



## Fostering Lecturers' Teaching Creativity through Games

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**Abstrak** The purpose of this study is to see and analyze the use of games in fostering lecturers' creativity at Language Development Center of IAIN Padangsidimpuan. The investigation in this study covers several points i.e. what games do the lecturers apply in teaching, how do they create the games, and what are the advantages of using games in teaching? This is a type of qualitative descriptive study in which it focuses on analyzing the data in depth in a form of data elaboration and generalization. This study was done at Language Development Center of IAIN Padangsidimpuan. Ten lecturers were chosen as participants of this study. Then, in collecting the data, interview and observation were used. After that, the data were analyzed descriptively in form on data elaboration and narration. Moreover, it was found that games could foster lecturers' creativity in teaching, and there were many kinds of games that were applied by lecturers such as True/False, Cards, Pictures and Drawing, Guessing, and Miming. Finally, it was also found that there were many advantages derived from using games i.e. (1) It improves lecturers' confidence, (2) It also can create communicative teaching and learning, and (3) It can increase the use of media and make the media more interesting.

**Key Words:** *fostering lecturers' creativity; games; guessing; miming; drawing*

**Abstrak** Penelitian ini bertujuan untuk melihat dan menganalisis penggunaan permainan "games" dalam meningkatkan kreatifitas dosen di lembaga pengembangan bahasa (P2B) IAIN Padangsidimpuan. Masalah yang diangkat adalah apa jenis-jenis permainan yang diaplikasikan dosen dalam mengajar, bagaimana mereka menciptakan permainan itu, dan apa manfaat penggunaan permainan terhadap dosen dalam pengajaran. Jenis penelitian dalam penelitian ini adalah kualitatif deskriptif yang lebih menekankan pada analisis data yang lebih terperinci dalam bentuk penjabaran dan generalisasi. Penelitian ini diadakan di Pusat Pengembangan Bahasa (P2B) Institut Agama Islam Negeri yang terletak di Padangsidimpuan. Untuk mencapai tujuan penelitian ini, 10 dosen

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dari 60 dosen yang mengajar bahasa Inggris dipilih menjadi responden dalam penelitian ini. Adapun instrument yang digunakan dalam pengambilan data adalah observasi dan wawancara. Kemudian, data yang diperoleh dianalisis berdasarkan analisis data deskriptif. Akhirnya, diperoleh penemuan bahwa permainan dapat mengembangkan kreatifitas dosen P2B IAIN Padangsidempuan, dan terdapat banyak jenis permainan yang diaplikasikan seperti True/False, Cards, Pictures and drawing, Guessing and miming, Mingling dan lain-lain. Adapun manfaat yang diperoleh adalah: (1) permainan menambah kepercayaan diri dosen, (2) permainan juga dapat menciptakan suasana pengajaran yang komunikatif yang berpusat pada siswa, dan (3) permainan dapat mengganti peranan media dan menjadikan media lebih menarik dan menyenangkan.

*Kata kunci* : *fostering lecturers' creativity; games; guessing; miming; drawing*

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## INTRODUCTION

It is stated in government regulation of Indonesian education that all teachers and lecturers must have 4 competences in teaching.<sup>1</sup> This is discussed in the government regulation number 74 year 2008 about teachers and number 16 year 2007 about the teachers' academic and competences. Four basic competences are points that need to be taken into account by all teachers as well as lecturers. They are called as pedagogy competence, social competences, and professional competences. In relation to pedagogic competences, the teachers have to master all materials of teaching and able to use techniques and methods in order to make students understand easier toward the lesson.

Based on the previous government law, it is mentioned that pedagogy competence of teachers' performance have five indicators, they are: (1) comprehending the characteristics of students; (2) planning of learning-teaching process; (3) implementing of the teaching-learning process; (4) evaluating the result of learning; and (5) developing students potency. It means that teachers and

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<sup>1</sup> Depdiknas, *Himpunan Peraturan/Ketentuan Bidang Pendidikan Dasar dan Menengah*, Tahun 2007, hlm. 10.

lecturers must know students' characters, plan the lesson well, and implement the method creatively, finally able to improve students' competences.

It is seen that in the current situation of teaching and learning in schools and colleges, the description of teaching and learning condition is very complex. There are always problems that the teachers and lecturers face in the real teaching such as students' lack of motivation and encouragement, limited learning and teaching media, boring technique and method, unfriendly classroom atmosphere and unarranged classroom management.

Therefore, it is necessary for all educators including teachers and lecturers to create a situation that allows students to learn well and they can guide students and create a creative ways and atmosphere where they can learn fun and have the motivation to develop their potential.

Taking a look at the current situation of teaching and learning English in IAIN Padangsidempuan, Language Development Center of IAIN Padangsidempuan only offered English and Arabic in matriculation (Zero SKS) of language learning. It was before the 2015/2016 academic year. However, after a new program involving the Center for Language Development, this unit took responsibility in language teaching i.e. Arabic as many as 16 credits, and so did English.

Therefore, reliable, professional, personnel, and effective management were required by the Language Development Center of IAIN Padangsidempuan. In fact, in the implementation of English learning, the Language Development Center was guided and helped by the Indonesia Australia Language Foundation (IALF), which is one of the international institutions that handles language teaching and training to lecturers and teachers. In this case, training was given to all English lecturers which lasted for one month.

However, in reality, the training was still considered not enough in terms of material development, lecturers' readiness, and in terms of methods. Therefore the language development center must hold some additional ways to support activities and make English lecturers at the Language Center more creative in carrying out learning.

Thus, the language center took the initiative to hold an activity and program called "sharing games" program which lead all lecturers to create interesting and fun games and share them to their friends. This is to help lecturers' to build their confidence in teaching, to create interesting and fun teaching, to motivate the lazy and unmotivated students, and to create communicative and interactive teaching and learning process.

Furthermore, there are many advantages that the lecturers could take from this program. They can create the ideas of games in teaching and their experiences in the classroom. Then, they also could share tricks as well as games that could be applied in teaching. In the teaching process, games were regarded as one of the best ways to make classroom more alive and interesting. Games also could make students awake and motivated in studying. However, not all teachers were creative enough to create games and able to apply them in the classroom. Even, some lecturers felt that using games would waste teaching time.

From the background elaborated above, there are some problem that can be identified as follows: (1) Lecturers face lots of problems in teaching activities in the classroom, (2) Sharing games activities are needed to solve various problems in the learning process, both in the form of methods and teaching materials, (3) the facilities are not yet complete to support the creativity of the lecturer in creating an interesting classroom management, (4) and Some lecturers are not creative enough to create games in teaching.

In short, taking a look at the previous problems, the objectives of this study is to see how the games can help the English lecturers of Language Development Center in developing their creativity in teaching.

According to the Baron,<sup>2</sup> creativity is "the ability to create something new. Something new here does not mean that it must be completely new, but it can also be a combination of existing elements previous". Teacher's profession as a specialized field of work is required have a commitment to improve the quality of

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<sup>2</sup> Barron, F. *Putting creativity to work*. In R. J. Sternberg (Ed.), *Nature of creativity* (Cambridge, MA: Cambridge University Press, 1988), page 76 -98.

education. Therefore the value of excellence that teachers must have is creativity. Creativity is identified from 4 dimensions<sup>3</sup>, namely:

**1. Person**

- a) Able to see problems from all directions;
- b) Great curiosity desire;
- c) Open to new experiences;
- d) Like challenging tasks;
- e) Broad insight;
- f) Respect other people's work.

From the list of characteristics of creative person stated above, it can be concluded that someone is categorized as creative if she/he can perceive problem as something challenging, can create something which comes from curiosity, can experience new knowledge and experiences, can work with other people and have bright ideas to share.

**2. Process**

Creativity in the process is stated as "Creativity is the process that manifests itself in fluency, in flexibility as well as in originality of thinking." In the process of creativity there are 4 stages<sup>4</sup>, namely:

- a) Introduction phase: feel there is a problem in the activity which is conducted;
- b) Preparation phase: collect information on causes perceived problems in the activity;
- c) Illumination stage: when inspirations / ideas arise solution to problem;
- d) Verification stage: clinical testing stage based on reality.

The four stages of creative process above can be interpreted that people become creative when they face problems and start to think the causes of the problems then find solution to the problem. Then, they intentionally apply certain methods or solution to test whether the problem can be solved or not. When they think the solution can't solve the problem, they will think of other methods to solve it. In short, creative people will never stop trying new things in their practices.

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<sup>3</sup> Ibid., page 30

<sup>4</sup> Ibid., page 33

### **3. Product**

The dimensions of creativity products are described as follows "Creativity to bring something new into existence" showed from the properties:

- a) New, unique, useful, true, and valuable;
- b) Heuristic, showing methods that are still never / rarely done before.<sup>5</sup>

From the previous ideas, it is conveyed that the result of creative work can be seen from some aspects. In other words, something created from creative works will be seen new, unique, useful, and valuable. Then, creative works is perceived as something that is never applied before.

So creativity is the ability to express and realize thinking potential to produce something that is new and unique or the ability to combine something there is already something else to be more interesting. Creativity too can be interpreted as the ability to create a product new, or the ability to give new ideas and apply it in problem solving. The teacher must race inside learning by providing learning convenience for all students, in order to develop their potential optimally. Learning is a complex and involved process various interrelated aspects. Because of that, "for creating fun and creative learning are needed skills. Among them are learning skills or teaching skills ". In order to create creative learning, professional and fun, necessary skills must be owned and controlled by the teacher, related to this, in his book Mulyasa<sup>6</sup> says that:

There are 8 teaching skills that are very instrumental and decisive the quality of learning<sup>7</sup>, namely the skills to ask, give strengthening, variation, explain, open and close the lesson, guide small group discussions, manage classes and teach small groups and individuals Hold the variations referred to above, namely variations in learning activities such as the use of methods and media learning. Thus, actually "creativity is skill, meaning anyone who intends to be creative and he want to do the right exercises, then it will become creative".

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<sup>5</sup> Ibid., page 41

<sup>6</sup> Mulyasa, *Kurikulum Berbasis Kompetensi* (Bandung:Remaja Rosdakarya, 2003), page. 17.

<sup>7</sup> Ibid., page 24

Creativity is characterized by the existence of "activities to create something which previously did not exist and was not carried out by someone or there is a tendency to create something So, in the learning process, a teacher must be creative in order can always create a pleasant learning atmosphere so students do not feel bored and have learning difficulties. With thus the management of the teaching and learning process is well supported by the creativity of the teacher will be able to achieve the desired goal.

There are some characteristics of someone who are categorized as creative<sup>8</sup>.

They are:

a. Creative and like challenges

The teachers will be seen as creative teachers if they can create something new, useful, meaningful, and valuable. Then, they can develop their students to become creative. The teacher must like challenges and new things so the teacher can manipulate every single problem that they face in teaching. At last, they always develop, update and enrich their learning activities.

b. Appreciate children's work

Characteristics of teachers in developing creativity really appreciate the work of any child in its form. Without it this nature of the child will be difficult to express him free and independent in completing their duties.

c. Motivator

The teacher as a motivator is a teacher that must provide encouragement and enthusiasm so students are willing and active learn.

d. Evaluator

In this case the teacher must assess the aspects that should be assessed, namely intellectual ability, attitudes and behavior students, because with the assessment made by the teacher can find out how far the creativity of learning is done. In a class that supports creativity, the teacher evaluates students' knowledge and progress through continuous interaction continuous with students. Student work is returned

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<sup>8</sup> Ibid., page 46

with a lot of records from the teacher, especially showing aspects good and bad from student work.

e. Give children the opportunity to try and develop the ability, power of thought and power of creation.

Meanwhile, according to Dedi Supriadi<sup>9</sup>, people who have creative personalities are characterized by some characteristics or characteristics as follows:

- a) Open to new experiences.
- b) Flexible in thinking and responding.
- c) Free to express opinions and feelings.
- d) Respect fantasy.
- e) Interested in creative activities.
- f) Have their own opinions and are not easily affected by others.
- g) Having great curiosity.
- h) Tolerance of differences of opinion and situations not sure.
- i) Dare to take calculated risks.
- j) Confident and independent.
- k) Having responsibility and commitment to the task.
- l) Diligent and not easily bored.
- m) Do not run out of provisions in solving problems.
- n) Rich in initiative.
- o) Sensitive to environmental situations.
- p) More oriented to the present and future than to the past.
- q) Have a good self and emotional image.
- r) Has broad interests.
- s) Have original ideas.
- t) Nice to ask good questions

The characteristics of the teacher above need to be developed considering how big the teacher's responsibility is in the process learning. Teachers are required to demonstrate and show the process of creativity. Next, the teacher always tries to find a better way in serve students so that students will judge it that the teacher is indeed creative and does not do anything just routinely. Creativity that has been done by the teacher now from what has been done before and what is done in the future better than now.

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<sup>9</sup> Dedi Supriadi, (1994), *Kreativitas, Kebudayaan & Perkembangan Iptek*, Alfabeta, Bandung.

According to Haldfield <sup>10</sup> in Tuan and Doan <sup>11</sup> "A game is an activity with rules, a goal and an element of fun... Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term." This definition highly evaluates the importance of games in teaching. It adds to teachers' techniques in teaching that games serve not only as an 'amusing activity', but as a technique to carry out tasks to learners amusingly as well. Haldfield also adds: "Games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill, at the other as a chance to use the language freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic.

According to Chen<sup>12</sup> in Ibrahim,<sup>13</sup> the benefit of using games in learning classrooms can be summed up in nine main points which are the following:

1. Games are learner-centered (the student is always in focus).
2. Games promote a communicative competence.
3. Games create a meaningful context for language use.
4. Games increase learning motivation
5. Games reduce learning anxiety.
6. Games integrate many various linguistic skills.
7. Games encourage creativity and spontaneous usage of the language.
8. Games construct a cooperative learning environment.
9. Games foster participatory attitudes of the students

Moreover, the following are some of the benefits proposed by Wright, Betteridge and Buckby<sup>14</sup> stated in Sudartini <sup>15</sup>.

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<sup>10</sup> Hadfield, J., *An Collection of Games and Activities for Low to Mid-Intermediate students of English. Intermediate Communication Games* (Hong Kong: Thomas and Nelson and Nelson and Sons Ltd, 1990).

<sup>11</sup> Tuan, Luu Trong and Thi Minh Doan, (*Teaching English Grammar Through Games*, 2010), *Journal of Studies in Literature and Language*.

<sup>12</sup> I.Chen, *Using games to promote communicative skills in Language learning*. *TESL Journal*, 2005[Online]-2,pp.125-132.Available: <http://www.upm.ro/ldmd/LDMD03/Lds/Lds%2003%2076.pdf>, [Oct.17,2017].

<sup>13</sup> Ibrahim, Abdelraziq, *Advantages of using language games in teaching English as a foreign Language, Kingdom of Saudi Arabia*, *American Scientific Research Journal for Engineering, Technology, and Sciences*, 2017.

<sup>14</sup> Wright, Andrew, David Betteridge and Michael Buckby, *Games for Language Learning. New Edition* (Cambridge: Cambridge University Press, 1994).

1. Games help and encourage learners (fun and interesting)
2. Games help the teacher to create contexts in which the language is useful and meaningful.
3. Games provide intense and meaningful practice of the language
4. Games provide practices in all the skills (R, W, L, and S), in all the stages of the teaching/learning sequence (presentation, repetition, recombination, etc), and for many types of communication (encouraging, agreeing, explaining)
5. Using games can engage the students and motivate them to interact with the topic.

There are many kinds of games that can be used in the classroom as well as outside the classrooms. Wright, Betteridge and Buckby <sup>16</sup> divide games based on their general characters and spirits as the followings.

1. Picture Games
2. Psychology Games
3. Caring and Sharing Games
4. Sound Games
5. Story Games
6. Word Games
7. True and False Games
8. Memory Games
9. Question and Answer Games
10. Guessing and Speculating Games

## **METHOD**

The method used in this research was a qualitative approach in the form of descriptive analysis, which analyzed the relationship between the variables in a phenomenon under study and describes the existing data to be concluded. More specifically, the research in this journal had the type of Field Research, namely by

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<sup>15</sup> Sudartini, Siti, *Teaching English through Games for Children* (Published paper, 2005) <http://staffnew.uny.ac.id/upload/132309873/pengabdian/teaching-english-through-games-children.pdf>

<sup>16</sup> Wright, A., Betteridge, D., & Buckby, M., *Games for language learning. 3rd edition* (New York: Cambridge University Press, 2009)

examining the object directly, this method used phenomena in the field without making manipulation of the variables that will be seen or measured.

The population of this research was lecturers of Language Development Center (P2B) of IAIN Padangsidempuan. There were about 58 lecturers in language development center, so 10 lecturers were chosen as sample in this research. This research was conducted at the State Islamic Institute of Padangsidempuan, namely the Language Center Development Unit which was divided into two locations: (1) IAIN Padangsidempuan main campus, Jl. TR. Nurdin Km, 4.5 Sihitang Padangsidempuan Tenggara, and (2) IAIN Padangsidempuan Campus II, Km 15 Muara Tais, Batang Angkola District, South Tapanuli.

To obtain the data and information needed in this study, the study used several methods of data collection that are done achieve the objectives of the study. The data collection techniques used included:

### **1. Observation**

The observation was used to see how the lecturers of language development center foster their creativity by using games. Specifically, this study investigated lecturers' ways to create games and even find the interesting games before teaching. In addition, lecturers' activity in asking, giving, and sharing the games as well as tricks observed in a very detail way. Moreover, the observation was also done to see how the lecturers apply the games in the classroom and how they make them become interesting for students. Therefore, the observation was done both in the classroom and out of classroom.

### **2. Interview**

The interview was a direct or indirect dialogue between the researcher and the respondent to be interviewed, before starting the interview the researcher or interviewer first provides a list of questions that are in accordance with the problems to be studied, in order to obtain the actual information directly. The interviews in this study consisted of 5 written questions developed based on the theory in chapter 2.

The data that has been collected in this study is then processed and analyzed using a qualitative description method in the form of percentage and data categorization. Particularly, the data were coded and separated into data from questionnaires and interview. After that, the data were categorized based on numbers of indicators used in questionnaires and interview. Finally, they were concluded and made into percentages.

## **RESULT AND DISCUSSION**

This study examines the lecturers' ways of fostering their creativity through games. Then, some advantages and disadvantages of using games are also elaborated. To get data about these ways, advantages, and disadvantages, two types of instruments; observation and interviews were used and given to 10 respondents, namely English lecturers of Language Development Center of IAIN Padangsidempuan. Thus, there were two types of data presented in this chapter, namely; data about the ways of fostering creativity and the advantages as well disadvantages of using games in teaching. Both types of data were presented and concluded into one conclusion in the form of results and findings in this study.

### **1. Lecturers' Ways of Fostering Creativity in Teaching through Games**

There are various ways of fostering creativity in teaching that had been done by the lecturers. One of them is through sharing games.

This study approves that the lecturers in language development center of IAIN Padangsidempuan can foster their creativity through sharing games. Sharing games means here is the activities in which the lecturers find out some interesting games and they share it with their colleagues. There are some steps that the lecturers do in this activity.

First, the lecturers are grouped into groups of five to seven lecturers. Then, every group will meet together every week in which every lecturer is chosen certain topics and lesson and they have to create interesting and fun games related to the lesson. When they meet, every lecturer will share, explain and model the games in front of the other members of group. The groups' members will give comment about

weaknesses and strength of the games. At last, the games will be written and published and other groups can read and imitate the games as well as apply them in the classroom.

Based on the data derived from the observation, there are many kinds of games that the lecturers usually apply in the teaching process, namely:

### **1. Cards Games**

Most of the lecturers use cards to teach certain skills such as grammar, reading, writing, and listening. This study sees that the lecturers often cut some empty papers into pieces and write some words and sentences on it. For example, the cards are used to teach reading text. The questions from the texts are written on the cards and the answers are written on other cuts. So, the students are assigned to match between the questions and answers. This also happens in teaching vocabulary and their meanings.

### **2. Pictures and Drawing Games**

This study finds that this kind of games is one of students' favorite games. It is seen that the lecturers are creative enough make use pictures in teaching, for example teaching vocabulary and grammar. In teaching vocabulary, the lecturers show some words to some students and ask them to draw them on the board and the other students guess the pictures that are drawn. Then, in teaching grammar, the lecturers often use list of pictures and the students are asked to construct sentences from the pictures.

### **3. True and False Games**

From the interview result, it is interpreted that most of the lecturers like to give T/F games of True and False games. This game is mostly applied in teaching reading and grammar. In teaching reading for instance, the lecturers ask the students to read short paragraphs of the text and they have to remember what the texts contain. Then, the lecturers will pick up some statements from the texts in which some of the statements are true or false. In applying the games, the lecturers will

state the statements and the students will show the true or the false cards related to the statement.

#### **4. Miming Games**

Despite the previous games, miming games are also categorized into lecturers' favorite games. It is observed that some lecturers apply miming games in teaching vocabulary and grammar. In teaching vocabulary for example, the lecturers will list some important vocabularies and divide the students into groups. One of the group members will look at the vocabulary shown by the lecturers and she/he will mime it to the other members and the member will guess what the word is. In addition, in teaching grammar, the lecturers also teach some tenses for example present continuous. The lecturers will ask the students to write sentences in groups. Every group will mime the sentences and other groups will guess and write the sentences on pieces of paper.

#### **5. Find Someone Who Games**

From the observation result, it is found that the lecturers also sometimes implement and modify "find someone who" games in teaching one of skills such as speaking. For example, the lecturers ask students to have mingling activity and get them to talk not only to one student but also to many students. Through the use of "find someone who" games, the students will be enthusiastic to talk to their friends because they will talk to many different friends and practice their speaking ability more frequent.

#### **2. Advantages of Using Games for Lecturers**

From the interview result, it is found that most of the participants convey that games give several contributions to their teaching in the classroom. They are;

##### **1. Games build lecturers' confidence.**

It is interpreted that games can make the lecturers confident in teaching. In other words, if the lecturers do not provide interesting games, the teaching and learning will seem to be flat and boring. Thus, the teachers always try to find new

games before they teach in the classroom. Then, it is also found that the lecturers tend to vary games that they will use in teaching. It is to avoid using similar games from the previous meeting. In other words, the lecturers feel comfortable and confidence if they can apply various and interesting games every teaching.

## **2. Games create interactive and communicative teaching.**

From the interview result, it is interpreted that using games in teaching helps the lecturers to create communicative teaching and to create students' centered learning. It is implied that when the games are applied, students will produce meaningful language independently and use it to communicate with their students, of course that will reduce teachers' talking time. Then, when the games are given to students, they seem to be more communicative and feel happy talking to their friends. Also, the students do not only sit lazily in their seats but also move and communicative enthusiastically with other students.

## **3. Games replace the existence of media**

Media is one of crucial learning prescriptions. Through the use of games, the participants say that they do not need to think about complicated media to be used. Games can replace the existence of media in teaching. In other words, the lecturers can apply games from the simplest to the most complicated one. For example, a piece of paper can be cut and created to become interesting and useful media such as, to draw certain pictures, to write sentences, and to define certain words.

## **4. Games can motivate and awake students during the lesson**

Most of the students seem to be bored with the language program because they learn both English and Arabic from Monday to Friday. However, through the existence of games that the lecturers provide, the students can stand for longer learning and can stay awake as well as encouraged during the lesson.

From the result of observation toward some lecturers of Language development center of IAIN Padangsidempuan, it is found that all the participants

are regarded as creative lecturers. It can be seen from some characteristic, namely; all lecturers are very curious to find new games and activities that they will apply in teaching process. It means that, they avoid applying the same games that they have used in the previous meeting and it is seen that they tend to have new unique games in every meeting. Then, they also like to face challenging which means that even though the games are really difficult to apply and understand, they like to learn about it seriously. Moreover, they also like to share and respect their friends. This can be seen from the fact that they always share their games to their friends and if they do not have new games, they will ask their friends and discuss it together.

In addition, from the observation result, it is also concluded that the lecturers' creativity can be seen from the games that they create. It is observed that the games that the lecturers apply are very interesting, new games, useful, meaningful, and easy to understand. The games are also very helpful which means that the games can help students to understand the lesson easily and can awake them as well as can motive them to study English well.

## **CONCLUSION**

Based on the results of the analysis and description of the research, it can be concluded that lecturers' creativity can be fostered through the use of games in teaching. They implement sharing games which means the lecturers are grouped into several groups and each group takes responsibility to create games and discuss the games with the group members. Then, they share the games by publishing them on the announcement wall. It is also concluded that games contributes a lot to the success of lecturers' teaching in which the games build their confidence, create interesting and fun learning, also add the functions of media.

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