

**A TEACHER OPINION ON DEVELOPING
EFL PRE-SERVICE TEACHERS' CREATIVITY**

A Thesis

**Presented to the Department of English Language Education as Partial Fulfillment of
the Requirements to Obtain the *Sarjana Pendidikan* Degree
in English Language Education**



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APPROVAL SHEET
AN INVESTIGATION INTO TEACHER EDUCATOR APPROACHES TO
DEVELOP EFL PRE-SERVICE TEACHERS' CREATIVITY IN INDONESIA

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STATEMENT OF WORK'S ORIGINALITY

This is an honest statement that I am writing. That I have written and completed this thesis by myself without asking for help from other people or using jockeys to work on my thesis. The thesis that I wrote does not contain other people's work except for all quotations, cited words, and references in this thesis that are done for a scientific work.

Yogyakarta, 4 May 2024

The Writer



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MOTTO

“God, Goals, Growing, and Glowing.” -unknown-

“For indeed with hardship will be ease.” -QS.94:5-

“Full of Lucky and Happiness.” -Ri-

DEDICATIONS

I dedicate this undergraduate thesis to:

1. My beloved mother, thank you for making your little girl a strong woman, and I'm proud of myself because I can complete this thesis. Your little girl can survive even though she is crying, but she is not giving up. Your body is no longer in this world, but I know, Mom, that you always accompany me and see me from heaven. Thank you for being my mother.
2. My beloved father, thank you for always being a happy support system. Thank you for always praying and strengthening, thank you for everything you always give and make me very happy and feel loved.
3. My lovely Supervisor Mrs. Anandayu Suri Ardini, S.S., M.A. the writer expresses deep gratitude and thank you for all the new knowledge that has been given as well as a very valuable and happy experience. Thank you for being patient with all the processes and progress and all the support and motivation that has been given.
4. To the right person whom I adore, who has become a very happy support system, thank you for accompanying me when you are busy. Thank you for all the effort, time, and the happy things you have given me. Thank you for making me laugh happily and making me forget about things that make me sad.
5. To all my dear friends who are my support system and a place to tell stories and accompany me to just eat together and do silly things that make me happy. Thank you for coming into my life. All our laughter, joy, and sorrow during this time will become beautiful memories. Thank you, good people, I pray that you all will be people who are always happy and lucky in whatever way they are.

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1. Both my parents who always support and pray for me.
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4. Participant were willing to be interviewed and provided with very useful data.
5. For someone who always makes me very happy throughout my days.
6. All my friends who are always by my side in any situation, thank you so much.

The researcher realizes that in writing this research there are many shortcomings and could be better, so the author welcomes the feedback provided. However, the researcher hopes that this research can be useful for all the readers.

Yogyakarta, 5 May 2024



Rifdah Rihadatul Aisy

TABLE OF CONTENTS

A TEACHER OPINION ON DEVELOPING	i
EFL PRE-SERVICE TEACHERS' CREATIVITY	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
STATEMENT OF WORK'S ORIGINALITY	iv
MOTTO	v
DEDICATIONS	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
LIST OF TABLE	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
ABSTRACT	1
CHAPTER I	2
INTRODUCTION	2
1.1 Background of the Study.....	2
1.2 Formulation of the Problems.....	4
1.3 Identification of the Problems	4
1.4 Limitation of the Problems.....	4
1.5 Objectives of the Study	5
1.6 Significances of the Study.....	5
CHAPTER II	6
LITERATURE REVIEW	6
2.1 Teacher Creativity in EFL.....	6
2.2 Creativity of four Ps: (Person, Product, Place, Product).....	7
2.3 Previous Studies	11
2.4 Flow of the Theory (Theoretical Framework).....	13
A TEACHER OPINION ON DEVELOPING	14
EFL PRE-SERVICE TEACHERS' CREATIVITY	14
CHAPTER III	15
RESEARCH DESIGN	15

3.1 Research Design.....	15
3.2 Setting and Participant	15
3.3 Research Instrument.....	16
3.4 Data Collection.....	18
3.5 Data Analysis	18
3.6 Trustworthiness	18
CHAPTER IV.....	19
FINDINGS AND DISCUSSION.....	19
4.1 Findings.....	19
4.1.1 Person-process.....	19
4.1.2 Product-process	20
4.1.3 Person-place.....	21
4.1.4 Product-place	21
4.1.5 Process-product-person	22
4.1.6 Product-process-place.....	22
4.1.7 Place-person-product	23
4.1.8 Person-Process-Place.....	24
4.1.9 Originality.....	24
4.1.10 Effectiveness.....	25
4.1.11 Acceptability.....	26
4.2 Discussion	27
CHAPTER V.....	30
CONCLUSION AND SUGGESTION	30
5.1 Conclusion.....	30
5.2 Suggestion.....	30
REFERENCES.....	32
APPENDICES.....	35

LIST OF TABLE

Table 3.1 Table of Research Question.....	17
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LIST OF FIGURES

Figure 2.2 The proposed of conceptual framework of SLTE models.....	9
Figure 2.4 Theoretical framework	14

LIST OF APPENDICES

Appendix 1 Informed Consent.....	35
Appendix 2 Transcript of Interview 1	108

ABSTRACT

Creativity is believed to be an essential characteristic of EFL teachers. It is crucial to explore how teacher implemented activities, methods, and approaches to cultivate the creativity of pre-service teachers. Thus, this paper aims to explore the activities and strategies employed by EFL teacher to develop EFL pre-service teachers' creativity. For that purpose, this study utilized qualitative research methods, including interviews with an experienced educator in a private university with twelve years of teaching experience in EFL. The findings highlighted four activities for enhancing creativity in EFL pre-service teachers: final project exhibition, cooperative learning, feedback, and reflection. These activities aim to empower EFL pre-service teachers to think innovatively, develop original ideas, and improve their teaching capabilities. The study underscores the importance of creating a supportive learning environment that encourages collaboration, critical thinking, and problem-solving to prepare EFL pre-service teachers to be effective and innovative educators in the field of English as a Foreign Language. The study suggests that these four activities performed by teacher educator (final project exhibition, cooperative learning, feedback, and reflection) can encourage the creativity of EFL PSTs.

Keywords: Second Language Teaching Education, Teaching Creativity, EFL teaching

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The development of an increasingly complex society has made the learning process more challenging and created demands for teachers to be more creative because creativity has become a necessity. Professional development for teachers must always be viewed as a continuous process. A lack of experience, particularly among pre-service teachers, is one of the many obstacles that teachers face when trying to foster creativity in the classroom. Currently, teachers face increasingly the challenges teachers face now are much more significant than in the past. Being a trained teacher is challenging in this era given the required knowledge and abilities (Kourieos, 2016). Becoming an expert teacher today ought to have a more extensive variety of teacher skills, like classroom management and creativity (Adriani, 2010).

According to Richards (2013), creativity in learning can increase levels of inspiration and confidence with respect to students and set them up with the adaptable abilities they need for what's in the future. A creative teacher does not just present examples from the book. Teachers should create lessons that reflect their individual teaching style by inventing new ways to use the textbook and teaching resources. This is one more approach to saying that being creative means trying to adjust and change learning to more likely match the students' necessities. Thus, a creative teacher is for the most part totally different from one another. A creative teacher does not mean displaying or duplicating the acts of other creative teachers but instead, it implies understanding the rules that underlie inventive instructing. Each educator will apply these tenets in their own unique way.

Arifani et al. (2019) the effectiveness of teacher creativity cannot be determined consequently. They foster in accordance with the nature of teacher schooling programs at

college, showing experience, cooperation with senior educators, and other pre-service teacher preparing programs. One model for developing creativity in teachers that can be implemented is the Second Language Teacher Education (SLTE) models. SLTE models have been designed to adjust the advancement of language information and language instructing and learning with the improvement of expert educating ability. The principal models applied in SLTE are the specialty model, the applied science, and the intelligent model. Different conceptions of what teaching is and how teachers learn to teach EFL are reflected in these curriculum models. Therefore, the role of teachers is essential to develop the creativity of pre-service teachers and build confidence in them. EFL teachers should be prepared to work creatively in their classrooms, and the SLTE models are designed for teachers to be imaginative.

The implementation of the SLTE models by teacher can be beneficial in enhancing the creativity and abilities of pre-service teachers. Previous study conducted by Meihami (2022) has explored how SLTE models can contribute to the development of creativity among pre-service teachers. By utilizing these models, teacher can provide pre-service teachers with the activities and strategies to enhance their creative thinking skills and teaching abilities. The reference to Meihami's study indicates that there is existing research supporting the idea that SLTE models can play a significant role in fostering creativity and improving the capabilities of pre-service teachers in language education. Another study conducted by Richards (2013) concluded that creativity in teaching has benefits for teachers and students. Furthermore, Arifani et al. (2019) concluded a positive impact on creativity and their instructing viability. Additionally, Suryani et al. (2018) reveals that microteaching lesson study has had a significant impact on most EFL student instructors' life-long learning to teach since they have previously utilized the microteaching lesson study stages in their teaching internship on their own initiative. However, the previous study does not specifically explore specific activities, materials, and methods implemented by teacher to cultivate pre-service teachers' creativity. To

fill this gap, researcher conducts a teacher opinion on developing EFL pre-service teachers' creativity. Because creativity is a crucial aspect of effective teaching and learning. The research aims to explore and discuss various strategies and activities that teachers can implement to enhance their creativity and improve the quality of their teaching practices. By focusing on strategies that promote creativity, teachers can create engaging and innovative learning experiences for their students. The goal is to provide insights and recommendations that can be beneficial for EFL pre-service teachers by equipping them with the skills and techniques necessary to become creative and innovative teachers in the future.

1.2 Formulation of the Problems

This study attempts to explore the role of teacher in encouraging creativity in pre-service teachers. In particular, one directing exploration question this exploration is:

1. How does a teacher develop a certain strategy to develop creativity in EFL pre-service teachers?

1.3 Identification of the Problems

Becoming a creative teacher has challenges because in the 21st century, various learning resources have developed and become more sophisticated, so teachers are required to be more creative, critical, and have good problem solving so they can encourage and prepare their students not only through understanding the materials. Recognizing the evolving landscape of education in the 21st century, where teachers are required to be more creative, critical, and adept at problem-solving to effectively prepare students. Thus, this study exploring how teacher implement strategies to cultivate critical thinking skills in EFL pre-service teachers, thereby enhancing their creativity.

1.4 Limitation of the Problems

The study involved a single participant, a teacher. The lack of diverse perspectives from EFL pre-service teachers may limit the comprehensiveness of the insights gathered.

1.5 Objectives of the Study

The objective of this study is to investigate how Indonesian teacher educator approaches developing EFL pre-service teachers' creativity.

1.6 Significances of the Study

The significance of this study lies in its contribution to the field of EFL teacher education and the promotion of creativity in language teaching. By exploring the activities used by EFL teacher to develop EFL pre-service teachers' creativity. The study provides insights into the strategies and activities that can be employed to enhance teachers' creativity in the classroom.

CHAPTER II LITERATURE REVIEW

2.1 Teacher Creativity in EFL

The concept of Creativity means a person's ability to produce a new and unprecedented idea. As stated by Jones and Richards (2015) creativity is a multifaceted concept. The classroom environments are connected to physical and pedagogical concepts. teachers must have original creative ideas on physical and pedagogical challenges that may successfully handle physical and pedagogical problems while also being acceptable to other teachers (Meihami, 2022). Teachers who are creative have a solid knowledge base. They know their subject - English, showing English, and learning English and they are attracted to their topic information by building innovative illustrations. An information base is significant on the grounds that without information, a creative mind can't be useful. Making actions that are not focused or guided by principles is not creative (Jones and Richards, 2015).

In fact, knowing the requirements of creativity is also essential. The Componential Model of Creativity, developed by Amabile (1996) is a leading componential approach with three variables. The main variable is space pertinent abilities related to a singular's information, mastery, and specialized abilities in a particular area. People with these skills may have access to primary thinking resources for the creative process. Processes that are pertinent to innovativeness incorporate character qualities like uncertainty resistance, risk-taking, and moving toward issues according to numerous viewpoints.

The role of the educator is very important to provide teaching to teachers. Teachers need to become capable with respect to the specialized abilities connected with learning approaches and techniques, and materials improvement. Meihami (2022) Concerning the first principal variable, space applicable abilities, EFL teachers have to obtain EFL information on phonology, morphology, grammar, semantics, pragmatics, and discourse. SLTE (Second

Language Teacher Education) models can assist EFL teachers in developing skills relevant to their domain and propel them forward. SLTE models stand for EFL educators to help and develop EFL pre-service teachers. EFL educators should also incorporate the subsequent variable, the applicable inventiveness cycles. Hence, EFL teachers ought to foster related character attributes and mental processes. SLTE models can improve teachers' ability to process of creativity-relevant. In order to assist EFL teachers in becoming more adaptable to their teaching and learning requirements, Second Language Teacher Education (SLTE) focus on the cognitive and psychological development of EFL teachers. EFL teachers will be motivated properly when SLTE models assist them in becoming professionals by providing them with the necessary training. However, the concept of teacher motivation is not only the responsibility of SLTE models.

2.2 Creativity of four Ps: (Person, Product, Place, Product)

There are four Ps of imagination including process, item, individual, and spot (Rhodes, 1961). Also, the strategy was relevant to inspiration, insight, picking up, thinking, and correspondence. The expression "individual" incorporates ideas like characteristics, character, propensity, mentality, and conduct. Another methodology is inventive flow. The expression "process" is Inspiration, insight, get used, reasoning, and correspondence. The paper proposes four suggestions information, independence, characteristics, and reflection that instructors of EFL educators can use to improve their capacity to instruct for innovativeness.

The term product mentions the idea that has been conveyed to others as words or different materials. Additionally, creative products ought to be acknowledged by the specific local area in which they are made. The greater the quantity of elective networks that acknowledge an item to be inventive, the more innovative the item is. SLTE models may be able to encourage students to come up with original assignments for their classes. Teachers try to get creative products when they ask students to take ownership of their -work. Teachers can

learn creative methods like mind planning, conceptualizing, allegorical reasoning, and the six reasoning caps from SLTE models, which additionally underline the meaning of imaginative components like familiarity, adaptability, and elaboration in the classroom. (Meihami, 2022).

The term press, also called place mentions the connection between individuals and their current society. According to Meihami (2022), SLTE models need to assist instructors with fostering an inventive spot/press capacity. EFL teachers ought to be able to creatively design the physical aspects of their classes. Teachers who participate in such an innovative flow might become propelled to foster imaginative answers for their concerns. SLTE models can include EFL teachers in innovative approaches that foster their imagination. They can become creative teachers by incorporating innovative teaching methods. Psychological guidance on taking risks can also be provided to teachers by SLTE models to assist them with fostering this capacity to defeat impediments when they need to be independent in altering showing strategies and materials.

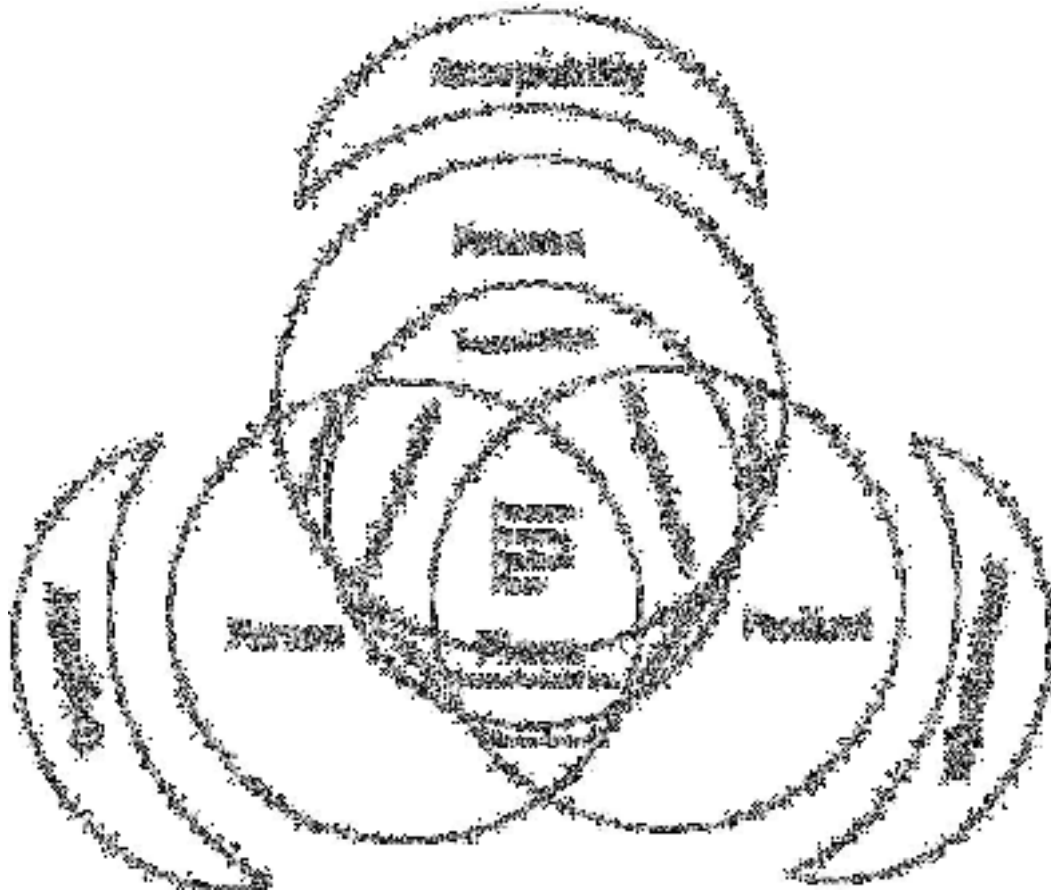


Figure 2.2 The proposed of conceptual framework of SLTE models by Meihami (2022)

The proposed conceptual framework above by Rhodes (1961) was adapted and developed by Meihami (2022). This framework contains Originality, Accessibility, and Effectiveness, also combines the four Ps, person, process, product, and place. SLTE models can be where EFL educators can foster their capacity to educate for imagination in their classes by joining various blends of the four Ps. It is essential to remember that the structure is complex, and that implies that the area of the four Ps is not permanent and can change powerfully, bringing about mixes distinct. As indicate Figure, 1. The SLTE models in view of this calculated structure can give four regions to the exercises, approaches, and techniques to settle the four Ps. For each P, several examples are provided below:

- **Process:** Research activity, possibly exploitable educational exercises (PEPAs), instructing procedures.

- **Person:** handling approach, open-minded questions, and critical thinking.
- **Product:** introduce the criteria of assessment and start the creative products.
- **Place:** introduce how to teach EFL students and create a stimulating learning environment in class.

Additionally, Meihami (2022), has develop and combining the four Ps. The two-by-two combinations make it possible for the framework to give teachers more specific combinations of the four Ps. Two-by-two, SLTE models can assist EFL teachers in addressing the approaches, techniques, and tasks required to enhance the four Ps. A few combinations are below:

- **Person-process:** PEPAs to promote open-mindedness of EFL students, methods process for motivating students.
- **Product-process:** Peer evaluation of EFL innovative products.
- **Person-place:** Participation in real-world EFL contexts, role plays, and collaborative critical thinking.
- **Product-place:** Festival of creativity about EFL creation by EFL students and peer evaluation of materials created by partners.

Moreover, the proposed calculated system gives various chances to consolidate the three of the four Ps of creativity. Person-process-place, place-person-product, process-product-person, and person-process-place are examples of these combinations. Other combinations are also possible due to the framework's dynamic and multidimensional nature. Through a variety of approaches, methods, and activities, SLTE models can assist EFL teachers in addressing these combinations, such as:

- **Person-process-product:** Asking EFL students to collaborate to create poem, essay, or article.

- **place-product-process:** Asking EFL students to create a festival using original EFL materials

Lastly, as shown in [Fig. 1](#). Through methods, activities, and other means, All four of the Ps of creativity can combine in the SLTE models for creativity. For example, after learning how to utilize PEPAs in the classroom, EFL teachers in SLTE models can use them to help their students solve difficulties using their own creatively produced materials, which they can then exhibit at the relevant festival. This addresses both the process (PEPAs) and the product (creative materials), as well as the person (critical thinking, pattern identifying), and the place (the festival).

Originality, acceptability, and effectiveness are three additional concepts in the proposed conceptual framework that need to be included in every combination when EFL teachers take part in SLTE to foster innovation. The SLTE educator can expand teachers' understanding of what and where to use the four ps activities.

2.3 Previous Studies

The findings of the earlier study, which will be used as a guide for this research issue, will be discussed in this part. It is anticipated that the prior study, which was chosen in accordance with the issues in this study, will be able to clarify and offer references to authors who are doing this research. A few of the chosen studies are described in the list below.

Firstly, from Richards (2013) *Creativity in language teaching*. The methods of this research are relying on teacher narratives and conversations with teachers. The result of this research there are numerous additional crucial aspects to effective teaching. However, there are advantages for teachers, students, and schools when we incorporate the idea of creative teaching into our understanding of what it means to be an effective language teacher. In a nutshell, creative students need creative teachers, and teachers need to work in environments in which creativity is embraced and celebrated.

Secondly, Rhodes (1961) *An analysis of Creativity*. This paper described the four Ps of creativity. Rhodes analyzed the concept of creativity and assures us that it can indeed be developed.

Third, Meihami (2022) *An exploratory investigation into EFL teacher educators' approaches to develop EFL teachers' ability to teach for creativity*. Meihami has introduced SLTE models in the education field, SLTE models are intended for teachers to be more creative in teaching. The method of this research is using a narrative structure that is descriptive, autobiographical narratives. This study demonstrated that educators use educators' substance information comprehension of creative teaching strategies, learning settings, and creativity assessments, and educators' self-determination, inventiveness, and reflectiveness. Teacher who possesses a comprehensive understanding of creative teaching strategies, learning settings, and creativity assessments, along with traits such as self-determination, inventiveness, and reflectiveness, are better equipped to engage students in meaningful and innovative educational experiences. By utilizing their knowledge, skills, and attitudes, educators can create dynamic learning environments that inspire creativity, promote active student participation, and facilitate continuous growth and development. Ultimately, the combination of educators' expertise in creative teaching practices and their personal qualities of motivation, resourcefulness, and reflective practice plays a pivotal role in nurturing creativity and enhancing the effectiveness of teaching in the EFL context.

Fourthly, Suryani et al. (2018) *Promoting EFL Student Teachers' Life-Long Learning through Microteaching Lesson Study*. The purpose of this study is to investigate how microteaching lesson study affected English as a Foreign Language (EFL) student teachers during their teaching internships and how much it helped the student teachers continue to learn how to teach throughout their lives. Semi-structured group interviews were used as the research tool in this qualitative study. Given that the majority of EFL student teachers had previously

proactively followed the stages of microteaching lesson study during their teaching internship, the study's findings suggest that microteaching lesson study has had a significant impact on their ability to learn for the rest of their lives.

Lastly, Arifani et al. (2019) *The Influence of Blended In-service Teacher Professional Training on EFL Teacher Creativity and Teaching Effectiveness*. The purpose of this study is to examine how learners' perspectives on blended teacher professional development affect creativity and efficacy in the classroom. In this research, questionnaires were employed, and structural equation modeling (SEM) was utilized to evaluate the data. The results show that integrated teacher educators has a beneficial impact on the originality and efficacy of EFL teachers instruction.

2.4 Flow of the Theory (Theoretical Framework)

In this study, there are two theories are used, First Richards (2013) explain the role of creativity in language teaching. The study delves into how creativity can enhance language learning, motivate students, and improve teacher effectiveness.

Second, Meihami (2022) has introduced SLTE models in the education field, SLTE models are intended for teachers to do more creative in teaching.

The framework are presented below:

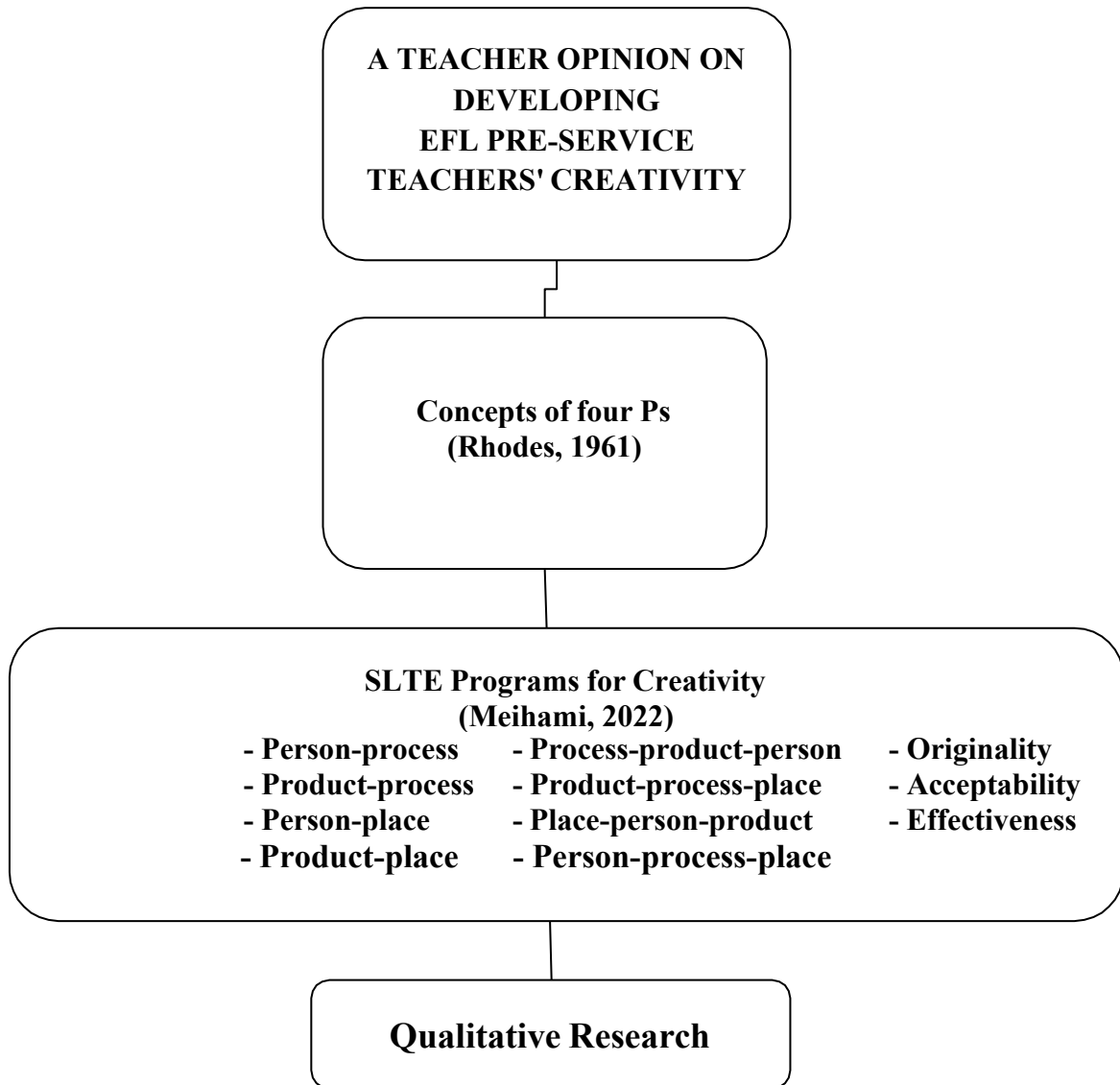


Figure 2.4 Theoretical framework

CHAPTER III RESEARCH DESIGN

3.1 Research Design

This present study aims to explore teacher strategies to develop EFL pre-service teacher creativity. As stated by Gay (1992), Information is gathered for descriptive research in order to verify theories or provide answers to the present status of the study's subject. A scientific investigation that carefully describes an event, phenomenon, or fact pertaining to a particular area or population is known as a descriptive study. According to Dodgson (2017), A descriptive study is the design that can use a variety of data collection approaches, including surveys, observations, and case studies. The primary purpose is to offer a thorough description of the characteristics of a certain group, circumstance, or occurrence. These studies are useful for developing ideas, discovering patterns, and offering a picture of a certain issue at a given period. Descriptive narrative study offers a benefit since it gets in-depth information about a singular's life descriptive study can convey a careful image of the member's story. However, it has a weakness of the trouble in processing the data from a scientific perspective.

3.2 Setting and Participant

There was only one participant in this study. Melati (pseudonym) has been teaching for ten years at a private university. Specifically, Melati has been teaching Reflective Peer Microteaching course for 10 consecutive years at a private university in Yogyakarta. Reflective Peer Microteaching course where this subject prepares pre-service teachers to be able to become teachers who are creative and creative in teaching. Therefore, it is crucial to consider her past in order to get comprehensive results. She qualifies the criteria needed to be a participant because her job as a teacher educator who is related to this research. Hence, the researcher was interested in investigating her approach to developing pre-service teacher creativity. Before conducting the interview, the researcher provided a consent form signed by

the participants as a form of agreement that the data the researcher obtained would be examined further as research data and would be kept confidential.

3.3 Research Instrument

Meihami (2022) construct of creativity in SLTE was employed in this study. The cornerstone of the results was established by the following four questions, which were meant to delve deeper into the findings:

Construct Definition	Component	Interview Question
<p>Meihami (2022) defined that creativity in teaching can be created with SLTE models, teacher educators ought to be adaptable and impression of their related involvements and conflation of space explicit and area general qualities. SLTE composed the requirements of being creative with the four Ps theory of creativity, i.e., Process (Research activity, possibly exploitable educational exercises with instructing procedures), Person (handling approach, open-minded questions, and critical thinking), Product (acquaint the criteria of assessment and start the creativity products), and Place (Acquaint how to teach EFL students and create a stimulating learning environment in class).</p>	<p>Teacher creativity as Person-process (open-mindedness among EFL learners, action research on EFL creativity traits, developing motivation through process-oriented methods)</p>	<p>1. How do you develop critical thinking in EFL pre-service?</p>
	<p>Teacher creativity as Product-process: Emphasizing peer-assessment on EFL creative products, enhancing collaborations among EFL learners to produce creative EFL outputs.</p>	<p>2. How do you encourage EFL pre-service teachers to produce creative output through collaborative work?</p>
	<p>Person-place: Role plays, collaborative critical thinking, participating in real contexts of using EFL (e.g., conferences).</p>	<p>3. How do you empower EFL pre-service teachers to connect with t real-life situations?</p>
	<p>Product-place: Creativity festival about EFL production created by EFL learners, peer-assessment of peer’s created materials.</p>	<p>4. How do you empower EFL pre-service teachers to create authentic materials?</p>

	Process-product-person: Asking EFL learners to collaborate to create a novel essay, poem, etc.	5. Have you ever asked EFL teachers to collaborate to create a novel essay, poem, etc? Can you elaborate?
	Product-process-place: Asking EFL learners to run a festival in which creative EFL materials are presented.	6. Have you ever asked EFL teachers to run a festival in which creative EFL materials are presented? Can you elaborate?
	Place-person-product: Asking EFL learners to conduct collaborative critical thinking about the EFL materials created by peers.	7. Have you ever asked EFL teachers to conduct collaborative critical thinking about the EFL materials created by peers? Can you elaborate?
	Person-process-place: EFL learners' participation in several-stage competition about using EFL in different contexts.	8. Have you ever asked EFL teachers to participate in several-stage competitions about using EFL in different contexts? Can you elaborate?
	Originality (The original idea should be effective and useful for a pedagogical issue to solve a problem).	9. How do you encourage EFL pre-service teachers to maintain the originality of their ideas?
	Effectiveness (effective approaches, methods, and activities to develop teachers' knowledge regarding what/where should be used).	10. How do you encourage EFL pre-service teachers to create effective methods to teach?
	Acceptability (which should be considered. If a teacher reaches an original idea that is effective but not acceptable by the community, then the idea cannot be appropriate).	11. How do you encourage EFL pre-service teachers to create acceptability ideas to teach?

Table 3.1 Table of Research Question

3.4 Data Collection

Semi-structured interviews was conducted offline over two sessions lasting thirty minutes each to collect data. Descriptive research was used for this study because it fit the goals of the investigation, which included examining the teacher educator method to foster pre-service teachers' creativity. Furthermore, because semi-structured interviews will put participants at ease and allow the researcher to get more in-depth data, they will be employed in this study.

3.5 Data Analysis

The data was collected, written down, and examined by the researcher. After listening to the recordings and reading the interview text multiple times, the researcher discovered a number of themes that support the findings of the study. Thematic analysis, which will be utilized to find, examine, arrange, characterize, and present themes in the gathered data, will be the method employed for data analysis (Braun & Clarke, 2006). Subsequently, the participant was shown the study's outcomes and the transcript of the interview by the researcher to confirm that the data was accurate.

3.6 Trustworthiness

This study's trustworthiness was predicated on the notion of Lincoln and Guba (1985). The trustworthiness of this study was comprised of credibility, transferability, dependability, and confirmability. The right interpretation of data in the current study demonstrates credibility, which is defined as the veracity of the study. Transferability refers to how the results of the study may be used in other types of research situations. This research might be applied to different research situations or perhaps on a much larger scale. Dependability is described as the extent to which in order for the researcher's qualitative study to be objective findings are accepted by other studies. Because the study is founded on and supported by multiple earlier studies and hypotheses, the researcher was objective.

CHAPTER IV FINDINGS AND DISCUSSION

4.1 Findings

This data was collected by using interviews that implemented Meihami (2022) framework SLTE consisting of eleven components namely person-process, product-process, person-place, product-place, process-product-person, product-process-place, place-person-product, person-process-place, originality, effectiveness, and acceptability. Based on the data obtained by researcher, the role of teacher educators in increasing creativity in EFL pre-service teachers is needed. According to the research, there are eleven findings namely critical thinking as a characteristic of EFL pre-service teachers' creativity, innovative lesson plan through cooperative learning, writing collaboration between educator and students, exhibition for EFL creative materials, real-life problem exposure to develop effective problem-solving skills, and constructive feedback and reflective practice.

4.1.1 Person-process

According to Meihami (2022), in the SLTE concept, the Person-process component refers to activities in open-mindedness among EFL students, action research on the characteristics of EFL creativity, development of motivation through oriented methods. Based on the findings in this data, Miss Melati's 12 years of teaching experience in context critical thinking as a characteristic of EFL creativity it is important to pay attention to how a personal factor can influence their creative process. Miss Melati said that the level of critical thinking and creativity in EFL pre-service teachers still really needs to be improved. Miss Melati said that one of the factors that really influences the critical thinking of EFL pre-service teachers is because of the culture in Indonesia where from childhood it is forbidden to critically express opinions. A culture that emphasizes "can't be wrong" or fear of rejection can make someone reluctant to express opinions or think critically for fear of being seen as wrong or incompetent. This is what causes Indonesian students to still be less critical and tend to think in one direction.

“For example, if a student is less critical, if he is less critical, he tends to think in one direction, so he thinks that what is given is received.”

In fact, if their critical level is good, they will not immediately accept information for granted, they will have the initiative to find out more, read a lot, browse on their own, look for material on their own. Because a low critical level inhibits creativity because it tends to see things in one direction. Only a few students do this, only those with high motivation, while those with low motivation still need to be guided, given feedback, and continue to be encouraged.

“As for creativity, creativity is still low because I saw it earlier. Maybe only children with high motivation will want to browse on their own. While those who are average are still not average, they still need to be given feedback and continue to be given clues and continue to be encouraged.”

4.1.2 Product-process

In the educational context, the concept of product-process and place-person-product refers to critical thinking collaboration through peer feedback and discussion to make an innovative lesson plan. Based on the findings in this data, product in this context refers to the final result of creative collaborative EFL output such as a lesson plan. Product or output helps students to set a goal on what they will produce at the end of the learning process, In this process, sparking creativity will be created where they can express new ideas and innovative solutions to given problems. Before making a lesson plan, students are asked to watch several examples of learning videos that have been provided and are asked to make a lesson plan that can be used to solve the problems in the video according to the situations and conditions in the video.

"I usually give the students several videos before they teach, for example at school A and school B, after they watch the videos they have to make a lesson plan that fits the context of the video and make solutions or activities that are suitable to be included in the lesson plan that they will make."

In the learning process carried out by Miss Melati, she always provides feedback on what her students work. This feedback was not only provided by Miss Melati but also by other students. From the peer feedback and discussion sessions, they can evaluate information critically which

is can help them develop critical thinking skills and develop creativity in EFL pre-service teachers. This peer feedback process is intense and occurs when they make a cooperative lesson plan. The goal of this peer feedback is they can create more creative lesson plans because they can combine their thoughts together.

"In RPM learning, they also learn to reflect or evaluate what their friends are doing, right in class, it is not just the educator who gives feedback, but also their friends"

4.1.3 Person-place

The concept of "person-place" in this context refers to the relationship between the individual (person) and the physical environment or learning context (place) in the learning process. In learning English, it is important to relate the learning material to real situations so that the students being taught can understand and apply it better.

"Prospective teachers should be able to connect again, connect what is happening around them and incorporate it into their learning"

According to Miss Melati, one contextual form of connecting learning material with real situations in the data here is by using role-play. It can also be an effective method of learning English because it can help EFL pre-service teachers to interact in situations that are similar to real life. Through role-play, they can experience different situations and develop a deeper understanding of language and culture. By integrating real-life contexts and role-play into English language learning, teachers can create more engaging, relevant, and impactful learning experiences for their students.

4.1.4 Product-place

In the context of the discussion regarding product-place in the data that has been obtained, according to Miss Melati, developing authentic materials in teaching English is important, it is important to use relevant authentic texts and not just use module books obtained from the government. Miss Melati often shows EFL pre-service teachers that textbooks often contain

many errors so they cannot be used as a benchmark. Miss Melati recommends a solution, namely, to use authentic texts or modify texts in textbooks for teaching.

"I recommend authentic material, so it is recommended to take text that is on, for example, websites or online newspapers that are reliable, for example the Jakarta Post."

Miss Melati also emphasized that teachers need to choose authentic texts with a level of difficulty that suits students' abilities, as well as considering students' competence in understanding the text. Apart from that, Miss Melati also suggests using authentic, reliable texts, such as those taken from trusted newspapers or websites such as the Jakarta Post.

4.1.5 Process-product-person

The concept of "process-product-person" in the educational context refers to the relationship between the learning process (process), the learning product (product), and the individuals involved in the process (person). In the data obtained here, the learning process also involves interaction between educators and student teachers, as well as collaboration in building mutual understanding. Collaboration is important in developing creativity and increasing critical levels in the world of education. Through collaborative interactions, lecturers and students can support each other and enrich their learning experiences. In this data, Miss Melati often creates articles with her students which will later be published in journals.

"There are a lot of students who collaborate to write articles, especially those with guidance, like thesis guidance that has already been passed, so there are lots of people who collaborate to write and then publish it in journals."

With collaboration between educators and students, they can mutually benefit each other. Students can help educators to improve the quality of research with new ideas and different angles. Students can also improve their abilities in research, analyzing data, and being critical.

4.1.6 Product-process-place

Product-process-place is one approach used in the learning context. This approach involves three main elements: product, process and place. In foreign language learning, Product-process-place can refer to students' work. According to Miss Melati, an approach that involves

EFL learners to organize a festival that presents creative EFL materials can be an interesting strategy in the learning process here. By involving them in organizing the festival can give them the opportunity to express their creativity and can also be a reference for other EFL pre-service teacher students.

“In the CRL course, Critical Reading Literacy is the same as Extensive Reading, you have often, in fact, what is it called holding this festival, so as a student or prospective EFL teacher, you can create exhibitions about learning materials, learning, media, creative lesson plans and that. "It can be a place for them to be creative and can also inspire other friends."

Through this festival, students can display various creative works related to the lesson plans, materials or teaching media created. Thus, through participation in festivals that display creative EFL materials, EFL pre-service teacher can improve their abilities and can also be inspired people.

4.1.7 Place-person-product

In the educational context, critical thinking is an important thing for prospective teachers to have. The Place-Person-Product approach refers to the interaction between places, individuals, and products. In this context, Miss Melati stated that she had asked EFL pre-service teachers to carry out collaborative critical thinking on the material created by their colleagues. Miss Melati explained that one form of collaborative critical thinking is through peer feedback, where students can provide input and feedback on material that has been created by their peers.

"One form of criticism, perhaps I wouldn't call it critical, but more like peer feedback, discussing each other, for example in a group, then giving each other input."

After they were given peer feedback and received input, a discussion session was then held regarding what things should be done next to be able to develop the learning materials that have been made to be more creative, more exciting, and more engaging. From providing peer feedback and discussion sessions, EFL pre-service teachers will get good solutions from their friends.

“Discussing with each other, for example in a group, then giving each other input, for example, oh, it seems like your ice breaker is not enough, try replacing it with this one, it seems like it was made like this, well, from peer feedback and discussion, they can get good solutions to develop learning materials so that it becomes more creative”

This shows the importance of collaboration and critical thinking in the process of developing EFL materials, as well as providing opportunities for students to learn from each other and improve the quality of the materials produced. By engaging students in collaborative critical thinking, they are invited to think deeply about EFL material that has been created by their peers. This method not only strengthens students' understanding of the subject matter, but also develops their analytical, evaluation and argumentation skills. In this way, students can provide input to each other, exchange opinions, and work together to understand and compile EFL material from various points of view.

4.1.8 Person-Process-Place

The Person-Process-Place (PPP) in this context focuses on the interaction between the individual (person), the learning process, and the learning environment (place). This framework emphasizes the importance of considering the characteristics of the learner, the instructional processes, and the learning environment in designing effective learning experiences.

In the context of Person-Process-Place (PPP), it typically refers to analyzing how these three elements interact and contribute to the overall learning outcomes. By understanding the dynamics between the individual learner, the learning processes employed, and the learning environment provided, educators can tailor their instructional strategies to optimize learning experiences and outcomes.

4.1.9 Originality

In the context of developing original ideas that are effective and useful for solving problems, knowing the situation and conditions in the classroom is very important. To solve the problems that will be faced in class, the method used by Miss Melati in developing original ideas that are

effective for EFL pre-service teachers is to always provide examples of learning videos before they carry out teaching practice in the classroom. Miss Melati asked prospective EFL teachers to analyze the problems in the video that had been given and asked them to find solutions to solve the existing problems. From several videos that have been provided, EFL pre-service teachers must create learning materials and teaching media that are appropriate to the context that has been given. They are asked to create lesson plans, teaching media, and effective methods that are appropriate for the classes in the video.

"Before they teach, they watch a video, so from that video they have to make notes, what activities there are, how the teacher gives instructions and so on, and from there they will analyze what media they use, what materials they use, how they teach it."

With the method used by Miss Melati, EFL pre-service teacher will have an idea that if in the future they get classroom conditions like the video examples that have been given, they can develop ideas and find the right solution. In this way, they can develop original ideas that are effective and useful for solving pedagogical problems and can help improve the quality of learning and provide innovative solutions in the world of education.

4.1.10 Effectiveness

The context of effectiveness in learning here refers to the strategies, methods, or approaches used by educators to improve the abilities and creativity of student teachers so that they can have a significant positive impact on the learning process. In the results of the data obtained here, Miss Melati mentioned that the use of effective teaching methods to help increase the level of creativity and critical thinking in student teachers is to always encourage or support them to read a lot and reflect on themselves. Miss Melati also emphasized the importance of 2 things that are effective approach strategies used here, namely feedback and reflection. By implementing these strategies, EFL pre-service teachers can improve the quality and skills they have.

"In RPM learning there is always a session where they reflect, like they have to reflect on what they have done and what is still lacking."

By reflecting on student teachers, they can realize the extent of their abilities and what things need to be improved further in the future. This reflection can also make EFL pre-service teachers more critical and encourage them to find solutions that they can use to become more creative.

“I give feedback, so it's like the process of giving feedback ensures that the activity is on track. After the teaching simulation, we still get feedback.”

Giving feedback is also important, according to Miss Melati, with feedback which is constructive and informative, will also enable student teachers to find out where their mistakes are and accept suggestions so that students have the opportunity to continue to improve themselves.

Miss Melati also said that the way to help EFL pre-service teachers to increase their creativity is by telling them to read a lot, reflect on themselves, browse, and watch videos so that they can find many inspirations that later they will be more critical in their learning.

“If it helps, how do you help it? Of course, by encouraging them to learn a lot on their own, browse on their own, look for their own books, read references, look at YouTube, and so on.”

4.1.11 Acceptability

Acceptability in this context refers to learning material that is appropriate and acceptable to the students being taught. According to Miss Melati, The proposed teaching ideas must be relevant to the needs and characteristics of students, and in accordance with the applicable curriculum and learning standards. As a teacher, you must also know the condition of your students so that you can create learning materials that are appropriate and acceptable for the students being taught.

“Adjust to their level or level and then be cognitive, cognitive, so look at the cognitive”

By paying attention to these factors and ensuring that the proposed teaching ideas meet the acceptability criteria, it is hoped that EFL pre-service teachers can create ideas that are

acceptable and have a positive impact on the English language learning process for their students.

4.2 Discussion

The findings of the data of this current study are supported by previous studies and expanded explored in this section. The researcher found four approaches from seven themes in this data. These four approaches were used by Miss Melati to develop creativity in EFL pre-service teachers. There are final project exhibitions, collaborative learning, peer feedback, and reflective practice.

According to the findings in this study, final project exhibition is a strategy often taken by Miss Melati at the end of the Critical Reading Literacy and Extensive Reading courses in third semester. In Critical Reading Literacy and Extensive Reading courses they have to read about current issues that can increase their critical thinking and creativity. Students were exposed to multimodal texts as well. The exposure of multimodal text, discussion about current issues and project making, students were familiarized with different methods and texts that can be used to teach English by their teacher. After these lessons, they read a lot and the way they view reading is different. Then, they have more knowledge and that influences their process of developing materials and choosing methods for their teaching practice later. Multimodal pedagogy increases the opportunities for students to read and write meaningfully to build a critical perspective on cultural concerns and in the process of multimodal literacy can encourage students to create authentic and unique work (Lee & Chin, 2021). Furthermore, this final project exhibition activity is expected to give EFL pre-service teachers new effective and interesting experiences. This experience can add the repertoire texts, methods, and readings of students that can be used later if they are teaching practice. In addition, Nagy (2020) also argued that the exhibition can provide the opportunity for students to show their own experiences while

practicing teaching. This final project exhibition also can help stimulate critical thinking in EFL pre-service teachers to be more creative and create innovative learning materials.

The implementation of cooperative learning is another effective approach carried out by Miss Melati. Cooperative learning can help EFL pre-service teachers make innovative lesson plans by combining various ideas. In this learning process, Miss Melati asks students to make a group of four or five, and the process is Miss Melati gives them a video and they have to make a lesson plan based on the video given. They must find a solution and make a goal together to make a good and innovative lesson plan for their group. Discussion with their friends in collaborative learning helps a lot because they can share their thoughts, solve problems together, and set goals. According to Haregu, Filatie, and Chanie (2024) Positive interdependence, active social and group skills, and effective group processing can all contribute to successful cooperative learning results it can boosts students' motivation, engagement, and accomplishment in cooperative learning also support one another's efforts to achieve the collective goal, promotes mutual trust and respect among group members while also creating a healthy learning environment. This is aligned with Chan, Maneewan, and Koul (2022) Cooperative learning encourages learning at all levels of education and can increase EFL pre-service teachers' learning motivation and academic engagement. This approach decreases learning pressure and promotes collaboration among learners, which may be applied in real-life scenarios as they transition from academic to work and professional settings.

Furthermore, teacher feedback and peer feedback is the most common approach used by Miss Melati because the impact of this approach is good for improving creativity abilities in EFL pre-service teachers. In Miss Melati's RPM class, the feedback is not only from the educator but also from the students. Feedback is important for EFL pre-service teachers to know their errors when they do the teaching practice or when they make a lesson plan. As stated by Alsolami (2019) feedback information students receive from their teacher can affect

positively in the learning process and increase positive performance. Peer feedback is also important because with peer feedback, EFL pre-service teachers can learn to be critical and criticize what their friends do. With peer feedback, they can find errors that they may not have noticed and correct them. This finding is well supported by Mercader & Díaz-Vicario (2020) Peer feedback engages students in the evaluation process and increases their awareness of teaching and learning activities. Peer feedback is useful for their performance. They can be critical thinking and get many solutions from their peers.

The last effective approach found in this study is reflective practice. This approach can make EFL pre-service teachers become more creative. In the Reflective Peer Microteaching class, Miss Melati always asks EFL pre-service teachers to do the reflection by watching again the video of their teaching practice. Because without reflection, teachers may not be optimal when teaching practice. Reflection can help EFL pre-service teachers measure their ability, their mistakes, and their lack. Soodmand & Farahani (2018) argue that reflection also can encourage teachers to improve their effective abilities in teaching. Reflection section can allow them to improve their skills and fix their weaknesses. As stated by Karakaş & Yükselir (2021) Reflection sessions with guided focus group talks let EFL pre-service teachers reflect on their habits and identify previously unknown concerns additionally, gaining critical thinking insights into their processes. Therefore, Reflection is important and helpful for EFL pre-service teachers because this can make them become creative teachers.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study aims to investigate how EFL educator approaches to develop EFL pre-service teachers' creativity. The researcher found that there are four approaches that emphasize the essential role of teacher educators in fostering creativity and critical thinking skills among EFL pre-service teachers. Through various approaches such as final project exhibition, collaborative learning, peer feedback, and reflective practice educator can empower EFL pre-service teachers to think innovatively, develop original ideas, and enhance their teaching capabilities.

The findings highlight the importance of creating a supportive learning environment where EFL pre-service teachers can engage in collaborative activities, showcase their creative materials, and receive constructive feedback to improve their skills. By incorporating real-life contexts into the learning process and encouraging students to think critically, educators can prepare EFL pre-service teachers to be effective and innovative in their teaching practices.

Overall, the data underscores the significance of promoting creativity and critical thinking in EFL education to enhance the quality of teaching and learning experiences. By implementing strategies that encourage collaboration, reflection, and problem-solving, teacher educators can empower EFL pre-service teachers to become proficient and creative teachers in the field of English as a Foreign Language.

5.2 Suggestion

There are many limitations in this current study that need to be noted. first, there was only one participant in this research, a teacher educator. Future researchers should include additional participants, such as EFL pre-service teachers, to gain comprehensive insights into the factors influencing creativity development in EFL education. Hence, future study should

Investigate, and document effective strategies and approaches used by educators to foster creativity and critical thinking skills among EFL pre-service teachers for further research and implementation. Second, EFL pre-service teachers should Engage in regular reflection on their teaching practices, classroom experiences, and areas improvement to enhance creativity and teaching effectiveness. Moreover, EFL pre-service teachers should learn by reading extensively, exploring various resources, and watching educational videos to broaden knowledge and inspire creativity. Last, teacher educators have to create a supportive learning environment that promotes collaboration, peer feedback, and group discussions to enhance creativity and critical thinking skills among EFL pre-service teachers. Constructive feedback to EFL pre-service teachers can help them identify areas for growth, accept suggestions, and continuously improve their teaching practices and creativity. Furthermore, incorporating real-life problems into teaching scenarios to develop effective problem-solving skills also can encourage EFL pre-service teachers to think creatively in finding solutions.

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APPENDICES

Appendix 1 Informed Consent

INFORMED CONSENT (SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan di bawah ini:

Nama : Ista Maharsi S.S., M.Hum
Jenis Kelamin : Perempuan
Pekerjaan : Dosen

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul "AN INVESTIGATION INTO TEACHER EDUCATOR APPROACHES TO DEVELOP EFL PRE-SERVICE TEACHERS' CREATIVITY IN INDONESIA" dan bersedia untuk:

1. Diwawancarai terkait topik penelitian
2. Didokumentasikan dalam proses interview dalam bentuk foto
3. Direkam selama proses wawancara berlangsung dari awal sampai akhir
4. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama, tempat, dan informasi akan dijamin kerahasiannya.

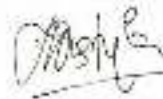
Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa adanya paksaan dari pihak manapun.

Peneliti



Rizdah Rihudatul Aziz

Yogyakarta, 18 Desember 2023



Ista Maharsi S.S., M.Hum

Appendix 2 Transcript of Interview

INTERVIEW DATA TRANSCRIPTION

Interviewer: Rifdah Rihadatul Aisy

Time: 18 December 2023

Place: Shelter

Length of Interview: 56 minutes

RR: Researcher

MI: Participant

RR/MI	Data Number	Interview Transcript	Code
RR		Assalamualaikum Wr. Wb	
MI		Walaikumsalam Wr. Wb	
RR		Jadi hari ini itu kan saya ada skripsi berjudul An Investigation into EFL Teacher Educators to Develop EFL Pre-service Teachers dengan Kreativitas Nah, jadi konteksnya ini kan gimana caranya Teacher Educators ini membangun kreativitas untuk EFL Pre-service Teachers ya miss kan	<p>Person-process (PPS) Karakter, sifat2 orang kreatif, kriteria kreatif, motivasi (PPS) Product-process (PRP) Penilaian feedback dari teman, produk kreatif EFL, kolaborasi antar pembelajar EFL untuk menghasilkan keluaran EFL yang kreatif Person-place (PPL) Product-place (PRPL) Process-product-person (PPP) Product-process-place (PPPL) Place-person-product</p>

		<p>dalam SLTE Nah, disini saya ngambilnya itu yang di RPM sedangkan kan RPM ini fokusnya itu untuk mengembangkan jadi kalau misalkan boleh tahu miss udah berapa lama jadi teacher di RPM?</p>		<p>(PPPR) Person-process-place (PRPP) Originality (OR) Effectiveness (EF) Acceptability (AC)</p>
MI		<p>Oke, Berapa lama saya ngajar RPM? Sudah lama banget ya itu sejak dari didirikannya PBI itu saya udah ngajar RPM cuma namanya aja dulu tuh micro teaching kemudian kan dia kurikulumnya direvisi terus namanya ditambahkan disempurnakan menjadi reflective peer micro teaching jadi kalau sudah berapa lama ya sejak sejak berdiri itu tahun 2011 apa</p>		

		<p>2012 eh iya 2011 apa 2012 jadi tahun pertama itu saya udah ngajar RPM dan kayaknya tidak pernah absen sih maksudnya tidak pernah absen gitu ya karena kan kelas RPM tuh kelasnya kecil-kecil ya jadi memang butuh pengajar yang banyak karena maksimal itu 20 gitu ya jadi emang sampai sekarang masih</p>		
RR		<p>Berarti kurang lebih 12 tahun ya ,miss</p>		
MI		<p>Iya udah lama</p>		
RR		<p>sejak dari awal banget ya</p>		
MI		<p>He'em iya</p>		
RR		<p>Berarti langsung masuk aja ke pertanyaan pertanyaan ya miss</p>		

MI		Oke		
RR	01	Bagaimana Miss Ista itu mengembangkan pemikiran kritis pada calon guru EFL		
MI		<p>Iya tentang pemikiran kritis memang secara umum masyarakat Indonesia atau siswa gitu ya ya termasuk mahasiswa ya itu pemikiran kritisnya tuh masih belum tinggi ya jadi karena masih rata-rata tuh masih menengah tapi menengah ke bawah gitu ya tapi itu tidak bisa disalahkan juga karena memang budaya Indonesia itu dari sejak kecil itu malah dilarang kritis gitu ya dilarang kritis itu yang saya observasi ya yang saya apa namanya yang</p>	<p>Critical Thinking 1</p> <p>Line 1</p> <p>Critical Thinking 2</p> <p>line 2</p> <p>Critical Thinking 3</p> <p>Line 3</p> <p>Critical Thinking 4</p> <p>Line 4</p> <p>Reflection 1</p> <p>Line 5</p> <p>Reflection 2</p> <p>Line 6</p>	<p>PPS 1</p> <p>PPS 2</p> <p>PPS 3</p> <p>PPS 4</p> <p>PPS 5</p> <p>PPS 6</p> <p>PPS7</p> <p>Product-process (PRP) 1</p> <p>Product-process (PRP) 2</p>

		<p>saya lihat gitu saya perhatikan dan bahkan saya merefleksikan ke perkembangan saya dulu waktu masih kecil gitu jadi kayak anak kecil tuh kan gak boleh kritis kalau di bilang orang tua kamu gini gitu itu anak kecil kan dilarang kayak berargumen gitu kayak gak mau aku gak mau kayak gini kayak gini karena kan gini gini nah itu itu kalau di budaya Indonesia itu kan nanti bisa bilang kurang ajar bilang gak sopan kayak gitu nah mostly itu yang saya amati seperti itu beda dengan kalau di luar negeri kalau di luar negeri itu anak kecil sudah boleh kamu setuju boleh, tidak</p>		
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		<p>setuju tidak apa-apa sampaikan saja alasannya kenapa gitu kalau orang luar negeri udah dari kecil sudah terbiasa kritis gitu nah budaya itulah yang kemudian membentuk para siswa termasuk mahasiswa juga yang tingkat kritisnya itu belum tinggi kenapa? karena budaya itu sehingga mereka itu takut untuk berpikir kritis takut untuk mengkritisi sesuatu nah kayak gitu jadi memang budaya itu harus diubah gitu nah dampaknya adalah ketika mahasiswa misalkan kurang kritis itu dia jadi kalau kurang kritis itu kan cenderungnya dia mikirnya satu arah ya mikirnya ya apa yang</p>		
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	<p>diberi ya itu diterima gitu loh padahal kalau berpikir kritis itu kan harus apa yang kita dapatkan enggak langsung diterima tapi dibaca dulu kita cari sumber lain kita hubungkan dengan fenomena yang ada sekarang kita cari historinya dulu sejarahnya kayak gimana gitu kan supaya dia tahu bahwa informasi yang kita dapatkan itu ternyata kompleks gitu ternyata banyak gitu banyak faktornya nah itu yang kalau di kelas micro teaching atau di kelas ini ya untuk mahasiswa-mahasiswa yang calon guru itu saya sering menyampaikan gitu sering</p>	
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	<p>menyampaikan kalau kalian tuh ya perlu kritis dengan cara banyak membaca gitu dengan cara banyak membaca dan merefleksi merefleksi apa yang sudah dilakukan makanya mata kuliahnya kan namanya reflektif ya reflektif peer micro teaching nah itu kenapa ada reflektifnya karena selama pembelajaran dalam pembelajaran RPM itu selalu ada sesi mereka merefleksi gitu kayak mereka harus merefleksi apa yang mereka sudah lakukan apa yang masih kurang gitu kan gitu ya dan mereka juga belajar untuk merefleksi atau mengevaluasi yang dilakukan oleh teman-</p>	
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		<p>temannya kan kalau di kelas kan yang memberi feedback tuh nggak cuman guru gitu atau dosen gitu tapi teman-temannya juga boleh kan ngasih feedback oh ya tadi kurang gini oh tadi classroom managementnya begininah dari situ sih kita bisa memasukkan unsur-unsur kayak mengkritisi berpikir kritis tentang apa yang mereka lakukan sendiri dan apa yang menjadi fenomena saat ini</p>		
RR		Jadi aware ya miss		
MI		Iya cuman tingkat kekritisannya masih kurang kritis juga gitu masih belum maksudnya itu sebuah proses ya mungkin mahasiswa		

		mendapatkan apa namanya mendapatkan latihan- latihan untuk kritis itu di kelas lain juga gitu dan itu ya insya Allah akan berpengaruh juga lah nanti ke tingkat kekritisian mereka.		
RR	02	Pertanyaan yang kedua gimana caranya miss untuk mendorong calon guru EFL buat menghasilkan output yang kreatif melalui kerja kolaboratif?		
MI		Oke caranya adalah kalau di kelas RPM kelas RPM tuh kan sudah berevolusi ya sudah berubah sudah berkembang gitu ya kan banyak sekali perubahan setiap hampir setiap tahun tuh ada yang berubah gitu	Cooperative learning 1 Line 7 Cooperative learning 2 Line 8 Motivation 1 Line 9	Product- process(PRP)1 Product-place(PRPL) 1 Person-process (PPS) 1 Person-process (PPS) 2 Person-process (PPS) 3 Person-process (PPS) 4 Person-process (PPS) 5 Person-process (PPS) 6

	<p>berubah tuh maksudnya ada yang ditambahkan ada yang diganti gitu supayaya supaya menjadi lebih baik gitu ya proses pembelajarannya nah terkait kreatifitas dan kolaboratif ya di tahun kayaknya 2-3 tahun sebelumnya itu di kelas RPM itu membuat lesson plan-nya itu kolaboratif jadi membuat lesson plan-nya kan berkelompok gitu jadi misalkan satu kelompok itu ada 5 orang itu membuat lesson plan bersama-sama gitu ya prosesnya adalah gitu kemudian untuk prakteknya, prakteknya mereka mengikuti lesson plan yang sudah disetujui itu nah mereka juga sama</p>	<p>Motivation 2 Line 10 Motivation 3 Line 11</p>	
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	<p>mendapatkan feedback baik dari dosen maupun dari temennya dari situ akan kelihatan apa namanya mungkin dari saran-saran ya saran-saran yang diberikan oleh guru, dosen, ataupun dari temennya nah tentang tingkat kreatifitas ini kalau saya amati calon guru yang bener-bener mau apa ya namanya mungkin motivasinya tinggi ya motivasinya tinggi itu dia mau mencari browsing dari website tentang aktivitas-aktivitas yang bisa dilakukan dalam mengajar di kelas misalnya mencari game macam-macam game macam-macam ice breaking gitu itu dari</p>	
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		<p>website bagaimana mengelompokkan siswa yang dengan kreatifitas yang bermacam-macam nggak kayak gitu tuh kalau yang dia motivasinya tinggi dia nyari sendiri dan ketemu biasanya nah cuman kebanyakan itu belum kayak gitu jadi kebanyakan tuh kayak masih misalnya membuat lesson plan dengan ice breaking itu masih tingkat kreatifitasnya masih belum gitu kayak monoton cuma menggunakan foto saja menggunakan picture saja terus itu pun cuma ditampilkan terus ditanya nah itu kan sebenarnya tingkat kreatifitasnya masih sangat rendah gitu harusnya gimana gitu</p>		
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	<p>harusnya ya boleh menggunakan foto boleh menggunakan picture atau apapun tapi ya harus ada aktivitas apa gitu yang perlu ditambahkan supaya aktivitas ice breaking itu menjadi lebih engaging lebih mengena ke topik yang diambil pada saat itu. Jadi kalau kolaborasi itu iya kolaborasi iya kemudian kalau creativity nah creativity nya itumasih rendah karena saya melihatnya itu tadi baru anak-anak mungkin yang motivasinya tinggi yang mau browsing sendiri sedangkan mereka yang rata-rata gitu ya rata-rata itu masih belum kayak masih perlu diberi feedback terus diberi clues</p>	
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		<p>terus didorong untuk ayolah kalian carilah cara grouping kalian cari cara aktivitas-aktivitas yang bisa engaging dan sebagainya kayak gitu</p>		
RR	03	<p>Yang ketiga bagaimana miss caranya untuk memberdayakan calon guru EFL untuk terhubung dengan situasi di kehidupan mereka</p>		
MI		<p>Ya kalau ini sering saya sampaikan sebelum mahasiswa praktek mengajar ya jadi biasanya ada dua atau tiga sesi sebelum mereka praktek mengajar itu ketika mereka sedang drafting lesson plan gitu ya membuat lesson plan itu saya selalu bilang kalau</p>	<p>Real-world context 1 Question 3</p>	<p>Person-place(PPL) 1</p>

	<p>ngasih kalau ngambil tema tertentu misalnya tempat wisata gitu ya describing historical places gitu ya misalnya apa namanya topiknya itu gitu ya nah itu saya mengajurkan kalau topiknya seperti itu jangan atau hindari ya hindari menggunakan contoh misalkan menara Eiffel, atau gedung apa namanya gedung parlemennya Amerika, atau kerajaan Inggris, gitu ya kenapa? karena itu tidak semua siswa yang kita ajar itu paham atau kenal dengan gedung gedung itu karena bisa jadi mereka belum kenal mereka juga belum pernah kesana gitu kan jadi kayak itu terlalu jauh gitu loh dan konteksnya</p>	
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	<p>budayanya pun sangat berbeda jadi kalau mau lebih kontekstual itu ya gedung gedung historical places yang ada di Indonesia aja atau bahkan yang ada di sekitarnya karena kan kadang-kadang bisa jadi kita ngajar di Jogja ya kan berarti kita pilihlah historical building yang ada di Jogja itu apa gitu misalnya kayak Monumen Jogja kembali misalkan gitu ya at least mereka pernah dengar gitu ya atau ya sudah pernah kesana itu akan lebihbagus nah kalau kita misalkan sedang mengajardi sebuah sekolah yang mungkin agak pelosok ya misalnya di luar Jawa misalkan di Kalimantan</p>		
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		<p>pedalaman kayak gitu kan nggak mungkin toh kita ngasih contoh ini loh gedung parlemen Amerika misalnya gitu kayaknya aduh terlalu jauh banget gitu ya itu tidak kontekstual ngajar seperti itu jadi ngajarnya ya coba dicari gedung historical building yang ada di sekitar kalian berada gitu kan pasti ada lah ya salah satu atau dua misalkan di situ ada gedung bekas kerajaan apa misalnya itu nah itu kan mereka lebih kenal gitu nah seperti itu jadi saya memasukkannya adalah dengan memasukkan ke melihat atau menghubungkan apa yang ada di sekitar dengan materi ngajar gitu. Sama</p>		
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		<p>kayak misalnya food,kalau food itu tergantung kita ngajarnya siapa dulu kalau anaknya anak Jogja misalkan yang kira-kira mereka sangat ini dengan gadget sangat well inform gitu ya sangat up to date gitu ya itu tidak apa-apasih ngomongin burger ngomongin apa namanya pasta kayak gitu oke gitu tapi kalau kita ngajar di Jogja pun yang sekolahnya di kaki gunung ya kayaknya jangan ngomongin pasta gitu atau steak gitu kan mungkin mereka tidak kenal juga apa sih kayak gitu nah itu supaya dia lebihkonteksual lebih melihat ke real real life lah ya nah seperti itu</p>		
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RR	04	<p>Nah yang keempat bagaimana Miss memberdayakan calon guru EFL untuk membuat materi yang autentik</p>		
MI		<p>Ya materi yang autentik seperti tadi yang misalkan kayak tadi topik describing historical buildings misalnya atau historical places gitu ya itu mereka boleh saya atau saya anjurkan gitu ya direkomendasikan untuk mengambil text yang ada di misalnya di website atau di koran yang online gitu yang reliable misalnya kayak ke Jakarta post gitu ya itu kan text autentik itu autentik itu kan berarti yang tidak dengan sengaja di apa namanya dibuat untuk khusus untuk</p>	<p>Innovative lesson plan 1 Question 4 line 1 Innovative lesson plan 2 Question 4 line 4</p>	<p>Product-place(PRPL) 1 Product-place(PRPL) 2</p>

		<p>mengajari itu gitu jadi</p> <p>boleh mengambil dari</p> <p>newspapers atau dari</p> <p>magazines atau dari</p> <p>website, website</p> <p>pemerintah itu kan boleh</p> <p>gak apa-apa nah itu text</p> <p>text autentik seperti itu jadi</p> <p>bukan mengambil text</p> <p>dari misalnya buku</p>		
RR		Buku paket		
MI		<p>Iya buku modul atau buku</p> <p>paket gitu yang itu</p> <p>memang dibuat untuk</p> <p>tujuan itu cuman itu ada</p> <p>kendalanya ya kendalanya</p> <p>itu kalau ngajar anak</p> <p>sekolah itu mostly karena</p> <p>sudah diberi buku dari</p> <p>pemerintah ya itu kan</p> <p>mostly guru mengikuti</p> <p>yaudah dikasih modul ini</p> <p>yaudah dipakai aja apa</p>	<p>Creativity 1</p> <p>Question 4 line 3</p>	<p>Person-process (PPS)</p> <p>1</p> <p>Person-process (PPS)</p> <p>2</p> <p>Person-process (PPS)</p> <p>3</p> <p>Product-place (PRPL)</p> <p>3</p> <p>Product-place (PRPL)</p> <p>4</p>

		<p>yang ada disitu yaudah dipakai aja textnya dipakai aja gitu ya nah sebenarnya itu textnya bisa kita ganti dengan text text yang lebih autentik yang kayak itu tadi mungkin ada di newspaper ada di magazine cuman ada yang calon guru harus aware bahwa text-text seperti itu tingkat kesulitannya bisa bermacam-macam. Bisa jadi text autentik itu lebih sulit daripada yang dibutuhkan oleh siswa nah kalau seperti itu ya memang jangan, jangan menggunakan text autentik yang memang susah gitu karena nanti akan kesulitan kan misalkan ngajari anak SMA kelas 1</p>		
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		SMA kelas 1 itu berarti kelas berapa ya?		
RR		Kelas 10		
MI		<p>Kelas 10 itu dengan text autentik yang diambil dari Jakarta Post gitu misalnya tapi tingkat kosa katanya agak susah gitu ya nah itu guru perlu aware ini text text autentik ini patut gak ya sesuai gak ya kalau saya kasihkan ke murid-murid saya gitu karena sebenarnya yang tahu betul kompetensi siswa itu kan gurunya ya ya kalau autentik itu gak bisa dimasukkan ya jangan dipaksa karena nanti kasian juga gitu kalau terlalu susah gitu</p>		

RR	05	Yang kelima miss pernah gak meminta calon guru EFL buat berkolaborasi seperti membuat esai novel atau puisi itu?		
MI		Oke berkolaborasi membuat esai kalau esai- esai pendek belum, kalau novel belum, kalau puisi belum berkolaborasi belum kalau dalam hal menulis bareng ya misalnya menulis satu puisi terus ditulis berdua gitu ya misalkan saya sama mahasiswa belum pernah tapi kalau berkonsultasi, iya pernah kayak ada mahasiswa yang mau buat puisi karena itu luaran dari mata kuliah gitu ya, iya kan kalau ada saya juga ngajar mata kuliah seperti extensive reading sama	Collaboration 1	Process-product- person (PPP) 1

	<p>critical reading and literacy yang di dalamnya kan ada mereka membuat puisi atau membuat novel atau membuat komik gitu ya nah kalau berkonsultasi memberikan saran, memberikan umpan balik itu iya, tapi kalau bersama-sama menulis itu tidak. Tapi kalau menulis berkolaborasi untuk menulis artikel sudah banyak itu banyak ya sudah banyak terutama yang bimbingan jadi kayak bimbingan skripsi yang sudah pada lulus gitu itu udah banyak yang berkolaborasi nulis kemudian dipublikasikan di jurnal itu sudah ada banyaklah cukup banyak</p>	
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		tapi kalau yang esai novel puisi itu belum		
RR	06	Baik miss, nah Miss pernah gak meminta calon guru untuk mengadakan festival yang menampilkan materi yang kreatif		
MI		Oke materi EFL kreatif oke kalau untuk mata kuliah rpm belum pernah kita mengadakan semacam festival atau exhibition memang belum pernah tapi that's a good idea kayaknya bisa di ini deh bisa di apa namanya bisa dijadikan ide untuk kedepannya ya malahannya jadi saya kok jadi kebayang mata kuliah rpm itu luaranya tuh bisa misalkan kumpulan lesson plan gitu ya terus	Exhibition 1 Question 6	Product-process-place (PPPL) 1

		<p>kumpulan teaching media gitu misalkan ternyata oh pada buat teaching media yang bermacam macam nah itu bisa dipamerkan ya kayaknya bisa dipamerkan atau difestivalkan. Kemudian apa namanya mungkin kayak realia, atau mungkin materi pembelajaran yang audio, yang digital karena ada beberapa mahasiswa itu yang membuat materi pembelajaran itu sendiri kayak gitu kayak mereka membuat dialog terus mereka rekam sendiri nah kayak gitu tuh ada jadi kalau untuk festival ini belum tapi ini bisa jadi masukan malahan ya untuk kedepannya bagi mata kuliah RPM salah</p>		
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		<p>satu luarannya bisa seperti ini ya bisa festival atau exhibition cuma festival exhibition pernah dilakukan tapi tidak di mata kuliah RPM misalnya di mata kuliah CRL ya Critical Reading Literacy itu sama Extensive Reading itu sudah pernah sering malahan udah sering apa namanya mengadakan festival ini gitu jadi mahasiswa atau calon guru EFL itu ya membuat pameran exhibition tentang materi pembelajaran, learning, media, lesson plan yang kreatif dan itu bisa menjadi wadah bagi mereka untuk berkreatifitas dan juga bisa</p>		
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		menginspirasi untuk teman-teman lainnya.		
RR	07	Selanjutnya pernah gak miss meminta calon guru Efl untuk melakukan pemikiran kritis kolaboratif terhadap materi yang dibuat oleh rekan-rekannya		
MI		oke kritis kolaboratif kalau kolaboratif iya, karena mereka kadang membuat lesson plan barengnya kemudian kalau salah satu bentuk kritis itu mungkin saya gak menyebutnya dengan kritis tapi lebih ke peer feedback gitu ya nah kalau itu ada jadi mereka bisa apa namanya saling berdiskusi misalnya di sebuah kelompok kemudian saling	Peer Feedback 1 Question 7 line 1 Critical thinking 5 Question 7 line 2	Place-person-product (PPPR) 1 Place-person-product (PPPR) 2 Place-person-product (PPPR) 3 Person-process (PPS) 1 Place-person-product (PPPR) 4 Person-process (PPS) 2 Originality (OR) 1

		<p>memberikan masukan misalnya oh kayaknya oh ice breakingmu kurang coba ganti pake yang ini aja, itu kayaknya dibikin jadi kayak gini, nah dari peer feedback dan diskusi tersebut mereka bisa mendapat solusi yang bagus untuk mengembangkan materi pembelajaran biar semakin kreatif kayak gitu itu iya cuman kalau tingkat kekritisannya itu kayaknya belum karena saya tidak memasukkan unsur misalnya apakah idenyaide tentang membuat aktivitas ice breaking itu out of the box gitu artinya sesuatu yang beda banget gitu yang luar biasa gitu nah itu belum jadi kalau</p>		
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		peer feedback iya, kolaborasi iya, tapi kalau untuk tingkat kekritisan belum		
RR	08	Oke miss baik, selanjutnya pernah gak miss meminta calon guru untuk berpartisipasi dalam beberapa tahap kompetisi tentang penggunaan EFL dalam konteks yang berbeda		
MI		Kompetisi kalau kompetisi itu saya biasanya taunya tuh malah dari kolega misalkan dari dosen lain, atau dari mahasiswa sendiri, gitu ya tapi kalau saya yang mencari ada kompetisi apa ya untuk mahasiswa itu jujur saya belum pernah jadi kalau misalkan ada informasi		

		<p>kompetisi gitu ya itu biasanya datang dari mahasiswa atau datang dari dosen lain nah kemudian biasanya saya forwardkan di entah di grup gitu ya misalnya ini loh ada lomba kompetisi micro teaching misalkan dimana atau lomba pidato atau lomba apa aja lah kayak gitu cuman biasanya mostly mahasiswa itu gak merespon kayak hanya sedikit sekali lah yang merespon kayak merespon tuh dalam artian oh ya miss saya tertarik sayamau ikut misalnya kayak gitu nah itu tuh jarang banget bahkan di kelas saya atau mahasiswa yang minta dibimbing sayadalam hal ikut kompetisi</p>		
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	<p>malah belum ada belum pernah ada meskipun sudah pernah ditawarkan tapi kayak gak ada yang miss saya mau dong misalkan dibimbing dong saya mau ikut lomba ini ya itu kayaknya belum pernah tuh dulu tapi ini apa namanya PKM bukan Micro Teaching kalau PKM ya udah pernah ada kalau Micro Teaching belum. Nah jadi memang karena saya tipe orangnya tidak tidak mau push mahasiswa kayak ayo tuh kamu ikut beneran ikut cepetan misalkan kamu harus ikut nah itu saya gaktipe seperti itu jadi kalau kalau misalkan silahkan kalau ada yang mau butuh konsultasi mau ikut lomba</p>	
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		<p>silahkan saya bersedia untuk membimbing gitu cuman saya gak model yang push kayak ayo kamu harus ikut ya saya gak model kayak gitu</p>		
RR		<p>Berarti emang dari mahasiswanya sendiri ya</p>		
MI		<p>Iya dari mahasiswanya sendiri kalau ada mahasiswa yang kayak berniat ingin ikut minta dibimbing ya saya dengan senang hati membimbing gitu cuman saya gak model memaksa siswa kayak ayo kamu harus ikut kalau gak ikut ya gak sih kayak gitu</p>		
RR	09	<p>Oke miss yang ke-9 bagaimana miss mendorong calon guruEFL untuk menjaga</p>		

		<p>originalitas ide mereka</p> <p>karena kan ini banget ya</p> <p>miss sekarang itu ya</p>		
MI		<p>Original idea itu memang</p> <p>agak susah sekarang itu ya</p> <p>kayak</p>		<p>Originality</p> <p>(OR) 1</p>
RR		<p>Crucial ya miss</p>		
MI		<p>Iya susah ya karena</p> <p>original itu bisa berarti apa</p> <p>namanya unik ya unik gitu</p> <p>kan sesuatu yang unik</p> <p>yang mungkin belum</p> <p>banyak orang lakukan</p> <p>belum banyak di blow up</p> <p>di sosmed kayak gitu ya</p> <p>nah susah mencari ide</p> <p>original itu saya malah</p> <p>kayak belum pernah</p> <p>menemui sih kayak yang</p> <p>mungkin mahasiswa</p> <p>punya ide original apa gitu</p> <p>yang kayak mind blowing</p>		<p>Originality</p> <p>(OR) 2</p> <p>Originality</p> <p>(OR) 3</p> <p>Originality</p> <p>(OR) 4</p> <p>Originality</p> <p>(OR) 5</p> <p>Originality</p> <p>(OR) 6</p>

		<p>itu kayaknya belum pernah gitu karena memang menurut saya susah ide original itu pun kalau misalkan ada itu biasanya dalam bentuk kayak PKM-PKM gitu ya yang kayaapa menemukan apaseperti itu nah kalau dalam konteks kelas RPM itu saya belum pernah sih kayak menemukan original idea tentang entah mengajar, strategi mengajar, atau materi mengajar, atau game game nya itu belum tapi kalau modifikasi ada misalnya kayak aktivitasnya apa gitu mungkin dia modifikasi entah modifikasi dengan menambahkan lagu atau menambahkan worksheet</p>		
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		<p>atau menambahkan game nah kayak gitu ada tapi hanya memodifikasi saja tapi bukan original idea sih kalau menurut saya misalnya seperti saya juga mencontohkan ya bisa menggunakan board game misalnya ada snake and ladder ya kan ada permainan snake and ladder itu kan bisa di adaptasi untuk pembelajaran nah itu saya sampaikan biasanya jadi kalian bisa design board game snake and ladder tapi pertanyaan pertanyaannya itu tentang apa yang kalian ajarkan misalkan itu atau mau comparison contrast, atau membuat apa atau opini apa, nah kayak gitu tuh bisa dan itu dilakukan</p>		
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		<p>oleh mahasiswa, mahasiswa beberapa melakukannya kemudian ya yang jelas memodifikasi sih tapi kalau original idea kayaknya memang agak susah kecuali mereka yang bener-bener apa ya mau membaca banyak mau banyak merefleksi kayak gitu cuman kayaknya saya belum nemu sih kayak yang original idea dalam hal bener-bener unik kayak gitu</p>		
RR		<p>Tapi kan biasanya gini mis kalau misalnya mau ngajar itu kebanyakan kan kayak ketipek dari buku paket ya mis jadi kan memang kurang kreatif kan kalau dari mis sendiri gimana</p>		

		caranya biar mereka tuh bisa lebih kreatif gitu		
MI		<p>Ya jadi memang saya selalu bilang bahwa buku modul itu not the only modul that is best gitu ya kayak jangan menganggap buku modul itu buku yang sudah oke bagus gitu enggak karena saya tunjukkan juga buku modul tuh banyak salahnya lho Kadang-kadang kayak gini-ginian saya tunjukkan ya coba lihat itu nah itu tuh gak boleh sebenarnya kayak gitu masa kita sediakan translationnya. Untuk supaya kreatif nah kembali lagi tergantung akhirnya kembali lagi ke siswanya jadi misalkan saya udah ngasih cara coba kalian</p>	<p>Creativity 2</p> <p>Question 9 line 3</p> <p>Creativity 3</p> <p>Question 9 line 4</p> <p>Creativity 4</p> <p>Question 9 line 5</p> <p>Originality 1</p> <p>Question 9 line 3</p>	<p>Person-process (PPS) 1</p> <p>Originality</p> <p>Person-process (PPS) 2</p> <p>Person-process (PPS) 3</p>

	<p>browsing kalian cari nonton youtube lah gitu ya bagaimana cara memberikan aktivitas untuk di kelas gitu tapi balik lagi ke mahasiswanya kalau mahasiswanya mau berusaha browsing dan sebagainya atau mungkin diskusi dengan temennya itu ya bagus dia bisa memodifikasi dengan kelas-kelas yang bagus gitu ya, cuman kalau dia gak mau mencari informasi ya nanti akhirnya jatohnya biasa- biasa aja gitu maksudnya game-gamenya ya biasaaja gitu gak sampai kreatif banget gitu pernah ada salah satu mahasiswa RPM itu tahun berapa ya</p>	
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		<p>2018 kalau gak salah yadia angkatan 2018-an lah udah lulus sih udah alumni itu dia memodifikasi giving direction, giving direction dia menggunakan apa namanya media-media gitu dan dia menggunakan physical activity ya jadi kayak siswanya berdiri terus nanti di lantai itu dia kasih gambar-gambar misalkan bank, post office, school, department store, kayak gitu kemudian mereka akan bermain apa namanya giving direction tapi salah satu yang disuruh apa yang diberi instruksi itu ditutup mata nah kayak gitu ya ditutup mata terus temen-temennya itu harus</p>		
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		<p>mengarahkan dia kemana gitu misalkan kayak walk three steps forward, misalkan kayak gitu ya terus turn left, misalkan kayak gitu nah itu dia memodifikasi dengan menggunakan waktu itu sedang booming film Avengers yang Thanos</p>		
RR		Ohh Thanos		
MI		<p>Iya Yang Thanos itu nah dia menggunakan ide itu karena memang sedang trend dia menggunakan ide Thanos itu dengan menggunakan glovesnya jadi ada gloves yang gloves itu nanti jadi ada racing dua grup gitu kan racing dengan menunjukkan giving direction itu supaya</p>		

		<p>mereka dapat Gloves-nya itu gitu loh nah yang dapat gloves-nya itu menang kayak gitu sehingga itu kan itu sebenarnya ide kreatif gitu sehingga itu kan itu sebenarnya ide kreatif cuma bukan original idea, ya kan?</p>		
RR		Iya		
MI		<p>Jadi itu adalah ide kreatif tapi bukan original idea, karena dia hanya memodifikasi dari film yang sedang ada, nah kayak gitu tapi itu sudah bagus bagus banget, itu sudah sangat saya apresiasi, dan teman-temannya juga seneng waktu dia praktek mengajar itu salah satu contoh yang saya sampai</p>		<p>Person-process (PPS) 1 Person-process (PPS) 2 Person-process (PPS) 3</p>

		<p>sekarang masih ingat karena kayak, wah dia bisa relate ya, yang sedang trend waktu itu, The Avengers itu, dan masukkan ke dalam game nah itu salah satu bentuk kreatifitas jadi mestinya calon guru itu bisa menghubungkan again ya, menghubungkan apa yang terjadi di sekitarnya dan dia masukkan ke dalam pembelajaran, sehingga itu akan menarik ada lagi yang saya masih ingat apa namanya bukan drakor boy band nah waktu itu waktu itu ya, itu boy band lagi bener-bener, lagi puncak-puncaknya gitu ya, nah itu ada salah satu mahasiswa yang menggunakan puzzle</p>		
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	<p>menggunakan puzzle, itu salah satu wajah dari member boy band gitu nah itu dibuat puzzle karena topiknya describing people gitu, sehingga dia, wah itu tebak-tebakannya itu kayak, oh itu tuh si ini, itu si ini tapi kontekstual, karena memang pada waktu itu, cewek-cewek sedang sangat gandrung dengan boy band itu gitu jadi ketika itu dibawa ke kelas itu mereka relate dan mereka happy gitu, karena wah iya, berarti berarti kan gurunya kan paham ya apa yang sedang terjadi sekarang, nah seperti itu jadi itu cara cara mengkontekstualkan ya apa yang terjadi di sekitar dan memasukkan ke dalam</p>	
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		<p>kelas, nah seperti itu itu</p> <p>salah satu bentuk</p> <p>keaktivitas sih meskipun</p> <p>bukan original idea gitu</p>		
RR	10	<p>Nah yang kesepuluh,</p> <p>bagaimana caranya Miss</p> <p>buat membantu calon guru</p> <p>EFL untuk menciptakan</p> <p>metode pengajaran yang</p> <p>efektif</p>		
MI		<p>Membantu menciptakan</p> <p>metode pengajaran yang</p> <p>efektif sebenarnya kalau</p> <p>mau ngomongin efektif</p> <p>atau tidak, itu kan harus</p> <p>pakai alat ya pakai alat</p> <p>ukur misalnya dengan</p> <p>menggunakan pre-test,</p> <p>post-test gitu nanti baru</p> <p>ketahuan apakah metode</p> <p>atau strategi yang dipakai</p> <p>itu efektif atau tidak</p> <p>mungkin ini ya</p>	<p>Originality 2</p> <p>Question 10 line 1</p> <p>Originality 3</p> <p>Question 10 line 2</p>	<p>Originality 1</p> <p>Originality 2</p>

		<p>menciptakan metode pengajaran mungkin yang menyenangkan kali ya yang menyenangkan atau yang engaging gitu ya nah itu biasanya saya kasih mahasiswa itu beberapa video dulu sebelum mereka mengajar ya misal kemarin SMK Piri dan Padmanaba, setelah itu mereka harus membuat lesson plan yang sesuai dengan konteks video tersebut dan membuat solusi atau kegiatan yang cocok untuk ditaruh di lesson plan yang akan mereka buat sebelum mereka mengajar mereka nonton video nah dari video itu mereka harus membuat catatan gitu aktivitasnya apa disitu</p>		
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	<p>bagaimana cara guru memberi instruksi dan sebagainya nah dari situ mereka akan menganalisis tuh apa sih yang dipakai medianya apa, materinya apa, cara mengajarkannya bagaimana, gitu sehingga nanti mereka akan lebih paham dan mereka bisa memodifikasi untuk kelasnya sendiri dan saya selalu minta mereka untuk ayolah yang kreatif buatlah aktivitas yang ya gimana gitu yang menyenangkan gitu yang engaging gitu sehingga siswa itu belajarnya bisa seneng kayak gitu cuman ya itu tadi balik lagi kalau saya lebih ke kembali lagi mahasiswa kalau ada yang punya ide cukup</p>	<p>Feedback 1 Question 10 line 3</p> <p>Feedback 2 Question 10 line 4</p> <p>Feedback 3 Question 10 line 6</p>	
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	<p>bagus gitu ya biasanyasaya bantu sih, kayak ya ini bagus nih nanti saya beri saran biasanya ini dibuat gini aja, nanti yang ini nanti dibuat jadi 4 kelompok aja terus nanti dibuat rules of the gamenya misalkan gitu, rulesnya begini sehingga lebih jelas, nah biasanya saya kasih saran atau ngasih ide bagi mereka yang memang sudah menemukan hal-hal yang akan dimodifikasi, kayak gitu untuk mahasiswa yang belum menemukan ide, kayak aduh ini gimana ya ini mau gimana ya miss gak punya ide, misalnya gitu ya itu biasanya besok saya kasih clue gitu, saya kasih coba pakai ini, kamu</p>		
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	<p>bermain ini deh ini nanti bermain kata sifat nanti kalian bisa pakai bola misalkan kayak gitu, atau kalian menggunakan musik yang di tengah- tengah itu ada yang ada 2 kursi atau 3 kursi yang nanti rebutan misalnya kayak gitu, nah seperti itu kalau dari mahasiswanya sendiri yang punya ide, biasanya saya kasih feedback, tapi kalau mahasiswanya gak punya ide biasanya ya saya kasih alternatif gitu coba pakai ini, coba pakai itu tapi tetap harus di ini sih tetap harus di bimbing kayak oke ini harus begini kalau kamu gak begini nanti jadinya begitu, kadang- kadang mereka kurang</p>		
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		<p>sensitif dengan teknis ya, teknis pelaksanaan, misalnya kayak mereka udah tau nih mau buat game ini cuman mereka tuh gak menentukan rulesnya secara jelas sehingga rulesnya tuh kayak ini kalau rulesnya gak ada ya nanti kacau gitu, ketika di game-nya gimana gitu cara menentukan benar-benar salahnya nih yang seperti itu kadang-kadang begitu</p>		
RR		<p>Kalau misalkan untuk managing classroom ya misalkan kalau misalkan calon guru itu mungkin belum pernah ada pengalaman terus pas praktek langsung gitu, kayak gimana nih caranya gitu, apalagi kalau</p>		

		<p>misalkan ada yang emang dia tuh introvert gitu terus gimana caranya ngajarin di kelas RPM itu untuk mereka tuh ya udah bisa, bisa gitu managing gitu</p>		
MI		<p>Kalau secara spesifik tentang classroom management itu ada mata kuliahnya ya Language Classroom Management ya kan itu ada, nah di mata kuliah Classroom Management sebenarnya disitu sudah diulas mulai dari teori sampai bagaimana mempraktekannya karena mata kuliah Classroom Management itu kan 4 SKS ya, jadi dia harus sampai praktek bagaimana memmanage gitu nah ketika mereka sampai di mata</p>		

	<p>kuliah RPM, itu karena agak berjarak ya mata kuliah Classroom Management dengan RPM itu agak berjarak kurang lebih kayaknya satu atau dua semester sehingga mereka sering banyak yang lupa, kayak lupa gitu, harusnya bagaimana bagaimana, nah itu mereka kadang lupa nah biasanya di kelas CRM juga direview sebelumnya, direview tapi memang tidak bisa banyak ya kalau mereview nanti banyak nanti jadi Classroom Management dong, gak jadi jadi mata kuliah RPM gitu kan ya sehingga Classroom Management itu cara ngajarnya atau cara memberi feedbacknya</p>	<p>Real-world context 2 Question 10 line 5</p>	
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		<p>adalah integrative, jadi integrative dengan yang lain, misalkan kayak oke tadi kamu ngajarnya apa namanya yang belakang kurang diberi perhatian misalkan kayak gitu ya contohnya itu kayaknya setahun yang lalu kalau gak salah, setahun atau dua tahun yang lalu itu kelas RPM kan prakteknya tiga kali yang pertama itu saya agak lupa prakteknya itu tiga kali, oh gini prakteknya tiga kali, yang pertama itu ngajar tanpa teknologi, jadi mereka gak boleh pakai PPT misalkan gitu ya pokoknya gak boleh pakai gadget lah semuanya harus tradisional gitu ya jadi paper and pen nah seperti</p>		
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		<p>itu terus yang kedua, mengajar dengan menggunakan teknologi, jadi mungkin pakai Kahoot, Quizziz, nah kayak gitu bisa pakai PPT kemudian yang ketiga itu adalah mengajar, tapi dengan ada classroom management ada titik berat classroom management, jadi ketika kalian praktek mengajar kalian harus bisa memanager kelas dengan baik, nah di dalam sesi itu itu temen-temennya yang acting sebagai siswa itu diberi peran, diberi peran misalnya kamu jadi siswa yang banyak tanya ya, banyak tanya terus pokoknya gitu, terus kamu jadi siswa yang mager misalnya kamu tidur deh di</p>		
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	<p>kelas tidur aja misalnya gitu kamu jadi siswa yang kalau ditunjuk gak mau sehingga ketika dia ngajar kan siswanya melakukan peran itu, nah bagaimana si teacher ini harus bisa ya itu menghadapi siswa yang ada yang tanya terus, ada yang disuruh gak mau, ada yang gak bawa PR, dan sebagainya, nah dari situlah kita bisa memberi feedback, ngajarin mereka oh kalau kamu begini tuh studentya tuh pasti akan begitu misalnya seperti itu, nah itu bagus, bagus juga itu itu kayaknya sudah agak lama sih, ini belum dipraktikkan lagi, kalau yang sekarang itu kemarin teaching practice nya masih 2 kali yang dulu 4</p>		
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		sampai 3 kali dan menggunakan role play		
RR		Ohh role play		
MI		Iya jadi kalau menggunakan kelas atau fokus di classroom management itu memang harus role play nya seperti itu, jadi siswanya diberi peran perannya macam-macam sih ada kelas yang rame pada main sendiri main gadget dan sebagainya kemudian ada kelas yang sangat pintar jadi kayak semuanya tuh nanya kayak gitu atau kelas yang silent yang mostly tuh studentsya tuh cuma dengerin kalau gak disuruh gak jawab misalnya kayak gitu tapi itu menyenangkan sih	<p>Real-world context</p> <p>3</p> <p>Question 10 line 7</p>	Person-place(PPL)

		<p>menurut saya dan mereka bisa punya feel gitu ya terhadap praktek ngajar itu, saya ingat tadi salah satu alumni yang sudah apa namanya, sudah alumni dan dia sudah mengajar, nah dia tuh sempat bilang gitu, miss ya Allah itu mata kuliah Classroom Management dulu itu ya miss yang waktu kita praktek yang saya beri role itu jadi siswanya tuh kalian jadi siswa yang rame semua ya itu miss itu bener kejadian miss kayak gitu, jadi dia kayak ketika dia ngajar tuh beneran dia pernah ngajar kelas yang masya Allah rame semua gitu dan itu kayak wah saya langsung ingat miss kelasnya miss</p>		
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		<p>ista karena tuh dulu waktu saya praktek di Classroom Management itu ya gitu disuruh waktu dia praktek saya minta siswanya tuh ribut semua gitu siswanya tuh pada wah main gadget lah main sendiri gitu, ternyata bener dia bilang saya langsung inget miss ya Allah kok persis kayak gitu jadi memang role play itu ini ya kalau apa namanya, role play kalau bener-bener di pelaksanaannya bagus gitu, scaffolded inform gitu ya, itu membawa dampak biasanya, jadi kayak dia akan tau oh iya ya bener ya dan ada beberapa mahasiswa yang bilang kayak gitu sih, itu loh miss kalau pas role</p>		
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		<p>play terus siswanya nah itu tuh ngena banget pernah kayaknya gitu jadi kayak dia pernah nemuin siswa seperti itu tapi kan itu bukan betul, itu gak beneran ya kelasnya ya, karena yang berperan itu kan cuma temen-temennya, tapi bukan berarti itu fake, bukan berarti itu gak nyata, karena di kelas yang beneran tuh ya ada kelas yang seperti itu, ada kelas yang rame semua atau bahkan diam semua itu ada gitu, jadi kayak itu bukan mengada-ada memang aslinya ada kelas seperti itu kayak gitu kan</p>		
RR	11	<p>Jadi yang terakhir ya miss bagaimana caranya miss membantu calon guru EFL</p>		

		<p>untuk menciptakan ide-ide yang dapat diterima dan diajarkan buat anak muridnya?</p>		
MI		<p>Oke, sebenarnya kalau menciptakan ide itu nah itu yang tadi yang saya bilang original idea ya, kalau original idea tuh memang susah tidak mudah gitu ya tapi kalau misalkan menemukan modifikasi-modifikasi atau inovasi-inovasi yang hasil dari yang sudah ada itu memang kemungkinan besarnya bisa dilakukan gitu ya kalau membantu, bagaimana membantunya ya tentu saja dengan mendorong mereka untuk banyak belajar sendiri secara mandiri browsing sendiri, cari buku sendiri,</p>	<p>Feedback 4 Question 11 line 1</p>	

		<p>baca referensi, lihat youtube, dan sebagainya kemudian prosesnya setelah mereka membuatnya kemudian proses saya memberi feedback jadi kayak proses memberi feedback itu kan sebenarnya memastikan bahwa aktivitasnya itu on track, misalnya sudah sesuai dengan topik sudah introducing the topic dan kemudian sudah engaging siswa vocabulary buildingnya juga sudah ada nah itu biasanya untuk checking saja sih, kalau masalah ide pengembangan ide biasanya ya lewat diskusi saja dari hasil konsultasiitu jadi mahasiswa punya ide apa nanti</p>		
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		<p>dikonsultasikan</p> <p>kesesuaiannya dan sebagainya nanti saya kasih feedback dan saya sih seringnya kayak, boh jangan ngasih aktivitas itu yang gitu-gitu saja gitu cobalah yang lain misalnya gitu jadi sering saya minta mahasiswa untuk revisi lah kayak jangan ini ini aja yang lain deh, jangan cuma ini lah dari kemarin tuh ini aja gitu masa nggak ada yang berubah sih misalnya seperti itu cuma itu memang melalui prosesnya nggak sekali, jadi seperti itu diminta mereka untuk mengonsep kembali, mencari kembali kemudian konsultasi lagi nah baru kemudian</p>		
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		<p>dieksekusi di apa namanya di simulasi mengajar bahkan setelah simulasi mengajar pun kan tetap dikasih feedback ya ya nanti lain kali ini dibenerin atau diperbaiki supaya nggak seperti ini maksudnya mostly akan seperti itu jadi proses ya</p>		
RR		<p>Kalau misalkan yang untuk bisa diterima oleh merejanya</p>		
MI		<p>Oleh siswanya?</p>		
RR		<p>Iya</p>		
MI		<p>kalau aktivitasnya itu sesuai on track saya pikir akan diterima juga dan sesuai dengan jadi aktivitasnya itu sesuai dengan tingkat kognitif</p>	<p>Acceptability(AC) 1 Question 11 line 2</p>	<p>Acceptability(AC) 1</p>

		<p>mereka misalnya kayak gini kalau mereka disuruh acting atau disuruh siswanya itu disuruh acting kayak anak kecil yang SD itu ya akan susah jadi lebih mendekati aja jadi kalau misalkan mereka jadi anak SMA atau anak SMP itu oke gitu ya tapi kalau untuk anak SD kayaknya juga nggak karena terlalu ini ya</p>		
RR		<p>Menyesuaikan juga ya miss</p>		
MI		<p>Iya menyesuaikan dengan tingkat atau level mereka juga kemudian kognitif, kognitif ya jadi melihat kognitifnya kalau siswanya itu jadi guru itu kan harus tahu ya siswanya itu termasuk yang low</p>	<p>Acceptability(AC) 2 Question 11 line 3</p> <p>Acceptability(AC) 3 Question 11 line 5</p> <p>Critical thinking 6 Question 11 line 4</p>	<p>Acceptability(AC) 2 Person-process (PPS) 1 Acceptability(AC) 3</p>

	<p>profisien atau high profisien atau campur banget gitu atau ada low ada high tapi jaraknya jauh misalkan kayak gitu nahitu guru harus bisa mengidentifikasi itu sehingga dia nanti akan harus mengadaptasi kegiatan pembelajaran yang bisa mengakomodir dua tipe siswa yang begitu gitu sehingga dia harus bisa mengkombinasikan nah untuk yang low, low achiever harus bagaimana latihannya untuk yang high achiever harus bagaimana berarti kan dia harus membuat latihan atau aktivitas yang di tengah- tengah ya, yang ya mungkin buat yang low banget bisa buat yang high</p>	
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	<p>banget juga nggak terlalu mudah gitu ya, sehingga mereka semua akan belajar seperti itu atau alternatif lainnya dibuat dua jadi tugasnya sama tapi standarnya dibuat beda kalau misalkan describing ya describing people oh kalau yang low achiever itu dia satu paragraf sederhana terdiri dari lima kalimat aja udah cukup. Tapi bagi yang high achiever harus di encourage lebih kamu boleh mendescribe people tapi paragrafnya agak panjang dong dan describingnya agak lebih detail misalnya kayak gitu jadi saya kadang memberi ide kayak gitu untuk menyesuaikan kondisi di</p>	
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		<p>kelas misalnya kemudian apalagi ya terutama sih tingkat ini profisiensi siswanya gitu kemudian ada juga kasus-kasus spesifik ya misalnya siswa yang sangat tidak aktif tidak proaktif kayak mostly itu nggak terlalu ini lah diem gitu semuanya diem kayak gitu nah itu biasanya ya saya encourage memberikan aktivitas belajar yang mostly fisik supaya mereka berdiri gitu loh jadi kayak kalau cuman dikasih LKS worksheet aja mereka udah males</p>		
RR		Malah tidur		
MI		Iya jadi Males ya cuman dia kayak gitu ya atau malah justru gurunya	Feedback 5	

		<p>ceramah gitu menjelaskan lama itu it doesn't work gitu jadi harus melibatkan fisik misalnya kayak ayo-ayo kita berdiri yuk buat kelompok nah seperti itu jadi mostly sih memberi namanya memberi paparan kemudian membiarkan siswa untuk mahasiswa calon guru ya untuk mengeksplorasi kemudian nanti akan ada sesi diskusi dengan saya gitu ya terus nanti bisa dievaluasi lagi setelah mereka dipraktikkan di dalam kelas</p>		
RR		<p>Berarti kalau misalkan bisa disimpulkan RPM ini berguna banget ya misbuat calon EFL gitu dikarenakan mereka bisa tahu gimana cara bikin materi, terus juga gimana cara</p>		

		managing classroom juga, terus kayak bikin ide yang kreatif gitu-gitu ya miss		
MI		Iya insya Allahmanfaatnya iya dan memang salah satu tujuan dari RPM itu kan memangmencakup itu tadi ya mencakup bagaimana ngajari teaching delivery membuat lesson plan, kemudian membuat aktivitas yang engaging, bahkan membuat assessment ya jadi kayak kalau membuat worksheet itu harus bagaimana gitu kan ya meskipun itu ada mata kuliah tersendiri seperti Matdev gitu ya tapi di classroom eh sorry tapi di RPM juga tetap diajarkan kalian kalau membuat apa namanya		

		<p>aktivitas ya harus begini dan seperti itu jadi memang ya insya Allah sih bermanfaat ya cuman saya mau highlight ini concern pribadi ya praktek ngajar di kelas Micro Teachingitu ya kayaknya dua kali itu masih terlalu sedikit tiga kali itu oke cuman waktunya tuh kadang yang gak oke maksudnya kayak waktunya tuh sudah 4 sks kan</p>		
RR		Iya		
MI		<p>Tapi kayak masih kurang gitu kayak aduh 4 sks tuh nanti kalau praktek ngajarnya 3 kali itu masih dipepet-pepet bangetkayak gitu sebenarnya sih prinsipnya semakin banyak latihan itu akan</p>		

		<p>semakin baik gitu cuman karena waktu constraint waktunya cuma segitu jadi agak susah itu membaginya tapi prinsipnya sebenarnya seperti itu semakin banyak mereka praktek semakin oke gitu ya kalau misalkan kayak menyimpulkan gitu tingkat kreatifitas dari calon guru itu masih sangat perlu ditingkatkan karena mahasiswa calon guru yang kreatif itu hanya sedikit sedikit sekali mungkin presentasinya sedikit banget gitu kayaknya satu kelas itu mungkin yang boleh dibilang dia kreatif gitu paling dua gitu dua atau tiga gitu ya nanti yang lainnya biasanya ada di</p>		
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		tengah di medium gitu yang perlu di perlu diberi feedback, perlu dibimbing, perlu diarahkan, nanti akhirnya mereka bisa gitu ya nah biasanya seperti itu kalau yang selama ini saya ngajar		
RR		Baik, sudah miss		
MI		oke		
<p>Critical Thinking: 6 Motivation: 3 Exhibition: 1 Creativity: 4 Reflection: 2 Feedback: 5 Peer feedback: 3 Innovative lesson plan: 2 Real-world context: 3 Cooperative learning: 2 Collaboration: 1 Originality: 3 Acceptability: 3</p>				

Appendix 2 Transcript of Interview 1