



APPENDICES



APPENDIX 1
APPROVAL LETTER

THESIS SUPERVISOR APPROVAL LETTER

The undersigned below

Name : Prof.Dra. Luh Putu Artini, M.A., Ph.D. (as the 1st prospective supervisor)

NIP : 196407141988102001

Name : Luh Gede Eka Wahyuni, S.Pd., M.Pd. (as the 2nd prospective supervisor)

NIP : 198812012015042003

Confirm that we approve to guide the thesis submitted by:

Name : Kadek Wahyu Tresna

NIM : 1912021066

Class : 7 G

Thesis title : " Perceived and Implementation English Teacher's Creativity During Transition Period at SMP N 1 Sukasada"

We hope this letter can be used as the basis of thesis supervisor assignment by the department.

1st Prospective supervisor,

2nd Prospective supervisor



Prof.Dra. Luh Putu Artini, M.A., Ph.D.

Luh Gede Eka Wahyuni, S.Pd., M.Pd.

NIP. 196407141988102001

NIP. 198812012015042003



APPENDIX 2
RESEARCH LETTER



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 1844/UN48.7.1/DT/2022

18 Juli 2022

Perihal : **Permohonan Izin Penelitian**

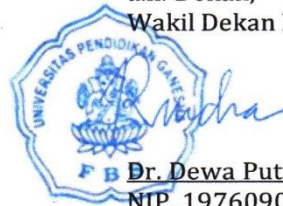
Yth. Kepala SMP Negeri 1 Sukasada
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

| | |
|----------------|---|
| Nama | : Kadek Wahyu Tresna |
| NIM | : 1912021066 |
| Jurusan | : Bahasa Asing |
| Program Studi | : Pendidikan Bahasa Inggris |
| Jenjang | : S1 |
| Tahun Akademik | : 2021/2022 |
| Judul | : ENGLISH TEACHER'S CREATIVITY DURING TRANSITION PERIOD ANALYSIS FROM PERCEIVE AND IMPLEMENTATION AT SMP N 1 SUKASADA |

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS



APPENDIX 3

SEFT-RATED QUESTIONNAIRE

Self-Rated Questionnaire Appendices

SELF-RATED QUESTIONNAIRE

This instrument aims to discover how the teachers rated themselves in implementing the creativity in real teaching in the class. This instrument is not related to your capability, merely desires to clarify your perception about creativity as one of the skill in this 21st century. Therefore, please complete this instruments honestly and as what it is.

Name :
Subject :
Current Education :
Teaching Experience : years

Instructions:

The following display 24 statements that must be fulfilled. Complete those statements to identify in which learning activity (pre, whilst or post) you feel the most creative in teaching in the class. Then give a checklist mark (√) in number 1-5 to discover the level of your creativity, wherein:

- 5 = Very Creative
- 4 = Creative
- 3 = Moderately Creative
- 2 = Slightly Creative
- 1 = Unlikely Creative

Note:

| Criteria of Creativity | Interpretation |
|------------------------|--|
| Very Creative | Always use new idea and technology as innovative activity in learning process |
| Creative | Often use new idea and technology as innovative activity in learning process |
| Moderately Creative | Sometimes use new idea and technology as innovative activity in learning process |

| | |
|-------------------|---|
| Slightly Creative | Rarely use new idea and technology as innovative activity in learning process |
| Unlikely Creative | Never use new idea and technology as innovative activity in learning process |

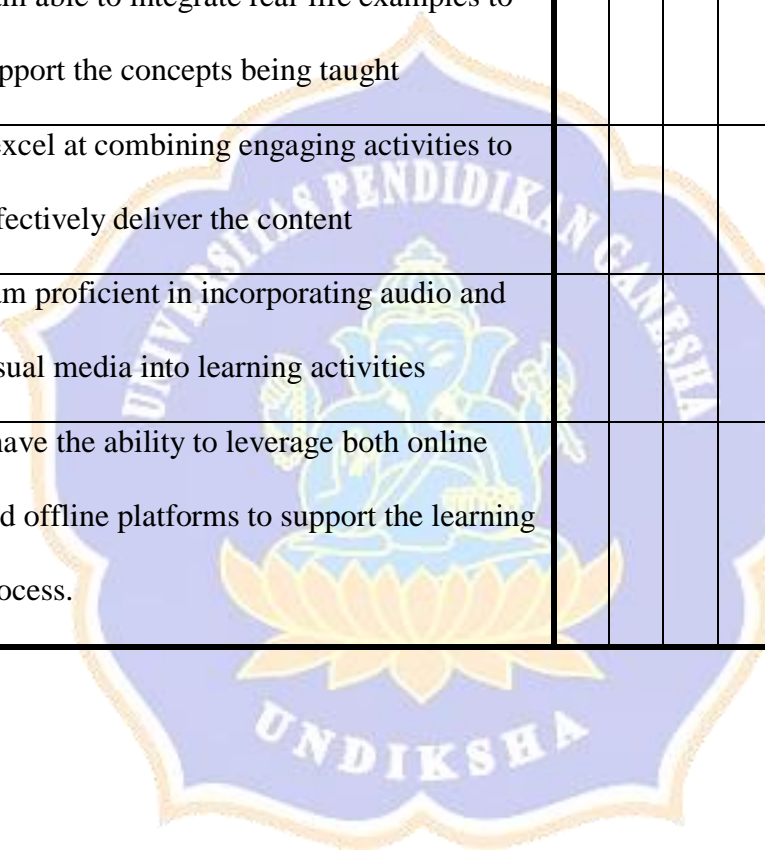
The following are the elements of creativity that I often do that have not been stated in points 1-24.

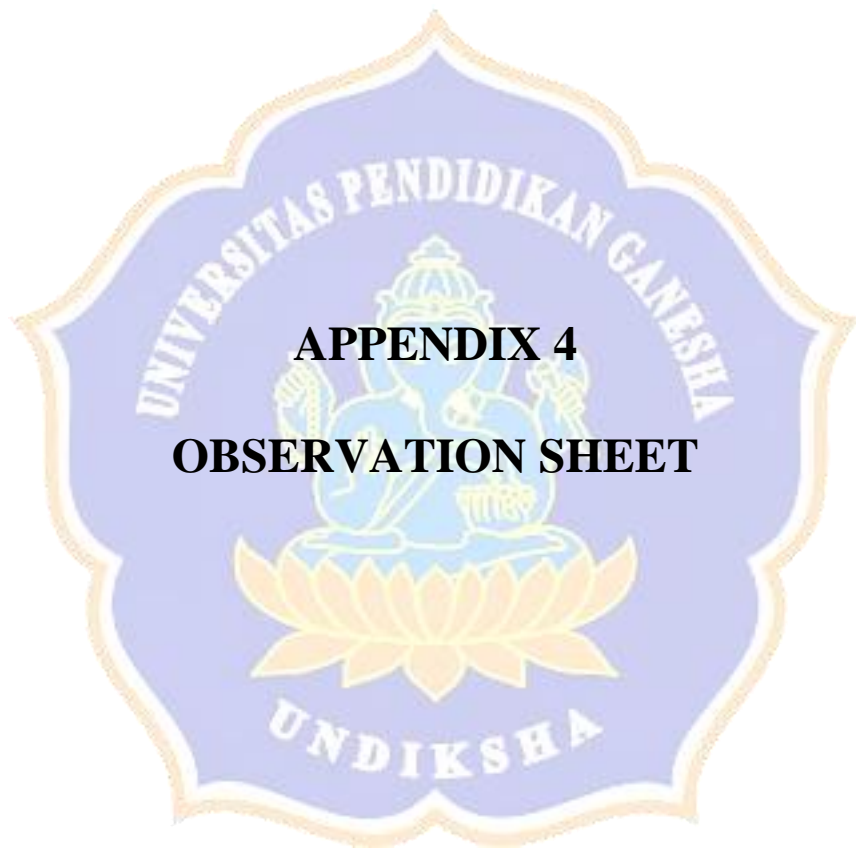


| Number | Statements | Self – rated Score of Creativity | | | | | Additional Information |
|--------|--|----------------------------------|---|---|---|---|------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1 | I possess the competence to design diverse classroom activities | | | | | | |
| 2 | I possess the capability to actively involve students in the learning process | | | | | | |
| 3 | I possess the ability to deliver lessons in accordance with lesson plans and learning objectives | | | | | | |
| 4 | I possess the skill to develop both group and individual activities within the classroom | | | | | | |
| 5 | I possess the capacity to enhance students' cognitive abilities through the use of inductive learning approaches | | | | | | |
| 6 | I possess the proficiency to employ a variety of teaching techniques, following prescribed steps and guidelines | | | | | | |
| 7 | I possess the aptitude to utilize technology for facilitating the teaching and learning process | | | | | | |
| 8 | I possess the talent to introduce innovative teaching methods by incorporating technological media | | | | | | |
| 9 | I possess the competence to generate | | | | | | |

| | | | | | | | |
|----|--|--|--|--|--|--|--|
| | stimulating content by incorporating learning challenges. | | | | | | |
| 10 | I am capable of tailoring instruction to address the authentic issues faced by students | | | | | | |
| 11 | I can foster a dynamic and inventive classroom environment. | | | | | | |
| 12 | I have the ability to encourage students to apply their prior knowledge in problem-solving tasks | | | | | | |
| 13 | I am skilled at utilizing diverse media for each session | | | | | | |
| 14 | I am able to employ traditional resources as needed | | | | | | |
| 15 | I can prompt students to think creatively when approaching problem-solving activities | | | | | | |
| 16 | I am capable of presenting students with authentic, real-world problems | | | | | | |
| 17 | I possess the capability to transform traditional learning resources into innovative and distinctive formats | | | | | | |
| 18 | I can employ a blend of printed and digital media to enhance the learning process | | | | | | |

| | | | | | | | |
|----|---|--|--|--|--|--|--|
| 19 | I am adept at utilizing diverse technology-based learning media to deliver instructional materials | | | | | | |
| 20 | I have the skill to adapt existing learning media to serve different functions within the classroom | | | | | | |
| 21 | I am able to integrate real-life examples to support the concepts being taught | | | | | | |
| 22 | I excel at combining engaging activities to effectively deliver the content | | | | | | |
| 23 | I am proficient in incorporating audio and visual media into learning activities | | | | | | |
| 24 | I have the ability to leverage both online and offline platforms to support the learning process. | | | | | | |





APPENDIX 4
OBSERVATION SHEET

OBSERVASI APPENDICES

OBSERVATION SHEET

This instrument will facilitate the researcher in observing the teachers' creativity in teaching in the class from pre, whilst and post-activity. This instrument was completed honestly in accordance with the facts that obtained.

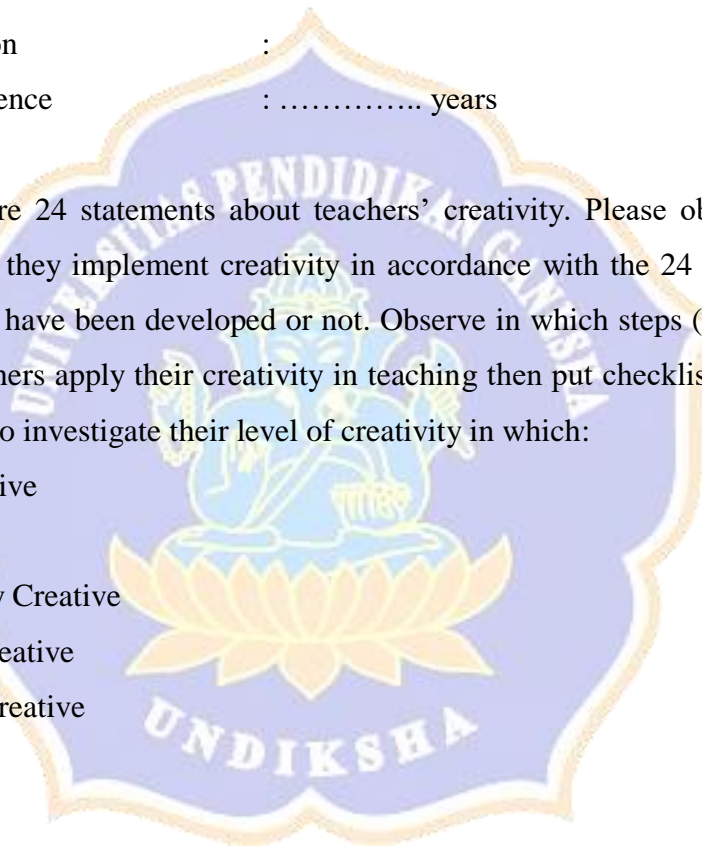
Name :
Subject :
Current Education :
Teaching Experience : years

Instruction:

The following are 24 statements about teachers' creativity. Please observe and identify whether they implement creativity in accordance with the 24 statements of creativity that have been developed or not. Observe in which steps (pre, whilst or post) the teachers apply their creativity in teaching then put checklist mark (√) on numbers 1-5 to investigate their level of creativity in which:

- 5 = Very Creative
- 4 = Creative
- 3 = Moderately Creative
- 2 = Slightly Creative
- 1 = Unlikely Creative

Note:



| Number | Statements | Self – rated Score of Creativity | | | | | | | | | | | | | | | Additional Information |
|--------|--|----------------------------------|---|---|---|---|-----------------|---|---|---|---|---------------|---|---|---|---|------------------------|
| | | Pre-Activity | | | | | Whilst-Activity | | | | | Post-Activity | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 1 | The teacher possesses the capability to design a wide range of activities within the classroom | | | | | | | | | | | | | | | | |
| 2 | The teacher can actively involve students in the process of learning | | | | | | | | | | | | | | | | |
| 3 | The teacher is capable of instructing in alignment with the lesson plan and learning objectives | | | | | | | | | | | | | | | | |
| 4 | The teacher is skilled at facilitating both group and individual learning in face-to-face settings | | | | | | | | | | | | | | | | |

| Number | Statements | Self – rated Score of Creativity | | | | | | | | | | | | | | | Additional Information |
|--------|--|----------------------------------|---|---|---|---|-----------------|---|---|---|---|---------------|---|---|---|---|------------------------|
| | | Pre-Activity | | | | | Whilst-Activity | | | | | Post-Activity | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 5 | The teacher has the ability to enhance students' cognitive development through the use of inductive learning methods | | | | | | | | | | | | | | | | |
| 6 | The teacher is proficient in employing diverse teaching techniques following structured steps, order, and rules | | | | | | | | | | | | | | | | |
| 7 | The teacher can leverage technology to facilitate the teaching and learning process | | | | | | | | | | | | | | | | |
| 8 | The teacher is innovative in teaching by utilizing | | | | | | | | | | | | | | | | |

| Number | Statements | Self – rated Score of Creativity | | | | | | | | | | | | | | | Additional Information |
|--------|---|----------------------------------|---|---|---|---|-----------------|---|---|---|---|---------------|---|---|---|---|------------------------|
| | | Pre-Activity | | | | | Whilst-Activity | | | | | Post-Activity | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| | technological media | | | | | | | | | | | | | | | | |
| 9 | The teacher has the ability to design engaging content by incorporating problem-solving activities in face-to-face learning | | | | | | | | | | | | | | | | |
| 10 | The teacher can adapt instruction to address the authentic challenges faced by students | | | | | | | | | | | | | | | | |
| 11 | The teacher fosters an interactive and inventive classroom environment | | | | | | | | | | | | | | | | |
| 12 | The teacher empowers students to utilize their prior | | | | | | | | | | | | | | | | |

| Number | Statements | Self – rated Score of Creativity | | | | | | | | | | | | | | | Additional Information |
|--------|---|----------------------------------|---|---|---|---|-----------------|---|---|---|---|---------------|---|---|---|---|------------------------|
| | | Pre-Activity | | | | | Whilst-Activity | | | | | Post-Activity | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| | knowledge in problem-solving | | | | | | | | | | | | | | | | |
| 13 | The teacher crafts diverse multimedia resources for each session | | | | | | | | | | | | | | | | |
| 14 | The teacher employs traditional media as needed | | | | | | | | | | | | | | | | |
| 15 | The teacher stimulates students' creative thinking in problem-solving endeavors | | | | | | | | | | | | | | | | |
| 16 | The teacher presents students with genuine real-world problems. | | | | | | | | | | | | | | | | |
| 17 | The teacher possesses the | | | | | | | | | | | | | | | | |

| Number | Statements | Self – rated Score of Creativity | | | | | | | | | | | | | | | Additional Information |
|--------|--|----------------------------------|---|---|---|---|-----------------|---|---|---|---|---------------|---|---|---|---|------------------------|
| | | Pre-Activity | | | | | Whilst-Activity | | | | | Post-Activity | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| | capability to transform traditional learning resources into distinctively unique formats | | | | | | | | | | | | | | | | |
| 18 | The teacher can incorporate a blend of printed and digital media in the learning process | | | | | | | | | | | | | | | | |
| 19 | The teacher adeptly delivers learning materials using a variety of technology-driven educational media | | | | | | | | | | | | | | | | |
| 20 | The teacher can modify the functionality of existing learning media within the | | | | | | | | | | | | | | | | |

| Number | Statements | Self – rated Score of Creativity | | | | | | | | | | | | | | | Additional Information |
|--------|---|----------------------------------|---|---|---|---|-----------------|---|---|---|---|---------------|---|---|---|---|------------------------|
| | | Pre-Activity | | | | | Whilst-Activity | | | | | Post-Activity | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| | classroom | | | | | | | | | | | | | | | | |
| 21 | The teacher skillfully integrates real-life examples as supporting concepts for the given materials | | | | | | | | | | | | | | | | |
| 22 | The teacher creatively combines engaging activities to effectively deliver the content | | | | | | | | | | | | | | | | |
| 23 | The teacher seamlessly incorporates audio and visual media in the learning experience | | | | | | | | | | | | | | | | |
| 24 | The teacher proficiently utilizes | | | | | | | | | | | | | | | | |

| Number | Statements | Self – rated Score of Creativity | | | | | | | | | | | | | | | Additional Information |
|--------|---|----------------------------------|---|---|---|---|-----------------|---|---|---|---|---------------|---|---|---|---|------------------------|
| | | Pre-Activity | | | | | Whilst-Activity | | | | | Post-Activity | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| | online or offline platforms to support the learning process | | | | | | | | | | | | | | | | |





APPENDIX 5
RESULT INTERVIEW

RESULT INTERVIEW

Hasil Interview Guru Pertama (T1)

Pada awal pembelajaran tatap muka di masa transisi seperti sekarang apakah bapak selalu mengajar dengan berpatokan pada RPP?

Kalo sekarang belum dik. Karena masih awal jadi siswa perlu penyesuaian dulu di dalam kelas dalam pembelajaran tatap muka karena sebelumnya kan online. Cuma tetap saya liat topic dan materinya saja sesuai di buku tapi untuk kegiatannya karena baru dimulai pembelajaran tatap muka jadi terbatas kegiatannya seperti yang adik lihat di kelas.

Kemudian ketika melaksanakan pembelajaran di kelas pada masa transisi apakah bisa diadakan secara induktif pak?

Sebenarnya bisa dilakukan dik. Tapi dengan keadaan setelah lama belajar online begini apalagi kan baru di mulai tatap muka di sekolah, jadi agak sulit sehingga saya buat mereka nyaman dulu dengan situasi baru dengan cara belajar yang biasa dahulu kalau sudah nanti kedepan mereka sudah nyaman mungkin bisa dilaksanakan secara bertahap.

Untuk pembelajaran berkelompok ini apakah pernah di lakukan selama pembelajaran tatap muka bapak?

Sulit dik kalau kerja kelompok sekarang, seperti saya bilang tadi masih masa penyesuaian mereka di kelas karna baru belajar di kelas secara langsung. Kalau langsung saya terapkan takutnya kan mereka bingung malah jadinya bercanda dengan temannya. Makanya saya kasi tugas individu saja dulu terus kita bahas bersama ya tujuannya sambil melatih pemahaman mereka saja dulu.

Waktu mengajar apakah bapak sering atau pernah menggunakan media pembelajaran di kelas?

Kalau saya jarang ya dik, soalnya kalau siswa belum nyaman di kelas ya kalau pakai media juga kurang efektif dik, jadi saya manual saja dulu kedepan baru saya gunakan kalau memungkinkan di kelas.

Masih tentang media pak ya, dalam pembelajaran di kelas apakah bapak menggunakan media teknologi pak?

Kalau mengenai media teknologi karena fasilitas di sekolah, kita terbatas di sekolah kalau di pakai semua kayak LCD dan monitor ya tidak bisa dik, paling saya pakai Hp saja buat anak-anak juga tapi tidak lama ya seperti yang dik lihat di kelas, waktu mereka buat tugas itu saja biar gak tergantung nanti biar punya pemahaman bukan cuma liat dari HP saja.

Kemudian untuk mengaitkan kehidupan sehari-hari dalam pembelajaran bagaimana pak?

Tergantung materi ya dik, kalau ada yang bisa dikaitkan saya sampaikan mungkin sebagai contoh biar anak-anak paham juga materinya. Namun tidak semua materi bisa dikaitkan seperti sekarang mungkin masih menyangkut covid. Mengikuti instruksi pemerintah mengenai penanggulangan selama pembelajaran ke sekolah di mulai.

Dalam pemberian tugas di kelas menggunakan media apa saja pak?

Kalau tugas di situasi sekarang jarang yang pakai media ya dik, paling berupa soal print dan pernah juga sebelumnya lewat HP tapi jawabannya malah banyak yang tinggal ngambil di internet saja jadinya kurang bagus.

Untuk pembelajaran berbasis masalah kan penting juga bapak buat siswa. Apa pernah di terapkan di kelas mengenai problem-based learning?

Untuk sekarang belum dik ya kalau dulu sebelum covid pernah dikasi tapi yang respon beberapa saja siswanya, kalau sekarang belum bisa soalnya melihat situasi dik mereka baru tatap muka waktu belajar biasa saja mereka masih sedikit sekali yang merespon apalagi nanti yang berbasis masalah, mungkin kedepan dik bisa dilaksanakan.

Pernah tidak bapak mengkombinasikan pembelajaran lewat online dengan tatap muka di masa sekarang?

Jarang sekali dik ya, soalnya mereka kan sudah ke sekolah dan belajar di kelas, untuk membuat mereka menyesuaikan pembelajaran tatap muka kan saya tidak terapkan pembelajaran online lagi selain itu biar tidak ada mungkin pengaduan dari orang tua siswa juga soalnya situasi dik baru.

Kalau mengenai fenomena yang sedang trending dan banyak di bahas apakah pernah di masukan di pembelajaran bapak?

Jarang dik, kalau sekarang kan masih situasi Covid kan karna himbauan dari sekolah juga paling tentang penggunaan masker seperti itu dik tapi tidak selalu soalnya kan mereka sudah di himbau sewaktu kumpul di lapangan oleh guru guru.

Hasil Interview Guru Kedua (T2)

Untuk pembelajaran tatap muka di masa transisi niki apakah ibuk bergantung pada RPP?

Kalau sekarang susah dik ya, soalnya situasi kan baru pembelajaran tatap muka di mulai jadi saya ikuti topic pembelajaran saja kalau langsung di lakukan sesuai RPP nanti siswanya malah bingung. Jadi saya lakukan pembelajaran menyesuaikan keadaan saja.

Lalu untuk pembelajaran sendiri apakah bisa diadakan secara induktif ibu?

Bisa dilaksanakan tapi tidak sekarang dan juga kalau belajar sendiri respon siswa kurang sehingga saya melaksanakan pembelajaran dengan cara yang biasa saja mengingat situasi dan mereka baru juga belajar di kelas langsung.

Sejak pembelajaran tatap muka berlangsung apakah ibu pernah melakukan pembelajaran berbasis kelompok?

Belum dik ya, karena kan baru mereka ke sekolah belajar jadi harus ada penyesuaian dulu gimana materi dan proses pembelajaran di kelas. Kalau saya terapkan kerja kelompok mereka juga bingung mau buat apa soalnya kan sebelumnya mereka online kan beda cara belajarnya makanya saya pakai kegiatan individu saja dulu.

Dalam pembelajaran apakah ibu sering menggunakan media pembelajaran?

Tidak dik ya, soalnya kan baru jadi saya perlu merancang dulu kegiatan yang sesuai kalau nanti mereka sudah terbiasa baru akan saya gunakan media pembelajaran sesekali. Kalau sekarang belum dik susah juga soalnya nanti di kelas kalau pakai media dengan keadaan siswa yang belum terbiasa belajar di kelas. Selain itu di sekolah terbatas fasilitasnya terus kalau pakai LCD belum memungkinkan juga dengan keadaan siswa yang baru belajar di sekolah. Jadi saya pakai cara belajar yang normal saja dulu selama masa pembelajaran tatap muka baru ini.

Kalau untuk mengaitkan kehidupan sehari-hari dalam pelajaran bagaimana nggih ibu?

Kalau dulu sering saya lakukan dik, tapi sekarang belum bisa maksimal karena situasinya baru dik, semua perlu penyesuaian sebelumnya kan mereka pakai HP aja belajar itupun lama sekali nah sekarang karna baru kan saya ngajar juga biasa aja dulu biar mereka terbiasa dahulu dik.

Untuk pemberian tugas niki ibu biasanya pakai media apa saja?

Untuk tugas ibu tidak pakai media yang khusus dik, cuman ibu tulis di papan aja dan siswanya buat di buku latihan. Karna kalau pakai media di situasi sekarang susah dan memakan waktu yang banyak selain itu kan fasilitas di sekolah terbatas itu jadi kendala juga. Mungkin kalau sudah normal sekali pembelajarannya baru saya pakai.

Kalau pembelajaran berbasis masalah kan perlu ibu untuk siswa niki bagaimana ibu di kelas?

Belum bisa di laksanakan dik, pembelajaran berbasis masalah itu kan perlu penyesuaian dengan materi selain itu ibu ingin mereka menguasai dulu materi pelajarannya baru mungkin akan ibu berikan secara bertahap nanti kalau mereka sudah biasa dik dengan situasi di kelas.

Pernah tidak ibu mengkombinasikan pembelajaran lewat online dengan tatap muka pada pembelajaran di situasi sekarang?

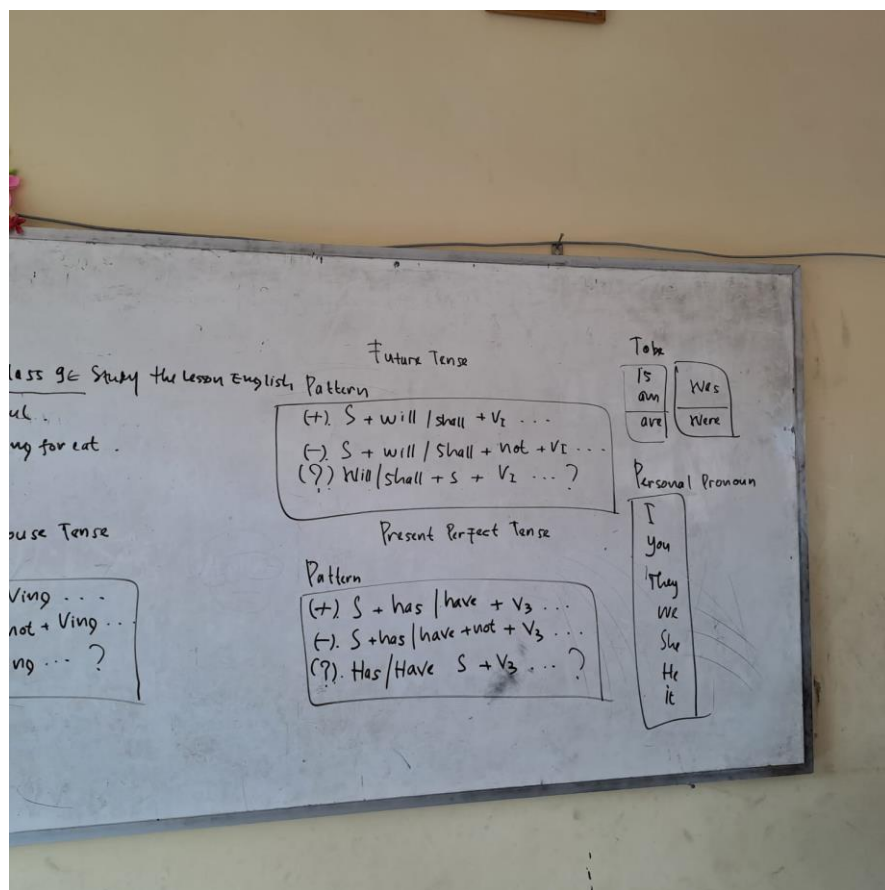
Enggak dik ya soalnya mereka sudah ke sekolah datang dan belajar jadi kalau saya menginginkan pembelajaran yang lebih pasti saya sampaikan langsung nanti di kelas saja. Kalau untuk online lagi rasanya berat dik buat siswa.

Kalau mengenai fenomena yang sedang trending dan banyak di di perhatikan apakah pernah di bahas dalam pembelajaran ibu?

Jarang dik ya, kalau di situasi sekarang mungkin masih tentang Covid tapi itu sudah di himbau langsung ketika mereka kumpul di lapangan oleh guru dan kepala sekolah jadi di kelas jarang sih dik kalau dulu waktu online baru saya lakukan karna instruksi sekolah juga.



APPENDIX 6
DOCUMENTATION



14. Eating out is expensive here. There aren't... cheap restaurants.
A. any B. much C. many D. a few
15. Malang has ... good zoos.
A. a lot of B. a little C. much D. any
16. Hurry up! We only have ... time before the train leaves.
A. few B. little C. lot of D. much
17. We saw ... beautiful scenery when we went to Pontianak.
A. Any B. some C. a few D. many
18. There are ... shops near the school.
A. Any B. much C. many D. a little
19. It's very quiet. There aren't ... people here today.
A. many B. much C. a little D. a few
20. There are ... expensive new flats next to the river.
A. any B. much C. a lot of D. a little







RIWAYAT HIDUP



Kadek Wahyu Tresna lahir di Singaraja pada tanggal 8 September 2000. Penulis lahir dari pasangan suami istri Bapak Kketut Jiwa dan Ibu Kadek Merta. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Jalan Pratuginten, Desa Sangket, Kecamatan Sukasada, Kabupaten Buleleng, Provinsi Bali. Penulis menyelesaikan pendidikan dasar di SD Negeri 3 Sukasada dan lulus pada tahun 2013. Kemudian penulis melanjutkan pendidikan di SMP Negeri 1 Sukasada dan lulus pada tahun 2016. Pada tahun 2019, penulis lulus dari SMA Negeri 2 Singaraja jurusan Matematika dan Ilmu Pengetahuan Alam (MIPA) dan melanjutkan Setelah lulus SMA pada tahun 2019, Penulis melanjutkan studi di Universitas Pendidikan Ganesha dan mengambil Program Studi S1 Pendidikan Bahasa Inggris.

