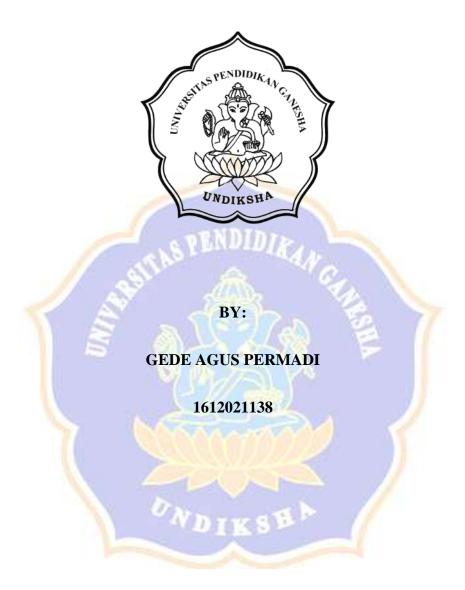
PERCEIVED AND OBSERVED TEACHING CREATIVITY OF ENGLISH TEACHERS IN SMKN 1 BANGLI



ENGLISH LANGUAGE EDUCATION FACULTY OF LANGUGAE AND ART GANESHA UNIVERSITY OF EDUCATION SINGARAJA

2020



PERCEIVED AND OBSERVED TEACHING CREATIVITY OF ENGLISH TEACHERS IN SMKN 1 BANGLI

SKRIPSI

Diajukan Kepada

Universitas Pendidikan Ganesha

Untuk Memenuhi Salah Satu Persyaratan

Dalam Menyelesaikan Program Sarjana Pendidikan

Prodi Pendidikan Bahasa Inggris

Oleh

Gede Agus Permadi

1612021138

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS PENDIDIKAN GANESHA
SINGARAJA

2020

SKRIPSI

DIAJUKAN UNTUK MELENGKAPI TUGAS DAN UNTUK MEMENUHI SYARAT-SYARAT UNTUK MENCAPAI GELAR SARJANA PENDIDIKAN

Menyetujui,

Pembimbing I

Pembimbing II

NIP. 196407141988102001

Prof. Dra. Luh Putu Artini, M.A., Ph.D. Prof. Dr. Ni Nyoman Padmadewi, M.A.

NIP. 196202021988032001

Skripsi oleh Gede Agus Permadi telah dipertahankan di depan dewan penguji pada tanggal 15 Juni 2020

Dewan Penguji,

Dr. Dewa Putu Ramendra, S.Pd., MPd

NIP. 197609022000031001

(Ketua)

Penguji I

I Nyoman Pasek Hadi Saputra, S.Pd., M.Pd.

NIP. 197809182006041001

(Anggota)

Penguji II

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

NIP. 196407141988102001

(Anggota)

Penguji III

Prof. Dr. Ni Nyoman Padmadewi, M.A.

NIP. 196202021988032001

(Anggota)

Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni Universitas Pendidikan Ganesha

guna memenuhi syarat-syarat untuk mencapai gelar sarjana pendidikan

Pada:

Ketua Ujian,

Hari : Selasa

Tanggal : 30 Juni 2020

Mengetahui,

Sekretaris Ujian,

Dr.Dewa Putu Ramendra, S.Pd., MPd

NIP. 19760902200<mark>0</mark>031001

Luh Diah Surya Adnyani, S.Pd., MPd

NIP. 1983092320<mark>08</mark>122001

Mengesahkan,

Dekan Fakultas Bahasa dan Seni

Prof.Dr. PMede Sutama, M.Pd. NIP 196004241986031002

PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul "PERCEIVED AND OBSERVED TEACHING CREATIVITY OF ENGLISH TEACHERS IN SMK N 1 BANGLI" beserta seluruh isinya adalah benar-benar karya sendiri dan saya tidak melakukan penjiplakan dan pengutipan dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini saya siap menanggung resiko / sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran atas etika keilmuan dalam karya saya ini atau klaim terhadap keaslian karya saya ini.

Singaraja, 15 Juni 2020

Gede Agus Permadi

1612021138

ACKNOWLEDGEMENT

First and foremost, I would like to declare gratitude to almighty God, for the blessing and kindness in leading me to complete this thesis entitled "Perceived and Observed Teaching Creativity of English Teachers in SMK Negeri 1 Bangli". There were many people who helped me during the process of completing this thesis. Thus, I would like to give heartfelt gratitude and appreciation to:

- 1. Prof. Dra. Luh Putu Artini, M.A., Ph.D and Prof. Dr. Ni Nyoman Pandmadewi, MA., as the supervisors who always guide me patiently in giving correction, suggestions, precious lesson and motivation to increase the quality of my writing,
- 2. All lecturers in English Language Education who had given uncountable supervision and precious knowledge to the writer during the past three and half year,
- 3. English teachers in SMK Negeri 1 Bangli who had given information and advice to the writer on how to be a good teacher,
- 4. The author's parents and all family who always blessed the writer every day,
- 5. My support system, Sri Darma Dewi, who always give love and help the author in finishing the thesis,

Hopefully, this research will be meaningful for readers who want to know more about the English teachers' perception and implementation toward their creativity in teaching. However, I believe that there will be some mistakes and errors that I had made in this research. Therefore, suggestion and comment are really appreciated.

Singaraja, 15 Juni 2020

Table of Contents

Acknowledgement	i
Abstract	iii
Abstrak	iv
Table of Contents	v
List of Tables	viii
List of Pictures	xi
List of Appendices	XV
I.INTRODUCTION	1
1.1 Research Background	1
1.2 Research Problem	
1.3 Research Limitation	
1.4 Research Questions	9
1.5 Research Objectives	9
1.6 Research Significances	10
1.6.1 Theoretical Significance	10
1.6.2 Practical Significance	10
II.LITERATUR <mark>E</mark> REVIEW	
2.1 Theoretical Review	11
2.1.1 21st Century Learning	11
2.1.2 Creativity	13
2.1.3 Teachers' Creativity	
2.2 Empirical Review	21
III.RESEARCH METHOD	29
3.1 Research Design	29
3.2 Research Setting and Subjects	30
3.3 Data Sources	30
3.4 Data Collection Techniques	32
3.4.1 Observation	32
3.4.2 Questionnaire	32
3.4.3 Interview	33
3.5 Data Analysis Techniques	33

3.6 Research Instrument	34
3.6.1 Researcher	34
3.6.2 Questionnaire	35
3.6.3 In-depth Interview	37
3.6.4 Documents	37
3.6.5 Instrument Validity	38
3.6.5.1 Construct Validity	38
3.6.5.2 Content Validity	40
3.6.6 Instrument Reliability	
IV.FINDINGS AND DISCUSSION	44
4.1 Findings	44
4.1.1 Teachers Perception on Own Creativity in Teaching	
4.1.1.1 Exploratory Creativity	
4.1.1.2 Transformational Creativity	
4.1.1.3 Combinational Creativity	52
4.1.2 Observation on Teachers' Creativity in Teaching	56
4.1.2.1 Exploratory Creativity	57
4.1.2.3 Transformational Creativity	
4.1.2.3 Combinational Creativity	118
4.1.3 Discrepancy between Teachers' Perception and the Observed Teaching Creativity	146
4.1.3.1 Exploratory Creativity	147
4.1.3.2 Transformational Creativity	156
4.1.3.3 Combinational Creativity	161
4.2 Discussion	164
4.2.1 Perceived Creativity	164
4.2.2 Observed Implementation of Creativity	165
4.2.3 Discrepancy between Perceived and Observed Creativity	166
4.3 Implication	168
V.CLOSING	170
5.1 Summary	170

5.2 Conclusion	171
5.3 Suggestion	172
REFERENCES	173
APPENDICES	1 7 9



List of Tables

Table 3.1 Data Sources.	31
Table 3.2 Blueprint of Self-rated Questionnaire and Observation Sheet	38
Table 3.3 Gregory Formula	41
Table 3.4 Expert Judgements for Self-rated Questionnaire and Observation Sheet	41
Table 3.5 Inter-rater Reliability	43
Table 4.1 Criteria Used to Interpret Creativity Score	44
Table 4.2 The Result of Self-rated Questionnaire	
on Exploratory Creativity for T1	47
Table 4.3 The Result of Self-rated Questionnaire	
on Exploratory Creativity for T2	48
Table 4.4 The Result of Self-rated Questionnaire	
on Transformational Creativity for T1	50
Table 4.5 The Result of Self-rated Questionnaire	
on Transformational Creativity for T2	51
Table 4.6 The Result of Self-rated Questionnaire	
on Combinational Creativity for T1	53
Table 4.7 The Result of Self-rated Questionnaire	
on Combinational Creativity for T2	54
Table 4.8 First Observation on T1 in Exploratory Creativity	58
Table 4.9 Second Observation on T1 in Exploratory Creativity	62
Table 4.10 Third Observation on T1 in Exploratory Creativity	68
Table 4.11 First Observation on T2 in Exploratory Creativity	73
Table 4.12 Second Observation on T2 in Exploratory Creativity	79
Table 4.13 Third Observation on T2 in Exploratory Creativity	85
Table 4.14 First Observation on T1 in Transformational Creativity	90

Table 4.15	Second Observation on T1 in Transformational Creativity	94
Table 4.16	Third Observation on T1 in Transformational Creativity	100
Table 4.17	First Observation on T2 in Transformational Creativity	105
	Second Observation on T2 in Exploratory Creativity	109
Table 4.19	Third Observation on T2 in Transformational Creativity	113
Table 4.20	First Observation on T1 in Combinational Creativity	118
Table 4.21	Second Observation on T1 in Combinational Creativity	123
Table 4.22	Third Observation on T1 in Combinational Creativity	128
Table 4.23	First Observation on T2 in Combinational Creativity	132
Table 4.24	Second Observation on T2 in Combinational Creativity	136
Table 4.25	Third Observation on T2 in Combinational Creativity	141
Table 4.26	Score from Self-rated and Observation Sheet of T1 in Exploratory Creativity	146
Table 4.27	Score from Self-rated and Observation Sheet of T2 in Exploratory Creativity	150
Table 4.28	Score from Self-rated and Observation Sheet of T1 in Transformational Creativity	154
Table 4.29	Score from Self-rated and Observation Sheet of T2 in Transformational Creativity	157
Table 4.30	Score from Self-rated and Observation Sheet of T1 in Combinational Creativity	159
Table 4.31	Score from Self-rated and Observation Sheet of T2 in Combinational Creativity	162
Table 4.32	Perceived Creativity Score	164
Table 4.33	Observed Creativity Score	165
Table 4.34	Teachers' Perceived and Observed Creativity	166

List of Pictures

Picture 4.1 T1 was slightly creative in engaging the students in	
pre-activity	59
Picture 4.2 T1 was unlikely creative in explaining the material using the	
conventional media	60
Picture 4.3 T1 was slightly creative in conducting individual activities	61
Picture 4.4 T1 was unlikely creative in innovating the conventional media	
using technology	62
Picture 4.5 T1 was slightly creative in engaging the students by asking	
them to take care the class clearness	64
Picture 4.6 T1 was unlikely creative in using technological media by	
asking students to use only the book	65
Picture 4.7 T1 was unlikely creative in conducting inductive learning	
process	66
Picture 4.8 T1 was slightly creative by only conducting an individual	
activity	67
Picture 4.9 T1 was unlikely creative in using various teaching techniques	68
Picture 4.10 T1 was unlikely creative in implementing inductive	
learning process	70
Picture 4.11 T1 was unlikely creative in using various techniques in	
teaching	71
Picture 4.12 T1 was unlikely creative in using technology to facilitate the	
learning process	72
Picture 4.13 T1 was slightly creative in integrating technology in the	
learning process	73
Picture 4.14 T2 Learning agenda	75
Picture 4.15 T2 Learning administration	75
Picture 4.16 T2 was creative to engage the students by using story	76
Picture 4.17 T2 was creative in giving various activities such as 7up game	77
Picture 4.18 T2 was moderately creative to use appropriate technique in	
giving a positive punishment	78
Picture 4.10 T2 checked the students' attendance and conducted	

small talks	81
Picture 4.20 T2 was creative to engage the students by conducting	
storytelling	82
Picture 4.21 T2 was moderately creative in using technology	83
Picture 4.22 T2 was moderately creative in creating a group activity	83
Picture 4.23 T2 was moderately creative in giving a positive punishment	84
Picture 4.24 T2 was moderately creative in checking students' attendance	
by asking the students' name meanings	87
Picture 4.25 T2 was creative in engaging the students by telling a story	88
Picture 4.26 T2 was moderately creative in using various activities such	
as 7upgame	89
Picture 4.27 T2 was creative in using appropriate technique to give a	
positive reinforcement	90
Picture 4.28 T1 was unlikely creative in using various media	92
Picture 4.29 T1 was slightly creative in using the conventional media	93
Picture 4.30 T2 was unlikely creative in creating a challenging	
mater <mark>i</mark> al	94
Picture 4.31 T1 was unlikely creative in using media	96
Picture 4.32 T1 was unlikely creative in using challenging material	97
Picture 4.33 T1 was slightly creative in making the class become more	
active	98
Picture 4.34 T1 was slightly creative in using the whiteboard as the	
conventional media	99
Picture 4.35 T1 was slightly creative in integrating the daily problem by	
doing small talks to the students about the discussed material	100
Picture 4.36 T1 was unlikely creative to use supporting media except	
the book	102
Picture 4.37 T1 was slightly creative in using the whiteboard as the	
conventional media	103
Picture 4.38 T1 was slightly creative in making the students think	
creatively	104

Picture 4.39 T1 checked the student's answer and give another example	104
Picture 4.40 T2 was creative in giving real problems while checking the	
attendance	107
Picture 4.41 T2 was moderately creative in teaching based on problem by	
using story	108
Picture 4.42 T2 was moderately creative in making the class become	100
Picture 4.43 T2 was moderately creative in making the students	109
think creatively	111
Picture 4.44 T2 was creative in teaching based on daily problem by using	
a story	112
Picture 4.45 T2 was moderately creative to make the students become	
more active	113
Picture 4.46 T2 was moderately creative in inserting a real-life problem	
through a story	115
Picture 4.47 T2 was moderately creative in creating an active class	
throu <mark>g</mark> h 7up game	116
Picture 4.48 T2 was slightly creative in using different media in every	
meeting	117
Picture 4.49 T1 was slightly creative in using printed media	120
Picture 4.50 T1 was slightly creative in using the existed media in	
the classroom	121
Picture 4.51 T1 was slightly creative in combining various activities	122
Picture 4.52 T1 was unlikely creative in using technological media to	
deliver the material	123
Picture 4.53 T1 was moderately creative in integrating concrete life by	
asking the students to keep the clearness	125
Picture 4.54 T1 was unlikely creative in integrating the technology to	
deliver the material	126
Picture 4.55 T1 explained the material orally	127
Picture 4.56 T1 was unlikely creative in using the existed media	127
Picture 4.57 T1 was unlikely creative in using technological-based media	130

Picture 4.58 T1 asked the students to work individually	131
Picture 4.59 T1 was moderately creative in integrating the concrete life	131
Picture 4.60 T2 was moderately creative by using the song lyric as the	
printed media	134
Picture 4.61 The printed media used in the learning process	135
Picture 4.62 T2 was creative in delivering the material by using attractive	
activities such as game and song	136
Picture 4.63 T2 was creative in integrating the concrete life in the learning	
process through storytelling	138
Picture 4.64 T2 was moderately creative in using technology-based media	
to deliver the material	140
Picture 4.65 T2 was creative in combining attractive activities	140
Picture 4.66 T2 was conducting small talks and storytelling to integrate the	
concrete life in the learning process	143
Picture 4.67 T2 was creative in using attractive activities through song	
and game	144
Picture 4.68 T2 was moderately creative in using printed media to deliver	
the material	145
NDIKSE	

List of Appendices

Appendix 1. Permission Letters	180
Appendix 2. Questionnaires	182
Appendix 3. Interview Transcription	190
Appendix 4. Instrument Validity	196
Appendix 5. Instrument Reliability	200
Appendix 6. The Ouestionnaires Results	201

