

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

**SKRIPSI**

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



by:

**ZAKIA AURANINGRUM**

NPM: 18.1.01.08.0007

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

**2022**

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**APPROVAL PAGE**

Skripsi by:

**ZAKIA AURANINGRUM**

18.1.01.08.0007

ENTITLED:

**PROMOTING CREATIVITY USING PROJECT BASED LEARNING  
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Approved by the Advisors to be proposed to the English Department

Examination Committee FKIP UN PGRI Kediri

Kediri, 20 July 2022

Advisor I



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

Advisor II



Dr. Sulistyani, M. Pd.  
NIDN. 0701056803

## **APPROVAL SHEET**

Skripsi by:

**ZAKIA AURANINGRUM**

18.1.01.08.0007

Entitled:

**PROMOTING CREATIVITY USING PROJECT BASED LEARNING  
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Maintained in front of English Language Education Examination Committee

FKIP UN PGRI Kediri

Kediri, 20 July 2022

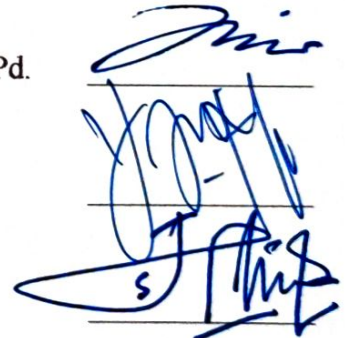
**And Declared to Have Met the Requirements**

Committee examiner:

Chairman : Dr. Hj. Diani Nurhajati, M.Pd.

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. Murni 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, 20 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

**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**

Praise to Allah SWT, 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.

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, 20 July 2022



Zakia Auraningrum  
NPM: 18.1.01.08.0007

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## CHAPTER I

### 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 KKNI 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.

Soft skills encompass personal, social, communication, and self-management behaviors. As mentioned by Peggy (2007) that soft skills 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 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 difference or seeing things from a different perspective. Furthermore, Krumm et al. (2016) added that 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, creativity is the ability to express ideas to create something new or something that has never been done before.

Creativity has indicators that are used as a reference for teachers to assess student creativity in the classroom. According to the Guilford Divergent Thinking 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 are ideational fluency, variety and flexibility, originality, elaboration, problem sensitivity, and redefinition.

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 adapted to the child's world. According to Nurhajati (2020), child-friendly material is 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 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 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.

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, 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.

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 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 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?"

### **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.

### **E. Significance of the Research**

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

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

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 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

Creativity is a product of the ability (creative thinking) to produce a new way or something in dealing with a problem or situation 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.

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, & Riwayatningsih (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.

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