

# SKRIPSI ZAKIA FIX

*by - kitteuvn*

---

**Submission date:** 16-Aug-2022 03:46PM (UTC+0900)

**Submission ID:** 1883108771

**File name:** SKRIPSI\_ZAKIA\_FIX.docx (5.31M)

**Word count:** 16264

**Character count:** 92030

**PROMOTING CREATIVITY USING PROJECT BASED LEARNING  
IN TEYL SUBJECT AT NUSANTARA PGRI KEDIRI UNIVERSITY**

**SKRIPSI**

8

Submitted as Partial Fulfilment of the Requirements for the Attainment of the  
Degree of Sarjana Pendidikan in English Language Education



by:

**ZAKIA AURANINGRUM**

32

NPM: 18.1.01.08.0007

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
NUSANTARA PGRI KEDIRI UNIVERSITY**

**2022**

**APPROVAL PAGE**

Skripsi by:

**ZAKIA AURANINGRUM**

18.1.01.08.0007

ENTITLED:

**PROMOTING CREATIVITY USING PROJECT BASED LEARNING  
IN TEYL SUBJECT AT NUSANTARA PGRI KEDIRI UNIVERSITY**

46

Approved by the Advisors to be proposed to the English Department

Examination Committee FKIP UN PGRI Kediri

Kediri, 20 July 2022

Advisor I

Advisor II

Dr. Hj. Diani Nurhajati, M.Pd.  
NIDN. 0711126302

Dr. Sulistyani, M. Pd.  
NIDN. 0701056803

## **APPROVAL SHEET**

Skripsi by:

**ZAKIA AURANINGRUM**

18.1.01.08.0007

Entitled:

**PROMOTING CREATIVITY USING PROJECT BASED LEARNING  
IN TEYL SUBJECT AT NUSANTARA PGRI KEDIRI UNIVERSITY**

Maintained in front of English Language Education Examination Committee

FKIP UN PGRI Kediri

Kediri, 20 July 2022

**And Declared to Have Met the Requirements**

Committee examiner:

Chairman : Dr. Hj. Diani Nurhajati, M.Pd. 62 \_\_\_\_\_

First Examiner : Dr. Yunik Susanti, M.Pd. \_\_\_\_\_

Second Examiner : Dr. Sulistyani, M.Pd. \_\_\_\_\_

The Dean of the Faculty of Teacher  
Training and Education  
University of Nusantara PGRI Kediri

Dr. Mumun Nurmilawati, M.Pd.  
NIP. 19680906 1994 03 2001



### STATEMENT OF ORIGINALITY

Name : Zakia Auraningrum  
Sex : Female  
Place/Date of birth : Malang, December 4, 2000  
NPM : 18.1.01.08.0007  
Faculty/Department : FKIP/ S1 English Education Department

1. The “Skripsi” is never collected to any institute of higher education for any academic degree.
2. The “Skripsi” is totally independent of my work and not the result of plagiarism of the others works.

Kediri, 12 July 2022

Zakia Auraningrum  
NPM: 18.1.01.08.0007

## **MOTTO AND DEDICATION**

### **MOTTO**

*“Keep your eyes on the stars and your feet on the ground.”*

– Theodore Roosevelt

### **DEDICATION**

This Skripsi dedicated to:

- My beloved parents who always give me support, love, and pray all time for me to be successful person.
- My friends who have supported and motivated me to finish this Skripsi.

## ABSTRACT

60

**Zakia Auraningrum:** Promoting Creativity Through Project Based Learning in TEYL Subject at Nusantara PGRI Kediri University, Skripsi, English Department, The Faculty of Teacher Training and Education University of Nusantara PGRI Kediri, 2022.

**Keywords:** Creativity, Project Based Learning, TEYL Subject

COVID-19 Pandemic influenced the education world, especially the teaching and learning process. In fact, university students must be equipped with four skills to survive in the global competition of the 21st century, namely Collaboration, Critical Thinking, Creativity, and Communication (4C). One of the essential skills is creativity. Lecturers have to provide learning activities for the students to develop their skills. As a result, lecturers must adapt to the condition by selecting the appropriate strategies. One of the strategies which can be applied during the pandemic is Project Based Learning. This research aimed to describe the process of developing creativity in the students using the Project Based Learning in Teaching English to Young Learners (TEYL) subject and the student's responses to the strategy applied by the lecturer on the TEYL subject.

This is qualitative research, and the subjects were the lecturer and three students as the representatives of sixth-semester students at the Nusantara PGRI Kediri University who took the TEYL subject in the academic year 2020/2021. The instruments used to gain the data were documentation, observation checklist, and interview. The observation was conducted twice during the TEYL subject. Moreover, the interview with the students and documentation of lesson plan and book chapter were used to collect more data.

The results of this research indicate that the stages of PBL used by the lecturer were class preparation and implementation, which contained the stages of material selection, planning, development, and presentation. This research also found that the lecturer employed blended learning to implement the teaching and learning process. She assigned the students a project: learning activities for young learners in the form of a book chapter. Through creating the project in TEYL subjects and the PBL stages applied by lecturers, the students could develop their creativity, especially in fluency, flexibility, originality, and elaboration.

From the results of this study, there are several suggestions. Teachers of related subjects can collaborate to create projects for students so that they can train students' skills for different subjects at once. They can also use the PBL stages in this study for classroom learning. Finally, for the future researchers are suggested to use more subjects in their research, explore the use of PBL for other soft and hard skills, and conduct research focusing on students' perspectives.

## ACKNOWLEDGEMENTS

<sup>85</sup> Praise to Allah SWT, <sup>32</sup> The Lord of the universe, upon the blessings He gives to the writer, so this Skripsi, entitled “Promoting Creativity using Project Based Learning in TEYL Subject at Nusantara PGRI Kediri University” which is written as partial fulfilment of the requirements to obtain the Sarjana Degree of Education in English Department of UN PGRI Kediri, can be finished without any obstacles.

<sup>25</sup> The writer realizes that this Skripsi cannot be finished without helps from others people. Therefore, the writer would like to deeply express her gratitude and appreciation to:

1. Dr. Zainal Affandi, M.Pd. as the Rector of University of Nusantara PGRI Kediri.
2. Dr. Mumun Nurmilawati, M.Pd. as the Dean of faculty of Teacher Training and Education in University of Nusantara PGRI Kediri.
3. Khoiriyah, M.Pd. as the Head of English Education Department.
4. Dr. Hj. Diani Nurhajati, M.Pd. as the first advisor who gave many valuable hours of guidance, suggestions and correction to the writer in finishing this research.
5. Dr. Sulistyani, M.Pd. as the second advisor who gave many valuable hours of guidance, suggestions and correction to the writer in finishing this research.
6. All lecturers of English Education Department for their great help, valuable advices, and knowledge they have given to the writer during her research in University of Nusantara PGRI Kediri.

7. Dr. Hj. Diani Nurhajati. M.Pd. as TEYL subject lecturer who has given permission to researcher get the data of this research
8. The writer's parents and family who have given their help, support and motivation to the writer during her research.
9. The writer's classmates and friends for their motivation and support.

Finally, the writer realizes that this Skripsi is far from perfect and has many deficiencies. Therefore, suggestion and criticism are expected to improve this Skripsi. Furthermore, the writer hopes that this Skripsi could be useful for us, especially for education field.

Kediri, 12 July 2022

Zakia Auraningrum  
NPM: 18.1.01.08.0007

59  
**TABLE OF CONTENT**

<b>COVER.....</b>	<b>i</b>
<b>APPROVAL PAGE .....</b>	<b>ii</b>
<b>APPROVAL SHEET .....</b>	<b>iii</b>
<b>STATEMENT OF ORIGINALITY .....</b>	<b>iv</b>
<b>MOTTO AND DEDICATION .....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF PICTURES.....</b>	<b>xii</b>
<b>LIST OF APPENDIXS .....</b>	<b>xiii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of the Research .....	1
B. Scope of the Research .....	5
C. Research Question.....	6
D. Objective of the Research .....	6
E. Significance of the Research .....	6
F. Definitions of the Key Terms.....	7
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>9</b>
A. Literature Review .....	9
1. Creativity .....	9
2. Project Based Learning (PBL).....	13
3. Teaching English to Young Learners (TEYL) .....	16
B. Relevant Research .....	18
C. Conceptual Framework .....	21

<b>CHAPTER III RESEARCH METHOD .....</b>	<b>23</b>
A. Research Approach .....	23
B. Researcher Role .....	23
C. Research Setting and Time.....	24
D. Research Subject .....	25
E. Data Source .....	25
F. Data Collecting Technique.....	25
70 G. Data Analysis Technique .....	26
H. Trustworthiness .....	28
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION .....</b>	<b>29</b>
A. Description the Setting of the Research .....	29
B. Description the Research Finding .....	29
C. Discussion .....	43
33 <b>CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION .....</b>	<b>46</b>
A. Conclusion .....	46
B. Implication .....	48
C. Suggestion .....	49
<b>BIBLIOGRAPHY .....</b>	<b>51</b>
<b>APPENDICES .....</b>	<b>55</b>

## **LIST OF TABLES**

Table 3.1 Research Schedule .....	24
-----------------------------------	----



**LIST OF PICTURES**

Figure 2.1 Conceptual Framework.....	22
Figure 4.1 Example of the Opening Song .....	37
Figure 4.2 Example of the Closing Song .....	37
Figure 4.3 Example of the Theme Song.....	39
Figure 4.4 Example of the Theme Song.....	39
Figure 4.5 Example of the Game Manuals.....	40

## **LIST OF APPENDIX**

Appendix 1. Lesson Plan .....	56
Appendix 2. Observation Checklist .....	63
Appendix 3. Interview Transcript .....	68
Appendix 4. Students Work Result .....	85
Appendix 5. Documentation .....	92
Appendix 6. Statement Letter from University of Nusantara PGRI Kediri .....	95

## INTRODUCTION

## A. Background of the Research

Since March 2020, the Covid-19 Pandemic has begun to cause many changes in Indonesia, especially in the field of education. On March 24, 2020, the Minister of Education and Culture issued circular letter number 4 of 2020 Concerning Implementation of Education Policies in Emergency Time the Spread of Corona Virus Disease (Covid-19). In this circular, the Minister of Education and Culture stated the policy of learning from home for the safety and health of students and their families.

The COVID-19 Pandemic is a new challenge for teachers. SN-DIKTI and KKKNI explain that the elements of learning outcomes include attitudes and values, abilities, knowledge, and responsibilities/rights. This means that learning outcomes include hard and soft skills (Suhartono & Machmuddah, 2020). This is supported by the background and objectives of the independent campus program (*Program Kampus Merdeka*). In the independent learning guide book, it is stated that the independent learning program is designed and implemented properly to be able to form students' hard and soft skills. This is intended to make students more prepared and relevant to the needs of the times. Teachers still have to equip students with these skills sufficiently to be able to compete globally even with the limitations of the COVID-19 Pandemic.

82 Soft skills encompass personal, social, communication, and self-management behaviors. As mentioned by Peggy (2007) that soft skills 13 cover a broad spectrum, including self-awareness, trust, awareness, adaptability, critical thinking, organizational awareness, attitude, initiative, empathy, self-confidence, integrity, self-control, leadership, problem-solving, and decision making, risk, and time management. Therefore, in high education, students must be able to master four skills, namely, Collaborative, Critical, Creative, and Communicative (4C), to survive in the 9 21st-century global competition.

Creativity is one of the skills in the 4Cs. Creativity has a reasonably broad and complex definition. Firstly, Jauk, Benedek, & Neubauer (2014) define creativity into three perspectives, namely originality (finishing something in a way that has never been done before), novelty (creating something new), and 1 difference or seeing things from a different perspective. Furthermore, Krumm et al. (2016) added that 45 creativity is the highest level of expressing a new idea and the ability to combine unrelated topics in different ways to avoid familiar patterns. Finally, Jahnke et al. (2017) define creativity as an innate intelligence that develops as a result of a combination of one's innate abilities and the process of adaptation to the environment. In short, 9 creativity is the ability to express ideas to create something new or something that has never been done before.

55 Creativity has indicators that are used as a reference for teachers to assess student creativity in the classroom. According to the Guilford Divergent Thinking 4 Model and the Torrance Test for creative thinking, there are six indicators of creativity. This list of creativity indicators has been created by Scientific American

as cited by Fields & Bisschoff (2013). The six indicators<sup>40</sup> are ideational fluency, variety and flexibility, originality, elaboration, problem sensitivity, and redefinition.

<sup>93</sup>Teaching English to Young Learners (TEYL) is one of the English profession subjects. In the TEYL subject, students are introduced to methods and strategies that can be used to teach English young learners in the Indonesia context. This subject emphasizes that the students can teach young learners with child-friendly learning.

Child-friendly English learning means that the materials and learning strategies are<sup>67</sup> adapted to the child's world. According to Nurhajati (2020), child-friendly material is<sup>67</sup> adapted to the child's world, for example, the material with topics that are appropriate to the child's world, using simple English expressions in the context of communication, and supported by learning media. While the strategy used follows activities that are very popular with children, such as singing, storytelling, and various educational games (Nurhajati, 2020). In addition, Nurhajati (2020) also stated that the attitude when teaching, which should be integrated with the child's character, does not to behave like adults. Children tend to be active in channelling physical activities through colouring, drawing, writing, and singing. Thus, in this subject, students are introduced to songs, child-friendly learning materials, short stories, and games commonly used in<sup>6</sup> teaching English to young learners.

According to the researcher's experience, when taking this subject at Nusantara PGRI Kediri University, the lecturer has applied creativity by applying <sup>1</sup>Project Based Learning (PBL). The students are assigned to create book chapters containing learning materials (vocabularies and examples of expression), songs, stories, and games. There is also a video learning English production project using the contents of the book chapter. TEYL subject is carried out online, and the lecturer was carried out using Zoom Cloud Meeting for delivering material, discussion, and evaluation, then using Edmodo for giving assignments.

<sup>47</sup>The use of PBL in this subject is as a medium to train students' creativity. By understanding the material, students can express creative ideas to solve problems. As Krajcik & Blumenfeld (2006:318) state, <sup>23</sup>PBL is a form of situated learning (Greeno: 2006). It is based on the constructivist finding that students gain a deeper understanding of material when they actively construct their understanding by working with and using ideas.

<sup>1</sup>According to Bell (2010), PBL is an innovative learning approach that teaches many strategies critical for success in the twenty-first century. Students drive their learning through inquiry and work collaboratively to research and create projects that reflect their knowledge. Krajcik & Blumenfeld (2006:317) also stated <sup>36</sup>that PBL allows students to learn by doing and applying ideas. Students engage in real-world activities that are similar to the activities that adult professionals engage in.

There were some previous researches about the implementation of PBL to improve the students' creativity, such as, Ummah et al. (2019) found an improvement in students' creativity in completing the project of making mathematics learning media based on novelty aspect meets the good category. However, the research conducted by Syarifah & Emiliasari (2019) found that the students found it difficult with the tasks/projects given. In addition, they mentioned that they get ideas in doing projects through group discussions. Thus, it needs to go through tough times first to be able to create something new finally successfully. Thinking of ideas, experimenting, and failure are process to be able to produce something creatively. In both of those researches, the students' creativity can be improved. However, the difference between the previous research and this current research is that the researcher focused more on the learning process in the classroom and how students' creativity developed at each stage of PBL applied by the lecturer

Based on the researcher's experience, and the results from previous research above which proved there is a significant increase in the implementation of PBL on students' creativity, the researcher is interested in the process of promoting creativity in TEYL subjects through online learning. Therefore, this research is entitled "Promoting Creativity using Project Based Learning in TEYL Subject at Nusantara PGRI Kediri University."

## **B. Scope of the Research**

Concerning the scope of the research, the researcher focuses on the learning process in TEYL class using PBL to explore student creativity in solving problems. This research focuses on how students' creativity is developed through PBL the

lecturer. What is meant by creativity in this research includes how they generate ideas fluently and originally, adapt the ideas they have found flexibly, and how they elaborate their ideas with the others' ideas which are seen during the learning process and the products made by students. The subjects of this research are the TEYL lecturer and students who program this course.

### C. Research Question

From the limitations of the problem <sup>48</sup>above, the formulation of the problem in this research is: "How does the lecturer of TEYL promote creativity using Project Based Learning at Nusantara PGRI Kediri University?"

### <sup>6</sup>D. Objective of the Research

This research aims to describe the process of promoting done by the lecturer of TEYL through Project Based Learning at Nusantara PGRI Kediri University.

### <sup>26</sup>E. Significance of the Research

The researcher expected the result of this research can give significances as follow:

#### <sup>1</sup>1. For teachers

Hopefully it can be used as a reference for teachers in using PBL to make students more active in learning English and exploring students' creativity in solving problems.



2. For students/prospective teachers

<sup>55</sup> The results of this research are expected to be a reference so that they can use their creative skills in the classroom and also introduce creativity from the beginning of the <sup>7</sup> learning process.

3. For the other researchers

Hopefully the results of this research can be useful as a reference for further research with the same field

## F. Definitions of the Key Terms

1. Creativity

<sup>12</sup> Creativity is a product of the ability (creative thinking) to produce a new way or something in dealing with a problem or situation <sup>44</sup> comprises core ideas such as ‘making something new’, ‘perceiving old things in new ways’, ‘finding new connections’, or ‘evoking pleasurable surprise’, and the indicators are fluency, flexibility, originality, and elaboration.

<sup>34</sup> 2. Project Based Learning

Project Based Learning (PBL) is an innovative approach to learning that teaches a multitude of strategies critical for success in the twenty-first century, and the stages in PBL used in this research the one proposed by Nurhajati, Kencanawati, & Riwayatiningsih (2020): Preparation, Classroom Implementation, Development, and Presentation.

### 3. Teaching English to Young Learners (TEYL)

Teaching English to Young Learners (TEYL) is one of the English profession subjects. In TEYL subject, students are introduced to methods and strategies that can be used to teach young learners also teaches students to be able to teach young learners with child-friendly learning. Songs, child-friendly learning materials, short stories, and games commonly used in teaching English to young learners are introduced in this subject.

## CHAPTER II

### REVIEW OF RELATED THEORIES

This chapter presents and discusses the previews of related theories to support this research. This chapter will present the literature review of creativity, Project Based Learning (PBL), and Teaching English to Young Learners (TEYL) as English profession subject. This chapter will also discuss about previous research and conceptual framework.

#### A. Literature Review

##### 1. Creativity

Creativity is the ability to express ideas to create something new or something that has never been done before. The definition of creativity, according to Supriyanto et al. (2020), is a person's ability to determine new ways to solve problems related to science, art, literature, etc. In general, creativity is defined through a collection of criteria that tend to consist of: producing something novel, which has value, is adaptive, is relevant to a problem, and is recognized (Kaufman & Baer, 2012; Runco & Jaeger, 2012).

Some experts define creativity as a person's ability to think in generate new ideas. Dunbar and Weisberg, as cited by Matlin (2003) in Mahmudi (2008), state that creativity refers to "the use of thinking skills in solving everyday problems that can be done by ordinary capable individuals." This is supported by Boden's statement, he defines creativity as "the ability to come up with new, surprising, and valuable ideas or artifacts" (Boden, 2004). However, Dorin & Korb defines

creativity more complexly; they state that "creativity is the introduction and use of a framework which has a relatively high probability of generating a pattern representation that can appear only with less probability in a pre-existing framework" (Dorin & Korb, 2009).

Furthermore, Saefudin refers to creativity as "a product of the ability (creative thinking) to produce new ways or things in dealing with a problem or situation" (Saefudin, 2012). Torrance describes the ability to think creatively in Zubaidah (2018). He defines creative thinking as the ability to formulate problems, make assumptions, generate new ideas, and communicate results.

Moreover, some experts also define creativity as the ability to create something new. In (Sternberg & Lubart, 1999), creativity is defined as the ability to produce work that is novel (i.e., original, unexpected) and appropriate (i.e., useful, adaptive to task constraints) (Lubart, 1994; Ochse, 1990; Stenberg, 1988); Stenberg & Lubart, 1991, 1995, 1996). Similarly, Hwang et al. define creativity as the ability to solve problems or produce something useful and new (Hwang et al., 2007).

Based on the explanations from some experts stated in the previous paragraph, the researcher could conclude that creativity is a person's ability to produce a new idea or something new and useful in a way that no one has ever used.

### a. Indicators of Creativity

There are two kinds of indicators, according to (Vandeleur et al., 2001); among them are direct indicators and indirect indicators. Direct indicators of creativity were generating ideas, experimenting, and persistence. Generating ideas has ideational mobility, originality, critical thinking, enjoyment, and regard for aesthetics as its sub-categories; experimenting has risk-taking and cyclical procedure as its sub-categories, and persistence has no sub-categories. Meanwhile, indirect indicators include group interaction, pre-knowledge, cultural influences and values, motivation, and self-esteem as sub-categories.

Furthermore, as cited by Fields & Bisschoff (2013), In 2005, Scientific American listed the following indicators of creativity (Creative Creativity 2007: 1) which corresponds to Guilford's Divergent Thinking Model and the Torrance Test of creative thinking. The six indicators are:

- 1) Ideational fluency: The number of ideas, sentences, and associations a person can think of when presented with a word.
- 2) Variety and flexibility: The diversity of different solutions a person can find when asked to explore the possible uses of an item/s.
- 3) Originality: The ability to develop potential solutions others cannot think of.
- 4) Elaboration: The skill to formulate an idea, expands on it, and then work it to form a concrete solution.
- 5) Problem sensitivity: The ability to recognize the central challenge within a task, as well as the difficulties associated with it.

- 6) **Redefinition:** The capacity to view a known problem in a completely different light.

Moreover, In Supriyanto et al. (2020), Guilford (2009) defined creativity indicators as Fluency, Flexibility, and Knowledge expansion. Based on the explanations above, the researcher could conclude that indicators of creativity vary widely and can help teachers assess student creativity

### **b. Creativity Process**

In Guilford's analysis, he includes his analysis of the creative process by Arthur W. Foshay in Alice Miel's book, *Creativity in Teaching* (Guilford, 1973). The parts of the creative process are described as follows:

- 1) **Openness:** Deliberate letting in data and new experiences with no effort to give an order or to judge.
- 2) **Focusing:** Back-and-forth mental efforts to give order and meaning to the data and the experiences.
- 3) **Discipline:** The self-discipline, concentration, and hard work as the creative person work out his idea or product.
- 4) **Closure:** The product is finished when the creator feels it is. He might destroy it and start over or decide that unfinished is the best he can do.

The researcher concludes that the process of expressing creative ideas, producing something new with creativity, and becoming a creative person plays an essential role in developing students' creativity and soft skills, in addition to creative skills.

## 2. Project Based Learning (PBL)

Project Based Learning is an approach that encourages students to be more active in the learning process in the classroom. Bell refers to PBL as “an innovative approach to learning that teaches a multitude of strategies critical for success in the twenty-first century” (Bell, 2010). Moreover, Nurhajati defines it more precisely. She defines PBL as "a comprehensive deep learning approach to classroom and learning that engages students in the investigation of authentic problems" (Nurhajati, 2016).

Furthermore, PBL is an instructional technique that enables students to perform meaningful tasks (Howard, 2002). Based on Dewey's empirical philosophy, PBL is a method where students learn problem-solving through activities that involve in-depth work on an assigned project (Shin, 2018). However, Thomas (2000) defines PBL as a model that organizes learning around projects. Another term was coined to define PBL as "a form of situated learning" (Greeno, 2006) in Krajcik & Blumenfeld (2006:318).

Based on the explanation, the researcher concluded that PBL is a learning method that plays an essential role in student success in the 21<sup>st</sup> century. In its approach, it involves students in a project and aims for students to learn to be able to solve a problem.

**a. Objectives of Project Based Learning**

Thomas, as cited in Zafirov (2013) outlines the objectives and outcomes of PBL as follows:

- 1) Problem-solving skills
- 2) Self-directed learning skills
- 3) Ability to find and use appropriate resources
- 4) Critical thinking
- 5) Measurable knowledge base
- 6) Performance ability
- 7) Social and ethical skills
- 8) Self-sufficient and self-motivated
- 9) Facility with computer
- 10) Leadership skills
- 11) Ability to work on a team
- 12) Communication skills
- 13) Proactive thinking
- 14) Congruence with workplace skills

Based on the explanation, it can be concluded that there are many objectives of PBL. Moreover, it could train students' soft skills or even hard skills, which are needed so that students can compete globally in the 21st century.



### **b. Stages in Project Based Learning**

Nurhajati, Kencanawati, & Riwayatiningsih (2020) states the stages in PBL as Sekawan-P. There are two stages, preparation, and classroom implementation. In classroom implementation, there are four stages. The stages of PBL are as follows:

- 1) Preparation: The teacher formulates teaching objectives and indicators in accordance with competence. Next, teachers make learning materials, followed by planning projects that students will make.
- 2) Classroom Implementation
  - a) Selecting material: The teacher introduces the teaching objectives and the project they must <sup>21</sup>create and present at the end of the class. The teacher provides models or examples of existing products for students to identify.
  - b) Planning: Teachers inform the <sup>21</sup>steps of doing a project and the time allocation.
  - c) Developing: Students work on projects that have been given. Occasionally the teacher monitors students' projects.
  - d) Presenting: Students present their work or project. At the end of the presentation, the teacher provides input or evaluates the students' projects.

Based on the explanation above, teachers can be facilitated in applying PBL by following the stages above. With those stages, the teacher is expected

to be able to make sufficient preparation before the project starts and be able to monitor student projects.

### <sup>38</sup> 3. Teaching English to Young Learners (TEYL)

Teaching English to Young Learners (TEYL) is one of the English profession subjects. According to Sahroni (2017), TEYL is designed to prepare the students to be a teacher or tutors for young learners. The existence of the TEYL subject is motivated by the need to introduce students to the difficulties in teaching young learners. As cited by (İŞPINAR, 2005), Çakır claims that <sup>14</sup>teaching a foreign language to young learners appropriately is a challenging task for teachers since they will always be alert and well equipped in the class. <sup>14</sup>He also argues that teaching young learners brings many responsibilities on the shoulders of the teachers in the classroom, from designing the materials to implementing them appropriately (Cakir, 2004).

Therefore, students need to be equipped with sufficient knowledge about the characteristics of <sup>6</sup>Young Learners and how to teach Young Learners well. In the English for Young Learner (EYL) class, students learned the concept of young learners' characteristics and cognitive developments, as well as things to consider when designing materials and providing resources for young learners (Syathroh, Musthafa, & Purnawarman, 2019). This is supported by Nurhajati (2020), who states that these subjects should <sup>21</sup>be taught by good English teachers who understand the characteristics of children and can choose

various appropriate learning strategies. They must understand that the learning process must be child-friendly (Nurhajati, 2020).

Thus, the researcher concludes that the TEYL subject is one of the essential English professional courses and needs to be introduced to students to be able to teach young learners. This is due to the need for sufficient knowledge in teaching English to young learners.

#### a. Objective of Teaching English to Young Learners

Teaching English to young learners involves more than merely teaching language skills (Saputra, 2017). However, the objective of Teaching English to Young Learners, to Nunan, is "to provide students with knowledge and skills for teaching English as a foreign language to young learners" (Nunan, 2010). Furthermore, Sahroni & Nurhajati (2017) stated that the purpose of the TEYL subject is to prepare the students to be designers and developer material.

From the explanation, the researcher concludes that the objective of the Teaching English to Young Learners subject is that students can develop appropriate learning materials for young learners and train students' skills in teaching English to young learners. In addition, the purpose of this subject is to provide students with knowledge about young learners as their reference to achieve the subject's objectives.

#### b. Teaching English to Young Learners Teachers

Moon (2005) outlines the competence of EYL teachers. She states that a TEYL program needs teachers with:

- 1) Knowledge of and fluency in English (including good classroom communication skills) and knowledge of the culture
- 2) YL foreign language pedagogy (knowledge of children's FL learning and appropriate teaching strategies for TEYL)
- 3) Knowledge/understanding of children's overall development

The researcher concludes that EYL teachers must be proficient in English. They should be fluent in both languages, a second language and the first language for young learners. In addition, they must also be able to understand how children learn and their development in learning, including their character to teach young students well.

## B. Relevant Research

There are some previous researchers that are relevant to this research. The first research comes from Katz & Stupel (2015) about promoting creativity and self-efficacy through a collaborative research task in mathematics with 24 sixth graders who attended a college of education once a week to learn mathematics. The aim of this case research was to promote mathematical creativity and self-efficacy of elementary students through a collaborative research task and qualitatively elicit their efficacy beliefs about performing creative mathematics tasks. The approach was a qualitative method. The researcher used observation to collect and analyze data using constant comparative analysis (Stake, 2010). This research has revealed that there is an increase in students' creative abilities, students can communicate their confidence to do work mathematically, besides that most students state that

there is a change in their competence so that they have the desire to be able to engage in more challenging math tasks.

The second research is conducted by Anitha, Jeyamala, & Kavitha (2018) with 68 Postgraduate students of Computer Applications who are not familiar with PBL and rubrics-based assessment as well. This research aims to demonstrate a PBL approach to the course, supported by a rubric-based scoring system that measures creativity qualitatively and quantitatively. The results of this research indicate that students and teachers are comfortable with PBL and its assessment methodology. Student feedback also ensures that PBL can increase creativity; besides, the Creativity Quotient data analysis results support the application of PBL in laboratory courses.

Third research comes from Syarifah & Emiliasari (2019). The research is about using PBL to develop students' abilities and creativity in writing narrative text at a private University in Majalengka with the second-semester students of the English language education research program who take writing course as participants. This research focused on the use of PBL to develop students' abilities and creativity in writing narrative text and the student's perception of the implementation of PBL in writing course. The approach was a qualitative method. The data was collected through field notes, the project's final product, and interviews. Then, the project's final product was analyzed using genre analysis, including a narrative essay element. This research showed that students' ability and creativity were developed through PBL, even though students found it difficult with the tasks/projects given. In addition, they mentioned that they get ideas in doing

projects through group discussions. Moreover, students expressed good perceptions about the implementation of PBL in the classroom.

Another research was conducted by Ummah, In'am, & Azmi (2019) about the improvement of the student's creativity in the PBL implementation at the University of Muhammadiyah Malang with the students of the mathematics department who took the course of learning media in the third semester of 2016/2017 academic year. The approach was a descriptive qualitative method. It used observation and interviews to collect and analyze the data using data reduction and comparing it with the relevant literature. This research found an improvement in students' creativity in completing the project of making mathematics learning media based on novelty aspect meets the good category. Based on the interview, the students stated that they had additional ideas from reading literature. Student creativity looks through aspects of originality and flexibility. The originality aspect is said to increase because students use media that other students do not use, and the idea has been developed from ideas that have been developed previously.

The last research was discussed by Nurcahya & Sugesti (2020). This research focused on implementing PBL in writing greeting cards to enhance students' writing ability and creativity. The participants of this research were 32 students in eighth grade at SMPN 1 Sumber, Cirebon, in the academic year of 2019/2020. Data in this research were taken qualitatively by observation, interview, and picture documentation. Furthermore, to get quantitative data, researchers used writing tests, including the students' scores on pre-test and post-test in each cycle. The research findings indicate that the application of PBL allows students to

explore and strengthen their creativity. In addition, the findings also show that the average score of students increases after the implementation of PBL. So, it can be concluded that efforts to improve students' abilities and creativity in this research can be carried out well by using PBL.

Based on the related research above, the researcher is given the view that creativity has been widely used in different learning, not only in language lessons. To introduce, develop, or promote creativity can use a variety of approaches. It is stated that by promoting creativity in the learning process using PBL or collaborative research tasks, not only students' creativity develops, but self-confidence, collaboration skills, and can make students more active in the classroom. By reviewing this research, the researcher explores further promoting creativity in the subject of language learning. The difference between previous research and this research is that the researcher focused more on the learning process in the classroom and how students' creativity is developed.

### **C. Conceptual Framework**

Creativity is one of the 4C skills that students need to be able to compete in the 21st century. Based on this, creativity needs to be introduced to students from now on. Since March 2020, all learning and teaching activities have been carried out online, so students are less able to master the soft skills needed to compete globally. To overcome this problem, one of the lecturers at Nusantara PGRI Kediri University promotes creativity through PBL. The use of PBL can help students in developing their soft skills and hard skills, including creativity skills. Creativity is

needed in this 21st century. Various research has used different approaches to develop students' creative abilities.

<sup>88</sup> Based on the explanation above, the researcher believes that if students can master creativity, then that ability can be used to compete globally from now on in the future. To make the conceptual framework clearer, it can be seen from the figure below:

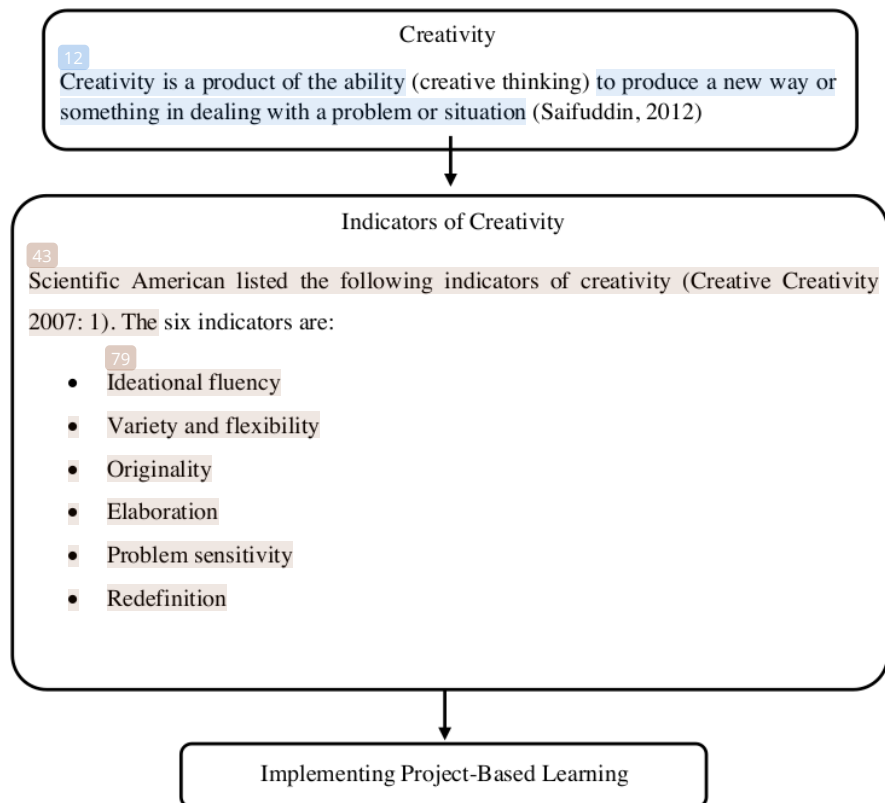


Figure 2.1 *Conceptual Framework*



**RESEARCH METHOD**

This chapter presents six topics dealing with the research method. There are research approach, researcher role, research subject, data source, data collecting technique, and data analysis technique.

**A. Research Approach**

This qualitative descriptive research describes the learning process in TEYL subjects and the results of the process of promoting creativity carried out by the TEYL lecturer to sixth-semester students at the Nusantara PGRI Kediri University. Qualitative research is descriptive. The data collected is in the form of words or pictures rather than numbers (Bogdan & Biklen, 1982) in (Sugiyono, 2013:13)

This research aims to describe the process of promoting creativity through PBL conducted by the TEYL lecturer to sixth-semester students at the Nusantara PGRI Kediri University.

**B. Researcher Role**

The role of the researcher in this research is as a human instrument to conduct research, collect data, analyze data, interpret data, and make conclusions based on the data that has been collected.

90

Table 3.1 Research schedule

[illegible]

#### D. Research Subject

The research subjects are the lecturer of the TEYL subject and three students as the representatives of sixth-semester students at the University of Nusantara PGRI Kediri in the academic year 2020/2021.

These three students were selected as subjects by using the purposive sampling technique. The researcher used this technique because the subjects had these criteria: creativity highly developed, average developed, and less developed.

#### E. Data Source

The data source of this research is a document in the form of lesson plans obtained from the TEYL subject lecturer. Other data sources in the form of documents were obtained from the results of student projects in textbooks. In addition, other data sources were the lecturer and three students to obtain data in the form of details of the process of promoting creativity in the classroom and the results of students' final projects through observation checklists and interviews. In this research, the researcher focused on the learning process and also the results of student projects.

#### F. Data Collecting Technique

In collecting data, the researcher used the following techniques:

##### 1. Document Analysis

The first data collected is from lesson plans (RPS) that can be analyzed. Furthermore, the second data is taken in the form of student projects, namely

book chapters containing game manuals, learning songs, and short stories, resulting from a learning process that promotes creativity through PBL.

## 2. Observation

<sup>20</sup> In this research, the researcher used a complete observation technique, which means she participated in all activities carried out by the research subject. This technique was used to observe the steps in the lecturer's learning process and the learning process to train creativity.

## 3. Interview

The researcher conducted interviews to obtain data that had not been obtained in the observation process. Stainback (1988) in Sugiyono (2013:232) states <sup>7</sup> that interviewing provides the researcher a means to gain a deeper understanding of how the participant interprets a situation or phenomenon that can be gained through observation. The researcher used this technique to obtain data from students regarding the teaching methods carried out by the lecturer and <sup>2</sup> the impact of the learning process on their creativity.

## <sup>2</sup> G. Data Analysis Technique

In this research, the researcher used data analysis based on the theory of Miles and Huberman (1984). <sup>26</sup> Data analysis techniques are reduction, display, and <sup>2</sup> conclusion drawing/verification. The details are as follows:

### 1. Data Reduction

This research requires data reduction because the researcher has obtained many data while in the research location. Reducing data means summarizing, choosing the main things, focusing on the facts on essential things, and looking for themes and patterns (Sugiyono, 2013:247). Here the researcher recorded the results of interviews, observations, and documentation obtained in this research. The recorded data focused on the learning process and the impact or results felt by students from the learning process that promotes creativity through PBL. From the recorded data, the reduced data was data that was not in accordance with the research question.

### 2. Data Display

After reducing the data, the researcher needs to present a summary and classification of the data that has been compiled so that further conclusions can be drawn. "Looking at displays help us to understand what is happening and to do some things-further analysis or caution on that understanding" Miles and Huberman (1984) in (Sugiyono, 2013:249). In this research, the researcher presented the data in the form of a short description or narrative text.

### 3. Conclusion drawing/Verification

Conclusions include all data in the research. The conclusions that have been made need to be supported by valid evidence obtained from the research process by the researcher. The researcher included the primary data to make it more transparent.

## H. Trustworthiness

<sup>7</sup> In this research, the researcher collected data using complete observation where the researcher was fully involved in the activities carried out by the subject to obtain information about the process of promoting creativity through PBL. Moreover, the researcher also conducted interviews to find out more detailed information about the subject under research. Furthermore, the data that has been obtained is supported by documentation in the form of RPS to be analyzed and the results of the student's final project, namely book chapters containing game manuals, learning songs, and short stories.

## 8 CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter discusses the result of the research that have conducted. This chapter will discuss the description of the research's setting, the result of the research, and the discussion.

#### 8 A. Description the Setting of the Research

The subject of this research is the lecturer of the Teaching English to Young Learners (TEYL) subject and three students as the representatives of sixth-semester students at the University of Nusantara PGRI Kediri in the academic year 2019/2020.

#### B. Description the Research Finding

TEYL is one of the English professional subjects. The objective of the TEYL subject is that students can develop appropriate learning materials for young learners, train students' skills in teaching English to young learners, and provide students' knowledge about young learners as their reference to achieve their objectives in TEYL. Besides, the students were equipped with soft skills (4Cs). To achieve the objectives of the TEYL subject, the lecturer applied a PBL approach.

#### Process of Promoting Creativity

In the process of promoting creativity in TEYL subject, the lecturer has implemented two stages in PBL that follow the stages listed in Nurhajati et al. (2020). These stages are preparation and classroom implementation. Classroom

implementation has four stages: selecting material, planning, developing, and presenting.

### 1. Preparation

At the beginning of the lesson, the lecturer explained the TEYL subject and its purpose. In addition, the lecturer also introduced the material to be studied for one semester. Furthermore, the lecturer explained the project that should be done at the end of the semester and the course contract. The projects mentioned during the course contract include making book chapters and videos of the learning and teaching process. However, in this research, the researcher only focused on the project of making book chapters.

Furthermore, in the next TEYL lesson, the lecturer began to provide students with TEYL materials. These materials included the theory underlying TEYL, the goals of TEYL, the approach used in TEYL, learning strategies for teaching young learners, characteristics of young learners, child-friendly learning, and implementation of TEYL. Moreover, the lecturer gives assignments that aim to trigger students' creativity. In this stage, students' creativity has not yet emerged. However, the students have been able to get ideas for working on the project that the lecturer has explained.

### 2. Classroom Implementation

Teaching English to Young Learners (TEYL) subject learning activities were implemented online through the Zoom Cloud Meeting (See appendix 5). Furthermore, in implementing this project, the lecturer gave assignments that



42 must be done by students individually or in groups. There are three core tasks that were given by the lecturer. The first task is to compose three songs: the class opening song, the main song used to introduce vocabulary to students, and the closing or farewell song. Second, make a short story that has been made using simple sentences with the aim that students can easily understand. The last task is making games that can help students learn and understand the material by playing. With this assignment, the students could practice their creativity in completing projects. Besides that, this assignment's results could be included in the final project results. The first task given by the lecturer was an individual task. She assigned the students to summarize the material presented when the lecturer delivered the material so that the students focused on the material presented. The next task was a group assignment. Before giving group assignments, she gave a list of young learners learning materials.

6 Furthermore, the lecturer asked the students to choose and develop the material. Developing the material referred to here, students make vocabulary lists, examples of simple sentences/expressions, songs, short stories, and games according to the selected material. These assignments were given periodically at the end of TEYL class, with the deadline for submission one week after the assignment had been given. Tasks given in this stage form students' creativity more formed. It could be seen how the students modify existing games as they want. In addition, students' creativity could be seen in their ability to compose songs and short stories according to the topics given by the lecturer.

More detailed explanation of the stages in-classroom implementation are in the following stages:

a. Selecting Material

The first step taken at the selecting material stage was that the lecturer chooses learning materials for young learners for projects done by students. Next, the lecturer asks students to form groups with three members and choose the material to be developed for their book-chapter project. The following are the materials that students must choose: 1) Fruit, 2) Foods and Drinks, 3) Family, 4) Things in the Classroom, 5) Things in the Living Room, 6) Professions, 7) Daily Activities, 8) My Hobbies, 9) Public Places, 10) Animals, and 11) Parts of the Body. At this stage, the lecturer provides examples of existing assignments. Lecturer gave examples in the form of opening and closing songs that could be used in class and games that could make young learners happier in learning English. Moreover, the lecturer also gave short story examples with simple sentences to be easily understood by young learners because it used to introduce vocabulary to young learners and an example of a book-chapter design.

At this stage, students' creativity began to be encouraged. After identifying the examples given by the lecturer, they got some ideas for working on the project assignments. However, the lecturer still need to approach the students to develop their creativity.

## b. Planning

The planning stage for this book-chapter project was carried out periodically, namely when the lecturer gave an assignment at the end of the lesson. In group assignments, each group made a plan about the objectives and indicators of the selected material. In addition, although groups have been formed, each student still has to make short stories and games according to the selected material.

At this stage, the lecturer gave assignments according to the steps in the project task of making book chapters:

- 1) The lecturer gave sequential assignments starting from individual tasks, namely making games and short stories that are used to foster student creativity that has begun to appear in selecting materials stage (See appendix 5).
- 2) The individual tasks will be developed by working on group assignments.
- 3) The following steps are making lesson plans, learning objectives and indicators, choosing vocabulary, making simple sentences, core songs according to the learning material, games, and short stories to practice questions as group assignments.

In addition, the lecturer informed the time allocation for working on the book-chapter project assignment, which must be completed at the end of the semester.

In this stage, students' creativity has begun to form with assignments given by the lecturer that force them to explore their creativity.

c. Developing

At this stage, the students developed the results of each task that had been done or directly used their assignments in their group book-chapter project. In developing songs for book-chapter content, the students could choose songs with which the children are familiar and creatively change the lyrics according to the topic. However, in making the game manual process, the students are required to make these games to train children's motor and sensory skills, cohesiveness, and vocabulary understanding. In addition, this stage has been able to make students' creative thinking skills have developed.

d. Presenting

Students presented their project results to the lecturer and the other groups in this last stage. At the end of the presentation, the lecturer provided feedback and suggestions for project improvement. After all groups get comments from the lecturer, the students could print the results of their projects and combine them with the other groups' projects to become a book. The final stage was students practicing the final results of their project directly with all students by taking turns in class. The group practicing the learning process acted as the teachers at this stage. Meanwhile, the other students acted as the students. Furthermore, the students are required to be

able to express their creativity and show it through presentations and the final results of making book chapters.

### Students Creativity Development

The second finding of this research, showed that PBL has been successful in helping students explore their creativity. In this research, the researcher measured students' creativity using the creativity indicators by Fields & Bisschoff (2013). According to a list of creativity indicators that correspond to the Guilford Divergent Thinking Model and the Torrance Test for creative thinking has been made by Scientific American as cited by Fields & Bisschoff (2013), the six indicators are ideational fluency, variety and flexibility, originality, elaboration, problem sensitivity, and redefinition. However, in this research, the researcher have only assessed the students' creativity with four indicators: fluency, flexibility, originality, and elaboration.

The creative abilities that students obtained after using PBL can be presented as follows:

#### 1. Fluency

Based on the results of interviews with three students as class representatives, it was found that students are able to think fluently in the project they have been working on. The three students who were interviewed were able to express their ideas fluently. They revealed that making a book-chapter layout or design requires them to think creatively as possible because the book design will attract the attention of young learners.

In addition to what has been mentioned, students also conveyed the purpose of their ideas, ideas <sup>110</sup> related to the implementation of child-friendly learning, and the content in the chapters of the learning books they made. Students revealed that in working on this project, they were required to be able to think as creatively as possible. Student A revealed that her group's ideas to make a song were inspired by cartoons from the 2000s, which she thought were entertaining and could be used as <sup>117</sup> learning media for elementary school students.

Student B conveyed the next idea, which focused on design and content in the textbook chapter. She stated that the learning content and book design were essential aspects of this project. Student C supported this idea because he also had ideas related to the content in the textbook. The idea is about songs which are also a medium for student learning. In this project, student C uses a song that is already known to elementary school students, and then he creates song lyrics adapted to the learning theme and melody of the song. In addition, he also chose interesting movements that were also adapted to the learning theme. He conveyed that the purpose of his idea was to <sup>2</sup> make it easier for students to learn learning materials in a fun way.

The examples of opening and closing songs that students have made can be seen below.

### Opening song

*(Using Di sini senang di sana senang song's melody)*

Good morning teacher, good morning my friends

Here I am ready to research

Good morning teacher, good morning my friends

Let's research English together

Lalalalalalalalalalalalalalalala 2x

Figure 4.1. *Example of the opening song on students' works*

### Closing song

*(Using London Bridge is Falling Down song's melody)*

"Say thank you to the teacher (thank you miss 2x)

The teacher says thank you and you are welcome

Now it's time to (say good bye 3x)

Now it's time to say good bye see you later."

Figure 4.2. *Example of the closing song on students' works*

The conclusion based on the interviews showed that students have been able to convey their ideas well. Students also do not hesitate to state the reasons and objectives of their ideas.

## 2. Flexibility

The flexibility referred to in this research is the ability to adapt ideas according to the conditions. Through interviews, it was known that students have been able to develop ideas from examples that have been found. In the process, students observed, imitated, modified, or adapted the examples found to the conditions. For example, student A expresses her ideas as follows:

*“For example, there was an idea for a learning song initially. We wanted to use an English song, but because the children here do not understand English songs, we changed it to a song that is often heard and popular. In the local community, vocabulary learning can be more easily understood”.*

Furthermore, student B stated that her ideas were not much different from the examples found. However, she added that she could adapt his ideas to the situation and express his opinion on members' ideas that are deemed unsuitable for the project he is working on. For example, some students adapted games made to keep their distance, considering the pandemic conditions that required students to keep their distance and avoid physical contact. In addition, they also choose the tune of the song that can be used in this project.

Moreover, student C also expressed his idea of changing the song's lyrics to contain the vocabulary taught in the learning material and adapting it to the chosen song.

The examples of theme songs and games that students have made can be seen below.



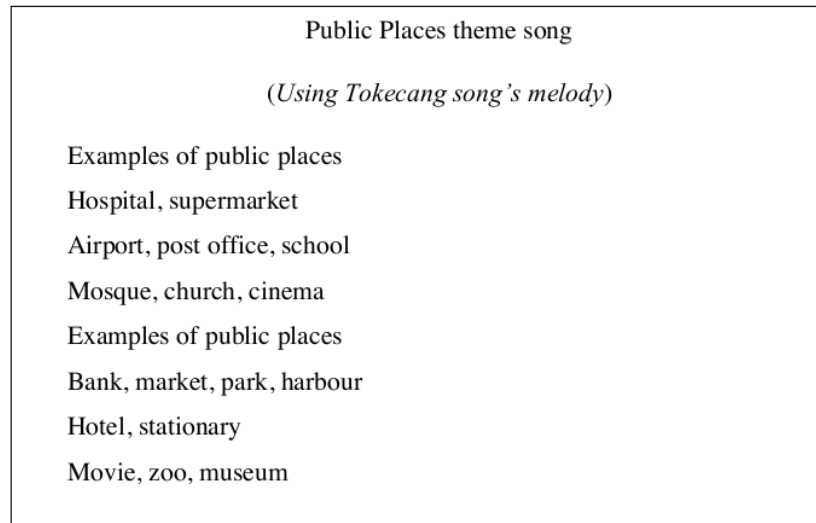


Figure 4.3. *Example of the theme song on students' works*

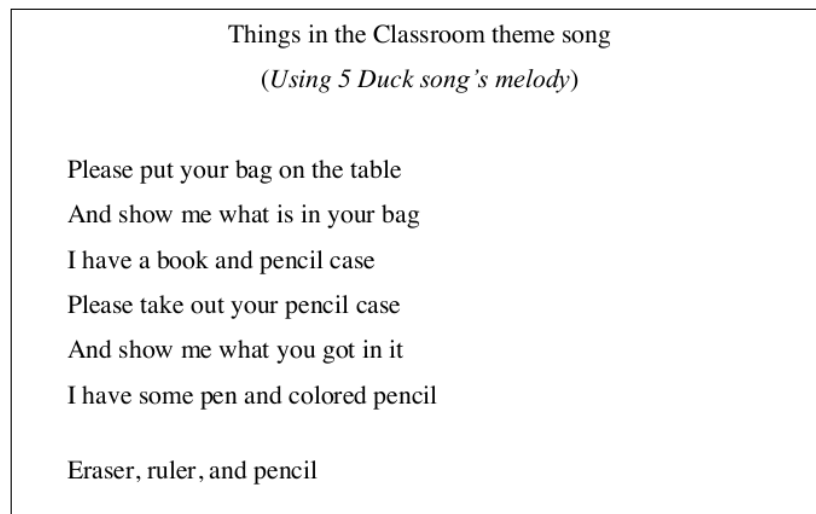


Figure 4.4. *Example of the theme song on students' works*

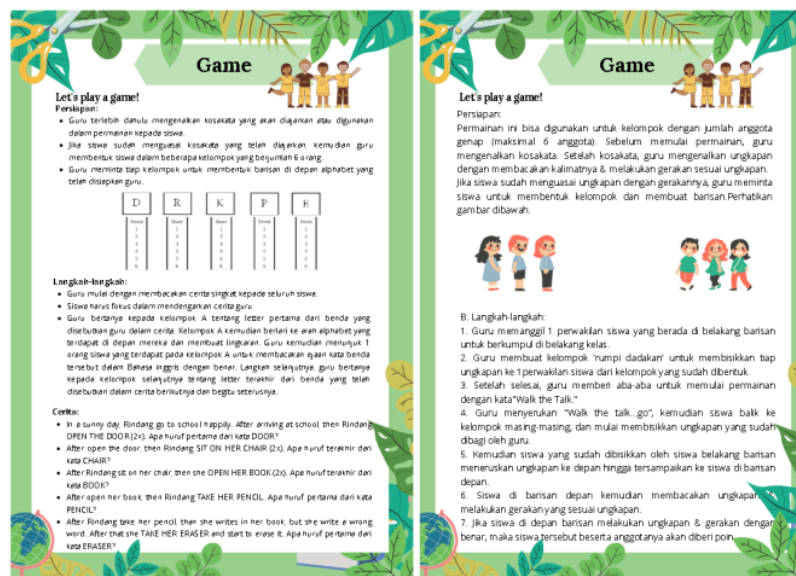


Figure 4.5. Examples of the game manuals on students' works

Students' flexibility ability was proven when presenting the results of project work. The students have been able to make fun games but still keep their distance and avoid physical contact between students. Moreover, they could make the audience sing along because of the excellent tone selection and lyrical adjustment when presenting their songs.

In conclusion, this book chapter project can help develop students' flexibility abilities. The researcher could draw the following conclusions because, through the observation process, the researcher has seen that students have tried to adapt and develop their ideas to current situations and conditions.

### 3. Originality

The ability to think of something original is a creative process. Students need to think hard to be able to produce original ideas. In this book chapter project, each student has a different idea. Each student has an idea to make a game that is different from other groups, an idea to be able to teach vocabulary using simple words, and an idea to teach the material more effectively. Student A revealed that she had no new ideas while working on her project. In working on this book chapter, the examples she found inspired her to get ideas. Unlike student A, student B innovates in his ideas, namely making games. Several objects were used by Student B as suggestions for playing and learning. The purpose of the idea is <sup>2</sup>for students to understand the material better in a fun way. The next <sup>2</sup>is the idea of student C, which is related to the composition of song lyrics, children's stories, and games adapted to the learning materials and the current pandemic conditions.

From the interviews, it was found that there were still students who found out that it is challenging to come up with pure ideas from their thoughts and still need to do research first to get inspiration. However, some students have been able to innovate with their ideas.

### 4. Elaboration

<sup>2</sup>Based on the results of interviews carried out through this book-chapter project, the students have been able to develop, add, and enrich their ideas individually and through group discussions.

In this project, students have been able to compose song lyrics to introduce vocabulary adapted to the song, create their versions of games, and design products as attractive as possible but still follow the teaching material. Students have also been able to provide details in detail about the projects they have worked on, such as: making opening and closing songs for learning, songs that are suitable for learning materials for vocabulary introduction, the introduction of vocabulary accompanied by pictures, and their use according to the context of everyday life, use of Total Physical Response (TPR) on children's learning, making games and short stories. In this book chapter project, students stated that they had been able to expand an idea into more ideas. (See appendix 4)

Some students have to try hard to get an idea, but when they start to focus and look for other references, they feel the process of getting ideas becomes much more accessible and, at the same time, could provoke them to get other new one's ideas.

From the finding, it was known that PBL could increase students' creativity. Students' creativity in question is when students can <sup>105</sup> think fluently, be flexible, original, and elaborate in detail in working on a given project. The ability of these students was obtained from the use of PBL, which has a preparation stage, and classroom implementation, in which there are stages of selecting material, planning, developing, and presenting. Furthermore, PBL can be used to train and develop students' creativity through the projects they work on.

### C. Discussion

In this research, PBL was used to increase students' creativity by providing projects to create book chapters. Through creating book chapter, the students have been able to generate ideas and convey their ideas in their way. In addition, the PBL stages applied by the lecturer have been able to help the students to develop their creative abilities. The findings prove that PBL can be used to help the lecturer to develop the students' creativity. This creative ability is included in the soft skills that need to be developed as stated in the background and objectives of the independent campus program, namely to form students' soft skills and hard skills.

The first finding of this research is the stages of implementing PBL, which the lecturer applied. These stages are suitable with the ones mentioned in Nurhajati's article (2020): preparation and classroom implementation with sub-stages of selecting material, planning, developing and presenting. The stages that play a role in increasing students' creative abilities are the planning and developing stages. The students' creativity increased in both stages as they had to prepare, explore ideas, exchange ideas with groups, and create and develop the projects they did. Furthermore, the finding supports Nurhajati's idea (2021), who states that students' creativity can be enhanced as they must prepare the projects, create them, and perform.

Further findings were obtained from the interviews and the student projects that showed the fulfillment of the student creativity indicators after implementing PBL in TEYL learning. In this research, by applying PBL, the <sup>86</sup> students have met the creativity indicators of fluency, flexibility, originality, and elaboration.

However, in working on this book-chapter project, the students had difficulty getting ideas while working on the project. The students can overcome these difficulties by looking for references and group discussions. This is the same as the student problems experienced in the research by Syarifah and Emiliasari (2019). However, a discussion with group members has overcome these problems. With group discussions, the students can exchange ideas and opinions on project work.

Furthermore, other researches that applied PBL in their research were the researches conducted by Ismuwardani et al. (2019), Syarifah and Emiliasari (2019), and Nurcahya and Sugesti (2020), which showed that the use of PBL could be used to develop and enhance students' creativity. The definite difference between this research and previous research is in its purpose. The three previous research used PBL to train students' creativity in writing, while in this research, PBL was used to train students' creativity in making book chapters, which means the students seem to play the role of teachers. Another research is the research conducted by Setiawan and Nurhajati (2021) which shows that the application of PBL helped the students obtain life skills such as (1) self-awareness and personal life skills, (2) social skills, (3) thinking skills, (4) academic skills, (5) vocational skills. From the findings of these previous researches, it can be concluded that the application of PBL in the classroom could train students' creativity and various soft skills needed to compete in the 21st century. It is in line with Bell (2010), who says that PBL is an innovative approach to learning that teaches many strategies critical for success in the twenty-first century.

Moreover, <sup>1</sup>this research also has similarities with research conducted by Nurhajati (2021), which shows that to increase students' creativity during the pandemic, the lecturer has used PBL to do several projects, such as making videos, games manuals, and English books for elementary school students. The similarity is the use of PBL to increase student creativity during the pandemic. The difference is that this research focuses on how the lecturers apply PBL in the classroom. In contrast, the research conducted by Nurhajati (2021) focuses more on describing the teaching strategies employed by the lecturer in English Profession to promote creativity and explain the teaching strategies to enhance the students' creativity and research.

<sup>48</sup>Based on the discussion, it can be concluded that the application of PBL helps the students <sup>21</sup>to be able to develop their soft skills and hard skills by working on projects that the lecturer has given. In addition, with the implementation of PBL, the students become more active in class. Even so, lecturers still have to guide and provide feedback so the students are able to understand and complete projects well. With a good application of PBL, the goal of PBL for student success in the 21st century can be achieved.

## <sup>7</sup> CHAPTER V

### CONCLUSION, IMPLICATION, AND SUGGESTIONS

<sup>7</sup> In this case, the researcher describes the conclusion and the implications which related to the result of the research in previous chapter. The researcher also discusses the suggestions for several people.

#### A. Conclusion

This research describes the process of promoting creativity that TEYL lecturer have carried out through PBL. This research provides an overview of how to apply PBL to promote creativity and the development of student creativity through PBL. In addition, this research focuses on how the lecturer apply PBL in promoting creativity and the development of student creativity during the implementation of PBL.

<sup>8</sup> The results of this research indicate that the stages of PBL used by the lecturer are class preparation and implementation, which contains the stages of material selection, planning, development, and presentation. In practice, the lecturer explains the material online through a Zoom Cloud Meeting, provides references to help the students come up with their creative ideas, gives assignments in stages for individuals and groups, and monitors and provides feedback on the results of student assignments. In the implementation of the PBL stage, it was found that students' creativity had not yet appeared in the preparation stage. However, students' creativity has begun to develop at the implementation stage in the classroom. At the material selection stage, student creativity begins to emerge



because students can get ideas for project work through references provided by the lecturer. Furthermore, the planning and development stages have been able to help students to form and develop student creativity because the students have been able to prepare, explore ideas, exchange ideas with groups, create, and develop in working on the projects that have been given by lecturers. And finally, the presentation stage shows the overall development of students' creativity through the way students express their creative thinking abilities when they presented their project results. In addition, based on the stages of PBL carried out by lecturers, the stages that have the most role in developing student creativity were the planning and development stages that contained in the class implementation stage.

Moreover, applying PBL in TEYL learning is the right strategy to develop student creativity <sup>100</sup> during the Covid-19 Pandemic. The project for making book chapters has been able to train students' creativity. The ability <sup>72</sup> of students' creativity can be seen through the ability of students to think fluently, the ability of students to adapt the ideas they have or the ability of flexibility, the ability of students to think of original ideas, and also the ability <sup>8</sup> of students to be able to elaborate in groups. In this research, the lecturer develops students' creativity gradually through the tasks given. The tasks and the references given by the lecturer help students to be able to think creatively fluently. Furthermore, these tasks also have their own role to develop students' creative abilities. For example, to train the students to think original ideas, the lecturer gave tasks to make short stories and songs with simple sentences that are easily understood by young learners. Furthermore, giving assignments to make game manuals, activities in the classroom, and songs are used

by lecturers to train the students' creative abilities in flexibility indicators. In addition, the lecturers formed group discussions so that the students could exchange their ideas and opinions to meet the elaboration indicators.

Furthermore, this research also found that the PBL stages that play a significant role in developing students' creativity are the planning and developing stages, where the students must prepare, explore ideas, exchange ideas with groups, and create and develop their ideas for their projects. However, students' creativity can be trained by choosing the right learning strategy.

Finally, the author provides input to lecturers and teachers to train students' creativity or students with PBL following the specified competencies

## **B. Implication**

The implications are drawn from the research findings. The findings in this research can be used as a reference for lecturers to train students' creativity and soft skills using PBL. In implementing PBL, the lecturer can choose projects that can make the students feel like they are doing work as professionals. Even so, so that the students can work on their projects well, the lecturer are expected to provide references, criticisms, and suggestions. In addition, PBL can be used to train the soft and hard skills that students need to compete in the 21st century. Moreover, the researcher also hope that the next researchers can conduct the same research with a different approach.

### C. Suggestion

After analyzing the data and presenting the conclusion, the researcher would like to give some suggestions as follow:

#### 1. For teachers

Teachers can give various kinds of projects to students to train students' creativity by applying the PBL stages used by the lecturer of TEYL subject in this research. Projects given to students can be adjusted to the needs of students. Teachers from different but related subjects can collaborate in providing projects to students. For example, teachers of writing and speaking subject can provide projects to create learning content in the form of writing or videos to train students' creativity, writing and speaking skills. Even so, teachers must provide feedback to students so that students' abilities can develop.

#### 2. For students/prospective teachers

To be able to develop creative abilities in doing projects, students must pay close attention to the material in order to know what to do next. Students also need to read and see many references to stimulate their creative thinking. In addition, when students have mastered creative abilities, they can use them in every learning process.

#### 3. For the other researchers

This study has a small number of student subjects, so the data obtained are still quite limited, or the results are less representative of all students who have become research subjects. Therefore, further researchers are suggested to use a sampling method that allows researchers to get more subjects in their

research so that the data obtained can adequately represent all the subjects studied. Moreover, further researchers are also suggested to assess student creativity quantitatively. In addition, the researcher suggests to the other researchers to explore further about the use of PBL to increase students' creativity or other soft skills and hard skills that are needed in 21<sup>st</sup> century. In addition, because this research was focused on the teacher's perspective, the other researchers can conduct similar research focusing on the student's perspective. Finally, the researcher hopes that the result of this research would be useful and give more information for the readers.

## BIBLIOGRAPHY

- Anitha, D., Jeyamala, C., & Kavitha, D. (2018). Assessing and enhancing creativity in a laboratory course with project based learning. *Journal of Engineering Education Transformations*, 32(2), 67–74. <https://doi.org/10.16920/jcet/2018/v32i2/139505>
- Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 83(2), 39–43. <https://doi.org/10.1080/00098650903505415>
- Boden, M. A. (2004). *The creative mind: Myths and mechanisms*. Routledge.
- Cakir, I. (2004). Designing activities for young learners in EFL classrooms. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 24(3).
- Diani Nurhajati, Kencanawati, D., & Riwayatiningih, R. (2020). ENHANCING CRITICAL THINKING IN SPEAKING SKILL THROUGH SEKAWAN-P. *English Education : Journal of English Teaching and Research*, 5(1), 92–102. <https://doi.org/10.29407/jetar.v5i1.14370>
- Dorin, A., & Korb, K. B. (2009). *A New Definition of Creativity* (pp. 11–21). [https://doi.org/10.1007/978-3-642-10427-5\\_2](https://doi.org/10.1007/978-3-642-10427-5_2)
- Fields, Z., & Bisschoff, C. A. (2013). A Theoretical Model to Measure Creativity at a University. *Journal of Social Sciences*, 34(1), 47–59. <https://doi.org/10.1080/09718923.2013.11893117>
- Guilford, J. P. (1973). *Characteristics of Creativity*.
- Howard, J. (2002). Technology-enhanced project-based learning in teacher education: Addressing the goals of transfer. *Journal of Technology and Teacher Education*, 10(3), 343–364.
- Hwang, W.-Y., Chen, N.-S., Dung, J.-J., & Yang, Y.-L. (2007). Multiple representation skills and creativity effects on mathematical problem solving using a multimedia whiteboard system. *Journal of Educational Technology & Society*, 10(2), 191–212.
- Ismuwardani, Z., Nuryatin, A., & Doyin, M. (2019). Implementation of project based learning model to increased creativity and self-reliance of students on poetry writing skills. *Journal of Primary Education*, 8(1), 51–58.
- İŞPINAR, D. (2005). *A RESEARCH ON TEACHERS' AWARENESS OF TEACHING ENGLISH TO YOUNG LEARNERS*.
- Jahnke, I., Haertel, T., & Wildt, J. (2017). Teachers' conceptions of student

- creativity in higher education. *Innovations in Education and Teaching International*, 54(1), 87–95. <https://doi.org/10.1080/14703297.2015.1088396>
- Jauk, E., Benedek, M., & Neubauer, A. C. (2014). The road to creative achievement: A latent variable model of ability and personality predictors. *European Journal of Personality*, 28(1), 95–105.
- Katz, S., & Stupel, M. (2015). Promoting Creativity and Self-Efficacy of Elementary Students through a Collaborative Research Task in Mathematics: A Case Research. *Journal of Curriculum and Teaching*, 4(1), 68–82.
- Kaufman, J. C., & Baer, J. (2012). Beyond New and Appropriate: Who Decides What Is Creative? *Creativity Research Journal*, 24(1), 83–91. <https://doi.org/10.1080/10400419.2012.649237>
- Krajcik, J. S., & Blumenfeld, P. C. (2006). *Project-based learning*. na.
- Krumm, G., Aranguren, M., Arán Filippetti, V., & Lemos, V. (2016). Factor Structure of the Torrance Tests of Creative Thinking Verbal Form B in a Spanish-speaking Population. *The Journal of Creative Behavior*, 50(2), 150–164. <https://doi.org/10.1002/jocb.76>
- Mahmudi, A. (2008). Tinjauan kreativitas dalam pembelajaran matematika. *Pythagoras: Jurnal Pendidikan Matematika*, 4(2), 37–49.
- Moon, J. (2005). Teaching English to young learners: the challenges and the benefits. *British Council*, 30–34.
- Nunan, D. (2010). *Teaching English to young learners*. Anaheim University.
- Nurchaya, N., & Sugesti, I. (2020). Enhancing Students' Writing Ability and Creativity through Project Based Learning on Greeting Card. *ETERNAL (English Teaching Journal)*, 11(1).
- Nurhajati, D. (2016). Project-Based Learning used to develop supplementary materials for writing skill. *The Asian EFL Journal Professional Teaching Articles*, 2, 51–56.
- Nurhajati, D. (2020). Pelatihan Pembelajaran Bahasa Inggris SD Ramah Anak. *Jurnal ABDINUS: Jurnal Pengabdian Nusantara*, 4(1), 119–130.
- Nurhajati, D. (2021). A Teaching Strategies to Enhance Students' Creativity in English Profession Subject during the Covid-19 Pandemic. *Journal of Development Research*, 5(2), 119–125.
- Peggy, K. (2007). *The Hard Truth about Soft Skills*. Harper Collins Publishers.
- Runco, M. A., & Jaeger, G. J. (2012). The standard definition of creativity.

*Creativity Research Journal*, 24(1), 92–96.

Saefudin, A. A. (2012). Pengembangan kemampuan berpikir kreatif siswa dalam pembelajaran matematika dengan pendekatan pendidikan matematika realistik indonesia (PMRI). *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, 4(1).

SAHRONI, W. (n.d.). *IMPLEMENTASI PROJECT-BASED LEARNING DALAM KELAS TEYL PENDIDIKAN BAHASA INGGRIS UNIVERSITAS NUSANTARA PGRI KEDIRI*.

Sahroni, W., & Nurhajati, D. (2017). TEACHING TEYL USING PROJECT-BASED LEARNING. *Prosiding Seminar Pendidikan Dan Pengajaran (SEMDIKJAR)* 3, 1, 622–631.

Saputra, A. (2017). Teaching English to Young Learners. *Journal Ilmiah Rinjani: Media Informasi Ilmiah Universitas Gunung Rinjani*, 5(1), 165–174.

Setiawan, R. Y., & Nurhajati, D. (2021). Introducing Life Skills Through Project-Based Learning In Speaking For Informal Communication Course At University Of Nusantara PGRI Kediri. *EDUCATIO: Journal of Education*, 5(3), 224–233.

Shin, M.-H. (2018). Effects of project-based learning on students' motivation and self-efficacy. *English Teaching*, 73(1), 95–114.

Sternberg, R. J., & Lubart, T. I. (1999). The concept of creativity: Prospects and paradigms. *Handbook of Creativity*, 1, 3–15.

Suhartono, E., & Machmuddah, Z. (2020). Kontribusi Intrapersonal Skills dan Interpersonal Skills Terhadap Kesiapan Kerja Pada Mahasiswa Perguruan Tinggi "X." *Jurnal Sains Manajemen Volume*, 6(1).

Supriyanto, A. S., Maharani Ekowati, V., Machfudz, M., & Rosyidah, A. N. (2020). *Talent Development & Excellence The use of Information Technology as a Mediator on the Effect of Transformational Leadership and Creativity towards Student Achievement*. 12(1), 1765–1775. <http://www.iratde.com>

Syarifah, E. F., & Emiliasari, R. N. (2019). PROJECT-BASED LEARNING TO DEVELOP STUDENTS' ABILITY AND CREATIVITY IN WRITING NARRATIVE STORY. *Indonesian EFL Journal*, 5(1), 85. <https://doi.org/10.25134/ieflj.v5i1.1627>

Syathroh, I. L., Musthafa, B., & Purnawarman, P. (2019). Providing teaching resources for young learner classes: Best practices in efl context. *ELT in Focus*, 2(2), 51–62. <https://doi.org/10.35706/eltinf.v2i2.3054>


Thomas, J. W. (2000). *A review of research on project-based learning*. California.

- Ummah, S. K., In'am, A., & Azmi, R. D. (2019). CREATING MANIPULATIVES: IMPROVING STUDENTS' CREATIVITY THROUGH PROJECT-BASED LEARNING. *Journal on Mathematics Education*, 10(1), 93–102.
- Vandeleur, S., Ankiewicz, P. J., De Swardt, A. E., & Gross, E. J. (2001). Indicators of creativity in a technology class: a case research. In *South African Journal of Education* (Vol. 21, Issue 4).
- Zafirov, C. (2013). Original Contribution NEW CHALLENGES FOR THE PROJECT BASED LEARNING IN THE DIGITAL AGE. *Trakia Journal of Sciences*, 11(3), 298–302. <http://www.uni-sz.bg>
- Zubaidah, S. (2018). Mengenal 4C: Learning and innovation skills untuk menghadapi era revolusi industri 4.0. *2nd Science Education National Conference*, 13.



# APPENDIX

## Appendix 1. Lesson Plan



UNIVERSITAS NUSANTARA PGRI KEDIRI

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

RENCANA PEMBELAJARAN SEMESTER					
MATA KULIAH	Kode	Rumpun MK	BOBOT (sks)	Semester	Tgl. Penyusunan
Teaching English to Young Learners	ING2004	Pendukung Profil Program Studi	2	VI Genap	28 Februari 2021
OTORISASI	Dosen Pengembang RPS		Ka Prodi		
	Dr. Diani Nurhajati, M.Pd		Khoiriyah, M.Pd		
Capaian Pembelajaran (CP)	CPL-PRODI Yang Dibebankan pada MK				
	S9	menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;			
	P1	menguasai konsep, struktur, materi dan pola pikir keilmuan Bahasa Inggris yang diperlukan untuk melaksanakan pembelajaran di satuan pendidikan dasar dan menengah serta studi ke jenjang berikutnya;			
	P2	menguasai konsep dan prinsip paedagogi, didaktik Bahasa Inggris untuk mendukung tugas profesionalnya sebagai pendidik bahasa inggris;			
	KU1	mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya;			
	KU2	mampu menunjukkan kinerja mandiri, bermutu, dan terukur;			

	KK1	mampu menerapkan konsep teoretis kebahasaan pembelajaran bahasa dan teknik berkomunikasi lisan dan tulisan dalam konteks keseharian umum, akademis, dan pekerjaan;
	KK2	mampu menguasai dan menerapkan konsep teoretis tentang pedagogik, prinsip psikologi perkembangan dan psikologi pendidikan;
	KK9	mampu membuat desain keterampilan berbahasa Inggris untuk menciptakan peluang bisnis;
	CP-MK	
	M1	Mahasiswa mampu memahami karakter pembelajar pemula (young learners)
	M2	Mahasiswa mampu memahami prinsip-prinsip pembelajaran Bahasa Inggris Ramah Anak
		Mahasiswa mampu mengembangkan materi pembelajaran Bahasa Inggris Ramah Anak
		Mahasiswa mampu menciptakan berbagai kegiatan pembelajaran Bahasa Inggris Ramah Anak
		Mahasiswa mampu menentukan asesmen
		Mahasiswa mampu membuat perangkat pembelajaran Bahasa Inggris Ramah Anak
	Deskripsi Singkat MK	Matakuliah TEYL melatih mahasiswa agar memahami prinsip-prinsip pembelajaran Bahasa Inggris Ramah Anak dan mampu mengembangkan materi, memilih aktivitas pembelajaran, dan menyusun perangkat pembelajaran
	Materi Pembelajaran/ Pokok Bahasan	1. Characteristics of Young Learners 2. The Principles of Friendly Child Teaching English 3. Developing Materials 4. Teaching Activities (singing, story telling, games) 5. Developing instrument for assessment 6. Creating simple lesson plan
	Pustaka	Utama: <ol style="list-style-type: none"> <li>Argoninzo, C. 1992. <i>Children in Action</i>. Prentice Hall International.</li> <li>Dunn, Opal. 2013. <i>Introducing English to Young Learners</i>. London: Hapercollins Publishers.</li> <li>Hadfield, J. And Hadfield, C. 1999. <i>Simple Speaking Activities</i>. New York: Oxford University Press.</li> <li>Moon, J. 2000. <i>Children Learning English</i>. Macmillan Heinemann.</li> <li>Philips, S. 1995. <i>Young Learners</i>. Hongkong: Oxford Univ. Press.</li> <li>Scott, Wendy A. and Lisbeth, H.Y. 1990. <i>Teaching English to Children</i>. New York: Longman Ltd.</li> <li>Svecová, Hana. 2011. <i>Oxford Basic for Children, Listen and Do</i>. New York: Longman Ltd.</li> </ol>

		Pendukung:									
		Nurhajati, D. Intan, D.R., Mustikawati, T. 2018. <i>Fun Games to Teach Young Learners</i> . Nganjuk: Adjie Media Nusantara									
Media Pembelajaran		Perangkat lunak: Microsoft Powerpoint, YouTube Perangkat keras : Notebook, LCD Proyektor, Buku									
Team Teaching											
Matakuliah		English Curriculum, TEFL, Material Development, Language Assessment									
Syarat											
18	Pertemuan Ke-	Kemampuan akhir yang diharapkan (sub-CPMK)	Materi Pembelajaran	Bentuk dan Metode Pembelajaran (Estimasi Waktu)	Pengalaman Belajar			Penilaian			
					Offline	Sinkron	Online	Teknik	Indikator	Bobot (%)	
1		Mahasiswa mampu menjelaskan capaian pembelajaran, aktivitas pembelajaran, dan tugas berupa produk yang harus dibuat	RPS Kontrak kuliah,	Ceramah dan Diskusi TM: (2 x 50")		√			1. Mmenjelaskan CP Mt. Kuliah tugas dan tanggung jawab terkait dengan perkuliahan TEYL	20% Partisipasi 30 % Tugas 20 % UTS 30 % UAS	
2		Mahasiswa dapat menjelaskan teori yang mendasari pelaksanaan TEYL di Indonesia	1. Teaching English as foreign language 2. Biological theory	Group discussion		√	Zoom	√ Edmodo	1. Mendefinisikan pembelajaran Bahasa Inggris sebagai bahasa asing.		

		3. SLA dan FLA theories 4. Interactional Theory							2. Menjelaskan tiga teori yang mendasari pelaksanaan TEYL: SLA dan learning strategy of young learners.	
3	Mahasiswa memahami prinsip-prinsip pembelajaran Bahasa Inggris Ramah Anak	1. Characteristics of Young Learners 2. Materi 3. Strategi mengajar 4. Sikap Guru	Presentation, Practice Production dan Diskusi TM: (2 x 50'')		√ Zoom	√ Edmodo			1. Menjelaskan karakteristik anak dari aspek fisik, psikologis, dan social 2. Menjelaskan prinsip-prinsip pembelajaran Bahasa Inggris Ramah Anak	20% Partisipasi 30 % Tugas 20 % UTS 30 % UAS
4	Mahasiswa memahami lingkup materi TEYL	Topic for TEYL Vocabulary Language expressions	PBL TM: (2 x 50'')		√ Zoom	√ Edmodo			1. Menjelaskan lingkup materi 2. Memberi contoh materi (kosa kata, ungkapan, media pembelajaran)	20% Partisipasi 30 % Tugas 20 % UTS 30 % UAS
5	Mahasiswa menciptakan atau mengubah lagu	Berbagai contoh lagu anak	Ceramah dan Diskusi		√ Zoom	√ Edmodo			Menciptakan lagu anak-anak berbahasa	20% Partisipasi

	berbahasa Inggris untuk anak	berbahasa Inggris Prinsip pembelajaran dengan lagu	TM: (2 x 50")					Inggris dengan tema tertentu	30 % Tugas 20 % UTS 30 % UAS
6	Mahasiswa mampu mengajarkan bahasa Inggris melalui lagu	Pengenalan kosakata Pelafalan Nada Ekspresi dan gerakan	PPP TM: (2 x 50")	√	Edmodo			Membuat video lagu anak dalam bahasa Inggris	20% Partisipasi 30 % Tugas 20 % UTS 30 % UAS
7	Mahasiswa mampu menyusun cerita sederhana berbahasa Inggris	Topik Kosakata Kalimat Teks sederhana	Small Group Discussion TM: (2 x 50")	√	Zoom	√	Edmodo	Menyusun cerita/mendongeng sederhana berbahasa Inggris	20% Partisipasi 30 % Tugas 20 % UTS 30 % UAS
8	UTS					√	Edmodo		
9	Mahasiswa mampu mengajar Bahasa Inggris melalui dongeng sederhana	1. Pengenalan kosakata dan kalimat 2. Pelafalan, intonasi	Small Group Discussion TM: (2 x 50")	√	Zoom	√	Edmodo	Mahasiswa membuat video pembelajaran Bahasa Inggris melalui dongeng	20% Partisipasi 30 % Tugas

		3. Penyajian: durasi dan intonasi								20 % UTS 30 % UAS
10	Mahasiswa mampu menciptakan permainan untuk TEYL	1.Listen and Do 2.Pair work 3.Group work	Small Group Discussion TM: (2 x 50'')		√ Zoom	√ Edmodo		Menyusun manual satu permainan untuk mengajar satu keterampilan berbahasa	20% Partisipasi 30 % Tugas 20 % UTS 30 % UAS	
11	Mahasiswa mampu mengembangkan aktivitas pembelajaran untuk mengajar vocabulary	1. TPR 2. Permainan 3. Drilling	Small Group Discussion TM: (2 x 50'')		√ Zoom	√ Edmodo		Menyusun manual satu kegiatan pembelajaran untuk mengajar kosa kata	20% Partisipasi 30 % Tugas 20 % UTS 30 % UAS	
12	Mahasiswa mampu menyusun manual mengajar listening dan speaking	1. Topik 2. Komponen Bahasa 3. Jenis kegiatan 4. Media Pembelajaran	Small Group Discussion TM: (2 x 50'')	√	√ Zoom	√ Edmodo		1. menentukan kosa kata/ungkapan untuk mengajar keterampilan lisan sesuai topik 2. memilih kegiatan pembelajaran 3. membuat media pembelajaran	20% Partisipasi 30 % Tugas 20 % UTS 30 % UAS	

13	Mahasiswa mampu mengembangkan instrument penilaian dan rubric penyekoran	1. Kompetensi 2. Jenis asesmen 3. Instrumen 4. Penyekoran		√ Zoom	√ Edmodo	Mengembangkan instrument dan rubric penilaian	20% Partisipasi 30 % Tugas 20 % UTS 30 % UAS
14	Mahasiswa mampu menyusun rancangan pembelajaran Bahasa Inggris di SD secara online	1. Komponen 2. Sistematika penyusunan	Small Group Discussion TM: (2 x 50'')	√ Zoom	√ Edmodo	Menyusun RPP sederhana	20% Partisipasi 30 % Tugas 20 % UTS 30 % UAS
15	Mahasiswa mampu menyusun rancangan pembelajaran Bahasa Inggris di SD secara offline	3. Komponen 4. Sistematika penyusunan	Small Group Discussion TM: (2 x 50'')	√ Zoom	√ Edmodo	Menyusun RPP sederhana	20% Partisipasi 30 % Tugas 20 % UTS 30 % UAS
16	UAS						



## Appendix 2. Observation Checklist

**TABEL LEMBAR PENGAMATAN OBSERVASI**

No	Tanggal	Tahapan	Checklis	Keterangan
1.	2-3-2021	Preparation	√	<ul style="list-style-type: none"> <li>• Dosen menyampaikan kontrak kuliah dan menjelaskan isi RPS yang akan dilaksanakan selama satu semester.</li> <li>• Dosen memberitahukan project akhir yang akan dikerjakan oleh mahasiswa, yaitu pembuatan Book Chapter yang berisi lagu, manual game, cerita pendek, dan latihan soal untuk anak-anak.</li> </ul>
		Classroom Implementation		-
		a. Selecting Material		-
		b. Planning		-
		c. Developing		-
		d. Presenting		-

2.	23-03-2021	Preparation	√	<ul style="list-style-type: none"> <li>• Dosen menyiapkan materi TEYL lalu menanyai mahasiswa tentang materi di pertemuan minggu sebelumnya.</li> </ul>
		Classroom Implementation	√	<ul style="list-style-type: none"> <li>• Dosen menjelaskan materi terkait dengan pembelajaran ramah anak</li> <li>• Dosen melakukan tanya jawab dengan siswa untuk melihat pemahaman siswa</li> <li>• Dosen memberikan tugas individu dan kelompok kepada mahasiswa secara bertahap di akhir jam pembelajaran</li> </ul>

				<ul style="list-style-type: none"> <li>• Dosen memberikan contoh Book Chapter sebagai referensi siswa untuk mengerjakan project yang diberikan.</li> </ul>
		a. Selecting Material	√	<ul style="list-style-type: none"> <li>• Dosen menentukan materi-materi pembelajaran untuk project mahasiswa.</li> <li>• Dosen membentuk kelompok dengan tiga anggota</li> </ul>
				<ul style="list-style-type: none"> <li>• Dosen meminta mahasiswa untuk memilih materi yang akan mereka kembangkan dalam project Book Chapter.</li> <li>• Dosen memberikan contoh tugas-tugas terdahulu untuk dijadikan referensi oleh mahasiswa.</li> </ul>

		b. Planning	√	<ul style="list-style-type: none"> <li>• Siswa mengerjakan tugas-tugas yang diberikan oleh dosen dengan beracuan pada referensi yang telah diberikan dosen ditambah dengan referensi lain dari buku maupun internet.</li> <li>• Dosen memberikan feedback terhadap tugas-tugas individu maupun tugas kelompok mahasiswa di setiap pertemuan.</li> </ul>
		c. Developing	√	<ul style="list-style-type: none"> <li>• Mahasiswa memilih tugas individu mereka untuk dikembangkan dalam Book Chapter.</li> <li>• Mahasiswa mengembangkan lagu untuk konten Book Chapter dengan menggunakan instrumen lagu yang sudah dikenal oleh siswa SD. Selain itu, mahasiswa juga menyusun</li> </ul>

				<p>lirik sesuai dengan materi pembelajaran yang dipilih oleh kelompok mereka.</p> <ul style="list-style-type: none"> <li>• Mahasiswa mengembangkan manual game yang dapat melatih keterampilan motorik dan sensorik siswa, kekompakan, dan pemahaman kosa kata siswa.</li> <li>• Mahasiswa juga menyusun cerita pendek dengan kosa kata dan kalimat yang dapat dipahami dengan mudah oleh siswa.</li> </ul>
		d. Presenting	v	<ul style="list-style-type: none"> <li>• Mahasiswa mempresentasikan hasil pekerjaannya dan dosen memberikan feedback atau saran untuk perbaikan.</li> </ul>

### Appendix 3. Interview Transcript

#### LEMBAR WAWANCARA MAHASISWA

**Student's Name** :

**Class** :

**Date** :

No.	Pertanyaan	Jawaban
1.	Apakah dengan proyek penugasan pembuatan book chapter ini anda dapat menuangkan ide/gagasan baru?	
2.	Bisakah anda menjelaskan tentang ide/gagasan anda dalam proyek penugasan pembuatan book chapter ini dengan baik?	
3.	Apakah dalam proyek penugasan pembuatan book chapter ini anda mempunyai ide/gagasan yang berbeda dari contoh yang anda lihat atau temukan? Jika iya, tolong berikan contoh serta penjelasan mengenai perbedaan tersebut!	
4.	Dalam proyek penugasan pembuatan book chapter ini apakah anda dapat menyesuaikan ide/gagasan yang anda miliki dengan situasi yang terjadi saat ini? Bisakah anda jelaskan?	

5.	Apakah dalam proyek penugasan pembuatan book chapter ini anda dapat menyampaikan dan menyatakan ide/gagasan yang menurut anda lebih sesuai ketika anda mendengar ide/gagasan yang kurang sesuai dengan proyek ini? Jika iya, tolong berikan contoh dan jelaskan!	
6.	Apakah dalam proyek penugasan pembuatan book chapter ini ide/gagasan yang anda miliki berbeda dengan anggota kelompok lain atau contoh yang anda temukan?	
7.	Apakah anda dapat menjelaskan tentang kebaruan ide/gagasan yang anda miliki?	
8.	Apakah dalam proyek penugasan pembuatan book chapter ini anda dapat mengembangkan, menambah, dan memperkaya ide/gagasan yang telah anda miliki sebelumnya? Jika iya, berikan contoh dan penjelasannya!	
9.	Dapatkah anda merincikan detail-detail dari proyek yang sedang anda kerjakan?	
10.	Apakah dalam proyek penugasan pembuatan book chapter ini anda dapat memperluas sebuah	

	ide/gagasan menjadi lebih banyak ide/gagasan baru? Jika iya, tolong berikan contoh dan penjelasannya!	
11.	Dalam project ini terdapat tahapan pemilihan materi, perencanaan, pengembangan, dan presentasi. Pada tahapan manakah kreatifitas anda mulai muncul dan pada tahapan mana kreatifitas anda berkembang?	
12.	Menurut anda apakah penerapan project based learning ini dapat mengembangkan kreatifitas anda?	



**Student's name : Ike Mia Nopitasari**

**Class : 3**

**Date : 6 July 2021**

Interviewer : Apakah dengan proyek penugasan pembuatan book chapter ini anda dapat menuangkan ide/gagasan baru?

Ike Mia : Iya, karena dengan penugasan <sup>97</sup> ini saya dan teman teman di tuntut untuk berpikir kreatif

Interviewer : Bisakah anda menjelaskan tentang ide/gagasan anda dalam proyek penugasan pembuatan book chapter ini dengan baik?

Ike Mia : Ide kelompok kami terinspirasi dari kartun-kartun dimasa 2000an yang seru menghibur dan mengedukasi, kemudian kami adaptasi pada penugasan book chapter

Interviewer : Apakah dalam proyek penugasan pembuatan book chapter ini anda mempunyai ide/gagasan yang berbeda dari contoh yang anda lihat atau temukan? Jika iya, tolong berikan contoh serta penjelasan mengenai perbedaan tersebut!

Ike Mia : Ada tapi masih terinspirasi dari game/pembelajaran yang lain contoh pada pembuatan game kami fokus pada kerja sama dan pemahaman terhadap kosa kata baru tapi masih terinspirasi dari permainan tradisional

Interviewer : Dalam proyek penugasan pembuatan book chapter ini apakah anda dapat menyesuaikan ide/gagasan yang anda miliki dengan situasi yang terjadi saat ini? Bisakah anda jelaskan?

Ike Mia : Bisa seperti pada permainan pembelajaran kemarin, kami membagi beberapa anak agar tetap menjaga social distancing.

Interviewer : Apakah dalam proyek penugasan pembuatan book chapter ini anda dapat menyampaikan dan menyatakan ide/gagasan yang menurut anda lebih sesuai ketika anda mendengar ide/gagasan yang kurang sesuai dengan proyek ini? Jika iya, tolong berikan contoh dan jelaskan!

Ike Mia : Iya, seperti contoh awalnya ada ide untuk song pembelajaran kami ingin menggunakan nada dari lagu bahasa Inggris, namun karena anak-anak disini tidak terlalu paham dengan lagu berbahasa Inggris maka kami ubah dengan lagu yang sering di dengar dan populer di masyarakat daerah, agar pembelajaran kosa kata juga lebih mudah di pahami

Interviewer : Apakah dalam proyek penugasan pembuatan book chapter ini ide/gagasan yang anda miliki berbeda dengan anggota kelompok lain atau contoh yang anda temukan?

Ike Mia : Ada, seperti game yang kami buat berbeda dengan kelompok lain, kemudian untuk menyampaikan kosa kata kami menggunakan kata yang simple dengan gerakan yang sederhana agar mudah di pahami.

Dalam membuat video kami juga mengajarkan kepada anak-anak dan lebih efektif.

Interviewer : Apakah anda dapat menjelaskan tentang kebaruan ide/gagasan yang anda miliki?

Ike Mia : Tidak ada. Tidak ada kebaruan semuanya inspirasi dari orang lain, paling karena pandemic jadi di bagi jadi grup kecil, pembelajaran lebih fokus dan maksimal, lebih bisa paham karakter anak satu satu

Interviewer : Apakah dalam proyek penugasan pembuatan book chapter ini anda dapat mengembangkan, menambah, dan memperkaya ide/gagasan yang telah anda miliki sebelumnya? Jika iya, berikan contoh dan penjelasannya!

Ike Mia : Iya, seperti membuat lagu yang di sesuaikan dengan kata, membuat permainan versi kita sendiri, mengajar dengan efektif dan efisien

Interviewer : Dapatkah anda merincikan detail-detail dari proyek yang sedang anda kerjakan?

Ike Mia : Membuat book chapter kemudian mempraktikkan nya

1. Membuat lagu pembelajaran kosa kata
2. TPR pada pembelajaran anak-anak (3 tahap. Pengenalan, praktek dan assessment)
3. Membuat game

#### 4. Lagu penutup

Interviewer : Apakah dalam proyek penugasan pembuatan book chapter ini anda dapat memperluas sebuah ide/gagasan menjadi lebih banyak ide/gagasan baru? Jika iya, tolong berikan contoh dan penjelasannya!

Ike Mia : Betul, mengurasi tenaga dan pikiran. Kadang kelompok kami harus di paksa kreatif baru kreatif. Kami membuat lagu pembelajaran semenarik dan sekreatif mungkin agar anak-anak dapat memahami pembelajaran. Kami juga membuat games yang dapat menjadi media penyampaian materi

Interviewer : Dalam project ini terdapat tahapan pemilihan materi, perencanaan, pengembangan, dan presentasi. Pada tahapan manakah kreatifitas anda mulai muncul dan pada tahapan mana kreatifitas anda berkembang?

Ike Mia : Perencanaan dan pengembangan

Interviewer : Menurut anda apakah penerapan Project Based Learning ini dapat mengembangkan kreatifitas anda?

Ike Mia : Iya karena kita di tuntut untuk menerapkan TPR dengan kondisi dan situasi yang ada (pandemic) membuat lagu, mengkreasikan materi dan bagaimana menerapkan konsep kami agar realistis dan benar-benar dapat bermanfaat bagi siswa.

**Student's name : Putri D.R.B**

**Class : 3**

**Date : 8 July 2021**

Interviewer : Apakah dengan proyek penugasan pembuatan book chapter ini anda dapat menuangkan ide/gagasan baru? Sebutkan contohnya!

Putri Diyah : Iya, contohnya saya dapat menuangkan ide tentang isi dari book chapter dan desain book chapter

Interviewer : Bisakah anda menjelaskan tentang ide/gagasan anda dalam proyek penugasan pembuatan book chapter ini dengan baik?

Putri Diyah : Jadi dalam book chapter saya mempunyai ide dalam penentuan materi dan desain book chapter, karena target kita ini anak usia dini jadi kita harus memilih materi dan desain yang tepat sehingga menarik siswa untuk belajar Bahasa Inggris. Contoh nya dimulai dari menentukan gambar yang akan di buat untuk contoh siswa mengingat vocab2 sesuai materi ajar, menggunakan kata atau kalimat yang simpel sehingga siswa mengerti tujuan dari soal tersebut, memberikan translate sehingga lebih mudah di pahami.

Interviewer : Apakah dalam proyek penugasan pembuatan book chapter ini anda mempunyai ide/gagasan yang berbeda dari contoh yang anda lihat atau temukan? Jika iya, tolong berikan contoh serta penjelasan mengenai perbedaan tersebut!

Putri Diyah : Pasti ada perbedaan, ketika saya melihat book chapter yang di buat oleh kakak tingkat dari segi materi sudah jelas berbeda, desain buku, dan pict yang dipilih dalam buku juga berbeda. Contoh perbedaan yang detail pertama, dari segi pemilihan animasi yaitu dari tingkat kita memilih pict atau animasi kartun sedangkan dari buku kating pict yang dipilih real sesuai keadaan aslinya atau bentuk aslinya. Kedua, desain yang digunakan dari warna dan sampul juga berbeda, dari tingkat kita memilih warna hijau dengan sampul yang lebih menarik untuk anak usia dini dan dari buku kating bersampul putih, tidak begitu menarik karena targetnya siswa sekolah dasar. Ketiga, materi yang disajikan tidak sama namun memiliki tujuan yang sama yaitu meningkat keterampilan membaca dan mendengarkan pada siswa.

Interviewer : Dalam proyek penugasan pembuatan book chapter ini apakah anda dapat menyesuaikan ide/gagasan yang anda miliki dengan situasi yang terjadi saat ini? Bisakah anda jelaskan?

Putri Diyah : Agak kesulitan untuk menyesuaikan ide dengan situasi saat ini, contoh nya kita harus membuat lagu anak, short story dan games sesuai dengan chapter yang kelompok kami buat.

Interviewer : Kesulitan apa yang dialami oleh kelompok anda? Apakah kurangnya referensi atau bagaimana?

Putri Diyah : Kesulitan dalam pembuatan lagu anak dan menentukan nada yang sesuai dengan lirik.

Interviewer : Apakah dalam proyek penugasan pembuatan book chapter ini anda dapat menyampaikan dan menyatakan ide/gagasan yang menurut anda lebih sesuai ketika anda mendengar ide/gagasan yang kurang sesuai dengan proyek ini? Jika iya, tolong berikan contoh dan jelaskan!

Putri Diyah : Tidak, karena saya mengerjakan sendiri dalam kelompok

Interviewer : Apakah dalam proyek penugasan pembuatan book chapter ini ide/gagasan yang anda miliki berbeda dengan anggota kelompok lain atau contoh yang anda temukan?

Putri Diyah : Berbeda, contoh nya dalam penentuan sampul book chapter

Interviewer : Apakah anda dapat menjelaskan tentang kebaruan ide/gagasan yang anda miliki?

Putri Diyah : Inovasi baru yang saya kembangkan dari ide tersebut yaitu menentukan game yang sesuai dengan materi ajar, seperti yang kelompok kami lakukan, kelompok kami memberikan beberapa contoh produk nyata sebagai alat untuk bermain game sehingga siswa dapat lebih memahami.

Interviewer : Apakah dalam proyek penugasan pembuatan book chapter ini anda dapat mengembangkan, menambah, dan memperkaya ide/gagasan

yang telah anda miliki sebelumnya? Jika iya, berikan contoh dan penjelasannya!

Putri Diyah : Iya, dalam pembuatan book chapter ini saya dilatih untuk lebih kreatif dalam menentukan ide baru, contohnya seperti yang sudah saya jelaskan tentang kreatifitas mendesain produk semenarik mungkin namun sesuai dengan materi ajar

Interviewer : Kalau untuk project anda sendiri seperti pengenalan vocab, pembuatan lagu, cerita pendek, simple sentences, serta beberapa penugasan yang berkaitan dengan project kelompok, apakah anda dapat mengembangkan, menambah, dan memperkaya ide/gagasan anda? Bagaimana proses anda dalam hal tersebut?

Putri Diyah : Iya, mencari referensi dari google, yutub, book chapter yang lain itu dapat mengembangkan, menambah dan memperkaya ide ide sehingga saya dapat menuangkan kedalam project saya.

Interviewer : Dapatkah anda merincikan detail-detail dari proyek yang sedang anda kerjakan?

Putri Diyah : Karena tema kelompok kami food and drink jadi kita menggunakan vocab yang sudah biasa kita temukan sehari-hari, contohnya milk, coffee, tea, rice, noodles dll setelah itu siswa diminta untuk mengulang kata yang sudah diucapkan guru



Kedua, lagu yang digunakan kelompok kami ada 2 dengan menggunakan nada naik naik ke puncak gunung dan pelangi, lirik kita sesuaikan dengan tema

Short story kita dapat dari referensi di google yang berjudul hidup sehat nanti dalam cerita tersebut berisi tentang makanan dan minuman yang sudah kita bahas sesuai vocab halaman pertama

Game yang kita pakai mengikuti game yang sudah ada namun kita berikan Inovasi baru pada game kami, contoh inovasinya kelompok kami menunjukkan kepada siswa produk yang real bukan hanya gambar yang seperti di buku, jadi siswa selain bisa mengingat bentuk, nama siswa juga dapat melihat langsung seperti apa sih tea itu, rice itu yang bagaimana, dll karena Kalau kita menggunakan contoh yang real dapat memudahkan siswa untuk mengingat

Interviewer : Apakah dalam proyek penugasan pembuatan book chapter ini anda dapat memperluas sebuah ide/gagasan menjadi lebih banyak ide/gagasan baru? Jika iya, tolong berikan contoh dan penjelasannya!

Putri Diyah : Iya, kita di latih untuk membuat sebuah lagu anak dalam Bahasa Inggris yang mungkin itu tidak mudah, namun karena banyak referensi yang diunakan sehingga memudahkan saya untuk memancing ide ide baru. Menambah kreatifitas saya dalam membuat Short story dan game. Memberikan saya pandangan untuk

kedepannya saya mengajar, sehingga kita siap untuk terjun langsung ke dunia pendidikan

Interviewer : Dalam project ini terdapat tahapan pemilihan materi, perencanaan, pengembangan, dan presentasi. Pada tahapan manakah kreatifitas anda mulai muncul dan pada tahapan mana kreatifitas anda berkembang?

Putri Diyah : Dalam tahap perencanaan kreatifitas saya muncul karena banyak mencari referensi sehingga saya dapat merencanakan bagaimana produk saya dapat menarik dan sesuai, pada tahap pengembangan kreatifitas saya mulai berkembang, ditahap ini saya benar benar menuangkan ide yang sudah saya rencanakan pada tahap sebelumnya

Interviewer : Menurut anda apakah penerapan Project Based Learning ini dapat mengembangkan kreatifitas anda?

Putri Diyah : Sangat bermanfaat untuk melatih dan mengembangkan kreatifitas saya

**Student's name : Deni Setiawan**

**Class : 3**

**Date : 12 July 2021**

Interviewer : Apakah dengan proyek penugasan pembuatan book chapter ini anda dapat menuangkan ide/gagasan baru? Sebutkan contohnya!

Deni : Iya. Membuat kita (sebagai kelompok) berpikir menerapkan pembelajaran disertai dengan permainan yg semenarik mungkin dan berkreasi dlm membuat layout

Interviewer : Bisakah anda menjelaskan tentang ide/gagasan anda dalam proyek penugasan pembuatan book chapter ini dengan baik?

Deni : Ambil contoh, mengkreasikan lirik lagu sesuai tema dan melodi yg diambil dari lagu terkenal. Juga pemilihan gerakan yg menarik namun sesuai dg vocab yg diajarkan.

Interviewer : Apakah dalam proyek penugasan pembuatan book chapter ini anda mempunyai ide/gagasan yang berbeda dari contoh yang anda lihat atau temukan? Jika iya, tolong berikan contoh serta penjelasan mengenai perbedaan tersebut!

Deni : Tidak. Gagasannya kurang lebih sama

Interviewer : Dalam proyek penugasan pembuatan book chapter ini apakah anda dapat menyesuaikan ide/gagasan yang anda miliki dengan situasi yang terjadi saat ini? Bisakah anda jelaskan?

Deni : Ya disesuaikan, agar bisa diterapkan di kondisi pandemi saat ini. Awalnya kel. kami rencananya menerapkan permainan yg familiar dikalangan anak<sup>2</sup>. Namun krn permainan tersebut melibatkan kontak fisik, maka kami sedikit mengubah permainan yg telah direncanakan sebelumnya.

Interviewer : Apakah dalam proyek penugasan pembuatan book chapter ini anda dapat menyampaikan dan menyatakan ide/gagasan yang menurut anda lebih sesuai ketika anda mendengar ide/gagasan yang kurang sesuai dengan proyek ini? Jika iya, tolong berikan contoh dan jelaskan!

Deni : Ya. Contohnya pengubahan lirik, yg memuat vocab, yg lebih disesuaikan dg melodi lagu yg dipilih

Interviewer : Apakah dalam proyek penugasan pembuatan book chapter ini ide/gagasan yang anda miliki berbeda dengan anggota kelompok lain atau contoh yang anda temukan?

Deni : Ya ada sedikit perbedaan gagasan antara anggota kel.

Interviewer : Apakah anda dapat menjelaskan tentang kebaruan ide/gagasan yang anda miliki?

Deni : Kebaruan nya mungkin ada dalam penyusunan lirik, cerita anak dan permainan yg dikaitkan dg materi, disesuaikan jg dg kondisi saat pandemi/new normal.

Interviewer : Apakah dalam proyek penugasan pembuatan book chapter ini anda dapat mengembangkan, menambah, dan memperkaya ide/gagasan yang telah anda miliki sebelumnya? Jika iya, berikan contoh dan penjelasannya!

Deni : Sepertinya tidak. Ide saya berkembang melalui diskusi/pendapat kel. Jadi kurang bisa memberi contoh n penjelasan

Interviewer : Dapatkah anda merincikan detail-detail dari proyek yang sedang anda kerjakan?

Deni : Detail book chapter: lagu opening dan penutup pembelajaran, lagu sesuai tema, kosakata disertai gambar dan penggunaannya sesuai konteks sehari hari. Ada short story nya juga.

Interviewer : Apakah dalam proyek penugasan pembuatan book chapter ini anda dapat memperluas sebuah ide/gagasan menjadi lebih banyak ide/gagasan baru? Jika iya, tolong berikan contoh dan penjelasannya!

Deni : Tentu saja memperbanyak ide. Contohnya dari kosakata yg ada, kami mengembangkan materi yg awalnya hanya menambahkan kosakata lain yg masih terkait tema, bisa dikembangkan ke bentuk game, cerita yg lebih menaarik anak<sup>2</sup>. Serta menyajikan lembar

penilaian yg membuat anak-anak tertarik untuk mengerjakan nya tanpa merasa kesulitan.

Interviewer : Dalam project ini terdapat tahapan pemilihan materi, perencanaan, pengembangan, dan presentasi. Pada tahapan manakah kreatifitas anda mulai muncul dan pada tahapan mana kreatifitas anda berkembang?

Deni : Pada tahap perencanaan

Interviewer : Menurut anda apakah penerapan Project Based Learning ini dapat mengembangkan kreatifitas anda?

Deni : Ya. Karena kita dituntut untuk menjadi kreatif dlam mengembangkan materi untuk book chapter

**Appendix 4. Student's Work Result**

## Opening Song

**Let's sing a song together!**

Using Daddy Finger song's melody.

Hello students  
Hello students  
How are you?

I'm very well  
I'm fine thank you  
How about you?



## Activity 1

**What object it is?**



Table



Chair



Chalk



Blackboard



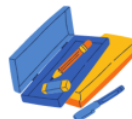
Pencil



Door



Calendar



Pencil Case



Book





## Activity 2

### Listen and repeat the expression below!

- Sit down on your chair!
- Put your bag on the table!
- Take out your book from your bag!
- Take out your pencil, pen, and ruler from your pencil case!
- Draw rectangle on the paper using pencil and ruler!
- Coloring the picture on the paper using colored pencils!
- Look at the date on the calendar and write today's date on the blackboard using chalk!
- Erase the date on the blackboard using blackboard eraser!
- Close the door!



## Activity 3

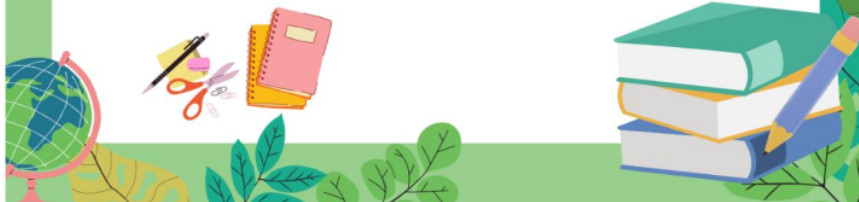
### Task 1


Look around your classroom and mention what are the things in your classroom!

### Task 2

Explain the use and shape of the things in the classroom below!

1. What is the use of pencil?
2. What is the shape of the blackboard?
3. What is the use of chair?
4. What is the shape of door?
5. What is the use of bag?





## Activity 4

### Read the text below!

#### Kenzie Goes to School

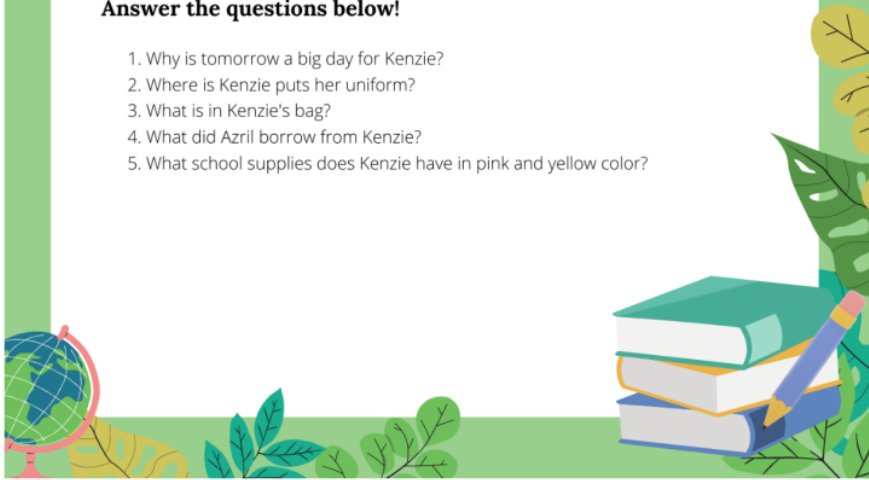
Tomorrow is the big day for Kenzie. She is starting school. Kenzie puts her uniform on her chair. She is ready for the morning. She gets up super early. She goes to school by school bus.

In the classroom, she takes out her school supplies from her bag. There are rectangle pencil case, square notebook, and triangle ruler. She is ready to study. One of her classmates named Azril wants to borrow her ruler. "Can I borrow your ruler? Its blue and I love blue!" "Yes, I love blue too!" Kenzie answers happily. Kenzie asks to Azril, "Do you like another color? Because I have pink pencil case and yellow note book" Azril answers, "Oh, I only like blue and yellow, I don't like pink."

The class ends, and Kenzie immediately put her school stuff in her bag. She forgets to check what to put in her bag. She doesn't realize that her ruler was carried home by Azril.

Moral value: We must check what to put in bag after the class end.

### Answer the questions below!

1. Why is tomorrow a big day for Kenzie?
  2. Where is Kenzie puts her uniform?
  3. What is in Kenzie's bag?
  4. What did Azril borrow from Kenzie?
  5. What school supplies does Kenzie have in pink and yellow color?
- 

## Game



### Let's play a game!

#### Persiapan:

- Guru terlebih dahulu mengenalkan kosakata yang akan diajarkan atau digunakan dalam permainan kepada siswa.
- Jika siswa sudah menguasai kosakata yang telah diajarkan, kemudian guru membentuk siswa dalam beberapa kelompok yang berjumlah 6 orang.
- Guru meminta tiap kelompok untuk membentuk barisan di depan alphabet yang telah disiapkan guru.

D	R	K	P	E
Siswa	Siswa	Siswa	Siswa	Siswa
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6

#### Langkah-langkah:


- Guru mulai dengan membacakan cerita singkat kepada seluruh siswa.
- Siswa harus fokus dalam mendengarkan cerita guru
- Guru bertanya kepada kelompok A tentang letter pertama dari benda yang disebutkan guru dalam cerita. Kelompok A kemudian berlari ke arah alphabet yang terdapat di depan mereka dan membuat lingkaran. Guru kemudian menunjuk 1 orang siswa yang terdapat pada kelompok A untuk membacakan ejaan kata benda tersebut dalam Bahasa Inggris dengan benar. Langkah selanjutnya, guru bertanya kepada kelompok selanjutnya tentang letter terakhir dari benda yang telah disebutkan dalam cerita berikutnya dan begitu seterusnya.

#### Cerita:

- In a sunny day, Rindang go to school happily. After arriving at school, then Rindang OPEN THE DOOR (2x). Apa huruf pertama dari kata DOOR?
- After open the door, then Rindang SIT ON HER CHAIR (2x). Apa huruf terakhir dari kata CHAIR?
- After Rindang sit on her chair, then she OPEN HER BOOK (2x). Apa huruf terakhir dari kata BOOK?
- After open her book, then Rindang TAKE HER PENCIL. Apa huruf pertama dari kata PENCIL?
- After Rindang take her pencil, then she writes in her book, but she write a wrong word. After that she TAKE HER ERASER and start to erase it. Apa huruf pertama dari kata ERASER?


## Assessment

**Listen and write the number on the circle!**

			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			
		<input type="text"/>	<input type="text"/>

## Closing Song

**Let's sing a song together!**  
Using London Bridge is Falling  
Down song's melody.



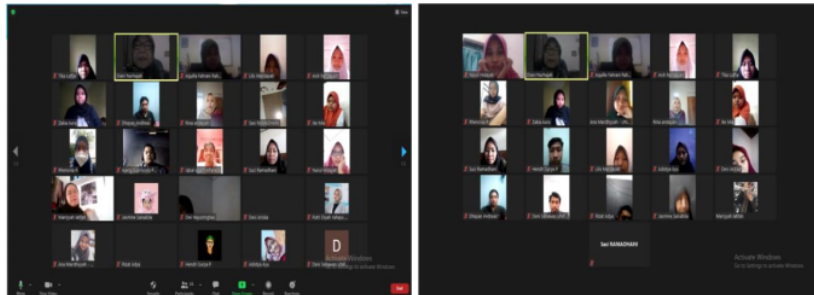
Say thank you to the teacher (thank you miss 2x)  
The teacher say thank you and you are welcome

Now its time to (say good bye 3x)  
Now its time to say good bye see you later

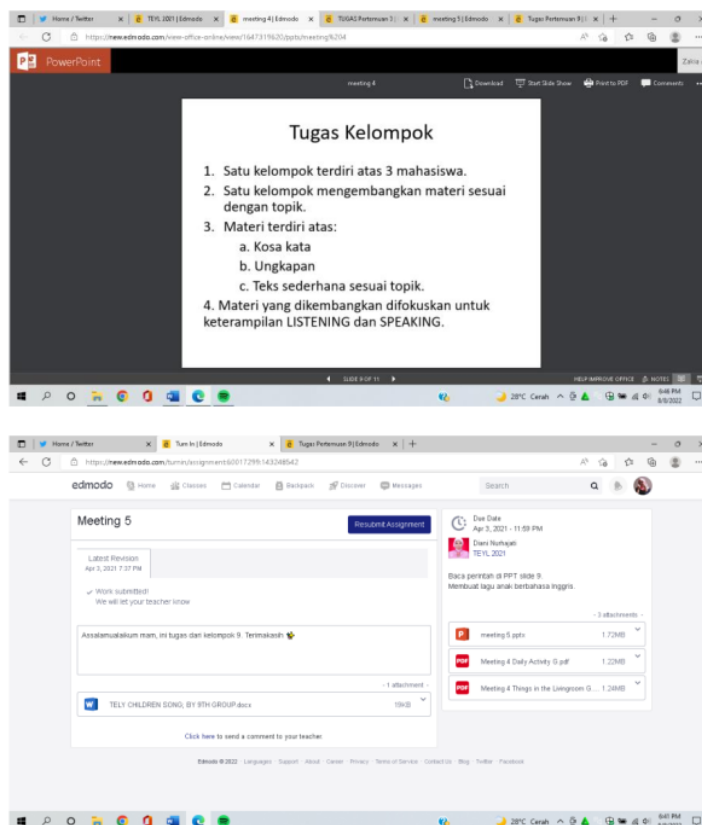


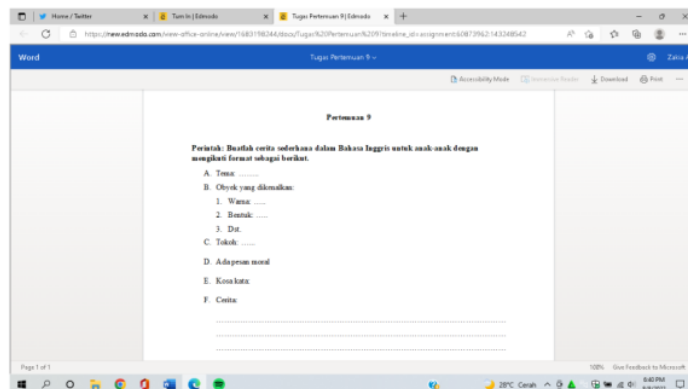
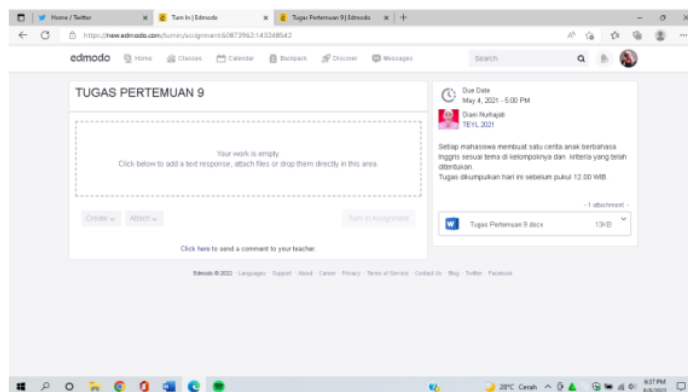
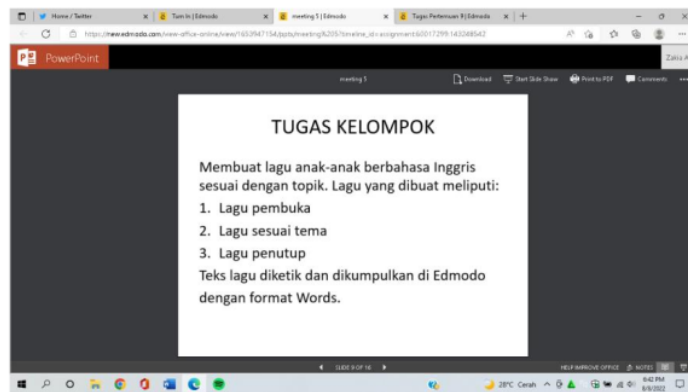

## Appendix 5. Documentation

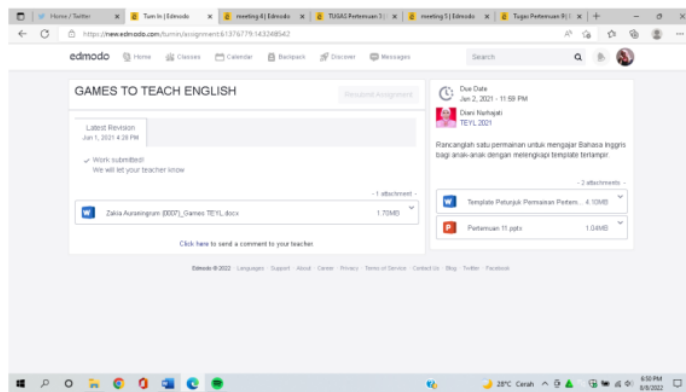
### Proses Pembelajaran melalui Zoom Meeting



### Pemberian Tugas oleh Dosen









## Appendix 6. Statement Letter from University of Nusantara PGRI Kediri



**YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI KEDIRI  
UNIVERSITAS NUSANTARA PGRI KEDIRI**

Status "Terakreditasi Baik Sekali"

SK. BAN PT Nomor 671/SK/BAN-PT/Akred/PT/VII/2021, Tanggal 21 Juli 2021

Alamat : JL. K.H. Achmad Dahlan No. 76 Telp. & Fax : (0354) 771576, 771503 Kediri

Website : <http://www.unpkediri.ac.id/> email : [admin@unpkediri.ac.id](mailto:admin@unpkediri.ac.id)

**FAK. KEGURUAN ILMU PEND.**

1. S1 Bimbingan dan Konseling
2. S1 Pendidikan Sejarah
3. S1 Pendidikan IPA
4. S1 Pendidikan Bahasa dan Sastra Indonesia
5. S1 Pendidikan Bahasa Inggris

**6. S1 PGSD**

7. S1 PG PAUD
- FAK. EKONOMI & BISNIS**
1. S1 Manajemen
2. S1 Akuntansi
3. S1 Pendidikan Ekonomi

**FAK. TEKNIK**

1. S1 Teknik Mesin
2. D3 Teknik Industri
3. D3 Teknik Elektro
4. S1 Teknik Informatika
5. S1 Sistem Informasi

**FAK. ILMU KES & SAINS**

1. D3 Keperawatan
2. S1 Peternakan
3. S1 Pendidikan Matematika
4. S1 Pendidikan Biologi
5. S1 Penjaskesrek

6. D3 Kebidanan
- PASCA SARJANA**
1. S2 Keguruan Olahraga
2. S2 Pendidikan Ekonomi

### **SURAT KETERANGAN**

Nomor: 025/Bing-UN PGRI/VII/2022

Yang bertanda tangan di bawah ini:

Nama : KHOIRIYAH, M.Pd.  
NIDN : 0719017501  
Jabatan : Ketua Prodi Pendidikan Bahasa Inggris UN PGRI Kediri

Menyatakan dengan sebenarnya bahwa:

Nama : ZAKIA AURANINGRUM  
NPM : 18101080007  
Fakultas : Keguruan dan Ilmu Pendidikan  
Program studi : S-1 Pendidikan Bahasa Inggris

Yang bersangkutan telah selesai melaksanakan Penelitian, dengan judul " PROMOTING CREATIVITY USING PROJECT BASED LEARNING IN TEYL SUBJECT AT NUSANTARA PGRI KEDIRI UNIVERSITY "

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya.

Kediri, 12 Juli 2022  
Ketua Prodi,  
  
Khoiriyah, M.Pd.

# SKRIPSI ZAKIA FIX

## ORIGINALITY REPORT

**21** %  
SIMILARITY INDEX

**20** %  
INTERNET SOURCES

**6** %  
PUBLICATIONS

**7** %  
STUDENT PAPERS

## PRIMARY SOURCES

1	<a href="http://journal.unublitar.ac.id">journal.unublitar.ac.id</a> Internet Source	1 %
2	<a href="http://repository.uinsu.ac.id">repository.uinsu.ac.id</a> Internet Source	1 %
3	<a href="http://files.eric.ed.gov">files.eric.ed.gov</a> Internet Source	1 %
4	<a href="http://www.tandfonline.com">www.tandfonline.com</a> Internet Source	1 %
5	<a href="http://eprints.umm.ac.id">eprints.umm.ac.id</a> Internet Source	1 %
6	<a href="http://repository.uinjkt.ac.id">repository.uinjkt.ac.id</a> Internet Source	1 %
7	<a href="http://eprints.iain-surakarta.ac.id">eprints.iain-surakarta.ac.id</a> Internet Source	1 %
8	<a href="http://eprints.uny.ac.id">eprints.uny.ac.id</a> Internet Source	1 %
9	<a href="http://media.neliti.com">media.neliti.com</a> Internet Source	1 %

10	<a href="http://mafiadoc.com">mafiadoc.com</a> Internet Source	<1 %
11	<a href="http://epdf.tips">epdf.tips</a> Internet Source	<1 %
12	Yahya Eko Nopiyanto, Septian Raibowo, Yarmani Yarmani, Andika Prabowo. "Project Based Blended Learning To Improve Students Creativity In Sepak Takraw", Kinestetik : Jurnal Ilmiah Pendidikan Jasmani, 2021 Publication	<1 %
13	<a href="http://www.atlantis-press.com">www.atlantis-press.com</a> Internet Source	<1 %
14	<a href="http://www.gefad.gazi.edu.tr">www.gefad.gazi.edu.tr</a> Internet Source	<1 %
15	<a href="http://www.britishcouncil.org">www.britishcouncil.org</a> Internet Source	<1 %
16	<a href="http://docplayer.info">docplayer.info</a> Internet Source	<1 %
17	<a href="http://repository.unj.ac.id">repository.unj.ac.id</a> Internet Source	<1 %
18	<a href="http://keperawatan.unpkediri.ac.id">keperawatan.unpkediri.ac.id</a> Internet Source	<1 %
19	<a href="http://www.itn.ac.id">www.itn.ac.id</a> Internet Source	<1 %

20	<a href="http://digilibadmin.unismuh.ac.id">digilibadmin.unismuh.ac.id</a> Internet Source	<1 %
21	<a href="http://ojs.unpkediri.ac.id">ojs.unpkediri.ac.id</a> Internet Source	<1 %
22	<a href="http://ajol.info">ajol.info</a> Internet Source	<1 %
23	Submitted to Higher Ed Holdings Student Paper	<1 %
24	Submitted to University of Warwick Student Paper	<1 %
25	<a href="http://etheses.iainponorogo.ac.id">etheses.iainponorogo.ac.id</a> Internet Source	<1 %
26	<a href="http://repository.radenintan.ac.id">repository.radenintan.ac.id</a> Internet Source	<1 %
27	Submitted to Bahcesehir University Student Paper	<1 %
28	<a href="http://bpm.umg.ac.id">bpm.umg.ac.id</a> Internet Source	<1 %
29	Submitted to Bath Spa University College Student Paper	<1 %
30	<a href="http://fkip.unimudasorong.ac.id">fkip.unimudasorong.ac.id</a> Internet Source	<1 %
31	<a href="http://ejournal.staimnglawak.ac.id">ejournal.staimnglawak.ac.id</a> Internet Source	<1 %

32	<a href="http://simki.unpkediri.ac.id">simki.unpkediri.ac.id</a> Internet Source	<1 %
33	<a href="http://fr.slideshare.net">fr.slideshare.net</a> Internet Source	<1 %
34	<a href="http://ns2.thinkmind.org">ns2.thinkmind.org</a> Internet Source	<1 %
35	<a href="http://repository.uin-malang.ac.id">repository.uin-malang.ac.id</a> Internet Source	<1 %
36	<a href="http://uvadoc.uva.es">uvadoc.uva.es</a> Internet Source	<1 %
37	Submitted to Universitas Muhammadiyah Makassar Student Paper	<1 %
38	<a href="http://en.ppt-online.org">en.ppt-online.org</a> Internet Source	<1 %
39	<a href="http://digilib.unila.ac.id">digilib.unila.ac.id</a> Internet Source	<1 %
40	Submitted to Redmond High School Student Paper	<1 %
41	Submitted to University College London Student Paper	<1 %
42	<a href="http://core.ac.uk">core.ac.uk</a> Internet Source	<1 %
43	<a href="http://repository.nwu.ac.za">repository.nwu.ac.za</a> Internet Source	

<1 %

44

[academic.oup.com](http://academic.oup.com)

Internet Source

<1 %

45

[journal.uad.ac.id](http://journal.uad.ac.id)

Internet Source

<1 %

46

[docplayer.net](http://docplayer.net)

Internet Source

<1 %

47

[etheses.uin-malang.ac.id](http://etheses.uin-malang.ac.id)

Internet Source

<1 %

48

[lib.unnes.ac.id](http://lib.unnes.ac.id)

Internet Source

<1 %

49

Submitted to UIN Raden Intan Lampung

Student Paper

<1 %

50

[lp3m.unkhair.ac.id](http://lp3m.unkhair.ac.id)

Internet Source

<1 %

51

[match09.blogspot.com](http://match09.blogspot.com)

Internet Source

<1 %

52

[pdfs.semanticscholar.org](http://pdfs.semanticscholar.org)

Internet Source

<1 %

53

Melani Wahyu Diana, Anis Yona Tyas Wilupi, Deni Setiawan, Diani Nurhajati. "Enhancing Social Awareness through Total Physical Response (TPR) in Teaching English at

<1 %

# Elementary School", English Education:Journal of English Teaching and Research, 2022

Publication

54

[digilib.uinsby.ac.id](http://digilib.uinsby.ac.id)

Internet Source

<1 %

55

Sutarto Sutarto, Dewi Purnama Sari, Irwan Fathurrochman. "Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic", Jurnal Konseling dan Pendidikan, 2020

Publication

<1 %

56

[library.walisongo.ac.id](http://library.walisongo.ac.id)

Internet Source

<1 %

57

[repository.uin-suska.ac.id](http://repository.uin-suska.ac.id)

Internet Source

<1 %

58

[vbn.aau.dk](http://vbn.aau.dk)

Internet Source

<1 %

59

Submitted to Sultan Agung Islamic University

Student Paper

<1 %

60

[publications.aston.ac.uk](http://publications.aston.ac.uk)

Internet Source

<1 %

61

[repo.iain-tulungagung.ac.id](http://repo.iain-tulungagung.ac.id)

Internet Source

<1 %

62

[stkippgri-sidoarjo.ac.id](http://stkippgri-sidoarjo.ac.id)

Internet Source

<1 %

63	<a href="http://www.coursehero.com">www.coursehero.com</a> Internet Source	<1 %
64	Submitted to Sekolah Cikal Jakarta Student Paper	<1 %
65	<a href="http://ir.jkuat.ac.ke">ir.jkuat.ac.ke</a> Internet Source	<1 %
66	Submitted to IAIN Surakarta Student Paper	<1 %
67	<a href="http://hdl.handle.net">hdl.handle.net</a> Internet Source	<1 %
68	Submitted to UIN Syarif Hidayatullah Jakarta Student Paper	<1 %
69	<a href="http://jurnal.fkip.unila.ac.id">jurnal.fkip.unila.ac.id</a> Internet Source	<1 %
70	<a href="http://repositori.uin-alauddin.ac.id">repositori.uin-alauddin.ac.id</a> Internet Source	<1 %
71	Submitted to October University for Modern Sciences and Arts (MSA) Student Paper	<1 %
72	Ronal Rifandi, Asrina Mulyati, Maulani Meutia Rani, Saddam Al Aziz. "Pre-Service Mathematics Teachers' Perception on Realistic Mathematics Education", Journal of Physics: Conference Series, 2021 Publication	<1 %



73

Submitted to The University of the South Pacific

Student Paper

&lt;1 %

74

Yuli Astutik, Slamet Setiawan, Syafi'ul Anam, Suhartono Suhartono. "'I Can Teach With My Videos': How Do Teachers Teach English to Young Learners in a Technology-Limited Environment?", International Journal of Learning, Teaching and Educational Research, 2022

Publication

&lt;1 %

75

sciedu.ca

Internet Source

&lt;1 %

76

www.usaspending.gov

Internet Source

&lt;1 %

77

Submitted to Universitas Muhammadiyah Surakarta

Student Paper

&lt;1 %

78

Submitted to Universitas Negeri Surabaya The State University of Surabaya

Student Paper

&lt;1 %

79

austingroups.org

Internet Source

&lt;1 %

80

journal.uniku.ac.id

Internet Source

&lt;1 %

81

journal.unismuh.ac.id

&lt;1 %

82

[jurnal.unissula.ac.id](http://jurnal.unissula.ac.id)

Internet Source

&lt;1 %

83

[repository.uhamka.ac.id](http://repository.uhamka.ac.id)

Internet Source

&lt;1 %

84

[stem-in-ed2018.com.au](http://stem-in-ed2018.com.au)

Internet Source

&lt;1 %

85

[Repository.Umsu.Ac.Id](http://Repository.Umsu.Ac.Id)

Internet Source

&lt;1 %

86

Syafrial, Ashadi, Sulistiyo Saputro, Sarwanto. "Identification of The Ability Level Creative Thinking Of Junior High School Students On Motion Materials", Journal of Physics: Conference Series, 2021

Publication

&lt;1 %

87

[britanniainternationalcollege.co.uk](http://britanniainternationalcollege.co.uk)

Internet Source

&lt;1 %

88

[e-campus.iainbukittinggi.ac.id](http://e-campus.iainbukittinggi.ac.id)

Internet Source

&lt;1 %

89

[journal.umsida.ac.id](http://journal.umsida.ac.id)

Internet Source

&lt;1 %

90

[jurnal.stkippgritulungagung.ac.id](http://jurnal.stkippgritulungagung.ac.id)

Internet Source

&lt;1 %

[repository.umsu.ac.id](http://repository.umsu.ac.id)

91

Internet Source

&lt;1 %

92

[repository.wima.ac.id](https://repository.wima.ac.id)

Internet Source

&lt;1 %

93

[www.bdu.edu.et](http://www.bdu.edu.et)

Internet Source

&lt;1 %

94

[www.cfl.udn.vn](http://www.cfl.udn.vn)

Internet Source

&lt;1 %

95

[www.science.gov](http://www.science.gov)

Internet Source

&lt;1 %

96

Submitted to Universitas Pendidikan Ganesha

Student Paper

&lt;1 %

97

[adityamulyana.blog.widyatama.ac.id](http://adityamulyana.blog.widyatama.ac.id)

Internet Source

&lt;1 %

98

[adoc.pub](http://adoc.pub)

Internet Source

&lt;1 %

99

[barbara-crespi-pe06.webnode.com](http://barbara-crespi-pe06.webnode.com)

Internet Source

&lt;1 %

100

[daten-quadrat.de](http://daten-quadrat.de)

Internet Source

&lt;1 %

101

[ejournal.undiksha.ac.id](http://ejournal.undiksha.ac.id)

Internet Source

&lt;1 %

102

[eprints.ums.ac.id](http://eprints.ums.ac.id)

Internet Source

&lt;1 %

103	<a href="http://europia.org">europia.org</a> Internet Source	<1 %
104	<a href="http://id.scribd.com">id.scribd.com</a> Internet Source	<1 %
105	<a href="http://iiste.org">iiste.org</a> Internet Source	<1 %
106	<a href="http://journal.unnes.ac.id">journal.unnes.ac.id</a> Internet Source	<1 %
107	<a href="http://konveksisurabaya.net">konveksisurabaya.net</a> Internet Source	<1 %
108	<a href="http://lp2m.unpkediri.ac.id">lp2m.unpkediri.ac.id</a> Internet Source	<1 %
109	<a href="http://openaccess.cag.edu.tr">openaccess.cag.edu.tr</a> Internet Source	<1 %
110	<a href="http://repo-dosen.ulm.ac.id">repo-dosen.ulm.ac.id</a> Internet Source	<1 %
111	<a href="http://repository.iainbengkulu.ac.id">repository.iainbengkulu.ac.id</a> Internet Source	<1 %
112	<a href="http://repository.iainpare.ac.id">repository.iainpare.ac.id</a> Internet Source	<1 %
113	<a href="http://repository.unpkediri.ac.id">repository.unpkediri.ac.id</a> Internet Source	<1 %
114	<a href="http://www.dshs-koeln.de">www.dshs-koeln.de</a> Internet Source	<1 %

115

[www.researchgate.net](http://www.researchgate.net)

Internet Source

&lt;1 %

116

[www.ris.uu.nl](http://www.ris.uu.nl)

Internet Source

&lt;1 %

117

Resti Resti, Cynantia Rachmijati. "ANALYSIS THE USE OF INSTRUCTIONAL MEDIA ON TEACHING ENGLISH TO YOUNG LEARNER AT ELEMENTARY SCHOOL IN BANDUNG", PROJECT (Professional Journal of English Education), 2020

Publication

&lt;1 %

118

Julia Joklitschke, Benjamin Rott, Maïke Schindler. "Notions of Creativity in Mathematics Education Research: a Systematic Literature Review", International Journal of Science and Mathematics Education, 2021

Publication

&lt;1 %

119

Siti Hardiyanti Amri. "INTERNET-BASED APPROACH IN DISTANCE LEARNING OF PARAGRAPH-WRITING COURSE AT STKIP MUHAMMADIYAH BARRU", JOALL (Journal of Applied Linguistics & Literature), 2020

Publication

&lt;1 %

120

Urip Sulistiyo, Eddy Haryanto, Handoyo Puji Widodo, Tariq Elyas. "The portrait of primary

&lt;1 %

# school English in Indonesia: policy recommendations", Education 3-13, 2019

Publication

---

121 Jesson, Jill. "EBOOK: Developing Creativity in the Primary School", EBOOK: Developing Creativity in the Primary School, 2012 <1 %

Publication

---

122 Weitian Wang, Constantine Coutras, Michelle Zhu. "Empowering computing students with proficiency in robotics via situated learning", Smart Learning Environments, 2021 <1 %

Publication

---

Exclude quotes On

Exclude matches Off

Exclude bibliography On