. In this case, teachers' creativity, attitude and commitment towards training can improve and develop the students' proficiency. As a result, training enables the researchers to study a person's feeling about skills and knowledge acquisition (Carlson, Bozeman, Kacmar, Wright & McMahan, 2000). However, related training or workshop can influence individual's attitude because once the training is relevant to their job scope, automatically their behavior changes and they will be committed in job and they can increase their learning motivation and skills. The model of training effectiveness is conceptualized as pre-training attitudes which are divided into four impetuses: (1) reaction to skill assessment, (2) job involvement, (3) career planning, and (4) exploratory behavior. There are several ways in which attitudes are related to creativity, motivation, learning and performance.

However, the teachers are not aware and not concern about the purpose of training, they are given guidance to help in coaching them in applying what they have learned in training to apply in classroom. So, the teachers must begin by looking at their lesson differently to increase the students' proficiency. They must be willing to utilize different methodologies, strategies, and approaches to instruction, change their assessment tools and evaluation criteria that can help the students to improve their creativity thinking.

According to Sum, Kirsch & Yamamoto, (2004) explained that some English language learner students have significant literacy competency in their first language and families who have strong education backgrounds, these students eventually tend to do well in academically and in the workplace. There is evidence that a host of socioeconomic and background factors can influence on educational and life outcomes for non-native speakers of English (Blair, Legazpi-Blair, & Madamba, 1999; Kao & Tienda, 1995; Schmid, 2001). So, teachers' creativity, attitude and commitment can

influence on the students' proficiency as well. Even though the students may have limited English language skills, but their own particular language histories do appear to influence them to learn English easily.

Students who have developed language skills in their native language tend to learn English more easily than whose are native language skills are less developed (Genesee, Lindholm-Leary, Saunders, & Christian, 2005). For instance, students come from Korea or China schools with different levels of competency or proficiency in their native language; they also have different level of proficiency. According to Guerrero (1997, 1998, and 1999) who studied about the issue of familiarity with the students' language which is compounded by the importance of the English language learner teacher's level of English language proficiency, some research illustrates an indirect connection between a teacher's native language and students' achievement or proficiency (Garcia, 1991). There are several studies argue that teachers who are familiar with students culture and the level of language proficiency create a more conducive learning atmosphere and have a positive effect on educational outcomes than teachers whose cultural and linguistic backgrounds are different from those of their students (Darder, 1997; Garcia, 1991).

However, the teachers' commitment has been identified as one of the most critical factors for the future success of education and schools (Huberman, 1993) that influence on the students' proficiency of the English language. According to Firestone, 1996; Graham, 1996; Louis, 1998; Nias, 1981; Tsui & Cheng, 1999 explained that teachers' commitment is closely connected to teachers' work performance and their ability to innovate and integrate the new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on students' achievement and the level of proficiency of the English language, and attitudes towards school. Nevertheless, there is a

growing body of literature that illustrates a strong connection between teachers' commitment and the very intimate element of passion for the work of teaching (Day, 2004; Elliott & Crosswell, 2001; Fried, 1995).

The teachers need to focus on issues of spelling, punctuation, grammatical concord and so forth to make sure they can improve their knowledge. Base on the complaints from parents as well as students, it materializes that many of the teachers do not even have a basic grasp of the language and ignorant of simple grammatical principles because lack of training. According to Jamali Ismail (1991:8), some of them do not even have any TESL training and are specialists in other disciplines. Datuk Abdul Aziz Shamsudin, Deputy Education Minister, similarly admitted that in certain schools in the rural areas, English was being taught by teachers who were not specialized in teaching the language, (New Straits Times April 22, 2002:9) totally influence the students proficiency of the English language.

It is clear in some situations that the students are taught by teachers who are not even majoring in English. Without doubt, we have serious outcome in education line, not only on the quality of the teaching but also the quality of students that we will produce. In 1999 and 2000, the lack of proficiency was clearly reflected in the students' poor performance in the English language test which was Penilaian Menengah Rendah (PMR) examinations. However, different interviewer has different opinion about this, so according to Mrs. Jane Das (Centre Coordinator of English Language – Tsun Jin High School, January 7, 2010), she explained that creativity enhances the learning process and it cultivates students to think as individuals and not borrow ideas from others. Some of the criteria that a teacher needs to be creative are:-

1. Open to different ideas and opinion.
2. Ask for suggestion instead of making suggestions.

3. Teach problem solving method instead of giving the answer.

and followed by Madam Ng (Level Head of English Language – Tsun Jin High School, January 7, 2010), she said that teachers should be creative to make sure the lesson is interesting and encourage the students feel interested to learn something new from the teachers.

Table 1: PMR 1999 Results Analysis

Subjects	Passes	Failures
Bahasa Melayu	93.6 %	6.4 %
Geography	92.4 %	7.6 %
Mathematics	92.3 %	7.7 %
Science	91.9 %	8.1%
English	63.9%	36.1 %

Source: The Star, 1999. 30 December: 9

Table 1 shows that more than 36 percent of the total number of candidates (367,373) failed the English language paper in 1999 compared to other subjects less than 8 percents (The Star, 1999).

Table 2: PMR 2000 Results Analysis

Subjects	Passes	Failures
Bahasa Melayu	92.5%	7.5%
Geography	92.8%	7.2%
Mathematics	91.5%	8.5%
Science	95.1%	4.9%
English	59.8%	40.2%

Source: The Sun. 2000. 21 December: 7

Table 2 shows that 40.2 percent of PMR candidates failed the English language paper in year 2000 (The Sun, 2000) because of low proficiency in all components such as writing, reading, speaking and grammar. The poor performance and commitment from the teachers reflected the students' results.

Table 3: Percentage of Students Who Passed the SPM English Language Paper

Year	1999	1998
Percentage	61.7 %	62.1%

Source: The Star. 2000. 5 April 5: 4

The low proficiency among students was also reflected in their performance in the Sijil Pelajaran Malaysia (SPM) English language paper. From Table 3, there was a gradual and reliable decline of the number of the students who passed the paper. In year 1999, the percentage of students who passed the English language paper at the SPM level has gone down to 61.7 percents from 62.1 percents (The Star, 2000).

Table 4: Percentage of Students Passing Rate (ABCD) in PMR English Language Paper at Tsun Jin High School

Subjects	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Bahasa Melayu	100	100	100	99	98.59	99.71	98.86	97.39	99.05	99.13
Bahasa Inggeris	98.45	98.9	100	100	100	100	99.72	99.13	98.82	99.78
Mathematics	100	100	100	100	100	100	100	100	100	100
Science	99.48	100	99.48	100	99.3	100	100	99.13	99.76	100
Sejarah	92.27	90.06	86.46	95.65	96.48	98.29	96.31	96.52	94.31	96.95
Geografi	97.94	100	100	100	99.3	100	99.43	98.84	94.55	98.91
Kemahiran Hidup	99.48	98.9	99.48	99.67	97.18	100	100	99.42	99.53	99.78
Bahasa Cina	100	97.79	100	99.67	100	100	100	100	100	99.78
Pendidikan Islam	100	100	-	100	-	100	100	100	-	-
Percentage (%)	98.45	98	98.18	99.33	98.96	99.75	99.37	98.8	98.25	99.29

Source: Tsun Jin High School, 2010

English teachers at Tsun Jin High School perform very well in their teaching level because the teachers are always committed with training and workshop to improve their creativity. The high proficiency among students is also reflected in their performance in the Penilaian Menengah Rendah (PMR) English language paper. As seen from Table 4, there was a high percentage passing rate in year 2009 (99.78%) compared to 2008 (98.82%) because of teachers' creativity, attitude and commitment to encourage the students to be creative and increase their level of proficiency in their English language

learning process. The present study focused on the examination of students teachers' trusts about creativity in teaching. According to Pajares, 1992; Hofer & Pintrich, (1997) explained that teachers' trusts may manipulate their perceptions and evaluation of outcomes as well as their choice of instructional methods and tasks to influence the students to be creative in their learning process.

Teachers' commitment towards training and workshop can improve their teaching capability and it be can defined as development of skills, specifies measurable objectives, and should result in observable change in behavior (Wagonhurst, 2002). According to Buckley and Caple, (2000) explains that training is a systematic process to assist people to learn how to be more effective at work by amending the knowledge, skills or attitudes through learning experience to achieve the effective performance. The top management provides training to their workers for three main purposes (Belcourt, Wright and Saks, 2000), such as (1) to increase productivity or performance of the workers; (2) to achieve the organizational goals; and (3) to invest in workers to succeed in the unpredictable and turbulent business environment.

Table 5: Percentage of Students Passing rate (ABCD) in PMR English Language Paper at National Level (Government School)

Subject	Percentage (%)					
	2004	2005	2006	2007	2008	2009
Bahasa Melayu	93.2	92.3	92.7	93.1	93.5	92.9
Bahasa Inggeris	70.1	73.8	71.4	72.5	74.8	72.8
Bahasa Cina	86.9	87	87.1	87.1	87.1	87.7
Mathematics	83.7	84.1	82.8	87	87.3	90.1
Science	88.5	90.1	90.2	89.1	90.4	92.4
Sejarah	94.7	96.1	94.9	93.5	91.9	92.9
Geografi	93.8	95.1	94.1	93.3	91.2	91.5
Pendidikan Islam	91.7	91.1	-	-	-	-
Kemahiran Hidup	94.7	94.3	94	-	93.2	93.6

Source: Tsun Jin High School, 2010

As seen from Table 5, was there a low percentage passing rate in PMR English language paper at government schools in year 2009 (72.8%) compared to 2008 (74.8%). So, if we compare with Table 4 which is private school, the passing rate that they achieved was higher in English subject around 99.78% in the year 2009. As a result, some researchers argue that much of the observed public-private learning differential reflects a selection bias, namely that students attending private school come from families with a greater motivation and means to promote quality education (Golberg and Cain 1982). Moreover, the top management provides training to the teachers to increase their teaching creativity to make sure the students can perform very well while government schools seldom their teachers for training. According to Berliner and Biddle (1995: 123), they have put it:

“Private schools are able to select students whom they will enroll and expel; and this control should give them more opportunity to choose talented students to enforce disciplinary standards and to create a sense of “community.” In contrast, public schools must cope with all comers. In addition, private schools enroll mainly

students who can afford to pay tuition, whereas public schools have to select students from impoverished families that cannot afford to provide financial support for education”.

2.1 Creativity

According to Young, (1985) defines creativity is the skills that bring something new and valuable to the people to do more new things and break away from old styles. They do more than finding the alternatives to converge from the familiar patterns, and then they diverge on new solutions. They break the laws to modernize them and try to make hard decisions about what to include and what to eliminate. So, creativity makes people innovate. They aim towards newness so that it can consider to a several senses. Creativity exists with openness to new experiences which are related to the originality, courage, curiosity, imagination, and challenge. (McCrae,R.R. ,1987).

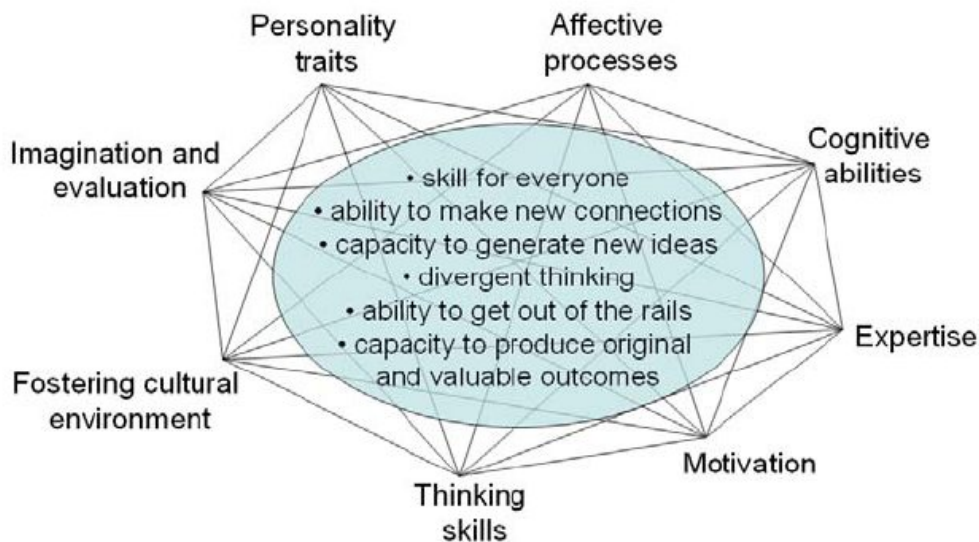
Creativity is a term that is used in education but it is rarely defined. For instance, the teacher might ask the students to use their creativity in designing a project or a teacher might refer to a student’s unusual response by saying that is very creative. According to Plucker, Beghetto ad Dow (2004) explained an unclear definition which can lead to erroneous assumptions, misconceptions and misguided beliefs. For example, only certain people are creative and creativity is something that cannot be enhanced and so on. In other words, creativity involves a combination of uniqueness and usefulness (Amabile 1996; Feist 1998; Sternberg and Lubart 1999). Plucker and his colleagues (2004,90) analyzed creativity literature and derived the following definition:

Creativity is the interaction among aptitude, process and environment by which an individual or group produces a perceptible product that is both novel and useful as defined within a social context.

The key foundational building blocks for creativity are shared perspectives, shared knowledge, and shared experiences. So, the teachers must understand that this is true to build up their creativity to influence the students' proficiency of the English language. According to Maitland (1976), creativity is one of the most momentous to understand the aspects of human life. The creative process (Costelloe, 2007; Maitland, 1976) materializes as ideas, thoughts, images, colors, shapes, words, visions, fantasies, emotions or impressions of a person's consciousness.

However, creativity is also a fundamental strength in the development of consciousness (Schwager, 2001) because it is strength that present from the birth, a motivating energy that relates with the need to maintain and recover the impulsiveness and freedom that necessary for the development as well as curative. So, creative energy is articulated by the symbols and images from the unconscious.

Figure 1: Creativity and its requirements



Source: Anusca Ferrari, Romina Cachia and Yves Punie, (2009)

Figure 1 shows a summary of characteristics. In the outer of circle, it shows what creativity requires and in the inner shape shows what creativity is. According to Taylor

(1988), he identified that creative experience can be seen as opposite to reproductive experience. Besides, creativity is the ability to see the possibilities that others have not noticed (Craft, 2005). So, the critical process involved in the generation of new ideas (Esquivel, 1995), and the possibility to make the connections is not common because it requires cognitive and creative thinking skills, in other words different thinking (Runco, 1990), imagination (Craft, 2005), and evaluation too (Runco, 1990).

However, creativity also demands a set of personality traits which can be improved or adapted by the environment. Consequently, the environment needs to cultivate the creativity and to boost up the intrinsic motivation. In addition, creativity is not limited to the arts because it can be apparent in all ambits of human knowledge. Gibson (2005) argues that it should not become an instrumental term to be filled with any kind of content and used in every kind of context.

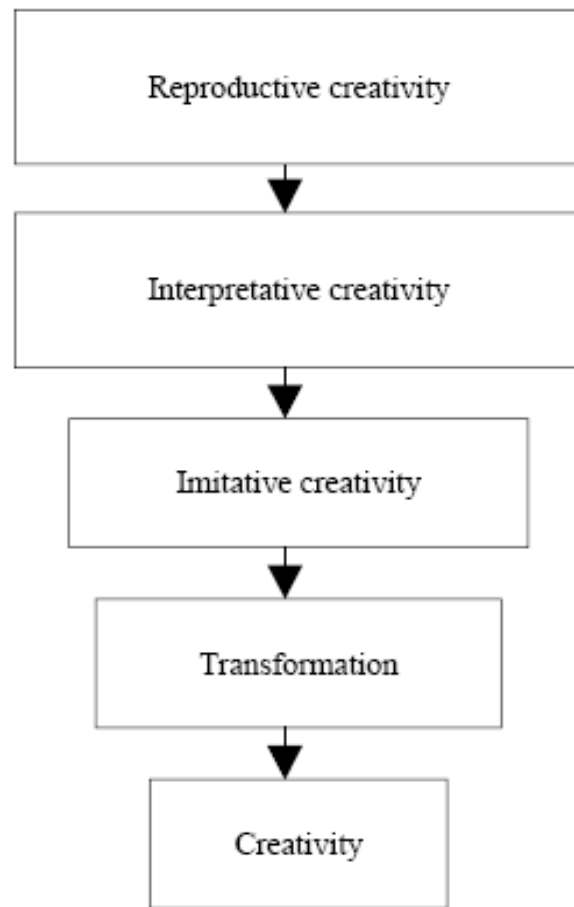
According to Ashfaq Ishaq – International Child Art Foundation (www.creativity-portal.com):

“We humans have not yet achieved our full creative potential primarily because every child’s creativity is not properly nurtured. The critical role of imagination, discovery and creativity in a child’s education only begin to come to light and, even within the educational community, many still do not appreciate or realize its vital importance.”

According to Michael Cox, Richard Alm and Nigel Holmes, (2004) examined the creativity of human beings as:

“Over the past decade the biggest employment gains came in occupations that rely on people’s skills and emotional intelligence and among jobs that require imagination and creativity. Trying to preserve existing jobs will prove futile – trade and technology will transform the economy whether we like it or not.”

Figure 2: The Model of the Development of a Creative Process



Source: Izard, 2000; Lubart, 1999; Kryzhanovskaya, 1996; Druginin, 1999

Few researchers had been proposed the model of the development of a creative process (Figure 2) according to the theoretical research (Izard, 2000; Lubart, 1999; Kryzhanovskaya, 1996; Druginin, 1999) and the analysis of the pedagogical process at Daugavpils University. Figure 2 shows the model of development of a creative process. There are five steps to contain the model. The reproductive creativity begins as a first step. The first stage usually refers to the reproductive creativity when a teacher tries to understand and reproduce something that similar to the object in order to satisfy the results and encourage the teachers to initiate systematic work.

Interpretative creativity is a second higher stage which is identified as creative imitation. At this stage, the teachers' aim is to develop a new creative methods and

techniques of the teaching criteria. The third stage is an imitative creativity that merges with an interpretative creativity. This stage suggests applying all the knowledge and resourceful skills of creative activity to develop a new situation that encourages the new creation of images which is quite different from the previous experience of the person.

According to Kisin, the transformation and the characteristic feature of this stage is contained in the fourth stage. The search for the approval of discovered solutions is from the side of the surrounding people and from the teacher himself or herself. The numerous abilities manifest themselves, such as the ability to predict, and the ability which is not only to mirror the world, but also too adapted in the world at this stage.

Creativity in this model is the fifth or last stage to develop a creative process among the teachers. Creativity must be presented in all approaches of activity because it is a possibility to grasp the meaning of things from a new point of view by dint of fancy and imagination, the ability to find something new and to create something new (Landau, 2002, p. 16; Hibnere, 1998, p. 10).

2.1.1 Teachers' Creativity

According to Giza, (1998) in Polish schools shows that creativity thinking of the teachers is nothing more than high intellectual level and ability to learn intelligence. To be an effective language teacher, one should be sufficient in numbers, well motivated, qualified and competent, both professionally and academically in the skills of language learning and teaching and have opportunities for various forms of relevant in-service training (Emenanjo, 1996). In education, he mentioned that teachers need to develop their own creativity, modeling for their students so their students can develop their creativity and the level of proficiency of the English language. For teachers to be able to express,

model, and experience their creativity, there must be freedom to play their roles and make mistakes. (Peat, 1989).

However, the creative teachers make themselves engross into life and learn from the experience. The concept of teacher's creativity in classroom is how they come out their lesson to make sure the students are creative and produce a good learning process. The students' creativities depend on their ability and natural outcome of specific personality styles to grasp the lesson efficiently. The steps or process of creativity can make people gain more knowledge; therefore they are also knowledgeable in teaching and learning process. According to Carl G. Jung (1966a) defined that creativity is an autonomous archetypal energy which is inhabit in the mind of the individual. However, it is also part of everyone's nature such as the ability to think.

Parents always have high expectation with teachers to make sure the teachers can teach new skills to their children. However, the parents also want their children to be creative in learning process. According to Christensen (1981), argued that teachers are expected to be creative in their teaching line and should encourage their students to be creative too.

Teachers should be creative in their teaching ways because nowadays the youths' grasp of the English language are going downhill and teachers should draw attention to the usage of the language because few readers have good command of the language. According to Masami Mustaza (The New Straits Times, April 16, 2002), she mentioned that several teachers always use wrong grammar, trip over the tongue when speak, and struggle to find the proper words to use in their daily speaking.

The results of rules, regulations, and structures that teachers are necessary and required to teach from stifle teachers and dropped 50 percent after the first year. "Business Week" ("U.S. Schools," 2001). This stifling restricts show the creativity of

these teachers, how they raised their teaching ways. According to Stager (2003), stated that the standardization in curriculum and teaching techniques are preventions to creativity in the classroom. So, the teachers' creativity can increase the students' capability to learn and implement in their learning process.

2.1.2 Creative Thinking in English

English teachers need to be creative in their teaching method because this component provides something extra from creative performance (Termed "creativity-relevant skills" in Amabile, 1983, op.cit... and "creativity-relevant processes" in Amabile, 1996, op.cit). Creative thinking depends on the personal characteristics which are related to the independence, self-discipline, orientation towards risk-taking, tolerance for ambiguity, perseverance in the face of frustration and a relative lack of concern for social approval (Barron, 1995).

On the other hand, creativity skills can be raised by the learning and practice techniques to improve and develop the teachers' cognitive flexibility and intellectual independence. So, to make the lesson interesting; activities are one of the techniques to climate and schema for creative thinking in most classrooms. To begin with, they might be done on a fixed basis, like for the first twenty minutes of class on "Thinking Thursday". Actually, it is useful to explain to the students why such activities are being undertaken.

2.1.3 Creative Learning in English

Creative learning in English is very important to everyone because it is linked between creativity, intelligence and knowledge together with learning process. However, this relationship will be viewed in an educational context and it also has connection between creativity and learning which will be discussed. (Anusca Ferrari, Romina Cachia and Yves Punie, 2009). In education, the link between intelligence and creativity is very

useful to develop the learning process. So, creativity cannot be dismissed on the grounds of the different levels of intelligence that one could find in a classroom. Creativity is an inborn trait that cannot be proved; there is consequently a reinforcement of the democratic view of creativity.

This theory supposes the existence of a threshold for the intelligence that requires being creative, even if it distinguishes that intelligence alone does not guarantee a creative output (Runco, 2007). According to this theory, focusing on creativity would be simple to assume in the classroom that would leave out a small part of those students whose intelligence falls below the threshold. Runco, (2007) explained that the threshold refers to the traditional intelligence, which is often associated with academic performance and linguistic or logical fluency and knowledge. According to Ng & Smith (2004), it has been acknowledged that intelligence could be perceived as something incremental and malleable, as a quality that can be developed and, thus improved (Taylor, 1988).

In term of knowledge, the researcher found that creative learning also link with creativity. Guilford (1950), in his previous study had already recognized the centrality of knowledge for creativity. According to Boden, 2001 & Weisberg, 1999 clarified that knowledge is a necessity, but not sufficient, and it is condition for creativity. Nevertheless, knowledge and expertise are unquestionable attributes of the creative eminent mind, regardless of the debate about the amount and the kind of knowledge needed (Scott, 1999).

Williamson & Payton (2009) explained that the current educational discourses attempt to view the learners as the centre of teaching and learning processes, with an active role in the production of knowledge and meaning, democratically bringing their expertise, experiences and ideas into the classroom. Therefore, creativity is an aspect of learning (Craft, 2005). A conceptualization of learning and creativity as "overlapping

sets", as Sternberg would have it, leads to a perception of creative teaching as a form of skilful teaching (Craft, 2005). Therefore, creativity is not only required but also necessary because it also involves the co-construction of meaning and the learner taking an active role so that creativity is developed in the learning and it makes the teaching more effective.

Table 6: Assessment for creative learning in English

Enablers	Description and references
Assessment	
Assessing for creativity in formal tests	If we support the teaching of creativity, we shall also assess it. Teaching and learning are often shaped with what are required from examinations (Scoping workshop; Wyse, 2003; NACCCE, 1999).
Assessing creativity in day-to day practices	This will entail adapting the concepts of creativity and innovation to age-group. Also a framework to assess creativity will bring it to a central stage for both students and learners (Cropley & Cropley, 2007, 2008; Ellis & Bars, 2008; Russ, 2003).
Valuing creativity	Making learners understanding that creativity is welcome. Reward curiosity and exploration (Beghetto, 2005; Runeo, 2003).
Formative assessment	Focus on understand, not on evaluating. Allow for a variety of assessment methods (self-assessment, peer-assessment, portfolios). Assessment is not to judge the students but to help them to understand better (Beghetto, 2005; Simplicio, 2000; Ellis & Barr, 2008).
Making assessment interesting	Assessment does not need to be a stressful situation for the learner. It can also trigger students' imagination and needs to express their creativity. Use of several media to assess pupils – e-portfolios, video-making, projects, etc; unusual assignments and tasks (Pleschova, 2007).
Minimize social comparison	Students do not have to compete against each other, but each pupil will benefit from trying to improve his / her previous performance. Need to establish a culture where what matters is the learning and not the grade. This will allow a focus on enjoyment of learning and fosters creative learning. (Beghetto, 2005).
Appreciating creative expression	Overcome the “paradox of desirability”. Welcome originality in students' performance, contributions and ideas. Find a balance between originality and relevance (Beghetto, 2005, 2007b; Ng & Smith, 2004; Runco, 1999).

Source: Anusca Ferrari, Romina Cachia and Yves Punie, (2009).

Assessment for creative learning in English because the students want to perform well, while the parents also wants their children to achieve their goal. Thus, the teachers may be judged on students' performances. The governments take final scores as evidence of improvement or failure of educational systems. It has been noted that an assessment for creative learning will help students to enhance the quality of their learning skills.

2.1.4 Creative Teaching in English

Creative teaching is defined in two ways: firstly, teaching creatively and secondly, teaching for creativity. Teaching creatively can be described as teachers using the imaginative approaches to make the learning process to be more interesting, motivating, attracting, thrilling and effective.

Nevertheless, teaching for creativity is defined as using the forms of teaching which are intentional to develop and improve the students' creative thinking and behavior but it also involves creative teaching. The teachers cannot develop the creative abilities of their students if the students' creative abilities are undiscovered or suppressed. So, teaching with creativity and teaching for creativity are include in all the characteristics of good teaching such as high motivation, high expectations, the ability to communicate and listen and the ability to notice, engage and motivate. (Wayne Morris, 2006).

Creative teachers need capability in particular fields because it can show whether the teacher is familiar with that particular lesson and able to teach well. They need to use some techniques that inspire their interest and raise their self esteem and confidence. In other words, teaching for creativity is not an easy option, but it can be enjoyable and deeply fulfilling.

It can involve more time and planning to generate and develop ideas and to evaluate whether they have worked. It involves confidence to improvise and take detours, to pick up unexpected opportunities for learning; to live with uncertainty and to risk

admitting that an idea led nowhere. Creative teachers are always willing to experiment but they recognize the need to learn from experience. All of these require more, not less, expertise of teachers. (Wayne Morris, 2006).

2.1.5 Teachers' Attitude

According to researchers, the teachers' creativity is not generally successful in a variety of fields that are related to creativity because of the lack of proper understanding towards it. So, the teachers are unaware of creativity and they have inability to classify the creative students (Torrance, 1965; Renzulli, 1993). They pay lesser attention; give lesser encouragement and approval to creative students (Gatzeles & Jackson, 1962; Gallagher, 1985). All these are not showing a proper attitude towards creativity (Hosseinee, 1997) and not applying the advantage of creative teaching method (Croply, 2001; Mellow, 1996). These points make it essential for conducting the educational programs for teachers to be clear and creative in their decision. So, the teachers' commitment would work in creating the proper awareness, skill, and attitude for teachers to teach and learn something beneficially.

2.1.6 Teachers' Commitment

Teachers' commitment is very important to improve the quality of schools, and students' performance for furthering the *professionalization* of teachers and teaching. According to Carnegie Forum 1986; Darling-Hammond 1984; Rosenholtz 1989; Sergiovanni and Moore 1989; Weis et al. 1989; Conley and Cooper 1991; Holmes Group 1986; Darling-Hammond 1995; Talbert and McLaughlin 1993, the rationale underlying of this view is to upgrade the teaching occupation that lead to the improvements in the motivation and commitment of teachers, which in return, will lead to the improvements in teachers' performance, ultimately lead to the improvements in student learning.

For reviews, view Miskel and Ogawa 1988; Reyes 1990; Rowan 1990; Rosenholtz 1989 because they explained to the educational researchers about the degree of teachers' commitment which is the most important aspect of the performance and quality of school staff. Commitment is defined as the degree of positive, affective bond between the teacher and the school because it does not refer to a passive type of the loyalty which the teachers stay with their jobs; however they are not really involved in the school or their work. Somewhat, it also reflects the degree of internal motivation, enthusiasm, and job satisfaction of teachers to attain from teaching and the degree of efficacy and effectiveness that they will achieve in their jobs.

The improvements in the commitment of teachers are one of the outcomes that most likely to be positively affected by the new teacher reform efforts. The researchers argued that increasing the commitment of teachers is an important first step in the process of school reform: professionalization of teachers will result in higher commitment, which will positively affect teachers' performance and students' proficiency which will ultimately lead to improvements in student learning.

2.1.7 Students' Proficiency

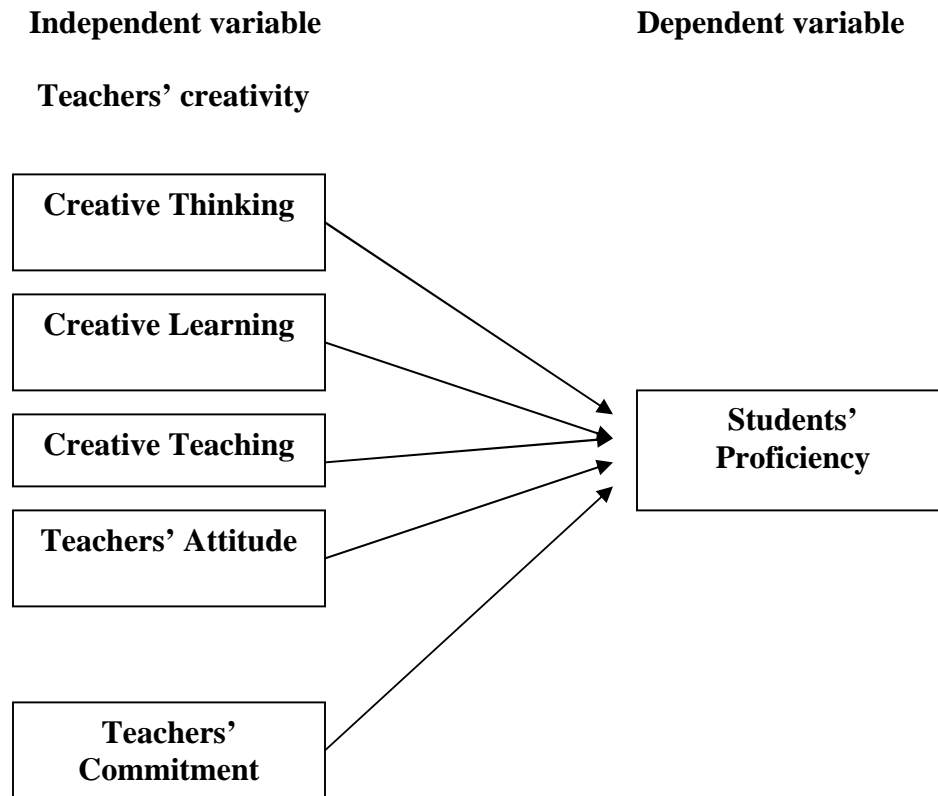
According to Blackorby, Wagner, Levine, Cameto, & Guzman, 2003, the special educational teachers are less likely than general educators to consider homework or attendance important in grading the students' proficiency or performance. However, they are more likely to consider in-class participation as an important issue. In other words, students' proficiency increase because of the teachers' commitment towards teaching process and techniques. So, students need to improve their proficiency by participation and creativity thinking in their learning process.

The researchers also recognized that study efforts, age, and a good match between the students' learning style and the instructor's teaching style as factors that have positive

effects on students' proficiency. According to Devadoss & Foltz, 1996; Ellis et al., 1998; Romer, 1993, some studies showed evidence that class attendance has a positive effect on students' proficiency and performance.

However, memory and note taking also illustrate to positively affect students' performance (Cohn, Cohn, & Bradley, 1995). The proficiency of students in English subject has been a great anxiety to the society. So, the achievement processes have been viewed by the characteristics of students, their environments, utilization of teaching-learning models, and instructional materials as well as the structural ability of the students to perform better in their learning process.

2.2 Conceptual Framework



(Source: Hemaloshinee, 2010)

A conceptual framework is proposed for this research study based on previous academic reviews, which encourages a systematic analysis of training by exploring its influence towards teachers' creativity, teachers' attitude, teachers' commitment and students' proficiency. The conceptual framework illustrates for the influence of teacher's creativity, attitude and teachers' commitment towards students' proficiency. Most researchers in their literatures mentioned that creative thinking, creative learning, creative teaching, and teachers' attitude are the factors that have connection with teachers' commitment and students' proficiency.

Creativity of teacher is an independent variable which will be examined according to four components such as creative thinking, creative learning, creative teaching, and

teachers' attitude and teachers' commitment towards English language. Dependent variable is student's proficiency which will be affected by the teachers' commitment and work performance. At the state and local levels, numerous initiatives have been directed to upgrade the status, training, working conditions, resources, and support afforded to school teachers (Bacharach 1990; Darling-Hammond 1995). In other words, students' proficiency and performance can develop because of the teachers' commitment. According to Coleman Report (Coleman et al. 1966) suggests the significant differences in student achievement based on both family background and on schools (Hanushek, 2002).

According to Day, 2000 to sustain their energy and enthusiasm for the work, the teachers need to maintain their personal commitment to the job to make sure they can increase their students' performance and proficiency in the learning process. The concept of 'commitment' as investment of personal resources has long been associated with the professional characteristics of a teacher. It is generally recognized as the role of the teacher which has intensified, and teachers need to adapt to bureaucratically driven escalation of pressures, expectations and controls concerning what teachers do and how much they should be doing within the teaching day (Hargreaves, 1994:108).

2.3 Hypotheses

- H1: Teachers' creative thinking positively influences students' English language proficiency.
- H2: Teachers' creative learning positively influences students' English language proficiency.
- H3: Teachers' creative teaching positively influences students' English language proficiency.
- H4: Teachers' attitude positively influences students' English language proficiency.
- H5: Teachers' commitment positively influences students' English language proficiency.

2.4 Chapter summary

Literature review is a very important aspect that is needed by all researchers to analyze and make it as guidance. According to literature review, there are many opinions and suggestion about the influence of teachers' creativity, attitude and commitment on students' proficiency of the English Language. Teachers' creativity can help students to increase their level of thinking. However, creative learning and teaching in the classroom can develop the teachers' communication towards students.

So, this study examines the influence of teachers' creativity, attitude and commitment on students' proficiency of the English language. Teachers' attitude or commitment towards work is very important to encourage the students to learn and fluently command in language. The teacher-student affection can improve the education to in a higher level while teachers' commitment towards work becomes visible in promoting and maintaining the teachers' positive behaviors.

Other than that, communication between teachers' and students can also improve the classroom environment to make sure the teachers are becoming more creative in their teaching materials. Teachers who teach effectively with their students can give them fitting and helpful feedback. According to Kreitner & Kinicki (2007), commitment is an important work attitude because it is committed to the individuals who are expected to be willing to work harder to achieve their goal and remain employed.

This researcher indicates that academic achievement and students' behaviour are influenced by the quality of the teacher and student relationship. (Jones & Jones, 1981: 95). The more the teachers are committed to the work by attending the training and teaching creatively to their students, the more likely they are able to help the students to learn quickly and increase the students' proficiency of the English language.