

**EFL PRE-SERVICE TEACHERS' PERCEPTIONS AND
EXPERIENCES OF CREATIVE TEACHING IN THEIR
INTERNATIONAL TEACHING PRACTICUM
PROGRAM**

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining
the Bachelor Degree in English Language Education



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WALISONGO STATE ISLAMIC UNIVERSITY
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Assalamu'alaikum Warohmatullahi Wabarokatuh

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ABSTRACT

Title : **EFL Pre-service Teachers' Perceptions and Experiences of Creative Teaching in Their International Teaching Practicum Program**

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Creativity is one of the most essential 21st-century skills to acquire. However, only a few studies have examined EFL pre-service teachers' perceptions and experiences of creative teaching, especially in international teaching practice. This study aimed to describe the EFL pre-service teachers' perceptions of creative teaching and explain how they implement creative teaching in their international teaching practicum program. The participants of this study were three EFL pre-service teachers of UIN Walisongo in the 2023 academic year who conducted their international teaching practicum at Sekolah Indonesia Kuala Lumpur, Malaysia. This study used a descriptive qualitative design. Observation and interviews were used as methods of collecting data. The method of analyzing data used includes data reduction, data display, and conclusion drawing. The results showed that the EFL pre-service teachers perceived their experiences as creative teaching. This was evidenced by the variety of activities carried out by the EFL pre-service teachers such as brainstorming, games, and the utilization of technology. Creative teaching carried out by the EFL pre-service teachers was implemented in four indicators, those were relevance teaching, ownership of the knowledge, control of the teaching process, and innovative teaching.

Keywords: creative teaching, pre-service teacher, teacher's experience, teacher's perception, teaching practicum

MOTTO

“Jika orang tuamu tidak mempunyai nama besar untuk dibanggakan, besarkanlah mereka dengan nama baikmu. Maka orang akan bertanya, “Siapa orang tuanya?”

(Ibu Nyai Hj. Fenty Hidayah, S.Pd.I)

“Skripsi yang baik bukanlah skripsi yang sempurna, melainkan skripsi yang selesai”

(DR. KH. Fadlolan Musyaffa’, Lc., MA.)

“Tulisan yang jelek, lebih baik daripada tidak ada tulisan. Jadi, selesaikan segera dan tidak perlu sempurna”

(Dr. Ginanjar Rahmawan, SE, MM, MH.)

“Even the easiest thing if we don’t do it, it won’t get done”

(Dr. Siti Tarwiyah, SS., M.Hum)

Never stop reminding yourself that God didn’t bring you so far just to fail

DEDICATION

In the name of Allah SWT, the Most Beneficent, the Most Merciful, the writer dedicated this thesis to:

- Walisongo State Islamic University especially for the English Education Department and Education and Teacher Training Faculty.
- My beloved family has always been the reason I have struggled until this moment.
- And the kind-hearted people around the writer who always support the writer's journey in completing this thesis.

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Finally, the researcher acknowledges that this thesis is not perfect and realizes that there is still room for improvement. Therefore, the researcher welcomes constructive feedback to improve its quality.

Hopefully, this thesis can provide benefits, especially in advancing the teaching and learning process for all parties involved.

Semarang, 27 November 2023

Best regards from the writer

Azizatun Naili Rohmaniah

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CHAPTER I

INTRODUCTION

This chapter contains the background of the research, research questions, research objectives, limitations of the research, and research significance.

A. Background of the Research

Being creative is one of the crucial 21st-century skills that students need to acquire because we live in an unpredictable and ever-changing time (Craft, 2010). The ability to produce something unique and acceptable is commonly referred to as creativity (Newton & Beverton, 2012). Creativity is acknowledged as "a burgeoning subject" (Sternberg, 2012). Creativity was involved in many fields, including politics, economics, technology, and research. It also significantly increased interest in the area of education (Cimermanova, 2015). In this regard, teachers in schools should promote creative teaching not only through the study of disciplines like art, music, science, literature, etc. but also in the study of English as a foreign language (EFL). By incorporating creative teaching into their classes, teachers undoubtedly play the most important role in fostering student's ability to think creatively.

In this study, the researcher wanted to investigate EFL pre-service EFL teachers' perceptions and experiences of creative teaching in their international teaching practicum program. According to Crane (1988), perception is a feeling that attempts for truth and serves to

inform us how the world is and typically leads us to think that it may trigger beliefs. Meanwhile, teaching is said to be creative when a teacher combines existing knowledge in a new or unique way or introduces a new process to get useful results (learning). According to Jeffrey and Craft (2003), there are several characteristics of a creative teacher namely: relevance, ownership of the knowledge, control of the teaching process, and innovation. The international teaching practicum program referred to in this study is a teaching practicum program involving pre-service teachers abroad who conduct classroom activities in collaboration with appropriate overseas schools.

According to Vygotsky (2004), teachers should encourage students to express their creativity and help them to get ready for an uncertain future. Guilford (1967) claimed that "creativity is the key in education in the broadest meaning and the resolution of mankind's most serious problems". McWilliam (2007) also argued that it is possible to teach creativity. The kind of education provided in schools can either strengthen or weaken the "hidden potential" of creativity (Richards, 2007). Tangaard (2011) believed that teachers might encourage creativity through both their instructions and attitudes. Teachers serve as mentors for their students. When teachers use their imaginations, their students might jump on board. But, if they don't think outside the box, their students might follow and never develop their skills. Students as prospective teachers are important to develop their teaching skills, one of which is through teaching practicum. The

uniqueness of this study is that researchers want to know the ability of pre-service teachers in teaching practice abroad, where pre-service teachers have challenges to be able to implement interesting teaching for students in different countries. Such as the influence of English as a second language, culture, student characteristics, student interests, school environment, etc. As far as the researcher observes, the students at Sekolah Indonesia Kuala Lumpur are used to being taught in a relaxed but meaningful way, so the prospective teachers have a mission to attract their interest through creative teaching.

There is some previous research related to this present study, Kurt & Önalın's (2018) study focused on pre-service teachers and examined how Turkish EFL teachers perceived creativity. Although the focus is on in-service teachers, Akyıldız & Çelik (2020) also looked into how Turkish EFL teachers perceived their own creativity and creative teaching techniques. However, only a few studies have examined EFL pre-service teachers' perceptions and experiences of teaching practice regarding creative teaching, especially in international teaching practice. Consequently, what distinguishes this research from previous studies is the international teaching practicum program. The present study is proposed to describe EFL pre-service teachers' perceptions and experiences of creative teaching focus on the implementation during their international teaching practicum program.

B. Research Question

According to the research objectives, the research questions are:

1. What perceptions do the EFL pre-service teachers have regarding their experiences of creative teaching in their international teaching practicum?
2. How do they implement creative teaching in their international teaching practicum?

C. Research Objective

1. To describe the EFL pre-service teachers' perceptions of creative teaching in their international teaching practicum experiences
2. To explain how the EFL pre-service teachers implement creative teaching in their international teaching practicum

D. Limitation of the Research

This research was conducted during an international teaching practicum at Sekolah Indonesia Kuala Lumpur (SIKL) Malaysia. The participants in this research were 3 EFL pre-service teachers majoring in the English Education Department at UIN Walisongo in the 2023 academic year. This research was limited to the perception of creative teaching according to Walker and Avant (2005) and the implementation of creative teaching according to Jeffrey and Craft

(2003) in an international teaching practicum program conducted over 21 days.

E. Research Significance

1. Theoretical benefit

The researcher hopes that this study may provide further information about the implementation of some creative teaching used by pre-service teachers during their international teaching practicum program.

2. Pedagogical benefit

The researcher expects that the findings of this study will assist both teachers and pre-service teachers in developing the implementation of creative teaching activities, methods, or media especially in English language classrooms.

3. Practical benefit

a. For learners

This study displays the implementation of creative teaching used by pre-service teachers in their teaching practicum. By using the appropriate way, it is hoped that this study will encourage students to be more enthusiastic, enjoy, and comprehend English learning. This study is expected to be applied, particularly in EFL classes.

b. For the teacher

This study is anticipated to assist teachers or pre-service teachers in boosting their students' interest and increasing student's involvement. Teachers can use creative teaching media, activities, or methods in their classrooms as well. To encourage teachers to organize their EFL classes, they can use and implement this study's findings as a reference.

c. For the organization

The researcher assumes that the results of this study will help educational institutions, particularly in EFL classes to create a more active, meaningful, and enjoyable learning environment.

d. For the next researcher

The researcher hopes that the study will benefit and be useful for the next researcher who is working on related topics. Furthermore, additional information on the same topic can be obtained by the following researcher.

e. For the researcher

As one of the requirements for graduating, this study might help and support the researcher in completing her study. Furthermore, the researcher hopes that this study will be able to educate readers helpfully, particularly regarding creative teaching, which is a crucial 21st-century skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter summarizes a few theories and previous research on the topic of the research title.

A. Previous Research

There have been many researchers investigating creative teaching or creativity in the classroom whether done by teachers or pre-service teachers. Some earlier studies are connected to the current investigation.

Akyıldız & Çelik (2020) investigated the perception of Turkish EFL teachers about creativity in the classroom. This research aimed to demonstrate a broad view of creative thinking. The participants were chosen based on their experiences, gender, age, and socio-economic position. The study's findings demonstrated that the majority of educators do not incorporate creative techniques into their lessons and are ignorant of the basic ideas of creativity. However, it is mentioned that they employ a variety of activities in their classroom to foster creativity, including brainstorming, games, snap-words, songs, storytelling, free writing, making up stories, pictograms, completing stories, drawing activities, vocabulary games, and communicating classroom activities. On the other hand, stressed that some factors such as curriculum, time constraints, exam-oriented systems, student factors, school administration, crowded classrooms, and technology, restrict creativity and innovative teaching practices. The researcher

also cited enabling elements like student motivation, technology, and teacher motivation.

Kurt & Önalın (2018) examined how Turkish EFL pre-service teachers perceived creativity. He perceived teachers as being different and unique, possessing uncommon ideas, and having the capacity to produce original results. The participants stated that while creativity was partly inherent, it also developed as a result of environmental factors like family circumstances, socioeconomic status, and educational level. To encourage students' creativity, they suggested implementing collaborative, communicative, and open-ended activities in English classrooms. They considered themselves to be candidates for creative teachers. But they didn't feel qualified to share creativity. Finally, they agreed that teacher education plays a positive and constructive part for Pre-service teachers. The current study used a qualitative methodology and aimed to learn more about how future English teachers perceived creativity. A focus group interview that was semi-structured involved eight pre-service teachers.

Wang & Kokotsaki (2018) explored teachers' conception of creativity in teaching English as a foreign language (EFL) in China. The researcher used the phenomenography method to classify teachers' conceptions and conducted interviews and questionnaires to find out how EFL teachers viewed creativity in their teaching. The results demonstrated that most EFL teachers appreciated and believed that creativity was crucial for EFL teachers. Creative products,

cognitive growth, creative instructional methods, and freedom of expression were the four categories used to organize teachers' ideas about creativity in EFL. Favored methods that encourage creative instruction such as using artistic mediums, playing a game, and creating a stimulating learning environment. However, some instructors tended to have constrained ideas and to be unsure of the connection between creativity and learning a foreign language. A crowded curriculum, constrained instructional time, examination pressure, and social-cultural context highlighted by a lack of support were among the difficulties.

Liao *et al.* (2018) examined the relationship between creativity and motivation. This study examined the effects of creative pedagogy on four language skills in elementary school students. In addition, the researcher also questioned whether motivation might be the primary element contributing to the improvement of language skills through creative training. The results of this study have contributed significant evidence of the efficacy of creative pedagogy in EFL classes in primary schools. The sample included 256 Taiwanese EFL students in Taipei City (119 students in the experimental group and 137 students in the control group).

Anderson *et al.* (2022) observed the views, values, and influences of teachers regarding incorporating creativity in the classroom. This study focused on teachers' perceptions and comprehension of creativity, which are fundamental to their growth as

creative teachers and how they teach in the classroom. The study used an explanatory sequential mixed methods design to illustrate teachers' perspectives on the early implementation of creativity. It also revealed that thirty teachers had higher confidence in their capacity to teach creativity in rural areas. At small, medium, big, and extremely big effect sizes, the research findings demonstrated quantitative shifts in the views, values, and influences of teachers concerning creative teaching and learning and art integration. The qualitative findings showed how shifts happened as reflected by teachers; they changed their instructional methods and started experimenting in their classes.

Henriksen *et al.* (2021) explained that according to some scholars, it's crucial to maintain risk-taking as an essential pedagogical concept for encouraging creativity and preparing students for adaptation and flexibility they'll need in unpredictable times. Teachers can't be afraid to attempt new things or to fail when looking for innovative progress and solutions, because the globalized and digitalized world requires particularly creative people who can come up with new solutions. This research presented summative reports of six selected narratives of creative risk-taking and productive failure. Researchers who conduct empirical studies are interested in gathering information about how creativity and risk might appear in practical situations. In terms of methodology, the researchers employed a narrative inquiry strategy to comprehend the stories.

The similarities between the current study and the previous studies can be seen in the way they focus on pre-service teachers' perceptions and experiences regarding how they implement creative teaching in EFL classrooms. They explored the significance of creative activities to encourage students to learn English excitingly. On the other hand, what differentiates between the current study and previous studies is the current study focuses on pre-service teachers while previous studies in some cases focused on in-service teachers. The current study is different from some previous studies in that it focuses on the implementation of creative teaching in the context of an international teaching practicum program, whereas the earlier studies were carried out in domestic schools.

Following the previous description, the researcher investigates EFL pre-service teachers' perceptions and experiences of creative teaching in their international teaching practicum program in Malaysia. This research describes the strategies that pre-service teachers implement in their international teaching practicum. The primary method of data collection was observation. Meanwhile, interviews and documentation were conducted to provide supporting evidence.

B. Literature Review

1. Concept of Perception

Perception is a feeling that attempts for truth and serves to inform us how the world is and typically leads us to think that it may trigger beliefs (Crane, 1988). According to Efron (1969) the word “perception” refers to all the different kinds of immediate direct awareness of the world outside that are received by receptor organs absorbing energy. This agrees with Slameto's (1995) argument that perception is a biological process that takes place inside the human brain. This is a procedure that involves entering messages or information through the five senses, sight, hearing, smell, taste, and touch. Perception is a synonym for “psychological reaction” and is considered a subjective concept. Based on the definitions of the experts, we can conclude that perception is the act of compiling recognizing, and interpreting information received by sensory organs to find the truth and provide a view, and understanding of the surrounding that can lead to a response.

Walker & Avant (in McDonald, 2011) listed several defining characteristics that should be present in the concept of perception to be recognized. Perception uses sensory and cognitive processes to understand everything around us. By interpreting sensory experience, processing data, and developing mental models, perception is a specialized method of comprehending phenomena. The following are some characteristics that are essential in identifying perception:

sensory awareness or cognitive process to interpret everything around us, personal experience to inform the phenomena, and comprehension that can lead to a response.

2. Creativity in education

Before the 20th century, artists were thought to possess a talent for creativity. Numerous disciplines, including psychology, various arts and aesthetics branches, literature, business, technology, science, government, and education, have all contributed to the study of creativity (Cimermanova, 2015). Therefore, it is necessary to adapt educational approaches to promote thinking abilities like creativity (Li, 2016). There are two different definitions of creative teaching, both "teaching creatively" and "teaching for creativity." Teachers who practice creative teaching employ a variety of creative methods to enhance, attract, optimize, and provide learning experiences. Teachers use a variety of strategies, techniques, and things that can promote students' interest and boost their desire to learn. On the other side, teaching for creativity involves teachers identifying student's creative strengths and developing their creative thinking or behavior (NACCCE, 1999).

Creativity is defined as "the capacity to produce novel ideas that are understandable and useful" (Beghetto, 2007). Howell (2008) argued that creativity is a process of making connections and producing something new. Meanwhile, according to Hansen & Byrge (2008), when creativity is defined as an open-ended collaboration of

knowledge in things and acting through activities, knowledge is defined as data, skills, resources, or behaviors. Teaching requires creativity in any form through fun activities. The practical application of creative teaching helps in the development of students' creative abilities, and teachers' primary goal is to enable learners to investigate their levels of cognition. Teachers should be more aware, because they don't just transfer or share knowledge, but are required to be creative and innovative.

Basadur *et al.* (1982) have shown some environmental and individual characteristics that influence creativity. Generally, the environmental factors are community and school. Curriculum, academic courses, and availability of gifted students are the components in terms of school. Chan & Yuen (2014) added in terms of the community component social and parental responsibilities are connected. Runco (1984) noted in his investigation to examine the qualities of creative learners. He asked 32 students and teachers to propose the qualities of creative students. The list of 20 characteristics included self-directed, curiosity, original, artistic, intelligent, interested in many things, explorative, unique, innovative, flexible, imaginative, inquisitive, always questioning, challenging, inhibiting, independent, sensitive, expressive, inventive, and good at designing. To rate the significance of 95 characteristics of creativity, Montgomery *et al.* (1993) also investigated 101 college teachers who taught creativity courses. However, there were top 13 characteristics. They are imagination, openness to experience, curiosity, intuition,

idea finding, ambiguity tolerance, independence, innovative, insight, internal/external openness, illumination, problem-solving, and imagination.

According to the previous study, using creative teaching methods in EFL classes can improve students' academic accomplishment, inspiration, and creativity (Liao *et al.*, 2018). In the context of EFL, creativity offers more enjoyable and innovative teaching techniques that can be applied in the learning process. The goal of creative English language teaching is to boost students' interests and focus on English through a variety of strategies or media (Caires *et al.*, 2012).

3. Organizing creative EFL Class

Creative teaching methods can be implemented and designed in EFL classes (McWilliam, 2007). Consequently, students' creativity also can be increased. Teachers always guide students using a variety of approaches, methods, resources, and activities that can stimulate their creative thinking when organizing an EFL creative class. In addition, student-centered learning is also prioritized (Richards, 2013). Baghaei & Riasati (2015) claimed that using creativity in EFL classes makes funnier and more engaging class sessions. An open-minded classroom atmosphere is a defining characteristic of a creative class. It is also possible to improve students' positive attitudes and English proficiency by giving them creative projects (Tin, 2013). Teachers' creative perspectives are diverse, depending on what they believe to be true. While some teachers see it as a tool to help students learn

more, others see it as a barrier (Freund & Holling, 2008). Understanding the knowledge, perceptions, and attitudes of EFL teachers toward creativity has a significant effect on the creative teaching process in the classroom because students will have trouble developing their creative thinking skills if their teachers are unfamiliar with the concept of creativity and its use in the classroom (Lee, 2013).

Teaching is said to be creative when a teacher combines existing knowledge in a new or unique way or introduces a new process to obtain beneficial results (learning). This may be either planned before teaching or adopted in response to the needs of a particular learning context. According to Jeffrey and Craft (2003) and Woods (1995), the characteristics of a creative teacher are:

1. Relevance (teachers describe teaching as operating within a range of socially acceptable values while aligning students' identities and cultures)
2. Ownership of the knowledge (to modify or adapt the material to meet the specific needs of students or educational objectives)
3. Control the teaching processes (requiring choice and the power to realize it through practical involvement)
4. Innovative (goes beyond traditional boundaries through new combinations of both planned and unplanned or in connection with any benefits)

4. International teaching practicum program

Student's teaching practicum or field experience is crucial in a teacher preparation program (Clarke *et al.*, 2014). The main activity in the teaching practicum program is teaching practice, where the students participate directly in the teaching and learning process to acquire first-hand experience in those activities in the classroom (Caires *et al.*, 2012). Meanwhile, the international teaching practicum program involves pre-service teachers abroad conducting classroom activities in collaboration with appropriate overseas schools. According to previous research, teaching practice is essential for teacher education programs around the world (Zhu *et al.*, 2020). Becker *et al.* (2019) also reported that teaching practicum provides real-life experiences about actual events in the school environment, such as how to cooperate with school staff and potential issues that can happen when they become real teachers. Mauri *et al.* (2019) added several advantages of teaching practicum program. First, there is a chance for pre-service teachers to learn about future teaching requirements. Second, teaching practicum program increases pre-service teachers' confidence and readiness to teach. Third, teaching practicum experiences can strengthen their responsibilities as a teacher in the future.

Teaching practicum as one of the mandatory programs conducted by pre-service teachers mostly has a positive impact. However, there have been some complaints made regarding the teaching practicum

program (Grant-Smith & Gillett-Swan, 2017). When performing their teaching practice, pre-service teachers frequently feel incompetent and entangled in dilemmas such as the conflict between the ethnic of caring and classroom power, acting as a local or outsider in the school community, performing office duties, or serving as a real teacher, and differing pedagogies used to teach students with various academic achievement levels (Deng *et al.*, 2018). Despite the disadvantages of the teaching practicum, through this program, pre-service teachers are trained and exposed to actual classroom teaching to become qualified teachers in the future (Saariaho *et al.*, 2016).

CHAPTER III RESEARCH METHOD

The methodology, which includes the research design, research setting and time, data source, research focus, method of collecting data, instrument, and method of analyzing data, is covered in this chapter.

A. Research Design

This study employs a qualitative descriptive design. Qualitative descriptive can be used as an option for investigation because it does not require a conceptual or large amount of data (Sandelowski, 2010). A qualitative descriptive method should be the method of choice when a clear description of a phenomenon is needed. This method is very helpful when a researcher wants to understand the circumstances surrounding an incident, including who and what were involved, and where things happened (Lambert & Lambert, 2013). In qualitative descriptive study, the focus of data collection is to understand the characteristics of the particular occurrences. The purpose of a qualitative descriptive study is to provide a comprehensive review of particular events that people or groups have experienced.

B. Research Setting and Time

The period of this study's execution was May 3-24, 2023 at Sekolah Indonesia Kuala Lumpur (SIKL) at 1, Lorong Tun Ismail, Kuala Lumpur, 50480 Kuala Lumpur with three pre-service teachers

as an informant, because the pre-service teachers who participated in this study and did their teaching internship at the school.

C. Data Source

The participant of this study uses purposive sampling. Judgmental sampling is another name for this type of sampling. When the researcher selects subjects for this sample, the researcher uses specialized knowledge, experience, or criteria to select individuals who represent the study. To ensure that the types of persons or people who exhibit certain characteristics are included in the study, purposive samples are sometimes selected after field investigations of various groups (Glassner *et al.*, 1983). The participants of this research included three pre-service teachers of the English department program who participated in an international teaching practicum program in Malaysia. The pre-service teachers are between the ages of 21 and 23 years old.

D. Research Focus

This research was conducted at Sekolah Indonesia Kuala Lumpur (SIKL) at 1, Lorong Tun Ismail, Kuala Lumpur, 50480 Kuala Lumpur, Wilayah Persekutuan Kuala Lumpur. The primary focus of this research is how pre-service teachers implement creative teaching during their international teaching practicum program in Malaysia.

E. Method of Collecting Data

1. Observation

The systematic description of social events, behaviors, and objects is known as observation (Marshall & Rossman, 2014). There are two types of observations: the first one is direct observation, which involves observing without making any contact with the items or people in the setting of the study. Participant observation is the second method, where participants engage in the study environment as both observers and participants (DiCicco-Bloom & Crabtree, 2006). To better comprehend how creative teaching activities are used in the class. The current study uses participant observation. As indicated by the observation instrument that will assist in resolving the second question, some necessary aspects will be observed to acquire the main data.

2. Interview

The researcher also used interviews to gather information. Interview is one of the most popular methods for gathering qualitative data. The researcher focuses on individual in-depth interviews. The purpose of the interview is to learn more about the subject (DiCicco-Bloom & Crabtree, 2006). By conducting an interviewing section, this method of collecting data seeks to gather information to support this research, which is the case with pre-service teachers who perceive their teaching practicum experience as creative teaching. Additionally,

this method of collecting data will be used to determine the answer to the first question and to provide evidence and also as a method of triangulating data on the implementation of creative teaching strategies in the international teaching practicum program (the second question).

F. Instrument

1. Observation

This research used participant observation as the main instrument for collecting the data to answer the second question regarding creative teaching strategies used by pre-service teachers. Participant observation is a technique used by anthropologists and social scientists to study a group of people's daily activities, rituals, interactions, and events while taking notes on visible and invisible components of their culture and way of life (Musante & DeWalt, 2010). To observe classroom learning activities, the researcher used Bielefeldt's (2012) observation guideline, which was modified to fit the needs of the study theme. The following five criteria were observed in the observation sheet: a) The number of students, b) The teaching materials, c) The teacher's role, d) The learning activity, e) The use of technology both the teacher and the students.

2. Interview

The interview was the second instrument used by the researcher to extract data on pre-service teachers' perceptions of their

teaching experiences. An interview is a process of communication or interaction between researcher and informants or research subjects to gather information through questions and responses. The interview conducted by the researcher focused on in-depth interviews. Several stages were carried out by the researcher before and during the interview, including: a) Making an appointment with the informant to be willing to conduct an interview, b) Introducing the researcher to the informants, c) Explaining the purpose of conducting an interview, d) Asking some questions related to the perceptions of pre-service teachers regarding their teaching experiences about creative teaching

G. Method of Analyzing Data

The Miles & Huberman (1994) method of data analysis was employed in this study. Three steps made up the analysis process: data reduction, data display, and conclusion drawing. The process of looking for and organizing data systems that have been extracted from interviews, field reports, recordings, and other supporting materials is known as data analysis. The purpose is to describe the study topic based on the data (Azwar, 2013). This makes it possible for the researcher and others to comprehend the findings. Belows are a list of the procedures for data analysis:

1. Data reduction

The process of choosing, concentrating, organizing, abstracting, and transforming the data in written notes or transcription is known as

data reduction. In this section, the researcher will develop, focus, pick, discard, and organize data in a way that will allow the conclusions to be described and verified (Yusuf, 2014). In this section, the researcher collected many data, so it is better to record it straightforwardly and carefully. The longer the observation is carried out in the field, the more data will be obtained. After that, all the data gathered from interviews and observation was compiled and divided into the following categories: the EFL pre-service teachers' perceptions of creative teaching in their international teaching practicum experiences and the implementation of creative teaching in EFL pre-service teachers' international teaching practicum experiences.

2. Data display

The second step is data display. Data display is an ordered, concentrated information that enables action and conclusion-making. Data display contributes to comprehending what is occurring and enabling us to take action based on that understanding. The next step is carried out following the reduction of the researcher's data and the creation of data presentation. The data is presented in a table format with a brief description and an explanation of the relationships between the categories, among other things. The information has been arranged via data display in an understandable pattern of relationship (Sugiyono, 2008).

3. Conclusion drawing

The third step is conclusion drawing. The outcome of the analysis procedure will produce a conclusion as the study's main finding. The study's conclusion will be presented as a descriptive analysis. The conclusion highlights the description of the EFL pre-service teachers' perceptions of creative teaching in their international teaching practicum program and the implementation of creative teaching in EFL pre-service teachers' international teaching practicum program.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter provides the study findings and a discussion of EFL pre-service teachers' perceptions and experiences of creative teaching in their international teaching practicum program in Malaysia. Providing answers to the research questions mentioned in Chapter I is the main objective of this chapter.

A. Findings

1. The EFL pre-service teachers' perceptions of creative teaching in their international teaching practicum experiences

Based on the analyzed data, the findings showed that the pre-service teachers perceived their experiences in the international teaching practicum program as creative teaching. The pre-service teachers perceived that creative teaching is implementing various ways or methods during the teaching process and a variety of activities. The pre-service teachers also stated that the teaching process had an impact on students who became more excited about learning and the pre-service teachers felt more motivated to incorporate creative teaching in their next teaching. The pre-service teachers' perceptions of creative teaching were measured in three indicators according to Walker & Avant (in McDonald, 2011) which were sensory awareness or cognitive process to interpret everything around, personal experience to inform the

phenomena, and comprehension that can lead to a response. Table 4.1 below is the data proving the pre-service teachers' perceptions of creative teaching.

Table 4.1 Indicators of Pre-Service Teacher's Perception of Creative Teaching

No.	Indicator	Findings	Data
1.	Sensory awareness or cognitive process to interpret everything around	The pre-service teachers perceived that creative teaching is about using or implementing various ways or methods during the teaching process	A. I also can develop methods or tools... (Pre-service teacher A) B. ...by implementing something interesting such as games, role plays, etc. (Pre-service teacher B) C. ...when we use different methods or ways of teaching... (Pre-service teacher C)
		The pre-service teachers considered that they were already creative in teaching	A. I guess that I am quite creative... (Pre-service teacher A) B. I think I've tried to teach as creatively as I can... (Pre-service teacher B) C. I think I am creative enough in my teaching... (Pre-service teacher C)
2.	Personal experience to inform the phenomena	The pre-service teachers used a variety of activities in their teaching	A. ... I could use tools or platforms to be used in the class whether for brainstorming... (Pre-service teacher A) B. ... I also used songs ... (Pre-service teacher B) C. I have implemented games in my teaching-learning... (Pre-service teacher C)
3.	Comprehension that can lead	The pre-service teachers said that	A. ...mostly it makes the students interested...

	to a response	implementing creative teaching activities had an impact on their students	(Pre-service teacher A) B. ... they are competitive (Pre-service teacher B) C. ...they looked happier when I gave them games... (Pre-service teacher C)
		The pre-service teachers stated that after doing an international teaching practicum, they felt more motivated to incorporate creative teaching	A. Yes, as I experienced... (Pre-service teacher A) B. Yes, I do. Because I got a lot of new experiences when teaching... (Pre-service teacher B) C. ... I believe after this, I can make creative teaching more than I've done before (Pre-service teacher C)

(Source: Walker & Avant 2005)

2. The implementation of creative teaching in EFL pre-service teachers' international teaching practicum

In this section, the researcher showed the data that had been analyzed regarding the implementation of creative teaching by EFL pre-service teachers. The implementation of creative teaching was measured based on four indicators according to Jeffrey and Craft (2003) and Woods (1995). The four indicators included relevance, ownership of the knowledge, control of the teaching process, and innovation. Below is the data that supports the findings related to the implementation of creative teaching.

a. Relevance teaching

Relevance teaching is described as teaching that operates within a range of socially acceptable values while

aligning students’ identities and cultures (Jeffrey and Craft, 2003). Relevance teaching not only considers socially acceptable values and norms but also considers the diversity of students’ identities and cultures. The goal is to make students more engaged and connected to the learning material. In this research, relevant teaching is in the form of social value range, student’s identity, and student’s culture. The following are the data showing the relevant teaching done by EFL pre-service teachers.

Table 4.2 Implementation of Relevance Teaching

Pre-service teacher		A	B	C
Learning material		The song “Skyscraper” by Demi Lovato	The song “Mother How Are You Today” by Maywood	The song “Speechless” by Naomi Scott
Relevance teaching	Social value range	Pre-service teacher A uses the song to discuss the meaning and the social values such as resilience, confidence, and personal struggle. The song encourages students to understand the importance of resilience in the face of difficulties	Pre-service teacher B uses the song to understand empathy, family relationships, and effective communication. The song carries the message of empathy and caring for loved ones	Pre-service teacher C uses the song to discuss issues such as freedom of speech, human rights, and the courage to speak up. The song carries a message of the power of speaking out
	Student’s	Pre-service	Pre-service	Pre-service

	identity	teacher A recognizes students' identities by selecting songs that include themes of struggle and resilience that are relevant to students' personal experiences, such as challenges they have faced and struggle to overcome challenges	teacher B recognizes students' identities as family members by selecting songs that are relevant to students' experiences such as communication within their families, and their relationships with their mothers	teacher C recognizes students' identities as individuals who have the right to speak and express themselves by choosing songs that are relevant to students' experiences such as the experience of courage in expressing an opinion
	Student's culture	Pre-service teacher A understands and respects students' diverse cultural backgrounds in the context of song lyrics, especially about resilience, independence, self-acceptance, empathy, social support, and optimism which are believed to be part of Indonesian culture	Pre-service teacher B respects students' culture especially as it relates to learning such as respect for parents, family well-being, intimate family relationships, and family traditions which are believed to be part of Indonesian culture	Pre-service teacher C understands and respects students' diverse cultural backgrounds in the context of song lyrics and how the concept of free speech, human rights, and courage to speak are believed to be part of Indonesian culture
Learning outcomes		Students develop a	Students gain a deep	Students cultivate a

	deeper understanding of values such as resilience, confidence, and struggle and their real-world applications	understanding of empathy, family relationships, and effective communication and how it can be applied to their lives	deeper understanding of free speech, human rights, and the courage to speak out and link it to their personal lives
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(Source: Jeffrey and Craft 2003)

The results of the analysis of the data in Table 4.2 indicated that the learning material is relevant to students' identities and cultures. The selection of the song as learning material because it covered particular themes such as resilience, family relationships, and free speech which created relevance to social values that are considered important and widely accepted, particularly for Indonesians. The pre-service teacher used songs to discuss certain social values such as resilience, family relationships, and free speech. This created a connection between the learning material and accepted values in society, especially in Indonesian society. This reflected the concept of relevance teaching by making learning fit with values that are considered important. The understanding and recognition of students' identities such as the challenges they have faced, their relationship with their mothers, and the right to speak that each individual has created relevance to the content of the song. It allowed students to connect with their experiences and create a deeper understanding. Understanding and respecting students'

cultural background, especially about the context of song lyrics, created relevance to cultural values that are believed to be part of Indonesian culture. These integrated values are respected in the cultural context of students. Learning outcomes showed that students developed a deeper understanding of the values contained in the song such as struggle, family relationship, and freedom of speech, and how these can be applied in real life. This created relevance that learning is not only academic but also has practical and relevant implications in students' lives. By integrating relevance teaching in learning, pre-service teachers establish a context for learning that is relevant to the lives of their students, so that learning becomes more meaningful and relevant to them.

b. Ownership of the knowledge

The ownership of the knowledge means that the teacher can modify or adapt the teaching or materials to meet the specific needs of students or educational objectives (Jeffrey and Craft, 2003). The teacher can adapt teaching methods and materials to meet student's individual needs or achieve specific educational goals in their learning. Here, ownership of the knowledge is in the form of adaptation and modification. The data below support ownership of the knowledge by the pre-service teachers.

Table 4.3 Implementation of Ownership of the Knowledge

Pre-service teacher		A	B	C
Learning material		The song “Skyscraper” by Demi Lovato and Song “Don’t Stop Me Now” by Queen	The song “Mother How Are You Today” by Maywood	The song “Speechless” by Naomi Scott and the Song “Whole New World” by Zayn Malik and Zhavia Ward
Learning objective		<ul style="list-style-type: none"> Identify the meaning of certain lyric Find the message of the song Complete the missing word from the song 	<ul style="list-style-type: none"> Find the social function, language features, and messages of the song Make a simple summary of your favorite song Find difficult word Present the summary of students’ favorite song 	<ul style="list-style-type: none"> Mention the meaning/messages of the song Find difficult words from the song Fill in the blank of song lyric
Ownership of the knowledge	Adaptation	<ul style="list-style-type: none"> Language of instruction → Pre-service teacher A uses mixed languages (Indonesian and English) when explaining the materials Use of multimedia → Pre-service teacher A 	<ul style="list-style-type: none"> Language of instruction → Pre-service teacher B uses mixed languages (Indonesian and English) when explaining the materials Use of multimedia → Pre-service teacher B uses 	<ul style="list-style-type: none"> Language of instruction → Pre-service teacher C uses mixed languages (Indonesian and English) when explaining the materials Use of multimedia → Pre-service teacher C uses

		<p>adapts song through YouTube to support the learning</p> <ul style="list-style-type: none"> • Cultural context → Pre-service teacher A adapts the material (song) and incorporates cultural values that are relevant to students' culture • Pre-service teacher A adapts the teaching through brainstorming 	<p>songs through YouTube to support the learning</p> <ul style="list-style-type: none"> • Interest-based materials → Pre-service teacher B adapts material by instructing students to summarize the song they liked the most • Cultural context → Pre-service teacher B adapts the material (song) and incorporates cultural values that are relevant to students' culture • Pre-service teacher B adapts the teaching through brainstorming • Flexibility in assessment → Pre-service teacher B adapts the assessment method by presenting the summary of the favorite song in 	<p>songs to support the learning</p> <ul style="list-style-type: none"> • Cultural context → Pre-service teacher C adapts the material (song) and incorporates cultural values that are relevant to students' culture • Pre-service teacher C adapts the teaching through brainstorming
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			front of the class	
Modification	Difficulty level → Pre-service teacher A modifies the listening activity by competing to fill in the blank part of the song		Use of technology → Pre-service teacher B modifies the teaching instruction by asking students to use Canva to create a resume	<ul style="list-style-type: none"> • Use of visual materials → Pre-service teacher C modifies the material with PPT to support students' understanding • Game-based learning → Pre-service teacher C modifies the teaching by inviting students to play a Pronunciation game • Difficulty level → Pre-service teacher C modifies the listening activity by filling in the blanks of song lyric

(Source: Jeffrey and Craft 2003)

Based on Table 4.3, the data analysis showed that the teaching strategies accommodate the student's needs. Learning objectives represent educational objectives in a specific learning context, while adaptations and modifications are tailored to student needs, which include interests, ability levels, and language skills. The use of mixed languages

(Indonesian and English) to explain materials showed how the pre-service teachers have the freedom to choose the best way to communicate and deliver information. This reflected ownership of the way knowledge is conveyed. The use of YouTube songs to support learning showed how the pre-service teachers chose the most appropriate multimedia resources to support their learning. The adaptation of materials (songs) and incorporation of cultural values demonstrated ownership of the knowledge and its use in relevant contexts to connect learning with aspects of students' culture. The pre-service teacher's flexibility and creativity in creating their learning process was demonstrated by their use of brainstorming in the classroom. They have control over the teaching methods they choose. The adaptation of materials by asking students to summarize their favorite songs highlighted that learning is based on students' interests and preferences. This reflected ownership of the knowledge in designing learning that aligns with students' interests. The last one, by requiring students to summarize their favorite song in front of the class, the assessment method was modified to reflect ownership of the knowledge in creating tests that align with students' learning.

The modification of the listening activity by conducting a competition to fill in the blanks showed how the pre-service teacher has control over the level of difficulty in

learning and adjusts the learning approach according to the student's level of skill and understanding. The modification of teaching by asking students to use Canva to create a resume indicates how the pre-service teacher took the initiative to utilize technology to enrich their learning experience. The modification of materials by using PPT to support students' understanding revealed how the pre-service teacher chooses the most effective resources and tools to facilitate learning. And the last the modification of teaching by inviting students to play the Pronunciation game highlighted how the pre-service teacher took the initiative to integrate game elements in learning to add more interactivity and interest to the educational process.

c. Control the teaching process

Control of the teaching process refers to the teacher who needs choice and the power to realize it through practical involvement (Jeffrey and Craft, 2003). Control the teaching emphasizes the importance of having the authority to choose and control the teaching process, which is ultimately realized through teachers' practical involvement in managing student learning. In this section, control the teaching in the form of selecting appropriate learning methods and learning media, designing learning activities, student involvement, time management, classroom management, and teacher evaluation.

The following data prove the control of the teaching carried out by the pre-service teachers.

Table 4.4 Implementation of Control the Teaching

Pre-service teacher		A	B	C
Learning material		The song “Skyscraper” by Demi Lovato and Song “Don’t Stop Me Now” by Queen	The song “Mother How Are You Today” by Maywood	The song “Speechless” by Naomi Scott and the Song “Whole New World” by Zayn Malik and Zhavia Ward
Learning objective		<ul style="list-style-type: none"> Identify the meaning of certain lyric Find the message of the song Complete the missing word from the song 	<ul style="list-style-type: none"> Find the social function, language features, and messages of the song Make a simple summary of your favorite song Find difficult word Present the summary of students’ favorite song 	<ul style="list-style-type: none"> Mention the meaning/messages of the song Find difficult words from the song Fill in the blank of song lyric
Contr of the teaching	Learning method	Genre-based learning	Scientific instruction	Genre-based learning
	Learning media	<ul style="list-style-type: none"> IT-based: Smart TV, Laptop, Lyric of the song in the form of word, YouTube (song) Non-IT-based: Paper of song, 	<ul style="list-style-type: none"> IT-based: Smart TV, Laptop, YouTube (song) Non-IT-based: Whiteboard, Marker 	<ul style="list-style-type: none"> IT-based: Smart TV, Laptop, Powerpoint, Song Non-IT-based: Whiteboard, Marker

		whiteboard, marker		
Learning activities	<ul style="list-style-type: none"> Brainstorming Compete to fill in the blanks of the song during the listening section 	<ul style="list-style-type: none"> Brainstorming Group discussion Make a resume utilizing technology (Canva) Presentation 	<ul style="list-style-type: none"> Brainstorming Pronunciation game Fill in the blank during the listening section 	
Student's involvement	Active	Active	Active	Active
Time management	08.00 – 09.10 (70 minutes)	08.00 – 09.10 (70 minutes) x 2 meetings	08.00 – 09.10 (70 minutes) x 2 meetings	09.10 – 10.20 (70 minutes) x 2 meetings
Classroom management	<ul style="list-style-type: none"> Pre-service teacher A provides learning resources in the form of material via YouTube (song) Pre-service teacher A creates a relaxed environment Pre-service teacher A always provokes students to express their opinions by asking questions Pre-service teacher A asks 	<ul style="list-style-type: none"> Pre-service teacher B provides learning resources in the form of material via YouTube (song) Pre-service teacher B creates a relaxed environment Pre-service teacher B instructs students to pay attention to the instruction Pre-service teacher B tries to engage students by asking 	<ul style="list-style-type: none"> The pre-service teacher provides learning resources in the form of material in ppt Pre-service teacher creates a relaxed environment Pre-service teacher C warns students to keep calm Pre-service teacher C gives a limited time for doing the assignment Pre-service teacher C agrees with doing pronunciation 	

		<p>students one by one and instructs the other to pay attention</p> <ul style="list-style-type: none"> • Pre-service teacher A instructs to focus when listening to the section • Pre-service teacher A forbids students from cheating each other • Pre-service teacher A gives turns to fill in the blank part of the song • Pre-service teacher A gives clear instructions for each activity • Pre-service teacher A manages the class conducive 	<p>questions</p> <ul style="list-style-type: none"> • Pre-service teacher B gives clear instructions for each activity • Pre-service teacher B encourages students to work together in pairs • Pre-service teacher B utilizes technology to support learning • Pre-service teacher B manages the class well 	<p>games with students</p> <ul style="list-style-type: none"> • Pre-service teacher C monitors students during the game • Pre-service teacher C often walks around to ensure the class is still conducive • Pre-service teacher C gives a reward to the winner • Pre-service teacher C gives clear instructions for each activity
Teacher's evaluation	Objective achieved	Objective achieved	Objective achieved	Objective achieved

(Source: Jeffrey and Craft 2003)

The data analysis displayed that the teaching process aligns with the learning objective. The data in Table 4.4 represents the implementation of the concept of control the teaching, where the pre-service teachers have control and

power in planning, managing, and implementing learning to achieve the specified learning objectives. The pre-service teachers have control in choosing learning materials. In this case, the use of songs as learning resources reflected teachers' ability to make decisions related to what to teach. The use of genre-based learning in teaching song materials can help students understand the messages more deeply and develop their English language skills. This approach allows students to be actively involved in the analysis and exploration of language in an interesting and meaningful context. The use of scientific instruction is to the current identity and culture where students are accustomed to thinking scientifically so that learning that can combine elements of inductive, deductive, and experimental learning is more necessary to help students understand scientific concepts and the process of scientific discovery. The use of relevant learning resources that are connected to both students' personal and technological development helped to support the implementation of the teaching methodology. The pre-service teachers have clear learning objectives. This is part of teaching planning that refers to learning objectives. The pre-service teachers designed a variety of learning activities that include brainstorming, fill-in-the-blank competitions, group discussion, making summaries using Canva, presentations, and Pronunciation games. This showed the use of creative

methods to engage students in learning. The purpose of learning activities is to actively engage students in the process of learning. This reflected the teacher’s control in creating an environment that supports student participation. The pre-service teachers organized time and managed the class effectively. This represented the teacher’s ability to control the practical aspects of the teaching. The pre-service teachers evaluated that the learning objectives had been achieved. It showed the teacher’s control in measuring teaching effectiveness.

d. Innovative teaching

Innovative teaching means teaching that goes beyond traditional boundaries through new combinations both planned and unplanned or in connection with any benefits (Jeffrey and Craft, 2003). Making learning more interesting, relevant, and efficient for students is the goal of innovative teaching. In this research, innovative teaching is in the form of a combination of planned and unplanned. The following data show the implementation of innovative teaching done by the pre-service teachers.

Table 4.5 Implementation of Innovative Teaching

Pre-service teacher	A	B	C
Learning material	The song “Skyscraper” by	The song “Mother How Are You	The song “Speechless” by

		Demi Lovato and Song “Don’t Stop Me Now” by Queen	Today” by Maywood	Naomi Scott and the Song “Whole New World” by Zayn Malik and Zhavia Ward
Innovative teaching	Planned combinations	<ul style="list-style-type: none"> • Pre-service teacher A conducts a brainstorming session to ask students to make personal interpretations of the meaning of the song being played as part of class activities • Pre-service teacher A makes learning more interesting and competitive in fun ways with competition to fill in the blanks in song, encouraging active student engagement in understanding the lyrics and meaning of the song 	<ul style="list-style-type: none"> • Pre-service teacher B integrates a brainstorming session to share students’ thoughts and feelings about the message implied in the song being played • Pre-service teacher B schedules group discussions to identify the messages of song lyrics • Pre-service teacher B encourages practical and creative applications of song lyric understanding by creating resumes using Canva technology, linking song learning with digital skills and visual presentation 	<ul style="list-style-type: none"> • Pre-service teacher C organizes a brainstorming session to determine the song’s meaning and any challenging vocabulary found in the lyrics • Pre-service teacher C designs pronunciation games as part of the teaching method to practice and improve pronunciation of difficult words from song lyrics • Pre-service teacher C designs fill in the blank activity as part of the teaching method to improve students’ listening skills

			<ul style="list-style-type: none"> • Pre-service teacher B plans presentation sessions as part of the learning activities 	
	Unplanned combinations	-	<ul style="list-style-type: none"> • Pre-service teacher B changes the task of creating a resume using Canva from individuals to pairs • Pre-service teacher B changed the schedule for making resumes using Canva and presentations from today to the next meeting because time is over 	<ul style="list-style-type: none"> • Pre-service teacher C modifies the difficult words in the pronunciation games based on the words in the song and other difficult word combinations • Pre-service teacher C changes fill in the blank activity from today to the next meeting, because time is over

(Source: Jeffrey and Craft 2003)

Drawing from the information mentioned in Table 4.5, the data analysis demonstrated that the pre-service teachers' instructional strategies and methods aligned with innovative teaching. This can be seen from the methods that encourage active student engagement through competition, the use of modern technology or resources in the form of Canva and YouTube, and creative and innovative approaches

in the form of games. The pre-service teacher A conducted a brainstorming session to ask students to make personal interpretations of the meaning of the song being played. This encouraged me to think critically, share personal perspectives, and understand the lyrics of the song more deeply. Pre-service teacher A also used a competition to fill in the blanks in song lyrics to make learning more interesting. This not only entertains students but also encourages their active involvement in understanding the lyrics and the meaning of the song. The use of brainstorming and competition to fill-in-the-blank activities are examples of innovative methods in song learning. With this method, students can participate actively in their learning, stimulate critical thinking, and encourage active involvement in understanding the meaning of the song.

The pre-service teacher B used brainstorming and group discussion methods to deepen students' understanding of the messages in song lyrics. This encouraged student collaboration and allowed them to share ideas and interpretations to gain a broader understanding of the song's meaning. The presentation session allowed students to apply their understanding of the song lyrics creatively. The presentation allowed them to convey and present their understanding, and improve public speaking skills. The pre-service teacher B made an unplanned change, which was to

change the schedule for making a resume using Canva and presentation from today to the next meeting. The pre-service teacher B also changed the task from individuals to pairs. It showed flexibility in the teaching. This encouraged students to work in pairs to create a resume using Canva and added the learning experience with engagement and collaboration. The connection between the data and the concept of innovative teaching was the use of a variety of learning methods that were more dynamic, allowed students to actively participate, collaborated, and linked song learning to modern and practical skills such as the use of technology in creating resumes. This expanded students' learning and presented more opportunities for them to apply their understanding of song lyrics in a variety of contexts.

The pre-service teacher C used brainstorming sessions as part of the planned teaching method. This allowed students to be actively involved in searching for the message of song lyrics and identifying difficult vocabulary which could improve their understanding. The pre-service teacher C carried out an unplanned action by changing the fill-in-the-blank activity from today to the next meeting and modifying the game by adjusting difficult words from song lyrics and other difficult word combinations. This showed innovative adaptation. By customizing the game, the pre-service teacher created a more focused and relevant exercise for the students.

The pre-service teacher C designed a pronunciation game to practice and improve pronunciation of difficult words from song lyrics as an innovative approach. This helped students practice and improve their pronunciation skills. The connection between the data and the concept of innovative teaching was in the way the pre-service teacher C created a more interactive and effective learning experience for students, adapted learning methods to students' needs, and used pronunciation games and the blank activity as a tool to improve students' understanding of song lyrics and listening skills. These activities reflected the concept of innovative teaching.

B. Discussion

1. The EFL pre-service teachers' perceptions of creative teaching in their international teaching practicum program experiences

Creativity is one of the 21st-century skills that is considered interesting and needs to be developed in education. The researcher's interest in this study was to look into EFL pre-service teachers' perceptions of creative teaching in their international teaching practicum experiences at Sekolah Indonesia Kuala Lumpur, Malaysia. This research revealed several important findings about EFL pre-service teachers' perceptions of creative teaching. When the pre-service teachers were asked about their

perceptions of creative teaching through interviews, they perceived their experience in the international teaching practicum program as creative teaching. The pre-service teacher perceived that creative teaching is implementing various ways or methods during the teaching process. They considered that they had implemented creative teaching in their teaching. This was proven by the implementation of a variety of activities in their teaching such as brainstorming, games, and the utilization of technology. The use of games was in line with Wang & Kokotsaki's (2018) research which was reported as one of the creative activities used by teachers in learning. According to (Liao *et al.* (2018) his study, the effectiveness of creative teaching in EFL classes with creative activities including brainstorming has been proven. It was found that brainstorming had a large positive impact on creativity and EFL students' learning performance. This is also parallel to Birkmaier's (1971) findings in the current research, one of the most frequently mentioned creative activities is brainstorming which is a creative technique, that can be used in language teaching, and is easy to apply in any part of learning. The use of technology follows Kalyani & Rajasekaran's (2018) findings which showed that the use of technology is an innovation in creative teaching. Through technology, students are expected to be able to produce a product from the learning they have done.

2. The implementation of creative teaching in EFL pre-service teachers' international teaching practicum

The second research question discussed the implementation of creative teaching according to Jeffrey and Craft (2003) and Woods (1995). There were four indicators used by the researcher to measure creative teaching carried out by the pre-service teachers, which included: relevance, ownership of the knowledge, control of the teaching process, and innovation. The first indicator was relevance teaching which refers to learning that aligned with students' identity and culture. This kind of learning made students more engaged and connected with learning materials that were relevant to real life. This was in line with Wang & Kokotsaki's (2018) findings which said that wise teachers would recognize differences in cultural and social contexts before transferring learning theories and practices to students.

The second indicator was ownership of the knowledge which showed that teachers were able to modify and adapt teaching or materials to achieve the specific needs of students or educational objectives. Adaptation and modification were common practices in teaching. According to Levy (2008), changing teaching methods in foreign language classes is a regular activity that benefits a variety of language learners. Using a one-size-fits-all pedagogical approach would be unfair because students in language programs typically have different levels of proficiency.

The next indicator was to control the teaching process. The pre-service teacher chose to implement several learning activities to support learning and engage students' involvement such as peer assignments through making resumes using Canva in pairs, the use of games, and brainstorming activities, as well as controlling the teaching process to be conducive. This is in parallel with Kurt & Önalın's (2018) finding which stated that students couldn't develop their creative thinking skills in a classroom environment that is neither conducive nor encourages active student participation. The last indicator was innovative teaching which is described as teaching that goes beyond traditional boundaries through new combinations. In this research, the pre-service teacher implemented competition, brainstorming, games, and the utilization of technology as innovative teaching. According to Kalyani & Rajasekaran's (2018) research, brainstorming sessions provided an excellent forum for students to express their ideas without having to worry about being correct or incorrect. Brainstorming can be done simply, by group brainstorming, or pair brainstorming. The pre-service teacher implemented both simple and group brainstorming. Based on Leach's (2001) research, technology has a potential role to play in supporting and transforming creative communities at all levels of the educational process. It provides greater and more flexible possibilities for creative collaboration. Games are reported as one of the creative activities that teachers utilized in their lessons (Wang &

Kokotsaki, 2018). The pre-service teacher used games to make students more active and more engaged in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

This represents the last chapter of this research project. After discussing the research findings that center on, the researcher presents some conclusions and recommendations from this study related to EFL pre-service teachers' perceptions of creative teaching and the implementation of creative teaching used by EFL pre-service teachers in their international teaching practicum program.

A. Conclusion

Through this study, the importance of creativity as an essential 21st-century skill has been discussed, particularly about how EFL pre-service teachers perceive and implement creative teaching. Based on the research findings and discussion in chapter four, the researcher makes certain conclusions about EFL pre-service teachers' perceptions of creative teaching in their international teaching practicum experiences. First, the pre-service teachers perceive their experience in international teaching practicum as creative teaching and prove it with various activities they have implemented during teaching practicum such as brainstorming, games, and the utilization of technology.

Second, the researcher highlighted the creative teaching that has been applied by the pre-service teachers during their international teaching practicum at Sekolah Indonesia Kuala Lumpur was implemented in four indicators those are relevance

teaching, ownership of the knowledge, control of the teaching processes, and innovative teaching. The creative teaching strategies implemented by these pre-service teachers succeeded in engaging students' participation and making learning more meaningful.

B. Suggestion

After conducting this research, several suggestions can be considered by the researcher related to the findings. Here are some suggestions that the researcher would like to make:

1. For the researcher

During the international teaching practicum in Malaysia, the researcher's activities were not only observing the creative teaching implementation of the pre-service teachers. This was because the researcher also got a part to teach in several classes and help teachers at SIKL in doing some tasks such as covering empty classes, being a picket teacher, etc. This research was also carried out in a short time of 21 days (11 effective days). Although this research is far from perfect, the researcher hopes that this research can provide direction for the next researcher who wants to conduct the same research. Conducting more observations may be better for the researcher to obtain more comprehensive data.

2. For learners

This research provides information for students regarding some creative teaching activities implemented by the pre-service teachers during their international teaching practicum program in Malaysia. In addition, the researcher would like to give a little advice for students to increase their enthusiasm when being taught by a teacher, even though it is by a pre-service teacher. With good cooperation between students and teachers, the activities that will be carried out in the classroom will be successful.

3. For the teacher

This research provides an overview of some creative teaching activities that can be implemented in the classroom to attract student interest and increase student engagement. In addition, the researcher hopes that every teacher, both teachers and pre-service teachers, can implement and develop creative activities like this in the classroom with even more creative activities.

4. For the organization

The researcher hopes that schools, especially in Indonesia, can further develop creative teaching activities and support the teachers to develop creative teaching activities. This is in line with the Merdeka curriculum which is starting to be implemented in Indonesian

schools. The Merdeka curriculum strongly supports teachers to implement creative and innovative learning in every lesson.

5. For the next researcher

To help the following researchers who are interested in working on the same subject, the researcher hopes that this paper will be useful as a reference. Additionally, the researcher recommended that the following researcher dig deeper into the perceptions of creative teaching among pre-service teachers or teachers with a larger number of participants and a longer research time. In addition, the researcher hopes that the next researcher can investigate more deeply creative teaching in the realm of the actual teaching process or other domains.

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APPENDIX

Indicators of creative teaching based on Jeffrey and Craft (2003) and Woods (1995)

Indicator	Aspect of observation
Relevance	The teacher describes teaching as operating within a range of socially acceptable values while aligning students' identities and cultures
Ownership of the knowledge	The teacher can modify or adapt the material to meet the specific needs of students or educational objectives
Control the teaching processes	Requiring choice and the power to realize it through practical involvement
Innovative	Goes beyond traditional boundaries through new combinations of both planned and unplanned or in connection with any benefits

Observation sheet

Observation guideline

Instruction

This sheet is filled in by the researcher to observe the implementation of creative teaching by pre-service teachers in their international teaching practicum program. Put a tick (✓) in the column that matches your opinion, with the following criteria:

No.	Aspect of observation	Yes	No
1.	Relevance		
2.	Ownership of the knowledge		
3.	Control the teaching process		
4.	Innovative		

Observation sheet

Variable	Items of observation	Notes
The implementation of creative teaching	1. The number of students	
	2. The teaching materials	
	3. The teacher's role	
	4. The learning activity	
	• Interaction	
	• Classroom management	
	• Students' involvement	
	• Correction strategy	
	• Time management	
	5. The use of technology by both the teacher and the students	
• IT-based media use		
• Non-IT-based media use		

(Source: Bielefeldt (2014))

Indicator of Pre-service teacher's perception based on Walker and Avant 2005

Variable	Indicators	Question number
EFL Pre-service teacher's perception	Sensory awareness or cognitive process	1 and 2
	Personal experience	3
	Comprehension that can lead to a response	4 and 5

Interview guideline

List of questions of Interview

No.	The Questions of Interview	The result of the Interview
1.	What is your perception of creative teaching?	
2.	How creative do you think you are in your teaching? and why?	
3.	What creative strategies you have implemented in your teaching program?	
4.	Does applying creative teaching have an impact on your students?	
5.	After completing the teaching practicum, do you feel more motivated/prepared to incorporate creative teaching in your future language teaching?	

Profile of Sekolah Indonesia Kuala Lumpur (SIKL)

Sekolah Indonesia Kuala Lumpur (SIKL) located at 1, Lorong Tun Ismail Kuala Lumpur. SIKL was established on July 10, 1969, under the supervision of the Embassy of the Republic of Indonesia (KBRI) Kuala Lumpur. In the beginning, SIKL was established to provide education for the sons and daughters of employees of the Indonesian Embassy in Malaysia. This was responded to positively by the Education Attache Mr. Bambang Sumadio even though with limited infrastructure in the form of learning once a week, every Saturday, with only two teachers at that time, Mr. Umar Rauf and Mr. Rawi Hadis. Teaching and learning activities were stopped due to difficulties in financing, but finally, after the Attache of Education and Culture was handed over to Mr. Muhammad Alwi Oemry learning activities were reopened and received full support from Mr. Major General H.A. Talib Gelar Deputy Santio Bawo, Ambassador Extraordinary and Plenipotentiary to the Kingdom of Malaysia and his

staff. The establishment of SIKL was officially established based on the Decree of the Minister of Education and Culture Number 05/1971 dated January 7, 1971.

Sekolah Indonesia Kuala Lumpur (SIKL) has education levels ranging from PAUD-SD-SMP-SMA and Sanggar Bimbingan. SIKL's existence and role have received serious attention from the National Accreditation Board (BAN) as evidenced by obtaining A accreditation for all levels of education namely elementary, junior high, and senior high school levels from 2013. The vision of Sekolah Indonesia Kuala Lumpur is to create a center of education and culture that produces religious, virtuous, cultured, talented, and global-minded students. The mission of Sekolah Indonesia Kuala Lumpur is as follows:

1. Performing worship following each applicable religion in Indonesia
2. Forming a virtuous generation
3. Preserving national culture as the nation's identity
4. Accomplishing achievements in academic and non-academic levels
5. Implementing learning based on the national curriculum by adjusting to global demands

Sekolah Indonesia Kuala Lumpur has been recognized as a pioneer that should be proud in various prestigious events such as always winning the general champion in the competition between Indonesian schools abroad (SILN) and also actively participating in events held at the national level. Sekolah Indonesia Kuala Lumpur (SIKL) is also actively conducting soft diplomacy by actively participating in various activities organized by Malaysian schools and international schools belonging to friendly countries located in Kuala Lumpur. The active participation of SIKL's students is a concrete form of educational soft diplomacy and promotion of culture and the existence of the Indonesian nation as a sovereign and dignified country.

Result of Observation

Result of Observation 1

No.	Aspect of observation	Yes	No
1.	Relevance	✓	
2.	Ownership of the knowledge	✓	
3.	Control the teaching processes	✓	
4.	Innovative	✓	

Pre-service teacher's name : Fani Fitriani

Class : 8.2

Date of observation : Friday, May 19th, 2023

Variable	Items of observation	Notes
The implementation of creative teaching	The number of students	17 students (10 boys and 7 girls)
	The teaching materials	The song "Speechless" by Naomi Scott and the Song "Whole New World" by Zayn Malik and Zhavia Ward
	The teacher's role	<ul style="list-style-type: none">- The teacher opens the lesson- The teacher provides an overview of today's material- The teacher conducts apperception by asking students' favorite songs and asking students to mention 1 song or their favorite singer- The teacher conducts the brainstorming session to find a message from the song- The teacher asks students to look for their version of difficult words from the song- The teacher asks students to mention the difficult words they

		<ul style="list-style-type: none"> find one by one - The teacher shows a list of difficult words from the song text as a form of confirmation and the meaning - The teacher invites students to play "Pronunciation games" - The teacher gives rewards to students who win the game so that students enthusiastically participate in the game - The teacher announces the winner of the game - The teacher closes the lesson
	<p>The learning activity</p> <ul style="list-style-type: none"> • Interaction 	<ul style="list-style-type: none"> - Teacher to students - Student to students - Student to teacher
	<ul style="list-style-type: none"> • Classroom management 	<ul style="list-style-type: none"> - At first, students did not pay attention to the teacher's instructions because the classroom atmosphere was not conducive - The teacher warns the students not to make noise - The teacher walks around to ensure the class remains conducive - The teacher gives a time limit for doing the assignment - The teacher discusses the students' findings about the difficult words of the song - The teacher agrees with the students, namely that they must raise their hands before answering. Whoever is the fastest can guess the word - The teacher coordinates students during the pronunciation game - The teacher points to the student who raises their hand the fastest to try to guess in the Pronunciation game
	<ul style="list-style-type: none"> • Students' 	<ul style="list-style-type: none"> - Students identify the message of

	involvement	<p>the song in a brainstorming session</p> <ul style="list-style-type: none"> - Students identify and write difficult words they find in books - Students submit their version of difficult words one by one - Students enthusiastically compete with each other to guess words in the pronunciation game - Students who have been appointed come forward and write vocab on the board
	<ul style="list-style-type: none"> • Correction strategy 	<ul style="list-style-type: none"> - The teacher checks the meaning of the vocab with the students - The teacher corrects writing incorrect vocab in the spelling game while involving other students
	<ul style="list-style-type: none"> • Time management 	Start from 09.10 – 10.20 (70 minutes)
	<p>The use of technology by both the teacher and the students</p> <ul style="list-style-type: none"> • IT-based media use 	<ul style="list-style-type: none"> - Smart TV - Laptop - Song
	<ul style="list-style-type: none"> • Non-IT-based media use 	<ul style="list-style-type: none"> - Whiteboard - Marker - Textbook

Result of Observation 2

No.	Aspect of observation	Yes	No
1.	Relevance	✓	
2.	Ownership of the knowledge	✓	
3.	Control the teaching processes	✓	
4.	Innovative	✓	

Pre-service teacher's name : Minka Faiza Banati

Class : XI IPS

Date of observation : Friday, May 19, 2023

Variable	Items of observation	Notes
The implementation of creative teaching	The number of students	7 students (2 boys and 5 girls)
	The teaching materials	Song "Skyscraper" by Demi Lovato and Song "Don't Stop Me Now" by Queen
	The teacher's role	<ul style="list-style-type: none">- The teacher opens the lesson- The teacher conducts apperception by asking what special songs the students like and the reasons- The teacher gives an overview at the beginning of the material that will be studied today- The teacher conducts the brainstorming session to find a message from the song- The teacher plays another song in the listening section and students are asked to fill in the blank parts of the song's lyrics by relying on their listening skills- The teacher repeats the song so that students can understand it better- The teacher chose an old song (1978) and did not include the song title so that students could not copy it from the internet- The teacher allows students to compete to fill in the incomplete song lyrics- The teacher closes today's lesson
	The learning activity <ul style="list-style-type: none">• Interaction	<ul style="list-style-type: none">- Teacher to students- Teacher to student- Student to teacher

		- Student to students
	<ul style="list-style-type: none"> • Classroom management 	<ul style="list-style-type: none"> - Classroom condition is very conducive - The teacher creates a relaxed environment - The teacher provides learning resources in the form of material via YouTube (song) - The teacher asks students one by one so that all students pay attention - When a student is late, the teacher immediately invites her to sit down and follow the lesson - The teacher instructs students to focus when listening to the listening section and forbids them from cheating
	<ul style="list-style-type: none"> • Students' involvement 	<ul style="list-style-type: none"> - Students take turns answering questions from the teacher - Students enthusiastically compete to fill in the blank parts of the song - Students fill in the gaps in the song more than once according to the answers they find
	<ul style="list-style-type: none"> • Correction strategy 	<ul style="list-style-type: none"> - The teacher asks students to share their answers orally during a brainstorming session - The teacher rechecks the students' answers on the blackboard using a red marker and gives the correct answer
	<ul style="list-style-type: none"> • Time management 	Start from 08.00 – 09.10 (70 minutes)
	<p>The use of technology by both the teacher and the students</p> <ul style="list-style-type: none"> • IT-based media use 	<ul style="list-style-type: none"> - Smart TV - Laptop - Lyric in the form of word - YouTube (song)
	<ul style="list-style-type: none"> • Non-IT- 	- Whiteboard

	based media use	- Marker - Paper of song
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Result of Observation 3

No.	Aspect of observation	Yes	No
1.	Relevance	✓	
2.	Ownership of the knowledge	✓	
3.	Control the teaching processes	✓	
4.	Innovative	✓	

Pre-service teacher's name : Dewi Arum Jamilya S.

Class : 7.1

Date of observation : Tuesday, May 16th, 202

Variable	Items of observation	Notes
The implementation of creative teaching	The number of students	23 students (14 boys and 9 girls)
	The teaching materials	The song "Mother how are you today" by Maywood
	The teacher's role	<ul style="list-style-type: none"> - The teacher becomes a facilitator for students (student-centered) - The teacher does the apperception and tries to engage students by asking questions related to subject topics such as "What's your favorite English song? And who's your favorite singer?" - The teacher conducts a brainstorming session to observe the language features and messages from the song in the group - The teacher gives assignments to find their favorite songs and then make a summary of the song

		<p>including the title, singer, lyric, difficult vocabulary, and the message to be presented using Canva so the result of the assignment is in a digital form not a paper-based</p> <ul style="list-style-type: none"> - The teacher invites students to play group word games to fill the remaining time and refresh their thoughts after the material session
	<p>The learning activity</p> <ul style="list-style-type: none"> • Interaction 	<ul style="list-style-type: none"> - Teacher to students - Teacher to student - Student to teacher
	<ul style="list-style-type: none"> • Classroom management 	<ul style="list-style-type: none"> - The teacher provides learning resources in the form of material via YouTube (song) - The teacher creates a relaxed environment - The teacher utilizes technology to support learning - The teacher encourages students to work together in pairs - All students pay attention to the teacher's instruction, try to answer the teacher's questions well, and bravely express their opinions about the message of the songs they listen to - The class is well organized and the students looked very enthusiastic during the game session - The teacher manages the class well
	<ul style="list-style-type: none"> • Students' involvement 	<ul style="list-style-type: none"> - The students participate actively in the class, especially in game session - Each student tries to be the first when the teacher allows students to choose the alphabet and write the appropriate word based on the rules of the group word game
	<ul style="list-style-type: none"> • Correction 	<ul style="list-style-type: none"> - The teacher allows students to

	strategy	<p>answer the message of the song they have heard according to their understanding then she tries to provide clues and directions so that students can understand what the teacher means and the content of the song's message correctly</p> <ul style="list-style-type: none"> - The teacher accepts each student's answer and at the end provides a clear explanation of the song's fixed message
	<ul style="list-style-type: none"> • Time management 	Start from 08.00 – 09.10 (70 minutes)
	<p>The use of technology by both the teacher and the students</p> <ul style="list-style-type: none"> • IT-based media use 	<ul style="list-style-type: none"> - Smart TV - Laptop - Powerpoint - YouTube
	<ul style="list-style-type: none"> • Non-IT-based media use 	<ul style="list-style-type: none"> - Whiteboard - Marker

Result of Interview

Result of Interview 1

Pre-service teacher's name : Minka Faiza Banati

Date of interview : June 6th, 2023

- A : Perkenalkan nama saya Azizatul Naili Rohmaniah. Saya dari UIN Walisongo. Disini saya akan mewawancarai mbak terkait the implementation of creative teaching in your international teaching practicum program. Silahkan memperkenalkan diri terlebih dahulu!
- B : Halo my name is Minka Faiza Banati I'm an English department student who does international teaching practice.
- A : Mbak Minka saya akan bertanya tentang what is your

- perception of creative teaching?
- B : My perception about creative teaching is that I can implement many ways and methods of teaching. Not only that, I also can develop methods or tools I found into new tools that relate to the material. So not only use it but also develop it into something new.
- A : Okay Mbak Minka kita lanjut ke pertanyaan kedua, how creative do you think you are in your teaching? and why?
- B : If I expect how creative I am, I guess that I am Quite creative. In some cases, I could use tools or platforms to be used in the class whether for brainstorming or ice-breaking in the material. I also use many varieties of platforms to support my teaching like quizzes, etc.
- A ; Oh jadi contoh varieties of platforms disini maksud anda adalah quizziz seperti itu ya Mbak Minka?
- B : Iya betul.
Not only quizzes but also used many platforms like Word wall and then e-book creator and then also Padlet kind of thing.
- A : Wow, menarik ya Mbak Minka
So, what creative strategies do you think you have implemented in your teaching program?
- B : I developed some platforms, in some cases when the class goes unexpectedly for example when the class is too crowded or they can't get the point of my materials I directly think fast to think about new ways to make them back the right way. Or I can say that like an ice-breaking
- A : I see. Nah saya tertarik pada ice breakingnya. Kira-kira ice breaking apa yang pernah Mbak Minka lakukan untuk mengatasi hal tidak terduga tersebut. Contohnya seperti apa Mbak Minka?
- B : Mungkin ini bukan ice breaking ya, tapi lebih pada game pada waktu itu materinya adalah song jadi saya membagi kelas dengan 2 grup. Nah kemudian disetiap grup itu ada 1 perwakilan yang akan saya minta untu maju kedepan kelas kemudian eee saya membisikkan atau memberikan kata, entah itu tentang judul lagu / nama penyanyi kemudian siswa tersebut harus memberikan 3 clue. Clue nya berupa harus 3 kata dan kemudian tim yang lain itu harus menjawab, menebak kata apa yang saya berikan itu. Seperti itu.
- A : Begitu. Oke Mbak Minka, Does applying creative teaching

- have an impact on your students?
- B : Not always, sometimes the method didn't go like what I expected. I mean like I expected students would like this method but it's not and at that time we need to find another way, another method. But mostly it makes the students interested in something new I gave to them, it can be games, new methods, etc.
- A : Okay, last question Mbak Minka. After completing the teaching practicum, do you feel more motivated/prepared to incorporate creative teaching in your future language teaching?
- B : Yes. As I experienced, by using creative teaching I can know the negative or positive in some teaching methods that I used so I can do a reflection on my method and I can fix and perfect it. So in future meetings, I will know this class is available with this method, this class is good with this method, and interested in some or certain methods.
- A : Okay, terima kasih Mbak Minka. Terima kasih sudah meluangkan waktu untuk menjadi narasumber saya dan terimakasih untuk jawaban-jawaban yang sangat menarik ya..
- OK see you next time and have a nice day!
- B : Baik sama-sama Kak Aziza, semoga lancar skripsinya ya!

Result of Interview 2

Pre-service teacher's name : Dewi Arum Jamilya S.

Date of interview : June 6th, 2023

- A : Halo perkenalkan nama saya Azizatul Naili Rohmaniah dari UIN Walisongo. Disini saya akan mewawancarai anda terkait implementasi dari creative teaching in your international teaching practicum program. Oke, baik silahkan memperkenalkan diri terlebih dahulu!
- B : Perkenalkan saya Dewi Arum Jamilya Seftiana mahasiswa UIN Walisongo Semarang yang saat ini sudah berada di semester 7 dengan prodi pendidikan bahasa Inggris.
- A : Baik Mbak Dewi, sekarang kita langsung menuju ke

pertanyaan pertama. So, what is your perception of creative teaching?

B : In my opinion, creative teaching is a teaching method used by teachers by implementing something interesting (such as games, role plays, direct practices, quizzes, songs, etc.) or maybe something new to create a good teaching process and engage students in the classroom. Or maybe we can say that it is an output from the teacher's mind that teachers think is outside the box and can create an active teaching and learning process.

A : Berarti menurut Mbak Dewi persepsi guru itu cukup berpengaruh ya terhadap bagaimana cara mereka nanti mengajar ?

B : Saya rasa iya, karena sebagai seorang calon guru apa yang kita pikirkan, apa yang kita rencanakan biasanya hal itulah yang akan kita implementasikan di dalam kelas. Kalau kita memikirkan tentang bagaimana cara mengajak siswa agar bisa menjadi interaktif di dalam kelas, bagaimana cara menggunakan teknologi yang sesuai, maka itu juga yang akan kita terapkan dalam pengajaran yang kita lakukan.

A : Great answer Mbak Dewi. How creative do you think you are in your teaching? and why?

B : I didn't think that I was a creative teacher. But as far as I try to use new or interesting activities to engage my students it will make me think more about how to do it and what should I improve in the next meeting.

A : Mengapa anda merasa tidak kreatif Mbak Dewi ? Kira-kira apa yang menyebabkan anda berpikir demikian?

B : Karena sejatinya saya tidak ingin menjudge diri saya dan mengatakan bahwa saya sudah menjadi guru yang kreatif. Karena pada praktiknya pun saya masih belajar bagaimana cara mengimplementasikan creative teaching di dalam pengajaran yang saya lakukan. Saya berusaha untuk menerapkan game, menerapkan music, dan menggunakan teknologi akan tetapi sya masih merasa bahwa diri saya itu belum maksimal dalam menerapkan hal-hal tersebut. Sehingga saya tidak ingin menjudge diri saya bahwa saya adalah guru yang kreatif. Akan tetapi ketika saya memberikan statement atau pernyataan seperti itu tentulah harus disertai bukti yang akurat. Sedangkan yang saya lakukan sebagai mahasiswa atau student-teacher masih

belum menjangkau ke ranah teacher experience sebenarnya ketika kita berada di lapangan. Meskipun kita sudah pernah mengalami PLP dan kegiatan lainnya, akan tetapi itu hanyalah sedikit dari sekian banyak hal yang harus kita lakukan atau bisa dibilang kita masih memiliki banyak PR yang harus dilakukan untuk bisa membuat diri kita itu disebut sebagai seorang guru yang kreatif. Atau dengan kata lain dapat kita katakan, kita ketika terjun dalam dunia pendidikan itu masih baru berada di permukaannya belum sampai mendalaminya hingga yang paling dalam. Jadi, saya tidak berani mengatakan dan menjudge diri saya bahwa saya adalah seorang creative teacher. Tapi kalau pertanyaannya apakah anda sudah menerapkan creative teaching? Saya merasa iya, saya sudah menerapkannya di dalam kelas, dan sudah berusaha melakukan yang terbaik untuk menerapkan creative teaching.

A : Oke saya setuju sekali dengan statement Mbak Dewi, kita masih belajar, kita baru menyelami permukaannya saja dan belum tau bagaimana yang ada di dalam-dalamnya seperti itu. Itu bagus sekali

Nah, sekarang what creative strategies do you think you have implemented in your teaching program menurut Mbak Dewi?

B : I think I've tried to teach as creative as I can. I tried to use a game in my class so the students would be more excited and participate actively. I also used songs, so students can learn new vocabulary, try to find the message of the song, and practice their listening skills through song. I want to use some online quiz web such as Quizziz or Kahoot for my students. By using them, I can create an assessment that looks like an online game and it's kind of fun. Unfortunately, I haven't had the opportunity to use it in my real teaching when conducting teaching internships because of some reasons. When I did some mini-teaching in university, I also like to manage the class into some groups then students can share their minds and opinions about new material, present, and give feedback to others. Sometimes role play also can be used in the classroom because students can create a conversation based on the material and then present it in front of the class. It helps the teacher to find out how much students understand about the material.

- A : Berarti selama di Malaysia Mbak Dewi tidak jadi menggunakan online quiz web?
- B : Sayang sekali selama saya melakukan international teaching practicum di Malaysia saya belum sempat menggunakan materi online seperti Quizziz atau Kahoot. Karena materi yang saya peroleh adalah materi-materi akhir, dan materi yang saya dapat waktu itu mengenai Lovely Song pada Chapter 12 sehingga saya hanya berusaha memakai lagu sebagai media pembelajaran anak-anak. Kemudian saya meminta anak-anak untuk mencari kosa kata yang sulit, kemudian mencari artinya, dan meminta mereka untuk mencoba mencari apakah makna atau pesan yang tersimpan dalam lagu tersebut. Dan pada akhirnya saya juga menugaskan mereka untuk membuat sebuah summary atau rangkuman mengenai lagu favorit mereka kemudian menulis kosa kata yang sulit, dan mencoba untuk mencari pesan dari lagu yang mereka sukai itu, dan membuatnya dalam sebuah 1 halaman canva seperti itu.
- A : Saya juga menggaris bawahi dari jawaban Mbak Dewi kalau anda melakukan game dengan siswa. Kira-kira game apa itu?
- B : Ya, memang benar. Selama saya melaksanakan international teaching practicum di Malaysia saya sering menggunakan game sebagai ice breaking di dalam kelas terutama ketika sesi perkenalan dan juga saat setelah saya memberikan materi kepada anak-anak sebagai selingan agar suasana di kelas itu tidak membosankan. Game yang saya gunakan biasanya ada 2 yaitu Guessing game dan juga Group of words. Biasanya saya akan melakukan game ini secara berkelompok atau individualis. Misalnya, ketika saya bermain Guessing game bersama anak-anak saya akan membagi kelas menjadi 4 kelompok, kemudian dari perwakilan setiap kelompok akan mengirim 1 representatif untuk maju ke depan, kemudian saya akan membisikkan 1 kosa kata bisa mengenai pekerjaan, buah, hewan atau topic tema lainnya kemudian siswa akan mempraktikkan kosa kata yang baru saja saya bisikkan, dan tugas dari siswa yang lain ialah menebak kosa kata tersebut menggunakan bahasa inggris. Kelompok yang dapat menjawab maka mereka akan mendapatkan poin, dan kelompok yang paling

banyak mendapatkan poin maka kelompok itulah yang menjadi pemenangnya. Sedangkan untuk Group of words game itu adalah membuat atau bisa kita katakan mengelompokkan kata sesuai dengan temanya. Misalkan saya menulis abjad A sampai Z di papan tulis, kemudian saya menentukan 4 kelompok kata utama yang harus siswa cari seperti animals, kemudian occupation, public facilities atau fruits or vegetables misalkan. Kemudian saya akan meminta mereka secara individual untuk cepet-cepetan siapa yang lebih cepat mengangkat tangan maka mereka bisa memilih salah satu huruf di papan tulis dan menuliskan kosa kata sesuai dengan huruf abjad awal yang mereka pilih sesuai dengan salah satu dari 4 topik yang sudah ditentukan. Jadi, ketika bermain Group of words siswa yang paling akhir akan mendapatkan sisa huruf yang paling sulit dan itulah yang akan membuat kelas semakin menantang dan membuat siswa lebih interaktif dan semangat ketika berada di dalam kelas.

- A : Make a sense. Jadi menurut Mbak Dewi does applying creative teaching have an impact on your students?
- B : Yes, It does. As an example, when I was using a game my students felt excited to join it and they were competitive.
- A : Now last question for Mbak Dewi after completing the teaching practicum, do you feel more motivated/prepared to incorporate creative teaching in your future language teaching?
- B : Yes, I do. Because I got a lot of new experience when teaching such as how to manage the class, how to understand students feeling, how the real teaching situation, the vibes in teaching in front of new students, etc. It gave me an overview for my future teaching so I can try and prepare better for my real students next time.
- A : Thank you for your participation Mbak Dewi, terima kasih ya sudah mau menjadi narasumber saya, dan terima kasih untuk jawabannya yang sangat luar biasa. Have a nice day!
- B : Terima kasih kembali saudari Naili. Saya juga merasa senang apabila jawaban saya dapat membantu saudari Naili untuk menyelesaikan tugas akhir nanti. Semoga segera dilancarkan skripsinya dan segera selesai, aamiinn.

Result of Interview 3

Pre-service teacher's name : Fani Fitriani

Date of interview : June 6th, 2023

- A : Halo, perkenalkan nama saya Azizatul Naili Rohmaniah dari UIN Walisongo. Disini saya ingin mewawancarai anda terkait the implementation of creative teaching in your international teaching racticum program. Baik, silahkan memperkenalkan diri terlebih dahulu!
- B : Hi, okey perkenalkan saya Fani Fitriani biasa dipanggil Fani. Saya mahasiswa di UIN Walisongo. Saya prodi pendidikan bahasa inggris.
- A : Okay Mbak Fani, kita langsung saja yak e pertanyaan pertama. So, What is your perception of creative teaching?
- B : Creative teaching is when we use eee.. different methods or ways of teaching or teaching activities, we can use anything to improve our teaching and learning.
- A : Nice answer! Okay next question, how creative do you think you are in your teaching? and why?
- B : I think that I was creative enough in my teaching because I use not only humor in the teaching-learning process but also usually use games to make them not be bored. And sometimes I invite them to watch a movie.
- A : Menarik sekali. Kira-kira movie apa yang pernah Mbak Fani putarkan untuk anak-anak ketika di kelas?
- B : Saya pernah mengajak anak-anak untuk menonton movie bahasa inggris, I mean mereka menggunakan kata-kata bahasa inggrislah, bahasa asli mereka the title is Meghan.
- A : Lalu, apakah ada korelasi antara film yang Mbak Fani putar dengan materi yang sedang Mbak Fani ajarkan missal tentang apa atau itu hanya sebagai hiburan supaya anak-anak tidak merasa bosan?
- B : Kalau korelasi itu menurut saya ada ya, karena film itu menggunakan bahasa inggris jadi mereka bisa mendengarkan how native speaker is speaking gitu. Gimana cara native speaker itu ngomong pakai bahasa sana yang nggak pakai logat bahasa Indonesia gitu yang terpenting. Kalau sama pelajaran itu sebenarnya nggak ada

hubungannya sih, soalnya disitu saya sudah selesai mengajar sampai materi yang terakhir. Jadi, menonton film itu adalah setelah materi terakhir karena sudah tidak melakukan kegiatan, jadi saya mengajak siswa untuk menonton film. Yaa sekedar refreshing sambil mengetahui how native speaker is speaking gitu.

A : Oke I see. Kita lanjut ke pertanyaan selanjutnya ya Mbak Fani. What creative strategies do you think you have implemented in your teaching program?

B : Baik Mbak Naili. I have implemented games in my teaching-learning, and sometimes I give them a little humor in teaching. I ask them to answer a question based on their opinion and their favorites.

A : Apakah Mbak Fani bisa memberikan contoh games apa yang sudah diterapkan di kelas?

B : Saya menggunakan games yang pertama itu ada tebak profesi. Sebenarnya namanya bukan tebak profesi sih, ya saya menggunakan abjad A sampai Z kemudian nanti saya beri 4 kotak. 1 kotak sebutkan nama pekerjaan menggunakan bahasa inggris, 1 yang lainnya mungkin sayur, 1 yang lainnya mungkin hewan, 1 lainnya mungkin nama eee.. tempat umum seperti itu. Nanti mereka saya tunjuk yang paling cepat angkat tangan kemudian maju memilih abjadnya, kemudian abjadnya disilang lalu mereka menuliskan di salah satu kotak tersebut sampai abjadnya habis. Nah seperti itu, nanti yang paling banyak itu pemenangnya.

Yang satunya saya ada games lagi judulnya itu pronunciation games kayak gitu sih. Itu saya akan memberikan sebuah kata namun katanya itu saya yang membicarakannya, saya yang ngomong ke mereka, kemudian mereka menebak kata apa tersebut. Siapa yang paling benar nanti mendapat hadiah gitu.

A : Wow bagus sekali ya sepertinya! Lalu apakah games itu untuk menunjang materi yang Mbak Fani sampaikan atau sekedar hiburan bagi siswa?

B : Kalau itu hanya sekedar hiburan ya kak, karena yang tebak profesi tadi hanya sekedar hiburan karena mungkin yaa cuman penunjangnya bahasa inggris itu sih. Kalau berkaitan sama pelajaran sih engga ya, Karena itu sudah selesai pelajaran biar mereka itu nggak bosan di kelas dan

nggak lari kemana-mana. Soalnya kan masih anak-anak mereka. Terus yang Pronunciation itu bisa dibilang bisa sih buat penunjang karena kata-kata itu sulit dan bisa jadi vocabulary buat mereka.

A : Oke saya paham. Kita ke next question. Does applying creative teaching have an impact on your students?

B : Yes, it makes a good impact on my students, they look happier when I give them games than I only give a material. And they also feel interested when they watch a movie together.

A : Now last question. After completing the teaching practicum, do you feel more motivated/prepared to incorporate creative teaching in your future language teaching?

B : Yes I do, I have strong motivation after teaching practice, and I have become more confident in teaching. And I believe after this I can make creative teaching more than I have done before.

A : Okay terima kasih atas waktunya Mbak Fani. Terima kasih telah berkenan menjadi narasumber saya. See you next time dan semoga hari-harimu selalu bahagia...

B : Baik Mbak Naili, sama-sama. Saya juga berterima kasih. Aamiinn.. semoga hari saya bahagia dan jangan lupa Mbak Naili juga bahagia. Babay..

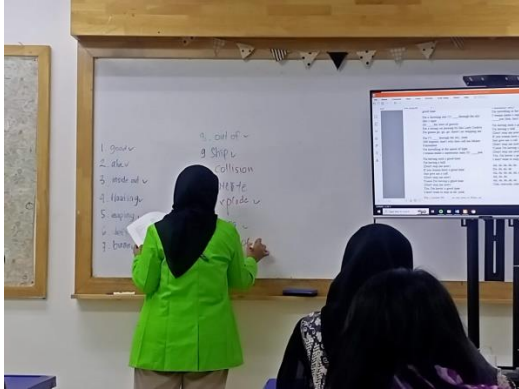
Documentation



Pre-service teacher A conducts a brainstorming session



Competition to fill in the blank part of song lyric



Pre-service teacher A corrects the student's answer in fill in the blank competition



Pre-service teacher B conducts a brainstorming session

Made by Zahra & Alaya

Here With Me
By David

Watch the sunrise along the coast, As we're both getting old
I can't describe what I'm feeling, And all I know is we're going home
So please don't let me go, oh, oh, Don't let me go, oh-oh-oh-oh
And if it's right, I don't care how long it takes
As long as I'm with you, I've got a smile on my face
Save your tears, it'll be okay, All I know is you're here with me
Oh, oh, oh, oh-oh-oh-oh-oh

Watch the sunrise as we're getting old, oh-oh
I can't describe what I'm
I wish I could live through every memory again
Just one more time before we float off in the wind
And all the time we spend, Waiting for the right to
Have been the greatest moments of my life
I don't care how long it takes
As long as I'm with you, I've got a smile on my face
Save your tears, it'll be okay, oh, oh, oh, oh-oh-oh-oh
Yeah, if with me
Oh, oh, oh, oh-oh-oh-oh
I can't describe, oh, oh

Message:
About one person being alright as long as their lover is with them.

Theme: Love

Why we like the Song:
- The song is about the singer being loyal to his lover
- it has a good meaning

Nurul Izati & Alisa 71

Fine

Today has a way of leaving your eyes
And I realize you got, but it's a disguise
I put on my shades and see through the lies
The conversation hasn't
Light is on the way, we'll be having a fun time
It's such a lovely day, we should grab the sunrise
And never give it back, even if there's a bad weather
Or tomorrow attack, it will just be a color change
I know I know
That every sunrise has a silver lining
I know I know
I want to bring you
Everything works out fine in the end
The sun will marry the moon
It's so fine
Why don't you sit back, relax again
And have a nice afternoon?
It'll be fine
I go for a walk, the sidewalk is cracked
I'm not superstitious, but I make a pact
With old Mother Earth, she'd get off my back
If light on the way, we'll be having a fun time
It's such a lovely day, we should grab the sunrise
And never give it back, even if there's a bad weather
We're staying on the track, it will just be a color change
I know I know
That in a single, all the things will sing
I know I know
one kind of crab, but still

anything would not die in the end
The sun will marry the moon
It's so fine
Why don't you sit back, relax again
And have a nice afternoon?
It'll be fine
Fine, fine
Everything is gonna be
Fine, fine, fine
Everything is gonna be
Fine, fine, fine
Everything works out fine in the end
The sun will marry the moon
It's so fine
Why don't you sit back, relax again
And have a nice afternoon?
It'll be fine
Fine, fine, fine
I know I know, will marry the moon
That every sunrise has a silver lining
Banks out side in the end
Why don't you sit back, relax again? I know I know
I know I know, it won't be long until it's back morning again
Everything works out fine in the end
The sun will marry the moon
It's so fine
Why don't you sit back, relax again
And have a nice afternoon?
It'll be fine, fine, fine

'Fine' is an upbeat song with a carefree attitude. But when one takes a closer look it actually deals with major global issues such as climate change and terrorism, and the way the protagonist deals with it by repeating to himself it will be 'fine'

I like this song because it is an upbeat song, and it have a deeper meaning when you take a closer look

Vocab + meaning

- Mellow - relaxed and pleasant
- Close shave (idiom) - a narrow escape from serious danger or trouble
- Superstitious - having or showing a belief in superstitions
- Pact - a formal agreement between individuals or parties
- Staying - stop or cause to stop making progress
- Negative light - in a way that makes someone or something look bad.
- Silver lining - something good that can be found in a bad situation.

Example of Student's assignment using Canva

RIGHT NOW
BY : ONE DIRECTION

The Theme & Message Of the Song:
This song is definitely about the boys being on tour, they have shows every night in different places but they still nervous.

Reason Why We Like This Song:
Because this song is very good, the tone and lyrics match our feelings.

Vocab + Meaning :
There isn't any.

LET'S GO TO SHOW, AND THE SHOW IS READY TO GO, THEY
I like some music, there's in the street
But I know that we won't be losing touch for no reason, for no reason
But I know that I can't be in love, fine

I have the feeling now
Right now

I wish we were lost with me (Oh-oh)
Cause that way
I wouldn't know the difference
You know I can't stop the feeling
But I know that I can't be in love, fine

Right now

I wish we were lost with me (Oh-oh)
Love that means
With all our reasons, you know we, we'll
Love that means
Just one more night to be in
And we won't be losing touch
For no reason, for no reason
Cause that way
But I know I won't be in love
You know I can't stop the feeling
But I know that I can't be in love, fine

Right now

I wish we were lost with me (Oh-oh)
Cause that way
I wouldn't know the difference
You know I can't stop the feeling
But I know that I can't be in love, fine

Right now

I wish we were lost with me (Oh-oh)
Cause that way
I wouldn't know the difference
You know I can't stop the feeling
But I know that I can't be in love, fine

Right now

I wish we were lost with me (Oh-oh)
Cause that way
I wouldn't know the difference
You know I can't stop the feeling
But I know that I can't be in love, fine

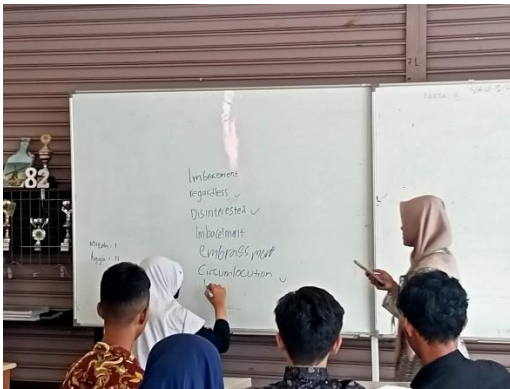
Right now

NAME : EDINAR
SARAH

Example of Student's assignment using Canva



Pre-service teacher C conducts a brainstorming session



Pre-service teacher C invites students to play a pronunciation game

CURRICULUM VITAE

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3. MA : MA Tarbiyatul Banin

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Azizatun Naili Rohmaniah

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