

TEACHERS' CREATIVITY IN EFL TEACHING CLASSROOM OF  
VOCATIONAL HIGH SCHOOL AT BARRU REGENCY



Thesis Submitted to Fulfill the Requirements for the Examination Results as a  
stage in Obtaining a Master's Degree in English Education at Postgraduate  
IAIN Parepare

**THESIS**

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Parepare, July 18<sup>th</sup> 2024

The Writer,



Rahmania Ningsih

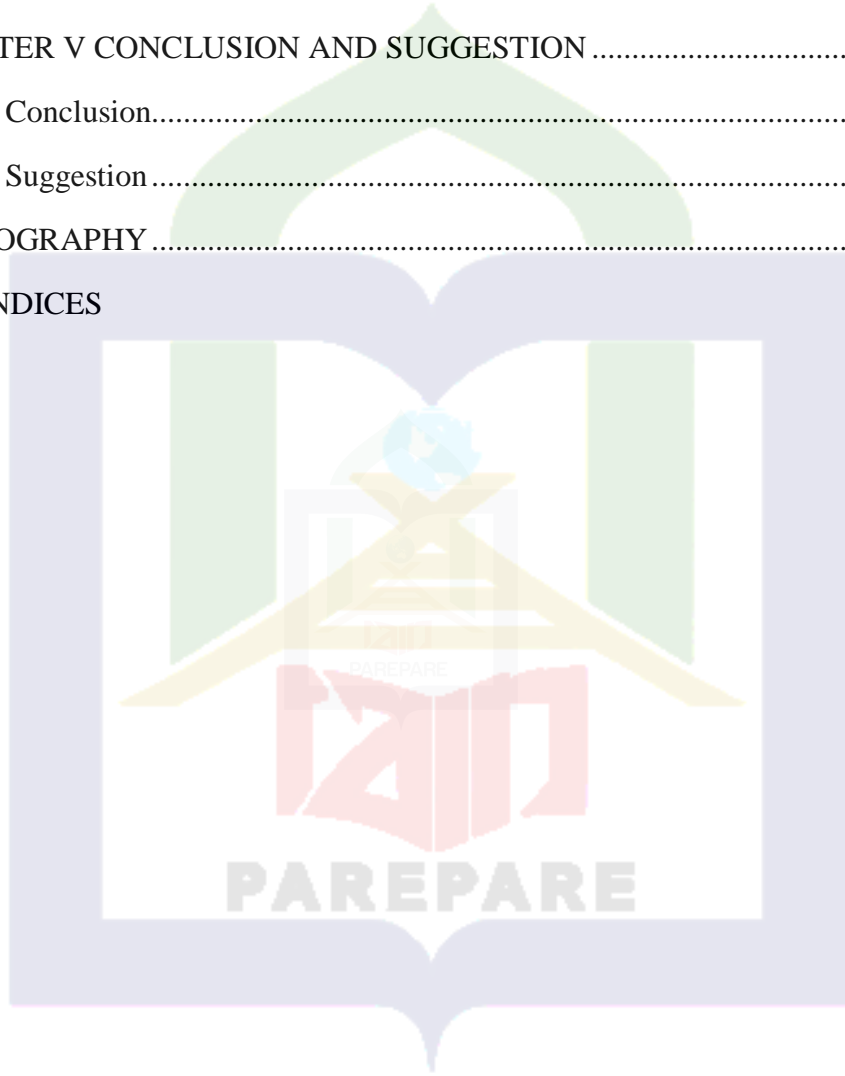
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## TABLE OF CONTENTS

COVER .....	i
STATEMENT OF AUTHENTICITY OF THE THESIS .....	ii
APPROVAL OF THE EXAMINING COMMISSION .....	iii
ACKNOWLEDGEMENTS .....	iv
TABLE OF CONTENTS .....	vii
LIST OF TABLES .....	ix
LIST OF FIGURES .....	x
LIST OF APPENDICES .....	xi
ARABIC-LATIN TRANSLITERATION GUIDE .....	xii
ABSTRACT .....	xiii
CHAPTER I INTRODUCTION .....	1
A. Background .....	1
B. Research Question .....	3
C. Objective of the Research .....	3
D. Significances of the Research .....	3
CHAPTER II REVIEW OF RELATED LITERATURE .....	6
A. Previous Research Findings .....	6
B. Some Pertinent Ideas .....	12
C. Conceptual Framework .....	37
CHAPTER III RESEARCH METHOD .....	39
A. Research Design .....	39
B. Location and Timing of the Research .....	39
C. Scope of Research .....	40
D. Data Types and Source .....	40
E. Data Collection Technique .....	41

F. Data Analysis Technique .....	42
CHAPTER IV FINDINGS AND DISCUSSION .....	43
A. Findings.....	43
B. Discussion .....	69
CHAPTER V CONCLUSION AND SUGGESTION .....	86
A. Conclusion.....	86
B. Suggestion.....	87
BIBLIOGRAPHY .....	89
APPENDICES	





## LIST OF TABLES

Title of Tables	Pages
Names of EFL Teachers at Vocational High Schools at Barru Regency	39



## LIST OF FIGURES

<b>Number of Figures</b>	<b>Title of Figures</b>	<b>Pages</b>
1	Conceptual Framework	37



**LIST OF APPENDICES**

<b>Number Appendix</b>	<b>Title of Appendices</b>
1	Recommendation Letter
2	Research Finished Letter
3	Interviewed Guide
4	Transcript of Interview
5	Documentation
6	Article
7	Proof of Receipt of the Article Manuscript
8	Abstract Validation Letter
9	Biography of Researcher

## PEDOMAN TRANSLITERASI ARAB-LATIN

### 1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	Huruf Latin	Nama
ا	Alif	tidak dilambangkan	tidak dilambangkan
ب	Ba	B	be
ت	Ta	T	te
ث	sa	ṣ	es (dengan titik di atas)
ج	Jim	J	je
ح	ḥa	ḥ	ha (dengan titik di bawah)
خ	Kha	Kh	ka dan ha
د	Dal	D	de
ذ	ḏal	ḏ	zet (dengan titik di atas)
ر	Ra	R	er
ز	Zai	Z	zet
س	Sin	S	es
ش	Syin	Sy	es dan ye
ص	ṣad	ṣ	es (dengan titik di bawah)
ض	ḏad	ḏ	de (dengan titik di bawah)
ط	ṭa	ṭ	te (dengan titik di bawah)
ظ	ẓa	ẓ	zet (dengan titik di bawah)
ع	'ain	'	apostrof terbalik
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	'	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

## 2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	<i>fathāh</i>	a	a
اِ	<i>kasrah</i>	i	i
اُ	<i>ḍammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
اِي	<i>fathāh dan yā'</i>	ai	a dan i
اُو	<i>fathāh dan wau</i>	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوَّلَ : *hauḷa*

## 3. Maddah

*Maddah* atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ...   اِ...   اُ...	<i>fathāh dan alif atau yā'</i>	ā	a dan garis di atas
يِ	<i>kasrah dan yā'</i>	ī	i dan garis di atas
وِ	<i>ḍammah dan wau</i>	ū	u dan garis di atas

Contoh:

مَاتَ : *māta*

رَمَى : *ramā*

قِيلَ : *qīla*

يَمُوتُ : *yamūtu*

#### 4. *Ta marbūṭah*

Transliterasi untuk *tā' marbūṭah* ada dua, yaitu: *tā' marbūṭah* yang hidup atau mendapat harakat *fathah*, *kasrah*, dan *ḍammah*, transliterasinya adalah [t]. Sedangkan *tā' marbūṭah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *tā' marbūṭah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *tā' marbūṭah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *rauḍah al-aṭfāl*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madīnah al-fāḍilah*

الْحِكْمَةُ : *al-ḥikmah*

#### 5. *Syaddah (Tasydīd)*

*Syaddah* atau *tasydīd* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tasydīd* ( ّ ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbānā*

نَجَّيْنَا : *najjainā*

الْحَقُّ : *al-ḥaqq*

نُعْم : *nu'ima*

عَدُوُّ : *aduwwun*

Jika huruf ى ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* ( ِ ), maka ia ditransliterasi seperti huruf *maddah* menjadi ī.

Contoh:

عَلِيٌّ : 'Alī (bukan 'Aliyy atau 'Aly)

عَرَبِيٌّ : 'Arabī (bukan 'Arabiyy atau 'Araby)

#### 6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, *al-*, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung

yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

الزَّلْزَلَةُ : *al-zalزالah* (*az-zalزالah*)

الْفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

### 7. *Hamzah*

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ : *ta'murūna*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *umirtu*

### 8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata *al-Qur'an* (dari *al-Qur'ān*), *alhamdulillah*, dan *munaqasyah*. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

*Fī Zilāl al-Qur'ān*

*Al-Sunnah qabl al-tadwīn*

### 9. *Lafz al-Jalālah* (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *muḍāf ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

دِينُ اللَّهِ *dīnullāh* بِاللَّهِ *billāh*

Adapun *tā' marbūṭah* di akhir kata yang disandarkan kepada *lafz al-jalālah*, ditransliterasi dengan huruf [t]. Contoh:

هُم فِي رَحْمَةِ اللَّهِ *hum fī raḥmatillāh*

## 10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (*al-*), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (*Al-*). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang *al-*, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR).

Contoh:

*Wa mā Muḥammadun illā rasūl*

*Inna awwala baitin wuḍi‘a linnāsi lallaẓī bi Bakkata mubārakan*

*Syahru Ramaḍān al-laẓī unzila fih al-Qur‘ān*

Naṣīr al-Dīn al-Ṭūsī

Abū Naṣr al-Farābī

Al-Gazālī

Al-Munqiz min al-Ḍalāl

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abū (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi.

Contoh:

Abū al-Walīd Muḥammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abū al-Walīd Muḥammad (bukan: Rusyd, Abū al-Walīd Muḥammad Ibnu)

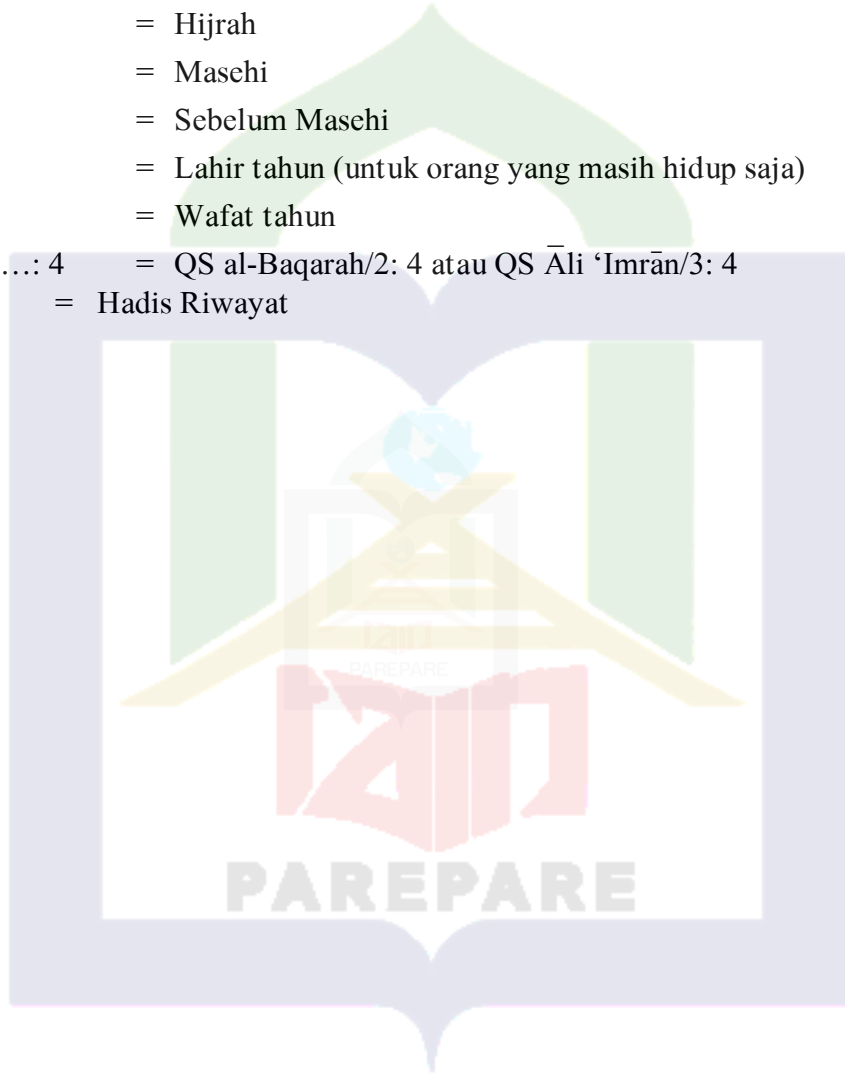
Naṣr Ḥāmid Abū Zaīd, ditulis menjadi: Abū Zaīd, Naṣr Ḥāmid (bukan: Zaīd, Naṣr Ḥāmid Abū)



## 11. *Daftar Singkatan*

Beberapa singkatan yang dibakukan adalah:

swt.	= <i>subhānahū wa ta'ālā</i>
saw.	= <i>ṣallallāhu 'alaihi wa sallam</i>
a.s.	= <i>'alaihi al-salām</i>
H	= Hijrah
M	= Maschi
SM	= Sebelum Masehi
l.	= Lahir tahun (untuk orang yang masih hidup saja)
w.	= Wafat tahun
QS .../...: 4	= QS al-Baqarah/2: 4 atau QS Āli 'Imrān/3: 4
HR	= Hadis Riwayat



## ABSTRAK

Nama : Rahmania Ningsih  
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(Dibimbing oleh Haris Sunubi and Zulfah).

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Kreativitas adalah kemampuan berpikir, menemukan dan mengembangkan ide-ide baru dan konsep inovatif agar dapat menciptakan pembelajaran yang berkualitas dan bermakna. Kreativitas menjadi unsur penting yang harus dimiliki oleh guru. Namun, terkadang kreativitas ini belum sepenuhnya dimanfaatkan dalam proses pembelajaran, khususnya dalam konteks pengajaran bahasa Inggris sebagai bahasa asing (EFL) di sekolah kejuruan. Dalam konteks pembelajaran bahasa Inggris di SMK, kreativitas guru berperan penting dalam menciptakan lingkungan belajar yang menarik dan relevan dengan dunia kerja sehingga siswa lebih termotivasi dan siap menghadapi tantangan di dunia profesional. Penelitian ini bertujuan untuk menggambarkan kreativitas guru dalam mengajarkan bahasa Inggris di sekolah kejuruan di Kabupaten Barru.

Penelitian ini menggunakan desain penelitian kualitatif deskriptif. Subjek dalam penelitian ini adalah lima orang guru Bahasa Inggris dari tiga sekolah kejuruan yang berbeda di Kabupaten Barru. Prosedur pengumpulan data adalah wawancara dan dokumentasi. Teknik analisis data meliputi reduksi data, penyajian data, verifikasi, dan kesimpulan.

Hasil penelitian mengungkapkan bahwa di sekolah kejuruan di Barru, guru EFL menunjukkan kreativitas yang beragam yakni dengan mengadaptasi perencanaan kreatif sesuai dengan kurikulum dan standar pemerintah, menggunakan metode seperti pembelajaran kolaboratif, berbasis pengalaman, dan proyek berbasis komunitas untuk menciptakan pengalaman belajar yang relevan. Kreativitas mereka terlihat jelas dalam pendekatan yang berpusat pada siswa, yang memanfaatkan beragam media dan teknologi untuk meningkatkan keterlibatan dan mengatasi berbagai gaya belajar. Manajemen kelas yang efektif dan pemahaman mendalam tentang kebutuhan siswa semakin menunjukkan strategi pengajaran kreatif mereka. Guru secara aktif merefleksikan dan mengadaptasi metode mereka berdasarkan masukan siswa, dan mengatasi tantangan melalui kolaborasi dan pengembangan profesional berkelanjutan. Penggunaan teknologi secara kreatif dan pengembangan bahan ajar yang unik, seperti Reading Journal, Weekly News Journal, Digital Storytelling, dan proyek kolaboratif menggarisbawahi komitmen mereka untuk menciptakan pengalaman belajar yang menarik dan relevan.

**Kata kunci:** *Kreativitas Guru, Pembelajaran EFL, Sekolah Menengah Kejuruan*

## ABSTRACT

Nama : Rahmania Ningsih  
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Creativity is the ability to think, find and develop new ideas and innovative concepts in order to create quality and meaningful learning. Creativity is an important element that teachers must have. However, sometimes this creativity has not been fully utilized in the learning process, especially in the context of teaching English as a foreign language (EFL) in vocational schools. In the context of learning English in vocational schools, teacher creativity plays an important role in creating a learning environment that is interesting and relevant to the world of work so that students are more motivated and ready to face challenges in the professional world. This research aims to describe vocational teachers' creativity in EFL teaching classroom at Barru Regency.

This research used a descriptive qualitative research design. Subjects of the research were five English teachers of vocational high schools in Barru Regency. The procedures of data collection were interviews and documentation. The data analysis techniques included data reduction, data presentation, verification and conclusions analysis.

The findings showed that at vocational schools in Barru, EFL teachers showed diverse creativity by adapting creative planning in accordance with the curriculum and government standards, using methods such as collaborative, experience-based learning and community-based projects to create relevant learning experiences. Their creativity was evidence in their student-centered approach, which utilized a variety of media and technology to increase engagement and address a variety of learning styles. Effective classroom management and deep understanding of students' needs further inform their creative teaching strategies. Teachers actively reflected and adapted their methods based on student input, and addressed challenges through collaboration and ongoing professional development. Creative use of technology and development of unique teaching materials, such as the Reading Journal, Weekly News Journal, Digital Storytelling, and collaborative projects underscored their commitment to create engaging and relevant learning experiences.

**Keywords:** *Teacher's Creativity, EFL Classroom, Vocational High Schools*

## تجريد البحث

الإسم : رحمانيا نينسي

رقم التسجيل : ٢٠٢٠٣٨٧٩١٠٢٠١١

موضوع الرسالة : إبداع المعلمين في تدريس اللغة الإنجليزية كلغة أجنبية في المدارس الثانوية المهنية في محافظة بارو

الإبداع يعبر عن القدرة على التفكير واكتشاف وتطوير الأفكار الجديدة والمفاهيم المبتكرة لخلق تعليم ذو جودة ومعنى. يمثل الإبداع عنصرًا حيويًا يجب أن يمتلكه المعلم. ومع ذلك، في بعض الأحيان لا يتم استغلال هذا الإبداع بالكامل في عملية التعليم، خاصة في سياق تعليم اللغة الإنجليزية كلغة أجنبية في المدارس المهنية. في سياق تعليم اللغة الإنجليزية في المدارس الثانوية المهنية، يلعب إبداع المعلم دورًا مهمًا في خلق بيئة تعليمية جاذبة وملائمة لعالم العمل، مما يحفز الطلاب ويجهزهم لمواجهة التحديات في العالم المهني. تهدف هذه الدراسة إلى وصف إبداع المعلمين في تعليم اللغة الإنجليزية في المدارس الثانوية المهنية في محافظة بارو.

تستخدم هذه الدراسة تصميم بحثي نوعي وصفي باستخدام المقابلات والتوثيق كأدوات بحث. الموضوع في هذه الدراسة يشمل خمسة معلمين للغة الإنجليزية من ثلاث مدارس مهنية مختلفة في محافظة بارو. تتضمن تقنيات تحليل البيانات تقليل البيانات، وعرض البيانات، والتحقق، والاستنتاج.

كشفت نتائج الدراسة أن المدارس الثانوية المهنية في بارو تعرض إبداع معلمي اللغة الإنجليزية كلغة أجنبية من خلال تكيف خطط التعليم لتلبية معايير المنهج مع دمج أساليب مبتكرة مثل التعليم التعاوني ومشاريع المجتمع. يتجلى إبداعهم بشكل واضح في النهج المتمركز حول الطلاب، الذي يستفيد من وسائل وتكنولوجيا متنوعة لتعزيز التفاعل ومعالجة أساليب التعلم المختلفة. تدبير الصف بشكل فعال والفهم العميق لاحتياجات الطلاب يعزز استراتيجياتهم التعليمية الإبداعية. يقوم المعلمون بشكل نشط بالتفكير وتكييف أساليبهم بناءً على ملاحظات الطلاب، ومواجهة التحديات من خلال التعاون والتطوير المهني المستمر. يشير الاستخدام الإبداعي للتكنولوجيا وتطوير مواد تعليمية فريدة، مثل يوميات القراءة، يوميات الأخبار الأسبوعية، السرد الرقمي، والمشاريع التعاونية إلى التزامهم بخلق تجارب تعليمية جاذبة وملائمة.

**الكلمات الرئيسية:** إبداع المعلمين، تعليم اللغة الإنجليزية كلغة أجنبية، المدارس الثانوية

المهنية

## CHAPTER I INTRODUCTION

### *A. Background of the Research*

Teacher creativity is the ability of teacher to generate and implement new, innovative ideas and approaches to enhance the teaching and learning process. It involves thinking outside the conventional methods and using creative strategies to engage students more effectively. According to Kaur (2019:41), a good teacher is one who can create engaging, meaningful, and comfortable learning experiences for students, enabling them to achieve their goals and develop into the best versions of themselves. In education, creativity means being able to design, implement, and reflect on innovative teaching processes that make learning enjoyable and effective.

The creativity of a teacher is essential for improving the effectiveness of learning and minimizing student boredom. A creative teacher can create a more engaging learning atmosphere, making it easier for students to absorb the material being taught. Aziza Husin (2016:185) states that a good level of creativity in teachers allows learning objectives to be more easily achieved by students. Therefore, creativity is a competency that teachers must possess to ensure that students are involved, engaged, and enjoy the learning process.

Several studies highlight the significance of teacher creativity in fostering a meaningful and successful learning environment. Han and Abdarrahim (2023) emphasize that teacher creativity is crucial for developing students' competence and teachers' professional growth. Chen & Yuan (2021) note that engaging, relevant, and student-centered learning experiences through creative teaching help students acquire essential cognitive and emotional skills. Creative teaching is also considered essential for enhancing students' critical thinking and learning skills (Beaird et al., 2018; Huang et al., 2019).

Creativity in teaching should include the ability to find, generate, and implement new ideas and innovations in the classroom. Educators should be able to utilize various media and learning resources, as well as the students' context, to create unique, interesting, and non-monotonous content. They should also be capable of addressing the needs of students who struggle with learning, including those who are passive or feel discouraged. According to Sakkir et al. (2021), a creative English teacher is characterized by good personal qualities, friendliness, enthusiasm for technological advances, accurate pronunciation, and effective classroom management skills. These qualities enable teachers to create a supportive and dynamic learning environment that fosters student engagement and success

Despite the recognized importance of creativity, the reality in the field shows that creativity among teachers in Indonesia is still relatively low. This is evident from the number of students who do not enjoy English classes and are reluctant to speak due to fear of making mistakes. Fitriani et al. (2021:98) identify fostering teacher creativity as a significant problem in education. Many teachers tend to focus solely on textbooks and rarely modify or explore additional materials (Syamsuar & Reflianto, 2019), resulting in dull and purposeless learning experiences. Additionally, there is often a lack of focus on student-centered learning, difficulties in creating engaging learning experiences, and limited use of interesting media. This results in monotonous teaching and reduced student motivation.

Based on the above review of creativity, the researcher aims to examine how teachers demonstrate creativity in EFL classrooms. In English language teaching, each skill (reading, writing, speaking, and listening) has different characteristics, and thus the required creativity also varies. For example, creative strategies for

enhancing speaking skills might include interactive activities and games, while those for reading might involve engaging stories and comprehension exercises. This study explores how teachers adapt their creativity to address the unique challenges of each English language skill, . Therefore, this research is entitled "Teachers' Creativity in EFL Teaching Classrooms of Vocational High Schools at Barru Regency." This research is expected to provide an overview of the creativity of vocational high school teachers in Barru Regency in teaching English, offering insights into how they handle students with different knowledge backgrounds, learning styles, and characteristics.

### ***B. Research Question***

In accordance with the background description, the research question for this study is: How do vocational high school teachers in Barru Regency demonstrate creativity in EFL teaching classrooms?

### ***C. Objective of the Research***

Based on the research question above, the purpose of this study is to describe the vocational high school teachers' creativity in EFL teaching classroom at Barru Regency.

### ***D. Significances of Research***

Research provides the information and knowledge needed to solve problems and make decisions. This means that good research is research that provides significance, both theoretically and practically as describe below

#### **1. Theoretically Significances**

Theoretically, this research will enrich academic literature regarding creativity in teaching English as a Foreign Language (EFL), especially in the context of vocational education. By providing empirical data and in-depth analysis, this research will assist in the development of creative teaching theories

and models that can be applied in various educational contexts. Additionally, this research will provide new insights into how creativity in teaching can influence student engagement and learning outcomes, thereby contributing to the broader study of creativity and education.

## 2. Practical Significances

The result of this study can be a source of information, reference, and inspiration for educational practitioners or researchers who will conduct research in the same field.

### a. For Teachers

This research can be reference for adding knowledge about learning methods or strategies that can give teachers an idea to enhance their creativity in their teaching. Overall, this research is expected to make a significant contribution to improving the quality of EFL teaching in vocational schools, as well as helping students reach their full potential in English language learning.

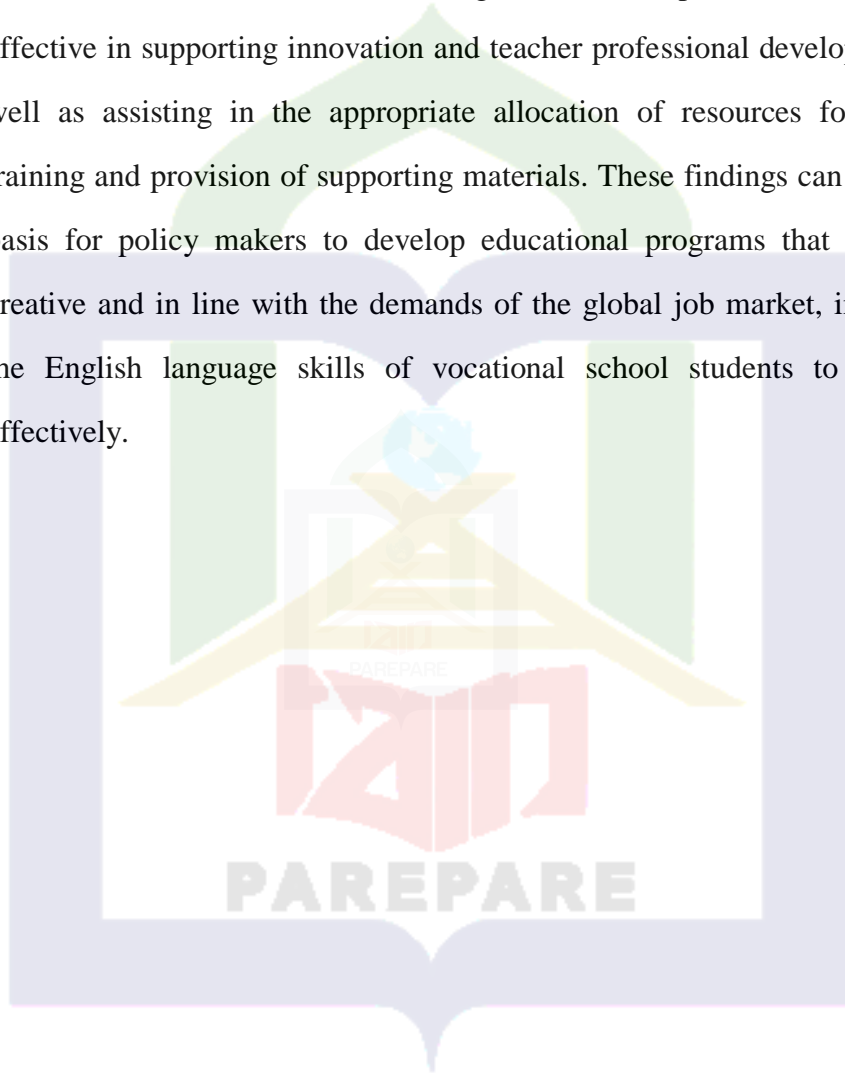
### b. For Future Researchers

This research will provide a strong foundation for future researchers to develop further studies regarding creativity in teaching English as a Foreign Language (EFL), especially in vocational schools. By providing empirical data and well-documented findings, this study will enable future researchers to conduct further analysis of the factors that influence teacher creativity in this specific educational context. In addition, the methodology used in this research can be a model or reference for other researchers who are interested in exploring aspects of creativity in education.



c. For Policy Makers

The results of this research will provide important insights into the importance of supporting creativity in EFL teaching in vocational schools. This information can be used to design educational policies that are more effective in supporting innovation and teacher professional development, as well as assisting in the appropriate allocation of resources for teacher training and provision of supporting materials. These findings can also be a basis for policy makers to develop educational programs that are more creative and in line with the demands of the global job market, improving the English language skills of vocational school students to compete effectively.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This session explains some basis theory and relevant studies review about teachers' creativity in English teaching. For more details, below is a description of previous related research explained by issues.

#### ***A. Previous Related Research Findings***

Teacher creativity is very important to study, giving rise to many recent studies, especially with the rapid development of technology requiring teachers to be more creative in developing their skills and knowledge to be integrated into learning. The following describes several previous studies based on research issues related to teachers' creativity as the focus of the discussion of this study. These issues consist of 1) The Influence of Teachers' Creativity; 2) Teachers' creativity using online media; 3) Factors impacting teachers' creativity; 4) Teachers' Belief and Perception of Creativity; 5) Reflection of Teachers' Creativity; 6) Gender and Teachers' Creativity; 7) Evaluation of Teachers Creativity; and 8) The Challenges of Teachers' Creativity.

The first issue discusses about the influence or impact of teacher creativity in learning. Research conducted by (Munawaroh et al, 2020; Huriah 2019; Saptono et al 2021; Yulianengsih, 2023) have the same research issue, namely discussing the influence of teacher creativity in learning. Broadly, these studies aim to measure the extent of the relationship between teacher creativity and learning, both in terms of student motivation, student learning outcomes, student abilities and the achievement of implementing education quality improvement programs, namely teacher-friendly schools. All of these studies used a quantitative approach. However, more specifically, there are those who use experimental, correlation and descriptive methods. Based on the research results from these three studies, it can be concluded that teacher creativity has a

significant and positive influence on increasing student learning motivation (Huriah 2019), student learning achievement (Saptono, 2021), and the achievement of implementing child-friendly programs in schools (Munawaroh et al. 2020). Meanwhile, Yulianengsih (2023) found that the influence of teacher creativity on student achievement was only 30.56%, the rest was due to internal and external factors. Therefore, this research has differences in terms of research results and the research objectives and focus of each researcher are different.

The second issue is discussing teachers' creativity in using online media. Several studies that raise creative issues using online media are (Erikson, 2021; Faridah & Asrori, 2021; Nuraini, 2023). The two studies generally aim to discuss the use of online media as a form of creativity in improving the quality of learning and one of them aims to describe the group's strategy for being creative in improving learning. More specifically, Erikson (2021) conducted research is aim to investigate how creative learning is generated through the use of Instagram. The research results show that there are storytelling writing activities through the Instagram application that can motivate students to improve their writing skills by posting the appropriate caption with the photos he or she uploaded. In contrast to Erikson (2021), research conducted by Farida and Asrori (2021) aim to describe the lecture teaching process using competency and strategy-based creative learning strategies. As for the results of the study, it shows that there are three steps in a creative learning strategy, namely planning, implementation and evaluation. Furthermore, research from Nuraini (2023), aims to find out teacher creativity in online learning where the results show that there is teacher creativity in carrying out online learning using several supporting applications such as WhatsApp, Google Classroom, Google Form, Zoom

Meeting, Email and other applications when delivering material. lessons, giving assignments and carrying out tests. All researchers used qualitative methods.

The next problem related to teacher creativity is the factors that influence teaching creativity, where there are some researchers who raised research problems (Pazim A.H, et al, 2022; Zainal M.A et al 2019; and Nuruddin et al, 2023). Several previous studies have been conducted with the aim of identifying factors that influence teacher creativity. However, more specifically, Pazim A.H et al (2022) and Zainal M.A et al (2019) in their research aimed to investigate and review several literature concepts. Pazim A.H et al (2022) reviewed various world leading articles such as Scopus and Web of Science in understanding the concept of creative teachers and the factors that influence it using a systematic review. From the research results of Pazim et al (2022), it was found that there are three factors that influence teacher creativity, namely demographic factors, individual factors and organizational factors, but the two dominant influencing factors are self-efficacy and the environment. Meanwhile, Zainal MA et al (2019) found different results where there were two dominant factors influencing teachers' innovation habits, namely leadership and self-efficacy. Different from the two previous studies, based on the results of research conducted by Nuruddin et al (2023) shows that there are factors that influence teachers' ability to foster creativity, namely teacher personality factors, time factors and the physical environment of the school, motivation factors and the role of technology which are very important factors. influences the level of creativity of a teacher.

Further research comes from (Ismayilova, K. et al 2022; Fadiah, Y, el all, 2022; Aysun, 2023) all three of which discuss research problems in the form of teacher beliefs and perceptions of creativity. However, the three studies used

different research methods. Fadhilah (2022) used quantitative descriptive research methods with the aim of analyzing the relationship between teacher efficacy and the perception and application of creativity in the classroom. Aysun (2023) used mixed methods in answering research questions. Meanwhile, Ismayilova K, et al (2022) used qualitative with the aim of exploring teachers' perceptions of their creativity. Aysun (2023) found teachers' lack of understanding and experience regarding creativity requires additional courses or practice-based training. In contrast to Aysun (2023), the research results of Fadhilah (2022) show that teacher self-efficacy and creativity have a significant relationship, meaning that the higher the level of teacher efficacy, the higher the teacher's level of self-confidence in instilling creativity in themselves. teaching. Based on the two studies above, it can be understood that even though he or she have the same problems, teachers' perceptions and beliefs regarding creativity are different. Ismayilova (2022) added that teachers' perceptions of creativity can be seen from their ability to involve students in teaching, showing innovation and the influence of the teacher's individual and environment which greatly influences teacher creativity.

The next issue is the reflection of teacher creativity program Swanzy, et al (2023). This previous research aims to describe the results of reflections from teacher training in developing creativity using qualitative methods. While the results of the study describe the reflection of inductive analysis in the form of control, freedom of expression, independent learning, replication of similar ideas, and artistic production driven by accountability.

The next main discussion from previous research is gender and its relationship with creativity (Hossen, 2018; Roghayeh, 2018; Arifani, 2019). In general, these three studies have almost the same aim, namely measuring

differences in the level of creativity of male teachers and female teachers. There are two methods used in this research issue, namely quantitative comparison and quantitative descriptive. Hossen (2018) and Arifani (2019) found that there was a significant difference between the creativity of male teachers and female teachers, where the creativity of female teachers was better than that of male teachers. On the other hand, Roghayeh (2018) actually found the opposite result where there was no significant difference between the creativity of male and female teachers.

The next research issue is regarding measuring the level of teacher creativity in learning (Apak, J., et al, 2021; and Suryoputro, G. et al, 2023). Apak, J et all (2021) researched the level of creativity and readiness of teachers in managing classes in the 21st century. Meanwhile, Suryoputro, G et all (2023) conducted research aimed at measuring the level of teachers' digital creativity in learning. The research method used by both studies is a quantitative method. Meanwhile, the research results of Apak, J (2021) show that teachers' creative behavior has different levels based on learning experiences and teacher creativity has a big influence on their readiness to manage learning in the 21st century. Meanwhile, Suryoputro (2023) focuses on digital creativity where teachers have paying attention to aspects of digital creativity in learning but still not fully implementing them in learning.

The next research issue is related to the challenges faced by teachers in developing their creativity by Amran, M.S., et all (2021) where the research aims to assess and measure the needs and challenges faced by teachers in implementing STEM (science, technology, engineering and mathematics) education. This research uses qualitative methods with on-ground approach and the results of the research show that teachers experience problems in several

ways, such as: the level of professionalism is still very low, and management time is lacking. so that the need to increase teacher creativity is needed, such as improving the quality of the ecosystem consisting of professional development, mentoring, teaching and learning resources, financial support, and adequate time allocation.

Based on the explanation above, it can be understood that teacher creativity is a problem that is often studied by several researchers. However, the research above has its own differences, namely in terms of research methods, in terms of research focus, research variables, research results and even research location. However, of all the research related to teacher creativity, there has been no research that discusses in detail the process of describing teacher creativity in English language learning in vocational schools.

Moreover, currently, the Merdeka curriculum has been implemented in several schools. The Merdeka curriculum strongly suggests high levels of teacher creativity in implementing various teaching resources, various strategies and student involvement in the classroom. Apart from that, the implementation of the Merdeka curriculum also encourages teacher creativity with self-development facilities provided by the government, namely the Merdeka Mengajar Platform (PMM) which has many inspiring videos of good practices and this can increase creativity and good classroom management by teachers. Therefore, the researcher took the research focus, namely creative vocational school teachers, because remembering that the goal of achieving vocational school is the application of knowledge and skills to prepare for the world of work, so teacher creativity is very important in creating effective and meaningful learning for students.

## ***B. Some Pertinent Ideas***

### **1. Creativity in Education Context**

#### **a. The Nature of Creativity**

Creativity is an instinct that humans have since birth. This means that every human being has their own creativity depending on how he or she explore and hone that creativity continuously. In line with this, according to Ibrokhimovna (2022), everyone has creative power within themselves, but not everyone can develop it.

In general, the definition of creativity is born from the word creative which is interpreted as the ability to create new ideas, thoughts or concepts with a specific purpose. The concept of creativity can be understood by knowing its definition first. The following is an explanation of several definitions of creativity based on various articles and academic sources. Pentury (2017) stated that creativity is the ability to create, make, show something new. This means that someone who is creative is someone who is able to create something new in the form of ideas, thoughts, concepts, even products that have never existed before or develop something (product) that already exists with their creativity.

Creativity is an extraordinary and fundamental aspect possessed and expressed by humans. Creativity encourages the birth of innovation, art, problem solving and much more. Ilmi (2021), in essence, creativity is the ability to think beyond limits and explore uncharted territories of imagination. In addition, Tambak (2014) defines creativity as the ability to think critically which produces many ideas.

Creativity encompasses all acts that produce products that are novel, valuable, and simple to grasp. Creativity may be described as the production



of new and beneficial outcomes, such as the combination of unconnected elements into something new, or the borrowing of ideas and insights from one subject and applying them to various contexts Meliala, et all (2021). Furthermore, Iskandar in Nuraini (2023), creativity as an effort to increase a person's thinking power or ideas in carrying out their activities. Differently, Ghifar et al, 2019 define creativity more specifically as the transformation of new ideas, or in the form of problem solving and innovative actions by using technology and other resources into a process that is unique from others.

From some definitions above, it can be understood that creativity has a fairly broad and narrow meaning, namely the ability and effort to find ideas, thoughts, new products or the ability to think critically in solving a problem. Even though every human being is equipped with this ability from birth, if there is no desire to learn, process, explore and develop for the better, it will be difficult for this ability to develop.

b. Teachers' Creativity

In the context of learning, creativity is also important for a teacher because learning results from the teacher's creative thinking so that it makes learning fun, interesting, active, dynamic, and able to achieve the desired learning goals. In line with that, Pazin (2022) added that in order to carry out the teaching and learning process, teachers must possess the crucial talent of creative teaching. By using creative teaching strategies, teachers play the most significant role in fostering students' curiosity and capacity for creative thought.

There are many definitions about teachers' creativity, such as Murdiana et al., (2020), teacher creativity in learning actually is the experience of expressing oneself and using new strategies or modifications of various

existing strategies. So, what is meant by a creative teacher is a teacher who can use new ideas in presenting learning in class so that it is more interesting for students and not boring (Huda, 2020). This can be seen in its implementation, teachers are required to have a variety of teaching creativity, appropriate teaching and learning strategies and the ability to carry out evaluations or assessments (Ferdiansyah and Kaltsum, 2023). Overall, teachers' creativity is defined as the capacity of a teacher to generate lesson plans, innovative teaching tools, and, of course, a stimulating learning environment for students in the classroom.

In achieving the educational goals, all professional teachers need to have this capacity. In line with that, Moraiz in Zydziunaite (2021), a creative teacher or teacher's creativity in most research studies is seen as a capability, habit or professional feature, which is related to a teacher's courage to take risks to create unpredictable learning situations for students in order to promote their autonomy and self-confidence

Based on definitions above, it can be said that teacher creativity is important in realizing successful learning. Therefore, teachers need to be creative in teaching to get and retain students' attention, and for them to remain motivated in the classroom. Creative teaching can also make learning inspiring, meaningful and realistic. Educational Resources Information Center (ERIC) (2017) defines creative teaching as the development and use of new, original, or inventive teaching methods where teachers provide innovative curricula and adapt teaching strategies according to the needs of their students. The focus is on the characteristics of knowledge and the

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teaching environment to achieve learning goals (Reilly et al., 2011; Liu et al., 2022).

## 2. Teachers' Creativity in EFL Teaching

Creativity in EFL teaching intersects significantly with approaches in language teaching, influencing how educators design and implement instructional strategies. Approaches in language teaching encompass various methodologies and techniques aimed at enhancing language acquisition and proficiency among students.

Integrating creativity into these approaches empowers educators to innovate and adapt instructional practices to cater to diverse learner needs and contexts. By incorporating creativity into approaches in language teaching, educators foster dynamic and effective EFL classrooms that inspire student engagement and facilitate language learning outcomes.

### a. Approaches in Language Teaching

Creativity in learning can be seen from two approaches, namely creative teaching and teaching for creative. In language learning, creativity is really needed because the nature of language is very flexible so creativity is needed in the acquisition and learning process. Jones (2019) revealed that most language teachers would agree that language education should have something to do with creativity, whether that means that their teaching should be more creative in using more 'creative texts' to teach with, or that he or she should inspire students to use language more 'creatively'.

Jeffrey and Craft (2015) stated that teaching creatively occurs when teachers use imaginative approaches to make learning more interesting, exciting and effective, while teaching for creativity takes place when forms of teaching that are intended to develop students' own creative thinking and

behaviour are introduced. Creative teaching is regarded as a key component in all good teaching, but it does not guarantee that the children are developing their own creative potential. Teaching creativity goes a step further by also developing the creative abilities of the children.

Richards (2013) described several different dimensions of how teachers conduct creative English teaching in the classroom:

1) Using Eclectic Choice of Methods

The method used by the teacher is not merely chosen randomly but according to students' need. The teachers employ many kinds of techniques and activities to support students' learning. Combination of styles and methods are also importantly affected.

2) Using Activities which Have Creative Dimensions

Teaching creatively must be supported by dimension of creative task, including *open-ended problem solving*, to be adapted to the abilities of the participants, and to be carried out under constraints. There are some features to identify the productive language learning task:

a) Challenge

The materials cover assignments to solve problem, discover something, overcome obstacle, and find information.

b) Interesting Content

The topic must be able to increase students' interest, such as it can be found on the internet.

c) The personal element

The activities should be able make connections between learners' lives and concerns.

d) The novelty element

The activities could be something new, different from before, or something unexpected.

e) The Intriguing Element

The task is concerned to stimulate curiosity which can be ambiguous, problematic, paradoxical, controversial or contradictory.

f) Individual Choice

Students are given choices during the completion of the tasks. He or she can choose their own group or the topic they want to discuss.

g) Tasks that Encourage Risk Taking

Teacher could give any kinds of reward for students' effort so that he or she are pleasure to engage in all activities without feeling hard to do or afraid to make mistakes.

h) Tasks that Encourage Original Thought

The activities are included in original responses of students in which it encourages their own learning to be followed up.

i) The Fantasy Element

The activities are about something imaginative so that students can create their own fantasy, for example by writing story from students' experiences.

3) Teaching in a Flexible Way and Often Adjusting and Modifying the Teaching During Lessons

Richard (2013) defines flexibility in teaching as being able to switch between different styles and modes of teaching during the lesson, for example if necessary changing the step of the lesson and, giving more space and time to learners. Creative teacher always has another feature to

make the lesson more effective. Creative teachers not only use existing lesson plans but can modify and develop these lesson plans. Creative teachers can stimulate students so that he or she respond well and create learning opportunities. So, even though teachers teach the same material, if their teaching methods are developed and improvised, students will respond well.

4) Looking for New Ways of Doing Things

Creative teacher should master the subject matter of area themselves. The teachers need any dimension of routines and procedures to develop the lesson efficiently, effectively, and effortlessly in delivering the materials. Hence, he or she have standardized approach which is packed to be a textbook or any types of materials. That would be handy size that “one size fits all” to use.

5) Customizing Their Lessons

Creative teacher does not only teach without recognizing of whom he or she face with. He has sense of pattern in teaching and is willing to identify what the learners look like and what he or she need most. Teacher then adapts or customizes the lesson based on the learners’ level, need and interest.

6) Using technology

Technology is one of the teaching media to update the latest information, to seek the resources, to deliver the material easily and still many others. Besides, it purposefully would develop imagination, problem-solving skill, risk-taking behaviour and variant creative thinking of both teacher and students.

### 7) Seeking Creative Ways to Motivate Students

Teacher provides activities that encourage classroom atmosphere to increase students' motivation. It unconsciously brings students curiosity in such situation in which he or she will take in part in the deep of learning that is more challenging. In this case, learners will be stimulated positively without feeling of fear.

#### b. EFL Teachers' Professional and Pedagogic Competence

Teachers' creativity in teaching English as a foreign language in vocational schools is closely related to their pedagogical and professional competence. Pedagogically, creativity allows teachers to develop various learning strategies that not only attract students' attention but also deepen their understanding of the material. Creative teachers tend to be better able to manage the classroom effectively, create an inclusive learning environment, and facilitate productive interactions between students.

Additionally, professional perspective, creativity helps teachers to continuously develop themselves through experimentation with new methods, advanced training, and collaboration with fellow education professionals. This not only improves their skills in designing relevant and interesting learning, but also deepens their understanding of student learning dynamics. Creative teachers also tend to be more flexible in adapting teaching strategies to various student needs and learning styles, so he or she are able to provide more effective responses to challenges that arise in the learning process.

Overall, creativity is not only an important aspect in making learning more interesting and meaningful for students, but is also the main foundation in strengthening teachers' pedagogical and professional competencies in the context of teaching English as a foreign language in vocational schools.

1) Teachers' Professional Competence in EFL teaching.

Creativity and professional competence of teachers are closely related in the educational context. The quality of education is influenced by several factors, including the professional competence of teachers (Amelia, et al, 2022). In order to improve the quality of education, professional teachers are needed so as to increase creativity and new innovations in learning (Sulastrri, et al, 2020). Teacher professional competence is being able to use, utilize, and develop human resources, teaching materials, and express innovation, as evidenced by the delivery of learning materials. There are four indicators of teacher professional competence, which include mastering the educational foundation, compiling learning programs, mastering learning materials, and assessing student learning outcomes (Hartanto, et al, 2022).

In Indonesian context, based on regulation of the Director General of Teacher and Education Personnel, Numb. 2626 concerning teacher competency models, it is explained that professional competency is the ability to master subject matter broadly and in depth. The ability to master this material to set learning objectives and organize learning knowledge content that is student-centered.

The following are the aspects based on the regulations:

- a) In-depth mastery of material, structures, concepts and scientific paradigms relevant to the subjects taught.
- b) Mastery of core competencies and basic competencies in the subjects taught.
  - a. Have a strong understanding of the core competencies of the subjects taught.



- b. Have a strong understanding of the basic competencies of the subjects taught.
- c. Formulate clear learning objectives.
- c) Ability to develop learning materials in a creative way.
  - (1) Choose learning materials that are appropriate to the level of development of students.
  - (2) Develop learning materials in a creative way according to the level of development of students.
- d) The ability to continue to develop oneself professionally by carrying out reflective activities.
  - (1) Constantly reflect on personal performance.
  - (2) Using reflection results to improve professionalism.
  - (3) Conduct action research in the classroom to increase professionalism.
- e) Use of information and communication technology for personal development. Using information and communication technology for communication purposes and self-development.

Based on the explanation above, it can be concluded the creativity and professional competence of teachers are closely linked in education. Quality education depends on teachers' deep subject mastery, innovative material development, and ongoing self-improvement. Key indicators include understanding educational foundations, curriculum development, subject expertise, and student assessment. In Indonesia, regulations highlight the importance of mastering core competencies, setting clear objectives, and using technology for professional growth, ensuring continuous innovation and effectiveness in teaching.

In the context of learning English as a foreign language, professional competence emphasizes the English teacher's ability to master content and design and implement effective learning plans, classroom management, and interaction with students to support student-centered learning. It is supported by Sukma (2023), stated that professional competence is one of crucial aspects in effective EFL teaching. It encompasses various components essential for EFL educators to excel in their roles. This includes a deep understanding of language acquisition theories, proficiency in linguistic analysis, and familiarity with curriculum frameworks and assessment methods tailored for EFL contexts. Moreover, effective EFL teachers demonstrate competence in integrating technology into their teaching practices, staying updated with advancements in language teaching methodologies, and fostering a culturally inclusive learning environment.

## 2) Teachers' Pedagogical Competence

The pedagogical competence of English teachers concerns various aspects related to teaching abilities and interaction with students to create an effective and conducive learning environment. This is in line with (Jannah, 2020) who explains that a teacher who has pedagogical competence can design and implement effective learning plans, carry out good classroom management, and interact with students to support learning.

Aulia (2021) further added, pedagogical competence is the teacher's ability to carry out learning activities that interact directly with students with measurable learning outcomes, so that English teachers have a mandatory duty to develop themselves in this field. Based on this explanation, it is known that teacher pedagogical competence is more related to the way teachers teach (teaching methods and strategies). Involves various aspects related to teaching

skills and interaction with students to create an effective and conducive learning environment.

In accordance with the regulations stipulated by the Director General of Teacher Education and Education Personnel, specifically in Directive No. 2626, the concept of pedagogical competency is defined under paragraph (1), letter a. This competency encompasses the teacher's ability to effectively manage student learning, which is evaluated through three key indicators: a) Creating a safe and conducive learning environment for students; b) Implementing effective, student-centered learning strategies; and c) Employing learner-centered approaches to assessment, feedback, and reporting.

These indicators underscore the importance of fostering an environment where students feel secure to learn, implementing instructional methods that cater to diverse learning needs, and adopting assessment practices that focus on student growth and development.

In the context of teaching English as a foreign language, these competencies are crucial for educators striving to engage and empower students in their language learning journey. This essay explores the specific aspects of creativity and professionalism within the framework of pedagogical competency for English language teachers, highlighting their respective roles in enhancing educational outcomes and fostering a positive learning environment.

In addition, pedagogical competence, as detailed by Hanum & Robandi (2023), encompasses several key indicators essential for teachers' creativity development:

a) Holistic Student Perception

Teachers develop the ability to perceive students holistically, including moral, emotional, and intellectual dimensions.

b) Understanding Student Personalities

Mastery of pedagogical competence enables teachers to understand and cater to the diverse personalities and needs of their students.

c) Effective Lesson Planning

Teachers adept in pedagogical competence can create tailored lesson plans that meet the educational needs and learning styles of their students.

d) Assessment of Learning Outcomes

Competent teachers are capable of accurately assessing learning outcomes to gauge student progress and adjust teaching strategies accordingly.

e) Utilization of Educational Resources

Teachers enhance their pedagogical skills through continuous learning from various resources such as books, journals, social media, lectures, and seminars.

f) Practical Application

The teachers demonstrate pedagogical competence through practical tasks such as organizing comprehensive annual programs, developing detailed lesson plans, and conducting various forms of learning assessments.

g) Guidance and Counselling

Pedagogically competent teachers provide effective guidance and counselling to support students in their personal and academic growth.

h) Motivational Support

The teachers offer motivational advice to inspire and encourage students, fostering a positive learning environment.

i) Moral and Ethical Education

Teachers impart moral values and principles of Pancasila, promoting ethical behaviour and civic responsibility among students.

j) Foundation of Education and Learning Theories

The teachers study the foundational principles of education and apply learning theories to enhance their teaching effectiveness.

k) Reflective Practice

Pedagogically competent educators engage in reflective practice to continually improve their teaching methods and strategies.

l) Understanding Student Characteristics

The teachers possess a deep understanding of students' moral, social, cultural, and emotional characteristics, enabling them to provide personalized and effective educational experiences.

These indicators collectively define pedagogical competence and underscore its significance in fostering an enriched learning environment conducive to students' holistic development.

**c. Characteristics of Creative Teacher**

As explained previously, the professional competency model and teacher pedagogy play an important role in supporting creativity in teaching English. Professional competency involves deep mastery of subject matter, technical skills, and the ability to design effective learning strategies. On the other hand, pedagogical competence includes skills in managing classes, motivating students, and adapting learning methods according to students' learning styles. Teachers who are creative in teaching English are able to apply these pedagogical competencies in innovative ways.

In this part, there are several criteria and characteristics that teachers should have so that he or she can be said to be a creative teacher.

#### 1) The Teachers Have Extensive Knowledge

Creative teachers who master subject matter have a close relationship in the context of professional competence in education (Zainuddin & Mastur, 2023). Creative teachers not only bring innovation in teaching methods, but are also able to develop learning materials in ways that are interesting and relevant for students. This ability is supported by their in-depth understanding of the subject matter being taught (Perdirjen, No.2626 about Models Competence of Teachers).

Teachers who master the subject matter well are not only able to convey information accurately and comprehensively, but are also able to design appropriate assessments and utilize evaluation results to improve teaching approaches. With a combination of creativity in designing learning and a deep understanding of the material, teachers can create an inspiring and effective learning environment, motivating students to learn more deeply and meaningfully.

Richards as cited in Suwartono (2016) stated the teacher must have broad knowledge, both regarding the subjects taught and knowledge about various learning strategies and its' implementation in the classroom. In the context of English teaching, creative teachers are teachers who are able to master English material, are able to teach it with appropriate strategies and methods and understand the needs of their students with knowledge of student learning models. By having extensive knowledge, teachers can design creative and fun learning.

## 2) Creative Teachers Have Ability to Design and Develop Learning Materials Creatively that are Relevant to Student Needs

The teacher's ability to creatively design and develop learning materials that are relevant to student needs is part of the teacher's professional competence (Zainuddin & Mastur, 2023). Professional competence includes mastery of material, a deep understanding of scientific structures and concepts, as well as the ability to develop and select learning materials that are appropriate and interesting for students. In this case, creativity is a key element that allows teachers to make the learning process more effective and interesting, according to the level of development and individual needs of students. This is line with (Jabri, 2017: 63), teacher should conduct an analysis of learners' characteristic, prepare the design of learning process according to the characteristic of learners and teaching materials This process involves understanding the diverse backgrounds, learning styles, and motivations of students in order to tailor instructional strategies that cater to their individual needs.

In the context of teaching English at vocational schools, English teachers need to be able to integrate English content with real work practice contexts (Natsir., et.all, 2022). This can be done by designing case studies that describe work situations that students may face in the future. Through this case study, students can learn to apply English in solving problems that suit the needs of the vocational industry.

## 3) Using of Various Method

Creative learning is a dynamic educational approach that hinges upon the ingenuity and adaptability of educators. As articulated by Ucus (2017), it underscores the pivotal role of creative teachers in fostering an environment

where students can thrive intellectually and creatively. At its core, creative learning demands teachers who possess not only pedagogical expertise but also the ability to inspire and cultivate the creative potential inherent in every learner.

Central to this concept is the notion that effective teaching extends beyond mere dissemination of information; it involves the art of engagement and the science of adaptation. Teachers must employ a repertoire of diverse strategies and methods tailored to meet the unique needs and conditions of their students. This approach necessitates a deep understanding of individual learning styles, preferences, and aspirations.

Moreover, creative learning necessitates an environment where experimentation and exploration are encouraged. Teachers play a crucial role in creating such an atmosphere by facilitating activities that challenge conventional thinking, encourage problem-solving, and promote innovation. By harnessing various instructional techniques—from project-based learning to collaborative activities and beyond—educators can stimulate curiosity and foster a genuine passion for learning.

- 4) The ability in using information and communication technology for professional and self-development

As a creative teacher, the ability to utilize information and communication technology (ICT) for professional and personal development is very important. Teachers can use the brave learning platform to access the latest educational resources, online training courses to improve teaching skills, and professional social networks to share experiences and get feedback from fellow educators.



Additionally, the use of creative applications and software allows teachers to design engaging and interactive learning materials, facilitating collaborative and independent learning in the classroom. By utilizing ICT effectively, teachers can continue to develop their competencies, enrich students' learning experiences, and keep up with the latest developments in global education.

The ability to use information and communication technology (ICT) for professional development and self-development is more appropriately categorized as part of teacher professional competence Dorit (2018). This is because these capabilities enable teachers to improve and expand their knowledge and skills in the broader field of education, which contributes to their professional development.

5) Creative Teachers are Able to Take Risks

Teachers need courage in making decisions regarding learning planning and implementation. These decisions can take the form of development, experimentation and other innovations related to teaching. However, teachers should always be able to reflect and revise what has been done and what has not been done.

6) Creative Teachers Seek to Achieve Learner-Centered Lessons

The competence of teachers who aim to achieve learner-centered lessons falls under pedagogical competence Ada & Azisah (2016). This entails the ability of teachers to design and implement lessons that prioritize the needs, interests, and learning styles of students. When a teacher implements a student-focused learning approach, he or she need to use creativity to design learning strategies that are engaging and relevant for their students. Creativity allows teachers to adapt teaching methods, select interesting materials, and

create a learning environment that motivates students to actively participate and learn in the ways that are most effective for them.

Teachers employing this approach not only deliver content but also ensure that learning experiences accommodate the unique characteristics of each student. This fosters creativity and active participation in the teaching and learning process. Teacher who does not only give so much speeches but listen more to students' talk and rise up opportunities for learners to take their own responsibilities is the one who applies learner-centered approach. This approach is strongly recommended to gain successfully teaching because learners deal with their experiences in learning context.

7) Creative Teachers are Reflective.

The teacher's ability to be reflective includes professional competence Sukma (2023:689). The competence related to their teaching practices enabling them to continuously improve and enhance their performance. Teacher engagement to review and reflect on his own practice is critically needed as the way to improve his performance. In this process, reflective teacher has solid pretension to expand either knowledge or skill he has taken as a field. Learning new things outside the field will rather be a good connection to handle new ideas steadily in teaching classroom.

The explanation shows that creative teachers, with their extensive knowledge and mastery of subject matter, play a critical role in both professional and pedagogical competencies. He or she are able to design and develop learning materials that are interesting and relevant to student needs, thereby fostering an inspiring and effective learning environment. This comprehensive understanding allows them to employ various teaching methods and integrate real-world contexts, particularly in vocational education. Moreover, their ability to utilize

ICT for professional growth, willingness to take risks, focus on learner-centered lessons, and reflective practice ensures continuous improvement and innovation in teaching, ultimately enhancing the quality of education.

As highlighted by Nuraini, et. al. (2023) explain some characteristics of creative teachers are: 1) able to create new ideas; 2) being different; 3) flexible, 4) easy to get along with; 5) fun; 6) doing experiments; and 7) agile. In addition, Ghanizadeh & Jahedizadeh in Suharyati (2019) suggests four skills to develop creativity: 1) creative fluency, producing a large number of ideas; 2) flexibility, variety in generating ideas; 3) originality, the ability in conducting unique and unusual ideas; and 4) elaboration, the act in developing ideas.

Slightly different from what has been stated above, Hasan, et al. (2022) explains that creative teachers have characteristics such as first, having the ability to create something unique and new, whether it is new strategies, new materials, new learning media; second, flexibility, meaning the teacher's ability to control the class, take the right learning approach; Third, elaboration, the teacher's ability to create an interesting learning atmosphere for students, and finally, motivation, namely the teacher's ability to get students out of their comfort zone and inspire student learning.

Defining a creative teacher produces many definitions and characteristics. However, based on several theories above, in essence, creative teachers must be able to create learning activities that are diverse, fun, meet students' needs and have skills in classroom management. In line with that, Surhayati (2019) states that the teacher must master several things namely: 1) understanding the characteristics of students from physical, moral, social, cultural, emotional and intellectual aspects; 2) mastering learning theories and concepts of teaching and learning; 3) developing related curricula; 4) organising development activities

that educate; 5) utilising information technology; 6) facilitating the progress of talented learners; 7) communicating effectively, empathically and politely with students; and 9) using an assessment and evaluation learning process.

The measure for saying a teacher has creative skills can be seen using the seven creative dimensions adopted by Khodabakhshzadeh, et al (2018), namely 1) Originality refers to the ability to generate unique or unusual products meanwhile Elaboration refers to the ability to engage details, embellish and complete something creative; 2) The fluency refers to the ability to generate many ideas, which frees creativity meanwhile flexibility refers to the ability to analyze a situation from a different angle, by combining different places, people, directions, and periods; 3) Person refers to the personality of the teacher itself is related to the good character of the teacher which should be fulfilled; 4) Environmental and material refers to the teacher's ability to create a conducive environment and teaching materials that support successful learning; 5) Motivation is the teacher's ability to always be motivated to do the best for the success of learning. It is supported by Ghanizadeh & Jahedizadeh (2016:14), teachers low in motivation and reduced accomplishments do not seem particularly apt and inspired at thinking out and implementing novel and creative ideas and tasks. A creative teacher is a teacher who is able to hone students' creativity and critical thinking through brainstorming activities; 6) Brainstorming refers to the teacher's ability to create learning that can hone students' thinking and activity.

Furthermore, there are four steps conducted by creative teachers in carrying out character education Zakiah, et all (2022), he or she are:

- 1) The teacher should understand what and how character of education is. With this understanding, teachers will be able to apply character education correctly and effectively in their respective institutions.
- 2) The teacher should be able to choose which strategies will be used to implement character education. What is meant here is whether character education will stand-alone parallel to the subjects in the curriculum or character education is integrated into relevant topics. Whatever the choice, both have strengths and weaknesses. Even so, it is better than not carrying out character education.
- 3) The teacher should utilize his creativity in carrying out character education, both regarding approaches, techniques, and how to apply character education. The important thing is how character education goals are achieved.
- 4) Teachers who have creativity will never know the word "unsuccessful" in implementing character education in schools.

Therefore, the teacher must be able to carry out character education in schools by the level of ability, talent, and interests of students. By knowing the psychological background and potential of students at each level of education, the teacher who has creativity will be able to package character education into something exciting and is expected to become an integral part of student personality.

### **3. EFL Classroom for Vocational School**

#### **a. The Nature of EFL Classroom**

English as Foreign Language or commonly abbreviated as EFL is a term used for learning English as a foreign language, not as the learner's first or second language. Anastassiou & Gergia Andreou (2020:9), explained that as a foreign

language, English is usually taught in most schools where English has become a medium of international communication and a medium for developing intercultural skills. In Indonesia, English is generally taught as a foreign language. This means that English is not the main language that is focused on and dominantly used in daily life, but rather to absorb and help improve language and communication skills, obtain and absorb information from any part of the world, and keep up with developments in the times that are currently controlled by technology. In addition, Huda, et al (2017: 239) believes that even though it is taught as a foreign language in Indonesia, the role of English is very important for smooth interaction between various countries. Departing from developments in science and technology as well as the demands of increasingly advanced and modern times, mastery of foreign language skills is needed, especially English as a tool. international communications.

Some English learners have their own reasons for learning it but quite a few of them don't like English. The challenges of English as a Foreign language classes are more than English as a second language classes. Therefore, the learning process should require the teacher's ability to create effective, efficient and meaningful learning for students. In EFL classes, English teachers are considered to be the only best speakers, so a teacher needs to equip himself with competence in his field. On the other hand, teachers must also be able to think critically about what methods and strategies can improve students' understanding of learning.

Mostly students tend to concentrate for a few minutes. Moreover, this is because he or she are fed up with hearing the same English rules over and over again. He or she don't get a chance to respond back because the teacher is always giving a lecture. Teachers have big challenges to overcome in terms of making

their students learn and become professionals in the field of English. A teacher must design his teaching style according to the needs and context of the students. Therefore, there are many effective language teaching methods. Teachers must change their teaching styles according to their respective contexts. In addition, he or she must use various methods and techniques to achieve the best results during the teaching process.

b. EFL Classroom for Vocational Education

The vision of Vocational Schools is to develop students' abilities to perform certain types of work. As stated by Ardiansyah (2023), SMK offers several educational programs where students are taught and trained in their chosen major. Students are expected to be educated and skilled in their chosen field so that he or she are ready to enter the world of work according to their abilities and the major he or she choose.

The existence of vocational schools has an important role, namely that it can help prepare students who are ready to work both at home and abroad with the skills he or she have, therefore English is an important thing that must be taught to students. Teaching English subjects to students at vocational schools aims to support their skills and help their future careers related to the jobs he or she choose and take. As Ronaldo quoted from Rovikasari, et al (2019), the role of teaching English is to encourage students to learn one of these skills and contribute to the learning of English as a language related to their specific skills.

In addition, the curriculum at Vocational High Schools (SMK) is usually based on the English for Specific Purposes (ESP) curriculum, which is fundamentally different from General English (GE) courses as found in general high schools . Language learning in vocational schools places more emphasis on

specific skills and domains, and often adopts a hierarchy of language skills based on the needs and attractiveness of the content.

To achieve this goal, teacher creativity is very important. Teachers must be able to design materials and teaching methods that are relevant and interesting according to the vocational context faced by students. He or she need to integrate practical and authentic elements into learning, such as industry case studies, job simulations and collaborative projects. Additionally, the use of technology and interactive media can help increase student engagement and facilitate more effective learning. With a creative approach, teachers can help students develop language skills that suit their professional needs, thereby better preparing them for the world of work.

Based on the explanations above, researcher concluded that English as Foreign Language (EFL) classroom means a set of classrooms in a school that study English and taught English but English itself does not have any role nationally and daily. In foreign language situations, many English learners tend to have an instrumental motivation for learning a foreign language. When English becomes a world language, while everyday social life does not require mastering and using it, only highly motivated students study hard.

As for learning English at vocational schools, it is expected to achieve the ability to communicate in English as part of life skills. To make learning English more enjoyable for students, teachers must create an interesting learning atmosphere for students. It is important for teachers to understand the learning model that will be applied when teaching so that learning is more conceptualized and the process will be in accordance with what he or she want to achieve.



### ***C. Conceptual Framework***

In the context of achieving vocational school goals, which include the application of knowledge and skills to prepare students to face the world of work. To achieve this, creative and innovative teachers are needed. Teacher creativity will be present if the teacher has pedagogical and professional skills. Pedagogical skills include the teacher's ability to design, implement and evaluate effective learning processes, which can foster student creativity and involvement. Teacher creativity in designing learning methods that are innovative and relevant to industry needs is the key to achieving this goal.

On the other hand, teachers' professional competence includes mastery of teaching materials, the ability to continue to develop through continuing education, and an understanding of the latest developments in their field of expertise. Creative and professional teachers not only have in-depth knowledge of the material being taught, but are also able to apply creative and adaptive teaching methods according to student needs and the demands of the world of work. Thus, to produce creative and meaningful learning, it is important for teachers to continue to develop these two competencies, pedagogical and professional, so that he or she can facilitate learning that is not only theoretical but also practical and applied.

The criteria for creative teachers can be directly linked to their pedagogical and professional competencies. In particular, creative teachers need strong pedagogical skills to design and implement innovative and effective learning strategies, while creative teacher professional competence includes a deep understanding of their field of expertise, including the latest trends and practical application of the knowledge he or she teach. Therefore, this research adopts several aspects of teacher competence in build creativity by (Richard (2013);

Khodabakhshzadeh, et al 2018; Hanum & Robandi (2023); Sukma (2023) on providing an overview of teacher creativity in improving the quality of English learning in Barru Vocational schools as follows

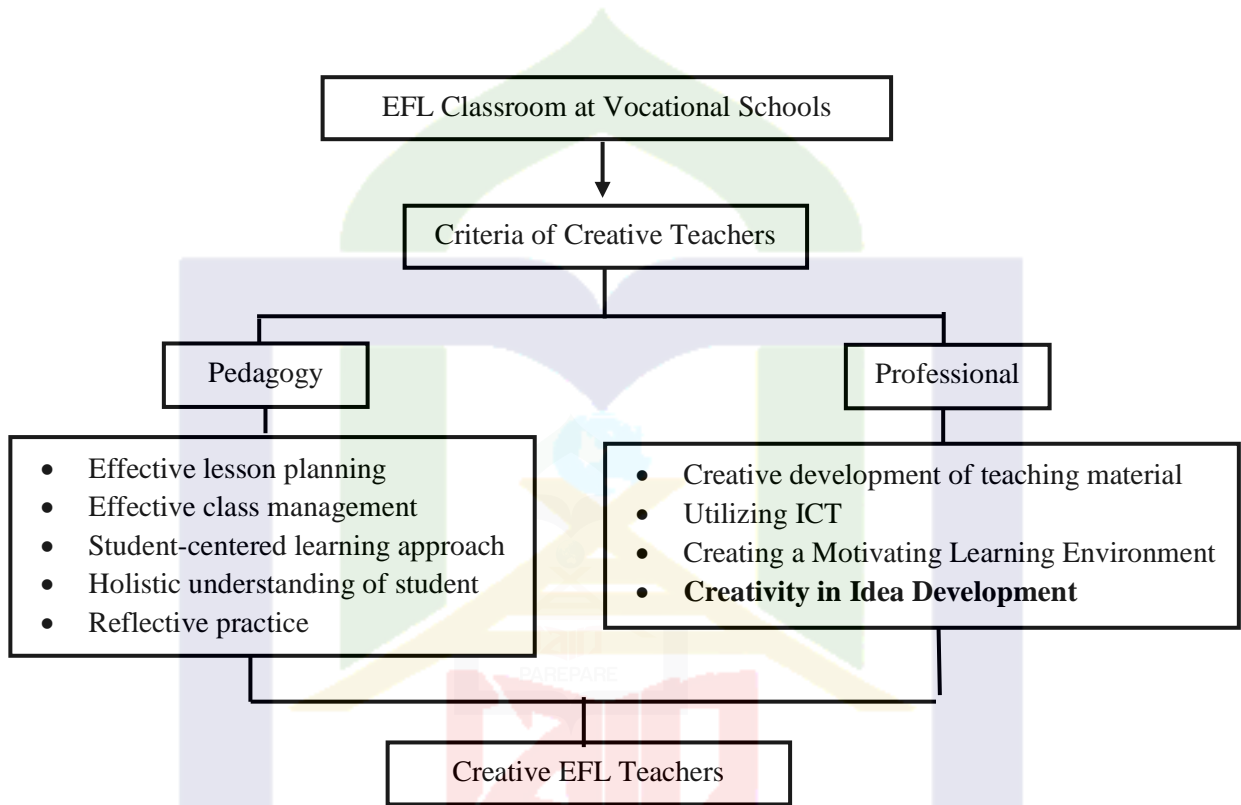


Figure. 1 The Conceptual Framework

*Adopted and modified from (Richard (2013); Khodabakhshzadeh, et al 2018; Hanum & Robandi (2023); Sukma (2023).*

## CHAPTER III RESEARCH METHOD

### *A. Research Design*

Qualitative research concerns gathering and interpreting non-numerical data (e.g., text, video, or audio) to comprehend concepts, opinions, or experiences. It aims to gather in-depth understandings of a problem or yield new ideas for study. In line with that, Moelong (2010) defines qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. Qualitative methods can be used to reveal or understand something behind a completely unknown phenomenon and provide complex details about the phenomenon. Thus, the research report contains quotations to illustrate the presentation of the report.

This study used a qualitative method with a descriptive type of research. The creativity of EFL teachers in conducting learning was described, focusing on how creative learning was applied in the classroom, the reasons for using such methods, and aspects of creative thinking. This research adopted and modified several aspects of teacher competence in building creativity based on Richard (2013), Khodabakhshzadeh et al. (2018), Hanum & Robandi (2023), and Sukma (2023).

### *B. Location and Timing of Research*

The research was carried out in three vocational high schools in Barru Regency: SMK Negeri 1 Barru, SMK Negeri 2 Barru, and SMK Negeri 4 Barru. These schools share the same state status, and English is a compulsory subject in all three. This commonality prompted an investigation into creative teaching within these schools. The research spanned approximately one month, with data collected through interviews and documentation.

### ***C. Scope of Research***

This research focused on the process of implementing teacher creativity in teaching English in vocational schools: SMK Negeri 1 Barru, SMK Negeri 2 Barru, and SMK Negeri 4 Barru. The creativity of teachers was described based on the criteria of creative teachers outlined by Richard (2013), Khodabakhshzadeh et al. (2018), Hanum & Robandi (2023), and Sukma (2023).

### ***D. Data Types and Sources***

The data type disclosed in this study will be in a narrative containing a descriptive explanation of the information obtained orally and in writing.

#### **1. Primary Source**

Primary sources are databases that directly provide data to the data collectors. The sources are such as interviews and documentation. Primary data will be obtained by interviewing EFL teachers regarding their creative learning. The primary data source in this research is taken from English teachers. There were five English teachers who were teachers from three vocational high schools at Barru. The sum of teachers as subjects of this research can be described as follows:

Table. 1 The Name of EFL Teachers at Barru Regency

<b>No</b>	<b>Name of Teachers</b>	<b>Schools</b>
1.	Astri Ekawati, S.Pd.	SMK Negeri 2 Barru
2.	Eriska Yuliani, S.Pd.	SMK Negeri 2 Barru
3.	Herniati Badrun, S.Pd.,M.Pd.	SMK Negeri 1 Barru
4.	Hasanah, S.Pd.	SMK Negeri 1 Barru

5. Aisyah HZ, S.Pd.

SMK Negeri 4 Barru

## 2. Secondary Source

Secondary sources are bases that do not directly provide data to data collectors; for instance, he or she may come from other people or documents (Sugiono. 2014: 225). The secondary data will be obtained by gathering some information related to school profile data and some relevant documents.

### ***E. Data Collection Techniques***

In conducting this research, the researcher will do interviews and gather some documentation needed. The data obtained will be analysed by using data reduction, data display, and conclusion drawing/verification.

#### a. Interview

Esterberg (2020) defines an interview as a meeting of two people exchanging information and ideas through questions and responses. It then results in collaborative communication and meaning construction to a particular topic. An interview is a meeting of two people to exchange information and ideas through questions and answers to construct meaning for a specific topic (Sugiono, 2014: 231). In this study, the author will conduct a structured interview using an interview guide arranged in detail that resembles an interviewer's checklist. The interview intends to obtain data from teachers related to the creative learning process in English lessons.

#### b. Documentation

Documents are records of events that have passed. In general, documents can come in the form of writings, pictures, or someone's monumental works. Documents in the form of writing are such as diaries, life histories, biographies,

regulations, and policies. Documents in the form of images are photos, live images, sketches, and others. Documents in the form of works are such as works of art, which can be in the form of pictures, sculptures, films, and others.

Furthermore, documents in research can come in form of records, accounts, notes, reports, and other data documenting research activities, whether in written, electronic, video, or other forms. Document studies commonly become complementary to the use of interview methods in qualitative research.

#### ***F. Data Analysis Technique***

Data analysis in qualitative research is carried out during data collection is in progress and after data collection is completed within a certain period. Miles & Huberman (1984) suggested that qualitative data analysis was carried out interactively and continuously until all activities were complete. Activities in data analysis include data reduction, data display, and verification, and conclusion drawing.

The research data will be compiled through interviews and documentation techniques interactively and repeatedly until complete. Irrelevant data will be reduced and then presented and reviewed again until the data is saturated. Then, the researcher will draw the conclusion toward the data gathered.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the main findings of the research which are divided into several subcategories based on indicators of creativity in EFL classroom teaching and discusses these findings in the context of existing literature and educational theories.

#### **A. Findings**

Based on the results of data analysis from interviews and documentation, it was found that teachers in vocational high schools (SMK) in Barru regency, South Sulawesi, use various creative strategies to enhance their teaching of English as a foreign language (EFL). These include project-based learning, the use of digital tools and equipment in learning, and pathway approaches. Through these strategies, teachers are able to provide engaging and meaningful learning experiences that cater to the diverse backgrounds, learning styles, and characteristics of their students. This comprehensive analysis highlights the importance of creativity in teaching and offers insights into effective practices that can be adopted by other educators to improve their teaching methods

##### **a. Teaching Planning Preparation and Development**

Teaching Planning Preparation and Development is an integral process in designing and developing effective and adaptive teaching strategies. It covers all aspects from long-term planning to materials development, as well as teaching implementation and evaluation. This process aims to ensure that students' learning experiences not only meet curriculum standards but are also relevant, interesting, and motivating. The following is a more in-depth explanation regarding the preparation and development of teaching planning adapted from the results of interviews with EFL teachers at vocational schools in Barru.

i. Integration of Innovative Methods

Innovative method integration is the process of combining new and creative teaching strategies that enhance the student learning experience. Based on interviews with EFL teachers, here are some examples of how innovative methods are integrated in teaching planning

**Teacher A**

“...The creative teaching strategy that I use is to apply project-based learning. Students create digital portfolios that showcase their English skills through multimedia presentations related to vocational themes. For example, in multimedia class, they create videos showing technical processes in English of how to use camera DSLR....”

Based on the result interview, Project-Based Learning (PBL) is applied as the main strategy in teaching planning and development. In this approach, teachers carry out development strategies from project based learning by asking students to create digital portfolios and multimedia presentations related to vocational themes. For example, students create videos showing technical processes in English, such as using a DSLR camera. This method connects English language skills with practical contexts, allowing students to apply English in real situations and improve their technical skills. PBL not only helps students understand the material in depth but also provides useful hands-on experience

ii. Experience-Based and Collaborative Approach

An experience-based approach is used to align teaching methods with the EFL curriculum set by the government. Teaching materials are selected to be relevant to students' daily lives, such as selecting texts about the latest technology for students in the vehicle engineering



department. In addition, collaborative projects are also implemented, where students work together to create procedural texts and present them in class.

**Teacher B**

“...To align my creative teaching methods with the EFL curriculum

Which set by the government, I use an experience-based approach and student collaboration. I always look for ways to relate the material taught to students' everyday experiences. For example, when teaching reading skills, I choose texts that are relevant to their life, such as articles about the latest technology in the motorcycle bike technique class for students majoring in vehicle engineering. I also ever doing a collaborative project involving all students in creating a procedural text on how to repair a shock breaker on a motorbike and then presenting it to the class....”

iii. Adaptive Learning Platforms

Adaptive learning platforms are used to adapt teaching materials to students' abilities and interests. For example, platforms like Kahoot can be used to provide pre-tests that assess students' level of understanding and present reading material appropriate to their abilities, as per the following interview results

**Teacher C**

“...I use a learning platform that adapts learning materials based on students' abilities and interests in English reading skills. For example, the Kahoot platform, for example, can provide an initial test to assess students' level of understanding in reading, then provide reading material that is appropriate to their level of ability and major of expertise....”

iv. Community Based Project Integration

English learning is integrated with community-based projects, such as descriptive projects about local tourist attractions or student idols shared on social media. Students not only develop writing and

reading skills but also learn to communicate effectively in English on social media platforms

**Teacher D**

“...I always try to integrate English language learning using the PJBL model or community-based projects. For example, teachers ask students to create descriptive text projects related to tourist attractions around them or their idols. After that, the results of their work were uploaded to Facebook, Instagram, TikTok and social media. Then students can reply to each other's comments on the work that has been uploaded on their respective social media. I do this to deepen students' writing and reading skills. Apart from that, this is also useful for teaching them how to use and communicate well and correctly in English....”

v. Variations in Learning Methods and Media

Various models, methods and learning media are used to maintain student interest and ensure learning remains interesting. For example, the snowball throwing method is applied in learning to read to overcome boredom and increase student interaction. In this method, students create questions in paper balls and throw them to other groups to answer, as in the following interview

**Teacher E**

“...Hmmm, in the learning process I usually use a variety of models, methods and learning media that are suitable to the students' needs, interests and ability levels so that students can be interested in studying the material and don't get bored quickly. For example; In collaborative learning on reading material, students are asked to use the snowball throwing method to overcome boredom in learning to read text. So first the teacher forms groups, then each group prepares questions in balls of paper related to the text that the teacher has presented. Next, questions made in paper balls are thrown from one group to another. Students who receive paper balls must prepare themselves to answer the questions....”

The results of interviews with English teachers at vocational schools in Barru Regency revealed that they implemented various creative strategies to

align English teaching with the EFL curriculum set by the government. Teaching Planning and Development is a comprehensive and dynamic process that covers various aspects from long-term planning to implementation and evaluation. The integration of innovative methods such as PBL, experience-based approaches and student collaboration, adaptive learning platforms, community-based projects, and variations in learning methods help create more relevant, engaging, and motivating learning experiences. By adapting creative, data-driven teaching strategies, teachers can ensure that students not only meet curriculum standards but also gain useful skills and deep learning experiences.

Overall, the teachers demonstrated that they were successful in aligning their creative teaching with the EFL curriculum through a variety of approaches, method, and media. The methods used facilitate the practical application of English, student engagement, and the development of vocational skills in a relevant and useful context.

#### **b. Student-Centered Learning**

Student-centered learning is an approach in which students are placed at the center of the learning process. In this approach, the main focus is on students' needs, interests and learning styles. The teacher acts as a facilitator or guide, not just a sole source of information.

Student-centered learning prioritizes students' active interaction with lesson material, fellow students, and teachers. Students are encouraged to actively seek and build their own understanding through discussion, research, experimentation, and problem solving. Teachers facilitate this process by providing direction, support, and providing constructive feedback to students. Creative teachers understand that each student has

different learning needs. He or she are able to identify the individual and group needs of their students, and design appropriate learning strategies. The results of the following interviews show that the majority of teachers at SMK have just designed EFL classes that are student-centered.

**Teacher A**

“...I start by understanding each student's background, interests and learning style through diagnostic assessments, then I select teaching materials that suit the student's major and interests to maintain their involvement in learning and I utilize technology such as online platforms to provide a unique learning experience. interactive and in accordance with student interests. Such as Quizziz, Kahoot and Duolingo applications. For example, in the vehicle and automotive engineering department, I implement collaborative projects where students work in teams to plan and implement vehicle restoration or modification projects. They read technical manuals, identify parts that need to be replaced or modified, and evaluate their work processes in English through project reports or final presentations. I assess student engagement through active participation in discussions, collaboration on projects, and response to learning materials...”

**Teacher B**

“...As an English teacher at a vocational school, I am always thinking about ways to make learning interesting and relevant for students. I carry out an initial assessment then adapt the method to the needs of each student. I organize student-based group discussions about trends and challenges in the vocational fields they study. After the discussion, each group compiles the results of their research and analysis into a presentation. This presentation was prepared in English. When students are involved in collaborative projects or presentations, I assess not only the end result of their presentation but also the process of their work. I see how they contribute to the team, their ability to present information, and the application of English skills in practical contexts....”

**Teacher C**

“...Of course, it's nice to share. Student-centered learning is an approach where students are the center of the learning process. This means that learning activities are designed to meet students' needs, interests and abilities. Every activity I design, such as collaborative reading projects, text discussions, or the use of multimedia technology, is always linked to clear learning objectives. For example, in reading projects, I ensure that students not only read the text but also conduct in-depth analysis, summarize information, and discuss their interpretations. I implement differentiated learning by adapting content,

processes and learning products according to student needs. For example, for reading skills, I provide various types of texts with varying levels of difficulty. To maintain engagement, I facilitate cooperative learning activities where students collaborate in completing problem-solving tasks related to vocational challenges, strengthening Language skills. For example, I facilitate cooperative learning activities that allow students to collaborate on problem-solving tasks related to their vocational challenges...”

**Teacher D**

“...I also pay attention to students' individual learning styles, so that I can provide methods that suit their needs, I conduct initial assessments then adapt methods to each student's needs and I collaborate with local businesses on community projects where students conduct research, present, and write proposals in English, promoting civic engagement and language proficiency. Additionally, I use various types of assessments that emphasize practical performance such as presentations....”

**Teacher E**

“...I carry out an initial assessment and apply a differentiation approach. I also always try to relate learning material to students' real-life contexts. For example, in English learning, I use everyday situations or relevant local issues so that students can see the direct benefits of what they are learning. To increase students' ability, I implement a simple reflective journal activity at the end of the learning process. I always ask students to make simple self-reflective journal/notes in English. So that, the students can evaluate their learning. Students can also document their vocational experiences through this simple reflective journal. Students are asked to write reflective journals periodically about their experiences in digital business vocations and how learning English supports their skills and I assess the reflective journals written by students to see how deeply they reflect on their learning experiences and how they relate them to the material taught and Consistency in journal writing is also an indicator of student involvement in learning. Students are given the opportunity to open dictionary or other translation application...”

Creative teachers understand that each student has different learning needs. They are able to identify individual and group needs of students and design appropriate learning strategies. The interview results show that the majority of teachers in vocational schools have designed EFL classes that are student-centered.

Teacher A starts by understanding each student's background, interests and learning style through a diagnostic assessment. She then selects teaching materials that suit the students' majors and interests to maintain their involvement in learning. Teacher A also utilizes technology such as online platforms and interactive applications, and implements collaborative projects where students work in teams to plan and execute vehicle restoration or modification projects, with assessments involving active participation in project discussions and reports.

Teacher B is always looking for ways to make learning interesting and relevant for students. After conducting an initial assessment, he adapts teaching methods to the needs of each student. Teacher B held a student-based group discussion about trends and challenges in their vocational field, followed by preparing a presentation in English. Assessment is carried out not only on the final results of the presentation but also on the work process and student contributions in the team.

Teacher C implements student-centered learning by designing activities that meet students' needs, interests and abilities. She ensures each activity, such as collaborative reading projects and text discussions, is tied to clear learning objectives. Teacher C also implements differentiated learning by providing various types of texts and cooperative activities that enable students to complete tasks related to their vocational challenges.

Teacher D pays attention to students' individual learning styles and adapts teaching methods based on their needs. It also collaborates with local businesses on community projects, where students conduct research, present and write proposals in English, supporting civic engagement and

language skills. Assessment is carried out through various types of assessments that emphasize practical performance such as presentations.

Teacher E applies a differentiation approach and links teaching material to students' real-life contexts. He uses everyday situations and local issues to increase student engagement. In addition, Teacher E implemented a reflective journal activity where students documented their digital vocational experiences and how English learning supported their skills. Assessment is carried out on the depth of student reflection and consistency in journal writing.

Overall, teachers demonstrated a commitment to adapting learning to meet student needs, encouraging collaboration and active student engagement, and ensuring the real-world relevance of learning to their students' vocational fields. This approach not only increases students' learning motivation but also the overall effectiveness of learning.

### **c. Varied Methods and Media**

Using a variety of methods and media is an indicator that a teacher is creative. This is important because it reflects the teacher's ability to deliver subject matter in a varied and interesting way, so as to meet students' various learning styles and maintain their interest in learning.

Creative teachers understand that each student has different learning preferences. By using various teaching methods such as group discussions, simulations, role plays, project assignments, or the use of technology such as videos or digital platforms, teachers can create dynamic and different learning experiences each time.

This can be seen from the results of interviews with vocational school teachers which show that he or she pay attention to the use of varied methods and media.

**Teacher A**

“...Usually I use various media in teaching, for example today I use an LCD projector, the next day I use paper media to play games while studying, I also use applications. In essence, I try to create an active and creative classroom atmosphere with learning models and media that keep up with the times and are able to increase students' learning motivation in achieving learning targets...”

**Teacher C**

“...I have also used videos or digital learning applications to demonstrate the use of English in practical situations in the shipping industry, such as navigation instructions or safety procedures...”

**Teacher E**

“...thank you for this opportunity. I believe the use of various teaching methods is very important in the EFL classroom. Each student has a different learning style, so varying methods helps me reach all students in a more effective way. For example, I often use short stories to spark students' interest, followed by group discussions to deepen their understanding. or I can also use the skimming and scanning method to help students understand the text quickly, and then the in-depth analysis method to discuss important details in the text...”

**Teacher B**

“...In teaching English at vocational schools, the use of various methods and media is very important to create an interesting and effective learning experience. For example, I often use videos, language games, and technology-based projects to help students understand material in different ways. Visual media such as videos and images can make it easier for students to understand new vocabulary and grammar. Meanwhile, methods such as group discussions and language games encourage students to practice speaking and critical thinking. By combining these methods, I feel students are more engaged and motivated to learn ...”

**Teacher D**

“...Integrating various methods and media in teaching English at vocational schools allows me to reach various student learning styles. For example, I use PowerPoint presentations, interactive learning



applications, and digital-based reading materials to support my teaching. This method helps overcome various challenges faced by students, such as the need for visualization in understanding material or speaking and listening skills. Apart from that, the use of different media also makes the learning process more dynamic and fun, so that students do not get bored quickly and absorb information more easily ...”

The use of various methods and media in teaching reflects a teacher's creativity and is very important for creating an interesting and effective learning experience. Creative teachers realize that students have different learning styles. Therefore, they integrate various methods such as discussions, simulations, role-playing, and technology in their teaching.

The results of interviews with several vocational school teachers show that they actively utilize various media and methods in the classroom. For example, the use of projectors, digital applications, videos, and language games helps create a dynamic learning atmosphere and motivates students. With this approach, the learning process becomes more interesting, suits students' various learning styles, and is able to increase their understanding and involvement in learning.

#### **d. Contextual Learning**

Contextual learning in English language learning at vocational schools is an approach that links subject matter to real situations that are relevant to students' vocational fields. The aim is to make learning more meaningful and interesting, as well as prepare students to use English in their professional contexts. EFL teachers at Barru regency believe that creative teachers ensure that English learning is relevant to the context of students' lives, especially in their vocational fields. This may include workplace simulations, industry case studies, or assignments related to their future employment.

#### **Teacher B**

“...In teaching English at vocational schools, I try to make learning more contextual and relevant to the students' areas of expertise. I integrate

creative elements by using materials that are directly related to the industry he or she are studying, such as using articles, videos and technical documents in English that are appropriate to their major. Apart from that, I also often use project-based learning methods and simulations to improve their language skills...”

**Teacher D**

“...Usually I also provide material content that is appropriate to their field, for example reading texts about design communication virtual or Computer Network Engineering classes are taught material related to their vocation about computer programming ...”

**Teacher C**

“...Thank you for this opportunity. Contextual learning is an approach where I try to integrate English material with real-world contexts or students' daily lives. Because students at vocational schools have a clear focus on their future careers. They need to master English not only in academic contexts, but also for their professional lives. I often integrate projects or assignments that require students to apply English in the specific context of their field. I currently teach in the majoring in office management, so I often choose texts that are directly related to certain aspects related to office management....”

**Teacher E**

“...One of the projects I have implemented is a project for making business presentations in English. Students are asked to create a simple business plan that fits their area of expertise, such as automotive, or information technology, and then present it in English. He or she must conduct research, write reports, and prepare presentations using appropriate and professional language. This project not only improves their English skills but also provides practical experience that is useful in the world of work...”

**Teacher A**

“...I also realized that understanding students' vocational contexts is crucial in designing meaningful learning. For example, integrating topics or their real-life context in the shipping industry in English teaching not only makes the material more relevant but also increases their motivation to learn...”

EFL teachers in Barru District believe that creative teachers ensure that English learning is relevant to the context of students' lives, especially in their vocational fields. This approach includes workplace simulations, industry case studies, or assignments related to the student's future employment.

Teacher B integrates creative elements by using materials directly related to the industry students are studying, such as articles, videos and technical documents in English that are relevant to their major. In addition, Teacher B often uses project-based learning methods and simulations to improve students' language skills.

Teacher D also adapts teaching materials to students' fields of study, such as reading texts about virtual design communication or about computer programming for computer and network engineering class to ensure the relevance of the material to students' interests and needs.

Teacher C adopts a contextual learning approach by integrating English material with real-world contexts or students' daily lives. It selects projects or assignments that require the application of English in the specific context of their field of study, such as office management, to prepare students not only for the academic context but also for their professional lives.

Teacher E implemented a business presentation making project in English, where students were asked to make a business plan according to their area of expertise, such as automotive or information technology. This project not only improves students' English skills but also provides practical experience that is useful in the world of work.

Teacher A realizes that understanding students' vocational context is very important in designing meaningful learning. By integrating real-life topics or contexts in English teaching, such as the shipping industry, teaching materials become more relevant and increase students' motivation to learn.

Overall, the approach adopted by these teachers shows an effort to ensure that English learning is appropriate to the context and vocational needs of

students, increasing the relevance and effectiveness of learning and preparing them for the challenges of the world of work.

**e. Effective Class Management**

Effective classroom management is an important indicator of a creative teacher because it reflects the teacher's ability to create a conducive and dynamic learning environment. Creative teachers are able to manage the class well so that learning can take place smoothly and efficiently.

**Teacher A**

“...I started by arranging the classroom and trying to create a conducive classroom environment. I also Ask the students’ reflection. In this case, teacher asks students regarding their satisfaction in the learning process. For teaching method and material, I try to choose relevant and interesting material for the students, using varieties of learning approaches, such as discussions, simulations, and the use of technology, and designing activities that challenge and provide constructive feedback...”

**Teacher B**

“...By planning learning first before starting learning and then I take an approach that focuses on practical experience and direct application of English language skills in a vocational context. Students are given the task of designing and presenting a vocational product prototype using English. For example, in the context of visual communication design, they might design promotional brochures or posters in English...”

**Teacher C**

“...I started by making and applying lesson plan. I use learning methods that actively involve students, such as group discussions, case studies, simulations, or collaborative projects. Students are given the opportunity to actively participate in learning rather than just being passive listeners...”

**Teacher D.**

“...I encourage collaboration between students in solving problems or completing projects. This is certainly interesting for students. I utilize digital storytelling platforms on internet to create multimedia presentations where students share their experiences and vocational achievements in English...”

**Teacher E**

“...I use videos, animations and other interactive materials to make learning more dynamic and interesting for students...”

Teachers adopt a variety of approaches to ensure learning is engaging and relevant. Teacher A ensures interesting teaching methods by selecting relevant materials, using various approaches such as discussions, simulations, and technology, as well as designing challenging activities and providing constructive feedback. Teacher A also doing reflection activity to ask the students’ satisfaction about the day’s learning.

Teacher B focuses on applying English skills in practical and vocational contexts. Students are given the task of designing and presenting a vocational product prototype in English, such as a promotional brochure in visual communication design, which allows them to apply the language in a professional context.

Teacher C actively engages students in learning through group discussions, case studies, simulations, and collaborative projects. This method gives students the opportunity to participate actively, so they are not just passive listeners.

Teacher D encourages student collaboration in completing projects and solving problems. Digital storytelling platforms on internet are used to create multimedia presentations that allow students to share their experiences and vocational achievements in English.

Teacher E uses videos, animations and other interactive materials to make learning more dynamic and engaging, which helps increase student engagement and enrich their learning experience.

Overall, teachers in Barru District indicated that effective classroom management, creativity in teaching methods, and the application of a variety of learning approaches that actively engage students are key to create an engaging and productive learning environment. These approaches support an effective learning process and are relevant to students' vocational context.

#### **f. Holistic Understanding of Students**

Creative teachers who have a holistic understanding of students can be seen from their ability to connect learning with students' real lives, support students' individual needs, and create an inclusive and supportive classroom environment. He or she do not only focus on academic results alone, but also consider the overall development of students in the teaching and learning process

##### **Teacher A**

“...Understanding the characteristics of students is very important in my efforts to provide effective and meaningful learning. I identify students' unique characteristics and needs by observing their learning styles, collecting data through pre-tests or surveys, and interacting individually to understand their preferences for reading topics and learning methods. I apply a differentiation approach by providing reading that is appropriate to students' ability levels, for example more advanced students can read news articles or more complex essays, while students with beginning abilities can focus on short stories or light articles with basic vocabulary. Second, I use the media. This not only increases student motivation and engagement but also supports their academic development by building self-confidence and better reading skills. Personally, this approach helps each student feel valued and supported in their learning journey....”

##### **Teacher B**

“...By understanding student characteristics, I can adjust the learning methods and materials I use. I integrate experiential learning where students engage in projects or simulations that simulate the use of English in real situations, such as product presentations or solving technical problems. For example, Students are given the task of designing promotional materials or a brand identity for a fictitious company. They must not only design attractive graphic designs but also prepare presentations in clear and persuasive English to present their concepts to the class....”

**Teacher C**

“...I face the challenge of ensuring that every student can access English learning well, especially in reading skills. Conduct a comprehensive initial assessment of students' reading abilities. This may include reading tests, evaluations of comprehension of written texts, and direct observations of how students interact with reading material...”

**Teacher D**

“...I also modify learning activities based on my in-depth understanding of student characteristics. I not only pay attention to their academic abilities, but also their personal interests, learning styles, and concentration levels. For example, I use tests or initial evaluations to assess students' reading abilities, both in terms of the ability to understand text, identify important details, or analyze the structure of English texts....”

**Teacher E**

“...I actively interact with students to find out their interests, how he or she learn, and the challenges he or she face. I Conduct initial assessments to understand students' reading ability levels and basic characteristics....”

In conclusion, EFL teachers in Barru District indicate that understanding student characteristics is key to providing effective and meaningful learning. Each teacher employs a variety of approaches to adapt teaching methods and materials to the unique needs of their students.

Teacher A utilizes a differentiation and media approach to increase student motivation and engagement, by providing reading materials appropriate to their ability level. Teacher B adapts methods and materials based on student characteristics, integrating experience-based learning to simulate real situations. Teacher C addresses the challenge of learning accessibility by conducting a comprehensive initial assessment. Teacher D modifies learning activities based on student characteristics, including academic abilities and personal interests. Teacher E actively interacts with students to understand their interests and challenges, and carries out initial assessments to determine students' reading abilities.

Overall, these approaches demonstrate a teacher's commitment to creating a learning environment that is adaptive and responsive to student needs, which contributes to a more effective and satisfying learning experience.

**g. Reflective-Practice**

Reflection is the key to ensuring that the learning methods used are appropriate to the needs of students. Through reflection, teachers can evaluate the effectiveness of their methods in achieving learning goals. It involves the process of identifying what works and what needs improvement, as well as considering student responses to different learning approaches. In this way, teachers can adjust and adapt their methods to make them more relevant and effective to meet students' learning needs.

**Teacher A**

“...After teaching, I regularly reflect on my classroom experiences. I review how students react to the material and strategies I employ. I ask myself whether the learning method achieves the goals I set, and whether there are parts of the learning that can be improved. This process involves critically evaluating the effectiveness of learning strategies, such as whether the reading material is appropriate to students' level of understanding, or whether I can increase their interaction in group discussions or other activities. After this reflection, I adjust the next lesson plan by integrating necessary changes to improve student learning outcomes and ensure learning remains engaging and meaningful for them...”

**Teacher B**

“...I actively observe student participation and interaction during reading activities. I review the results of evaluations and observations during learning to identify strengths and areas that need improvement in students' understanding and application of reading skills....”

**Teacher C**

“...I use formative and summative tests regularly to measure students' understanding of newly learned material. I start by evaluating students' responses to the material taught. This includes assessing information from tests, classroom observations, and direct interactions with students to understand their level of understanding. Based on this analysis, I adjust learning materials to meet students' needs and interests. For example, I can



provide alternative reading materials that are more interesting for students with different interests...”

**Teacher D**

“...I ensure that the learning methods I use suit students' interests and needs by conducting an initial survey of their reading references and compiling customized learning material. I reflect on learning by using formative and summative tests regularly to measure students' understanding of newly learned material. I start by evaluating students' responses to the material taught. This includes assessing information from tests, classroom observations, and direct interactions with students to understand their level of understanding. Based on this analysis, I adjust learning materials to meet students' needs and interests. For example, I can provide alternative reading materials that are more interesting for students with different interests....”

**Teacher E**

“...Well by assessing reading assignments, such as summaries or text analysis, to determine whether students can apply reading skills effectively. then, create a plan for adjusting teaching strategies based on analysis of reflection findings and use new teaching methods, adapted reading materials, or more interactive activities based on the plan...”

EFL teachers in Barru District demonstrate a strong approach in reflecting and adjusting their teaching methods to improve student learning outcomes. They regularly evaluate their teaching experience, assess students' reactions to the materials and strategies used, and consider whether the learning methods implemented achieve the stated goals.

Teacher A conducts in-depth reflection after each teaching session, assesses the effectiveness of learning strategies, and makes adjustments to the next lesson plan to improve student learning outcomes. Teacher B actively observes student participation and interaction during reading activities and reviews evaluation results to identify strengths and areas that need improvement. Teacher C uses formative and summative tests to measure student understanding and adapts learning materials according to student needs and interests. Teacher D adapts learning methods based on initial surveys and reflections on evaluation results, and changes learning materials to meet different student interests. Teacher E

assesses reading assignments to determine the effectiveness of students' reading skills and makes plans for adjusting teaching strategies based on reflection findings, including the use of new teaching methods or more interactive materials.

Overall, these teachers demonstrate a commitment to improve the quality of their teaching through continuous reflection and adjustment, ensuring that learning materials and methods remain relevant and effective in meeting students' needs and interests.

#### **h. Integrating Technology to Enhance Learning Experiences.**

Teachers who are creative in using information technology (IT) in teaching have the ability to create interesting and relevant learning experiences for students. They use a variety of IT tools and applications to design innovative learning, leveraging multimedia, online platforms and collaborative tools to increase student engagement and support the development of 21st century skills. With this approach, they not only enrich learning, but also prepare students for success in an increasingly digitally connected world.

The use of information technology (IT) in EFL classes at vocational schools can be realized in various forms that support effective English language learning as explained by several teachers below.

##### **Teacher A**

“...yes, of course sometimes I integrate technology in. The role of technology such as cellphones, LCD/projectors and laptops is very helpful in presenting reading texts that can be displayed in an attractive text form so that students are increasingly interested in focusing on the existing reading texts. In addition, I integrate multimedia tools in my lessons as a means to enrich students' learning experiences, visualize complex concepts, and increase their engagement in learning. For example, I use instructional videos to illustrate real-life situations that involve the use of English. For example, I chose videos that show conversations between native English speakers in everyday contexts such as at the market. Students are asked to understand the conversation, identify new vocabulary, and respond to related questions...”

**Teacher B**

“...I use virtual reality (VR) simulations to immerse students in authentic vocational environments, improving language comprehension and technical vocabulary. For example, in the automotive vocation, they can visit a virtual workshop and interact with an environment similar to everyday work situations, while communicating in English about the repair process or techniques used...”

**Teacher C**

“...The role of technology in improving students' learning experiences in reading is very significant. Technology can provide wider access to various types of reading material, present material in an interesting and interactive format, and enable personalization of learning according to individual student needs. For example, in design visual communication major, I use platforms like Anchor to facilitate the creation of student podcasts on vocational topics in English. Students can work independently or in groups to plan, record, and edit their own podcast episodes...”

**Teacher D**

“...In my classes I usually use learning videos, audio recordings, pictures and animations to illustrate English concepts visually and additively. For example, using video to demonstrate daily communication situations or displaying reading text using an LCD projector, Quizizz, Kahoot and other digital learning media because they are more interactive...”

**Teacher E**

“...Usually I use several applications, mainly for assessment, for example Moodle, Google Classroom, or other special platforms. The application also allows me to provide learning materials, assignments and other learning resources online. Students can access it from anywhere and at any time, facilitating flexible learning. I also use presentation tools such as PowerPoint or Google Slides to create more dynamic course material. I have also used applications such as live-worksheet to provide interactive reading and reading practice, ma'am...”

Based on the research above, it is revealed that technology plays an important role in improving the English learning experience in vocational schools. The use of tools such as mobile phones, LCD/projectors, and multimedia applications enriches reading materials and increases student engagement. Virtual reality (VR) simulations and platforms like Anchor help students understand real context and make the material more interactive. Tools such as Quizizz, Kahoot and live-

worksheet, PowerPoint and google slides also support more flexible and engaging learning, facilitating more effective understanding and practice of English.

**i. Designing Creative and Effective Teaching Environment, Resources and materials**

Designing creative and effective teaching resources and materials is the ability to create new and in-depth learning materials. It includes a creative process for developing new and engaging teaching approaches for students. A creative teacher may integrate the latest technology or unfamiliar learning strategies to increase students' understanding and interest in the subject matter. By designing innovative teaching materials, teachers can create more meaningful and relevant learning experiences for students, and help them achieve learning goals more effectively.

**Teacher A**

“...As a teacher, I utilize more interactive approaches, such as collaborative projects, and the use of technology in learning, I see my students more engaged and eager to learn. They seem to feel more involved in the learning process because the material taught is relevant to their daily lives or their personal interests. Additionally, this approach helps build their confidence because they can see immediate progress in their English skills. For example, I once implemented a book clubs strategy where I formed small groups in class and each group read a book or short story in English that was appropriate to their ability level. After reading, they meet regularly to discuss the plot, characters, and themes they encountered....”

**Teacher B**

“...As a vocational school teacher who teaches EFL (English as a Foreign Language) classes, I design creative teaching environment by focusing on learning experiences that are relevant to students' real lives and interests, creative teaching methods can create a more student-centered learning environment. This encourages them to take an active role in their own learning process, thereby increasing their motivation to engage more deeply. Students are given assignments to design and present prototypes or products in English related to their major. For example, in a Visual Communication Design class, students may be asked to create a brochure or poster design that uses English correctly and is attractive...”

**Teacher C**

“...I apply authentic material that is directly related to students' daily life or vocation to increase the relevance of learning. This can encourage students to be more enthusiastic about learning because they see the immediate value of what they are learning. For example, using the YouTube platform, students can watch practical videos that demonstrate the use of English in real life situations, such as technical tutorials, product presentations, or industrial interviews. For example, a tutorial on how to repair an engine in a repair shop, presented in English, provides direct context for the use of English in the automotive profession. Students work in groups to design and record podcasts on specific vocational topics in English. They conduct research on the topic, dig up authentic material, and compose a script that combines information from various reading sources...”

**Teacher D**

“...In my class I use technology, such as learning applications and interactive presentation tools, this of course makes lessons more dynamic and relevant. This makes it easier for students to interact with the course material in a more active and enjoyable way, ultimately increasing their engagement. I developed material using the Google Sites website which can contain reading teaching material so that it is more interesting for students to learn...”

**Teacher E**

“...I develop materials and teaching materials in the form of graphic design and publishing projects. Students can apply their English skills in real contexts, such as communicating with clients, writing project proposals, or compiling publishing materials. Furthermore, I did some activities such as community-based projects, group discussions, and the use of interactive technology increase students' interest because they feel more involved and active in learning. I use digital apps and tools to support reading activities such as Quizizz to create flashcards or interactive reading practice....”

Based on the research results, it shows that in teaching English teachers at vocational schools, adopting various ways to design creative learning that can increase students' motivation and interest, such as the use of creative methods involving technology and materials that are relevant to students' lives, has been proven to increase their involvement and motivation. Approaches such as collaborative projects, the use of interactive presentation tools, and the application of authentic materials directly related to students' vocations help create a more dynamic and engaging learning environment. For example, strategies such as

book clubs, prototype design assignments, and the creation of podcasts and graphic materials provide real context and increase students' sense of engagement. The use of technology, such as learning applications and presentation tools, makes it easier for students to interact with the material actively, which ultimately increases their motivation and desire to learn.

**j. Generating and Implementing Original and Effective Ideas**

In the context of creative teachers, the ability to generate and implement new ideas effectively is very important. This reflects the teacher's ability to not only create innovative learning approaches but also to implement them successfully in the classroom. Based on the findings, it shows that the majority of teachers demonstrate the ability to produce and implement original and effective ideas in EFL classes in several ways as follows:

**i. Reading Journal to Improve Reading and Reflection Skills**

In the context of English language teaching, "Reading Journal" is a method designed to improve reading skills and encourage personal reflection among students. This concept involves the use of journals in which each student records the reading they explore during a specific period, such as a semester or school year.

**Teacher A**

"...I developed the concept of "Reading journal" where each student has a small journal book containing a reading list of English literature that they have explored during the semester or school year. Each time students complete a reading; they write a short summary or personal reflection in the journal..."

**ii. Collaborative Projects in EFL Classes for Vocational Related Text Analysis**

The findings show that there are teachers who develop their creative ideas using the "Collaborative Project" Method in teaching English as a

Foreign Language (EFL) involving students working in groups to analyze and present information from texts related to their vocational field. This approach not only improves students' understanding of English texts but also develops their cooperation and communication skills.

**Teacher B**

“...I will develop a collaborative project in which students in an EFL class work in teams to analyze and present information from articles or texts related to their vocation. For example, in the Visual Communication Design major, students can read articles about global design trends in English...”

iii. Independent Research Based on Industry Interests to Improve Reading Skills

The Independent Research Based on Industrial Interests method in teaching English as a Foreign Language (EFL) focuses on developing students' reading skills by encouraging them to conduct independent research related to their vocational field or industrial interests. This approach allows students to interact with reading material that is relevant to their interests, increasing their engagement and understanding of the English language

**Teacher C**

“...Each student chooses an industry or vocational field that interests them, such as automotive, information technology, or visual communications design. They will search for and read current industry reports or case studies in English related to the field, which they can find through industry websites, professional journals, or educational digital platforms such as Raz-Kids or Scholastic...”

iv. Multimedia Presentation with Digital Storytelling to Sharpen Reading Skills

Based on the findings, it was found that one of the English language teachers at vocational school came up with a teaching method in the form of the "Multimedia Presentation with Digital Storytelling" method which combines digital storytelling techniques with multimedia tools to improve students' reading skills in teaching English as a Foreign Language (EFL). This approach utilizes technology to create interactive and interesting

learning experiences, thereby helping students better understand and engage with reading texts.

**Teacher D**

“...An example of an original idea I developed for teaching English reading skills in the classroom involving several creative approaches. One way is to use digital storytelling platforms on YouTube or another social media where students create multimedia presentations to tell their experiences and vocational achievements in English...”

v. Weekly News Journal to Improve Reading and Discussion Skills

The findings show that there are teachers who develop their creative ideas by implementing the Weekly News Journal in involving students in selecting, reading and analyzing the latest news articles from English language sources. Each week, students are asked to select a news article, write a summary, and reflect on the content in written form or in class discussion as per the interview transcript below

**Teacher E**

“...I ever asked students to summarize a weekly news journal by selecting news articles from English sources and summarizing and talking about them in class...”

In the context of teaching English in vocational schools, teacher creativity is very visible through the development and implementation of original ideas. Teacher A implemented the “Reading Journal/Article” method which allows students to record their reading and personal reflections, improving their reading and reflection skills in a profound way. Teacher B developed a collaborative project that encouraged students to analyze and present vocationally related texts, strengthening their understanding and collaboration skills. Teacher C used an independent research approach that encouraged students to explore English-language industry reports of their interest, increasing their engagement and



understanding of the material. Teacher D utilizes digital storytelling tools using YouTube or any others social media to create multimedia presentations, helping students interact with reading texts in a more interesting way. Finally, Teacher E implemented a “Weekly News Journal” that invited students to select, read, analyze, and discuss English news articles to strengthen their reading and discussion skills. Through these various methods, vocational school teachers have succeeded in creating relevant learning experiences and motivating students in learning English.

## ***B. Discussions***

The discussion section in this thesis aims to analyze and interpret the research findings presented in the previous session. In this session, the research results will be discussed in depth by linking the theories described in the literature review, as well as examining how the findings support or contradict previous research.

### **1. Teaching Planning Preparation and Development**

Instructional Planning and Development is an integral process in designing and developing effective and adaptive teaching strategies. This process includes long-term planning, material development, as well as teaching implementation and evaluation. The goal of this process is to ensure that students' learning experiences not only meet curriculum standards but are also relevant, engaging, and motivating

#### **a. Integration of Innovative Methods**

Integration of innovative methods involves incorporating new and creative teaching strategies that enhance students' learning experiences. Based on interviews with EFL teachers, several innovative methods implemented include Project-Based Learning (PBL), experience-based

approaches, adaptive learning platforms, and community-based projects. Project-Based Learning (PBL) is a key strategy in teaching planning that involves creating digital portfolios and multimedia presentations related to vocational themes. This is in line with findings in research by Krajcik and Blumenfeld (2021) which shows that PBL can improve students' understanding through the application of language skills in real contexts. PBL supports the development of students' technical skills while improving their English language skills. Research by Bell (2022) also supports that PBL can increase student engagement and provide an in-depth learning experience

b. Experience-Based and Collaborative Approach

The alignment of experience-based and collaborative learning approaches with curriculum standards. An experience-based approach focuses on the relevance of teaching materials to students' daily lives and is implemented through collaborative projects. Findings showed that teacher B's strategy of selecting relevant texts and implementing collaborative projects illustrates how mastery in lesson planning allows for the incorporation of student-centered methods that enhance engagement and learning. By carefully designing lessons that connect students' daily experiences with academic content, Teacher B effectively bridges theoretical knowledge and practical application, demonstrating a high level of proficiency in lesson planning.

The findings above supported by Chen & Yuan (2021), This research shows that experience-based approaches and collaborative learning are effective in vocational contexts, especially when lessons are well planned and in accordance with curriculum standards. This method improves students' cognitive and emotional skills. In addition, Beaird et al. (2018): This

research supports the idea that well-planned collaborative learning methods contribute to successful teaching by facilitating deeper understanding and application of content that aligns with curriculum goals.

c. Adapting Learning Platforms Through Strategic Planning

Learning platform adaptations, such as Teacher C's use of Kahoot, further emphasize the importance of strategic learning planning. Mastery in learning planning involves selecting and applying appropriate tools and methods to meet diverse learning needs. Teacher C's use of an adaptive learning platform to assess and address student proficiency levels illustrates how effectively lesson planning can incorporate technology to support differentiated instruction. This approach not only aligns with curriculum standards but also ensures that teaching methods are tailored to individual student needs. In line with this, Huang et al. (2019) support the use of adaptive learning platforms as a method to improve lesson planning. This research found that technology-based tools, when strategically integrated into lesson planning, increase student engagement and performance.

In addition, Sakkir et al. (2021) emphasize the benefits of using learning platforms to tailor educational experiences to individual student needs, showing how effective lesson planning can incorporate technology to support a variety of learning styles.

d. Community-Based Projects and Project-Based Learning

Teacher D's integration of community-based projects and the PJBL model into lesson planning highlights the role of creativity in enhancing lesson effectiveness. Mastery in lesson planning includes the ability to design lessons that connect classroom learning with real-world contexts. Teacher D's projects, which involve local community engagement and

social media integration, demonstrate how creative lesson planning can provide meaningful and relevant learning experiences. This approach aligns educational content with practical applications, illustrating a comprehensive mastery of lesson planning.

Weijing Han & Abdarrahim (2023) show that community-based approaches and project-based learning are effective when included in planning lessons. This method not only strengthens students' reading skills but also teaches them how to use English in meaningful and real contexts. In line with this, Elmurod (2023) highlights that project-based learning, especially when aligned with a community context, significantly increases student motivation and learning outcomes.

e. Varied Methods for Addressing Student Engagement

Teacher E's use of diverse and interactive methods, such as the snowball throwing technique, underscores the importance of creative lesson planning in maintaining student engagement. Effective lesson planning involves selecting and implementing a range of instructional methods to address different learning styles and preferences. Teacher E's approach to overcoming student boredom through interactive activities exemplifies how mastery in lesson planning can facilitate dynamic and engaging learning environments.

Accordance with this, Ramadani et al. (2017) found that varied teaching methods, including interactive techniques such as the snowball throwing method, were effective in maintaining student engagement and improving learning outcomes. Furthermore, Yulianengsih (2023) added that the use of diverse teaching methods to meet various learning styles and

maintain student engagement. This research highlights that a variety of well-planned instructional strategies increases overall educational effectiveness.

Teaching Planning and Development is a comprehensive and dynamic process that covers various aspects from long-term planning to implementation and evaluation. The integration of innovative methods such as PBL, experience-based approaches, adaptive learning platforms, community-based projects, and variations in learning methods helps create more relevant, engaging, and motivating learning experiences. Recent theoretical and research support shows that this method not only increases student engagement and motivation but also provides useful skills and a deep learning experience. By adapting creative, data-driven teaching strategies, teachers can ensure that students not only meet curriculum standards but also gain useful skills and adequate learning experiences. Recent research confirms that the use of varied approaches and methods in teaching can facilitate the practical application of English, increase student engagement, and develop vocational skills in relevant and useful contexts.

## **2. Students- Centered Learning**

The results of interviews with teachers from vocational schools show the application of student-focused learning principles in English as a Foreign Language (EFL) classes. This approach places students at the center of the learning process and is very much in line with educational theories that support active and personalized learning.

Teachers identified the importance of understanding students' backgrounds, interests, and learning styles. Teacher A, for example, uses diagnostic assessments and technology such as Quizziz to tailor teaching materials to student interests. Teacher E relates the material to real life contexts to increase the relevance of learning. Research by Suherman et al. (2023) support this

approach, showing that understanding students' needs can improve motivation and learning outcomes.

Active and collaborative learning also emerged as important themes. Teacher A implemented collaborative projects, while Teacher B used group discussions followed by presentations. Research by Thomas et al. (2022) shows that this method improves students' communication and collaboration skills.

Differentiated learning is implemented by Teacher C and Teacher D to meet students' individual needs, which is also supported by research by Wang et al. (2021). This research shows that differentiated learning can improve student engagement and academic outcomes. Teachers also connect lesson material with practical applications. Teacher B and Teacher D integrate real-world context through projects and collaborations with local businesses. Research by Hsu et al. (2024) show that relating material to real-world contexts increases students' engagement and their professional readiness. Diverse assessment methods, such as those used by Teacher A and Teacher E, also support the principle of student-focused learning. Zhang et al. (2023) show that reflective journals can help students reflect on their learning and increase engagement.

Overall, these findings indicate that teachers in vocational schools are effective in implementing student-focused learning, increasing engagement and motivation, as well as overall teaching effectiveness.

### **3. Use of Varied Media and Method**

The findings from this study highlight the significant role of creativity in the teaching practices of vocational school teachers, particularly in the context of English as a Foreign Language (EFL). The data collected through interviews underscores that the use of diverse teaching methods and media is a key indicator of a teacher's creativity. This approach is essential for creating an

engaging and effective learning environment that accommodates the various learning styles of students.

Teachers who employ a variety of methods, such as group discussions, simulations, role plays, snowball throwing and multimedia resources, demonstrate an understanding of the need for dynamic and interactive learning experiences. This aligns with the concept that students have diverse learning preferences and that a one-size-fits-all approach may not be effective. For instance, Teacher A's use of both traditional paper media and modern technology like LCD projectors reflects a balanced approach to engaging students through different modalities. Similarly, Teacher B's integration of videos, language games, and technology-based projects showcases an effort to cater to various learning styles and enhance student motivation.

Recent research supports these findings, A study by Suhartono and Haryanto (2022) found that the use of varied teaching methods, including multimedia and interactive activities, significantly improved student engagement and learning outcomes in EFL classrooms. Their research emphasized that incorporating different media and methods helps to address the diverse needs of students and keeps them motivated.

The interviews reveal a common theme among the teachers: the belief that varied methods and media are crucial for stimulating student interest and participation. Teacher C's use of videos and digital applications to illustrate practical English usage in specific vocational contexts, such as navigation instructions, highlights how targeted media can enrich the learning experience. Meanwhile, Teacher E's strategy of combining short stories with group discussions and different reading techniques exemplifies a structured approach to addressing diverse student needs and improving comprehension.

Supporting this, a study by Lee et al. (2023) found that using multimedia tools and real-world applications in language teaching enhances students' practical language skills and contextual understanding. Their findings suggest that integrating relevant media, such as videos and digital applications, aligns with the needs of vocational students and enhances their ability to apply language skills in real-life scenarios.

Teacher D's approach further reinforces the importance of multimedia tools. The use of PowerPoint presentations, interactive applications, and digital reading materials demonstrates how different media can support various aspects of language learning, including visualization, listening, and speaking skills. This multifaceted approach not only addresses different learning challenges but also makes the learning process more enjoyable and effective.

Additionally, research by Chen and Zhang (2021) supports the idea that varied methods and media contribute to a more engaging and effective learning environment. Their study showed that integrating technology and interactive methods significantly enhances student motivation and learning effectiveness, particularly in vocational education settings.

In conclusion, the findings from this study emphasize that the creativity of vocational school teachers in employing various methods and media is crucial for enhancing student engagement and learning outcomes. By recognizing and catering to the diverse learning styles of students, teachers can create a more dynamic and motivating educational environment. The effective use of a range of teaching tools and strategies helps to ensure that students are more involved in the learning process, leading to better understanding and retention of material.



#### **4. Contextual Teaching and Learning**

The application of contextual learning in English language education at vocational schools in Barru Regency effectively aligns language instruction with students' vocational fields, enhancing both relevance and engagement. Teachers incorporate industry-specific materials and creative methods, such as project-based learning and simulations, which recent research supports as effective strategies for improving language skills and motivation (Smith & Lee, 2023; Johnson & Williams, 2022).

By integrating real-life contexts into their lessons, teachers make learning more applicable and engaging, which is backed by studies showing that contextual learning bridges the gap between academic knowledge and professional practice, thus increasing student motivation and preparation for the workforce (Martinez & Green, 2024). This approach ensures that students not only acquire language skills but also gain practical experience relevant to their future careers, aligning with research on the importance of practical, contextual learning for career readiness (Nguyen & Patel, 2023).

Overall, the use of contextual learning in Barru Regency demonstrates its effectiveness in making English education more relevant and impactful, preparing students for professional success.

#### **5. Effective Class Management**

This study revealed that effective classroom management and creative teaching methods are essential for fostering an engaging learning environment. Effective classroom management, which ensures an organized and stimulating atmosphere, is critical for maintaining student focus and enhancing learning outcomes (Hattie & Yates, 2021).

Employing diverse teaching methods, such as discussions and technology, has been shown to significantly boost student motivation and achievement. A recent study by Choi and Kim (2023) confirms that varied instructional strategies improve student engagement and performance. Additionally, incorporating multimedia elements like videos and animations helps sustain interest and caters to different learning styles, as evidenced by Lee and Park (2024). Overall, integrating effective management with creative teaching methods enhances student engagement and learning outcomes.

## **6. Holistic Understanding of Students**

Understanding students holistically is key to creating an effective and supportive learning environment. This allows teachers to see students as individuals with uniqueness, potential and diverse needs beyond just academic aspects. With this understanding, teachers can adjust teaching methods and learning strategies according to the learning styles, interests and challenges faced by students (Hanum & Robandi, 2023; Surhayati, 2019).

The research results show something similar to the explanation above where teachers who have a holistic understanding of students show extraordinary abilities in connecting learning with students' real lives, supporting their individual needs, and creating an inclusive and supportive classroom environment. They do not only focus on academic results alone, but also pay attention to the overall development of students in the teaching and learning process.

## **7. Reflection**

Reflection in a learning context is an important process in which teachers critically evaluate their teaching experiences. This allows them to understand what is working, what needs improvement, and how they can continue to grow as

educators. Creative teachers use reflection as a tool to improve the quality of teaching. They use reflection to identify factors that influence the effectiveness of their teaching methods. This supported by Hikmat, et. Al., (2022), reflection assisted English teachers from both the Philippines and Indonesia in identifying their strengths and weaknesses, enabling them to enhance their performance and gain insights for personal growth. In doing so, they can adapt their approach to ensure each student's learning experience is meaningful and effective.

In addition, reflection allows creative teachers to develop new ideas in teaching. By considering what has worked or not in previous experiences, they can test innovative ideas in their classrooms, such as the use of new technology or the integration of material that is more relevant to students' real lives. It can be seen by result of research show that some teachers use digital media in their English language teaching. Apart from that, teachers at Barru Vocational School generally develop teaching materials and materials that are appropriate to their major. For example, in the shipping program, they integrate materials and texts that are relevant to the world of shipping.

Creative teachers also utilize reflection to better understand students' individual needs. By analyzing student responses and progress, they can adjust learning approaches to support each student's unique learning style, interests, and challenges. Finally, reflection helps teachers to respond more responsively to classroom dynamics and changes in student needs. This helps build an inclusive and supportive learning environment for all students in their classrooms. Overall, reflective practice not only improves the quality of teaching, but also helps creative teachers to remain innovative, personalized, and responsive to changes in education and student needs Widyanita et. al., (2023).

## 8. Utilizing Technology

Teachers who are creative in using information technology (IT) in teaching have the ability to create interesting and relevant learning experiences for students. They use a variety of IT tools and applications to design innovative learning, leveraging multimedia, online platforms and collaborative tools to increase student engagement and support the development of 21st century skills Surhayati (2019). With this approach, they not only enrich learning, but also prepare students for success in an increasingly digitally connected world.

This research shows that the use of technology in EFL classes at vocational schools can be realized in various forms that support effective English language learning, namely

### a. Online and Digital Learning Platforms

Some English teachers at vocational schools in Barru Regency use ebook applications, online learning platforms, access to digital reading materials, and facilitate online collaboration and discussions such as quizizz kahoot, canva, live-worksheet, etc. Apart from that, some teachers also use applications for assessment such as Moodle and Google Classroom, as well as other platforms that enable the provision of learning materials, assignments and learning resources online to improve students' reading experience, making the learning process more dynamic and interesting.

According to Sappaile et al, (2023), digital learning platforms have great potential to improve student academic achievement. Apart from that, the digital platform also supports various learning styles by integrating multimedia elements such as videos, Quizizz and simulations. This helps students understand complex material in a more engaging and easy-to-

follow way. By providing a variety of teaching methods, this platform can meet the needs of students who have visual, auditory or kinesthetic learning styles, so that each student can learn in the way that best suits them.

b. Interactive Multimedia

The teachers use cellphones, LCD/projectors, and laptops to display reading texts in interesting formats and use learning videos, audio recordings, images, and animations to explain English concepts visually and auditorily. Based on the research findings, it congruent with Rogti (2023), which found that, some of English teachers usually use various teaching media such as cellphones, laptops, internet, digital projectors, Microsoft PowerPoint, books, posters, picture, real objects, active speakers, videos and YouTube. The advantage of using this teaching media is that it can make students more active in the learning process and help them focus more on understanding the material. However, the weakness is the teacher's difficulty in attracting students' attention.

The use of interactive media in teaching English as a Foreign Language (EFL) has been proven to make a positive contribution to classroom learning. This media not only increases student engagement, but also facilitates better understanding of the material. It supported by (Nabung, 2023; Wirawan, 2020; Rodliyah, 2018), by utilizing technology such as interactive quizzes, simulations, online discussions, and dynamic content settings, teachers can deliver material more relevant to students' interests and needs. This allows adaptation of learning to meet various learning styles, such as visual, auditory, and kinaesthetic, so that each student can learn English effectively according to their preferences. Thus,

the integration of interactive media not only increases interaction in the classroom, but also creates a deeper and more effective learning environment for students in gaining a solid understanding of English.

### **9. Creative Teaching and Effective Teaching Environment, Resource and Materials**

The research highlights the crucial role of creativity in designing effective EFL teaching environments for vocational high school students. Key findings show that integrating interactive methods and technology significantly boosts student engagement and learning outcomes. For example, Teacher A's use of book clubs and collaborative projects, and Teacher D's incorporation of interactive tools like Google Sites, exemplify how such approaches can make learning more engaging. Recent studies support these findings. Smith et al. (2021) found that technology and interactive methods enhance student engagement and language skills, while Johnson and Lee (2022) demonstrated that contextualized learning, connecting lessons to students' vocational interests, increases motivation and academic performance. Based on the findings, Teachers B and C's focus on real-life relevance and authentic materials further aligns with these results. For instance, Teacher B's projects related to students' majors and Teacher C's use of vocational videos enhance the practical application of language skills. Collaborative and creative projects, as noted by Teachers A and E, also prove effective in fostering teamwork and practical language use. Overall, these creative and student-centered methods are shown to significantly enhance motivation and engagement in EFL learning, supported by recent research. Designing creative and relevant teaching materials is essential for improving engagement and outcomes in EFL for vocational students. The use of interactive methods, technology, and contextually relevant projects,

supported by recent studies, underscores the effectiveness of these approaches in creating dynamic and effective learning experiences.

### **10. Original and Effective Ideas**

In this study, we explored the creativity of vocational high school teachers in implementing innovative methods for teaching English as a Foreign Language (EFL). The findings illustrate a diverse range of creative approaches that significantly enhance students' engagement and learning outcomes.

#### **a. Reading Journal to Improve Reading and Reflection Skills**

Based on findings, Teacher A's implementation of the "Reading Journal" method focuses on enhancing reading comprehension and personal reflection. Students record their readings and reflections, which helps deepen their engagement with texts. A study by Lim and Kim (2022) supports this approach, demonstrating that reflective journaling enhances students' metacognitive skills and academic performance.

#### **b. Collaborative Projects in EFL Classes for Vocational Related Text Analysis**

Findings showed that Teacher B's use of collaborative projects involves students working in teams to analyze and present vocationally relevant texts. In line with this, Smith, Thompson, and Davis (2021) support this method, showing that collaborative learning enhances language proficiency and teamwork skills. This study highlights the effectiveness of collaborative projects in vocational contexts, reinforcing the earlier finding that such methods promote higher-order thinking and prepare students for professional environments.

c. Independent Research Based on Industry Interests to Improve Reading Skills

Teacher C's approach encourages students to conduct independent research on industry-specific topics, increasing engagement through relevant content. A recent study by O'Connor and Murray (2023) found that engaging with industry-related materials enhances student motivation and reading skills. This study supports the idea that connecting learning materials with students' vocational interests improves engagement and comprehension, consistent with previous research on the benefits of relevance in education.

d. Multimedia Presentation with Digital Storytelling to Sharpen Reading Skills

Teacher D's use of digital storytelling and multimedia presentations enhances reading skills by making learning interactive and engaging. Garcia and Ellis (2023) found that digital storytelling improves language skills by providing creative expression opportunities for students. This recent research supports the effectiveness of digital storytelling in fostering comprehension and engagement, aligning with earlier findings on the benefits of multimedia tools in language learning.

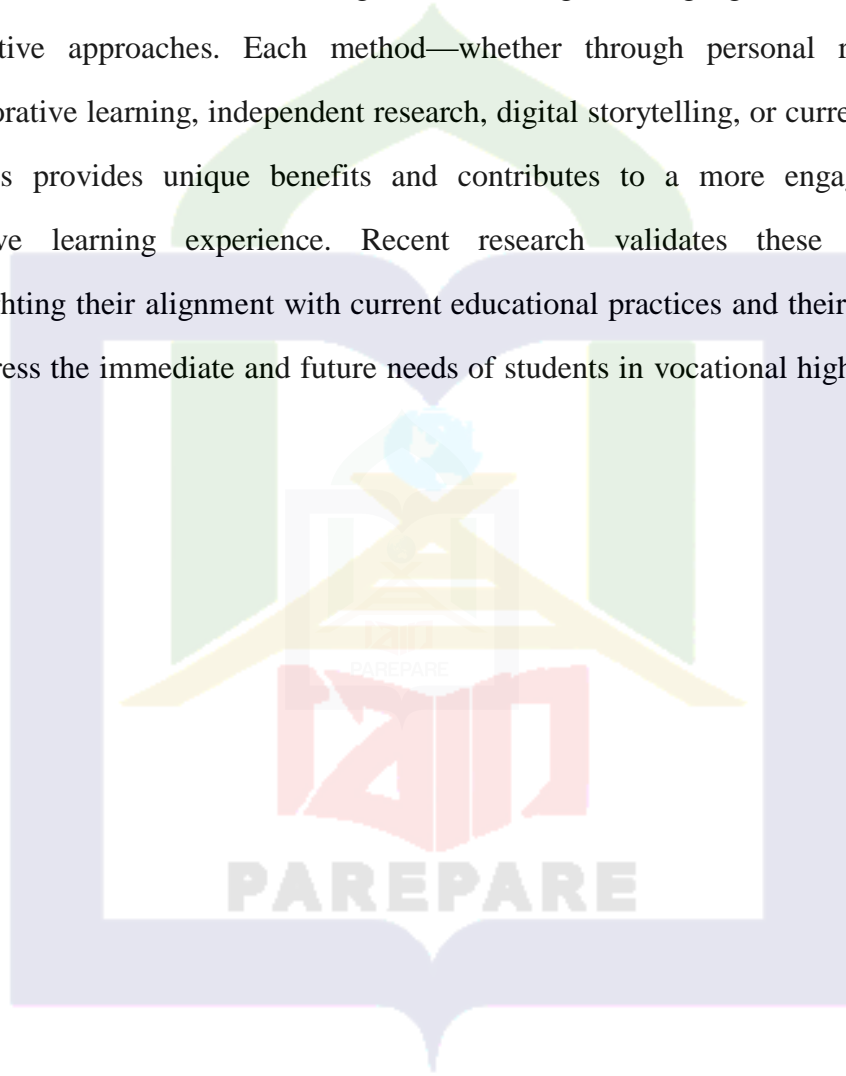
e. Weekly News Journal to Improve Reading and Discussion Skills

Teacher's Weekly News Journal involves students analyzing and discussing current news articles, which strengthens reading and discussion skills. Wang and Zhang (2021) found that incorporating current events into the curriculum enhances critical thinking and language skills. This study underscores the benefits of engaging with



real-world issues to improve language proficiency, supporting previous research on the effectiveness of current events in language learning.

The creative methods employed by the teachers in this study demonstrate a strong commitment to enhancing students' English language skills through innovative approaches. Each method—whether through personal reflection, collaborative learning, independent research, digital storytelling, or current events analysis provides unique benefits and contributes to a more engaging and effective learning experience. Recent research validates these methods, highlighting their alignment with current educational practices and their potential to address the immediate and future needs of students in vocational high schools.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

Chapter V presents conclusions and recommendations from the research. This section summarizes the main findings, highlights the importance of creativity in EFL teaching, and provides practical suggestions for teachers, educational institutions and policy makers.

#### *A. Conclusion*

This research found that EFL teachers at SMK Barru in carrying out teaching planning preparation and development adapt creative planning in accordance with the curriculum and government standards, using methods such as collaborative, experience-based learning and community-based projects to create relevant learning experiences. EFL teachers also focus on a student-centered approach to increase their engagement through technology, collaborative projects, and the connection of material to real life. The use of a variety of methods and media by EFL teachers creates a dynamic learning atmosphere; media such as videos, digital applications, and language games make learning more interesting and suit students' various learning styles. Effective classroom management reflects teacher creativity in creating a conducive learning environment, using various methods such as technology, discussions and collaborative projects to increase engagement and relevance of learning.

EFL teachers connect learning to real life, support individual needs, and create an inclusive classroom environment. They assess and adapt methods to support students' overall development. they also carry out Reflection which helps them assess the effectiveness of learning methods by analyzing student feedback and evaluation results, allowing adjustments to materials and strategies to improve learning outcomes. Despite facing challenges in managing multiple learning styles,

adapting materials, and keeping students engaged, EFL teachers overcome these challenges through collaboration, professional training, and designing relevant and engaging activities. EFL teachers' creativity is seen in the use of technology to create engaging learning experiences, utilizing tools such as instructional videos, VR, and interactive platforms such as Quizizz, Kahoot, and Liveworksheet. They also design innovative teaching materials by integrating non-conventional technology and strategies, such as collaborative projects and interactive applications, to increase student motivation and interest. Additionally, EFL teachers demonstrated creativity in developing original learning ideas such as the “Reading Journal” and “Weekly News Journal,” as well as collaborative projects to enhance students' experiences and abilities in reading and writing.

This research shows that teachers' creativity in teaching EFL classroom at vocational schools in Barru is very diverse. This conclusion emphasizes the importance of innovation and creativity in teaching, as well as the need for ongoing support for teachers in developing and implementing effective teaching strategies.

### ***B. Suggestions***

This research presents a number of suggestions originating from the results of research and analysis that have been presented previously. By considering the findings that have been described, here are several recommendations that can be implemented to improve the effectiveness of learning English as a Foreign Language in Vocational High Schools (SMK)

1. Teachers need to regularly attend training to update their EFL teaching skills creatively and utilize technology to make learning more interesting. Learning approaches must be student-centered, with methods that meet their needs and

learning styles. Continuous reflection and assessment are essential to improving teaching strategies.

2. Policymakers must provide budgets and ongoing training programs for teachers, as well as investment in technology infrastructure in schools. Policies that support student-centered learning and evaluation of innovative teaching practices should be implemented.
3. Educational institutions need to support teachers' professional development by providing the necessary training and resources, as well as ensuring access to facilities and technology. An environment that supports innovation in teaching and learning must be created.
4. For future researchers, it is recommended to further explore the specific impact of creative teaching methods in various vocational contexts and develop more effective training models for EFL teachers in vocational schools. Further research could also focus on the integration of technology in EFL teaching and long-term evaluation of the effectiveness of student-centered learning strategies.

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# APPENDICES

## APPENDIX 1

### RECOMMENDATION LETTERS

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
**PASCASARJANA**  
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B-163/In.39/PP.00.09/PPS.05/02/2024 26 Februari 2024  
Lampiran : -  
Perihal : Permohonan Rekomendasi Izin Penelitian

Yth. **Bapak Bupati Barru**  
Cq. **Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu**

Di  
Tempat

*Assalamu Alaikum Wr. Wb.*

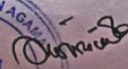
Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana IAIN Parepare tersebut di bawah ini :


Nama : RAHMANIA NINGSIH  
NIM : 2020203879102011  
Program Studi : Tadris Bahasa Inggris  
Judul Tesis : Teachers' Creativity in EFL Teaching Classroom of Vocational High Schools at Barru Regency

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan **Februari sampai April Tahun 2024**

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

*Assalamu Alaikum Wr. Wb.*

Direktur,  
  
Dr. Hj. Darmawati, S.Ag., M.Pd  
NIP. 19720703 199803 2 001





PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936  
Website : <http://simap-new.sulselprov.go.id> Email : [ptsp@sulselprov.go.id](mailto:ptsp@sulselprov.go.id)  
Makassar 90231

Nomor : 12092/S.01/PTSP/2024 Kepada Yth.  
Lampiran : - Kepala Dinas Pendidikan Prov.  
Sulawesi Selatan  
Perihal : Izin penelitian

di-  
Tempat

Berdasarkan surat Direktur PPs Institut Agama Islam Negeri Parepare Nomor :  
B.491/IN.39/PP.00.9/PPS.05/05/2024 tanggal 15 Mei 2024 perihal tersebut diatas,  
mahasiswa/peneliti dibawah ini:

Nama : RAHMANIA NINGSIH  
Nomor Pokok : 2020203879102011  
Program Studi : Tadris Bahasa Inggris  
Pekerjaan/Lembaga : LEMBAGA  
Alamat : Jl. Amal Bakti No. 08, Soreang Parepare

Bermaksud untuk melakukan penelitian di daerah/kantor saudara , dengan judul :

“Teachers’ Creativity in EFL Teaching Classroom of Vocational High Schools at  
Barru Regency”

Yang akan dilaksanakan dari : Tgl. 10 April - 10 Mei 2024

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud  
dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
Pada tanggal 8 April 2024

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU  
SATU PINTU PROVINSI SULAWESI SELATAN



ASRUL SANI, S.H., M.Si.  
Pangkat : PEMBINA TINGKAT I  
Nip : 19750321 200312 1 008

Tembusan Yth

1. Direktur PPs Institut Agama Islam Negeri Parepare;
2. Peringgal.



**PEMERINTAH KABUPATEN BARRU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Mal Pelayanan Publik Masiga Lt. 1-3 Jl. Iskandar Unru Telp. (0427) 21662, Fax (0427) 21410  
<http://dpmpstpk.barrukab.go.id> ; e-mail : [barrudpmpstpk@gmail.com](mailto:barrudpmpstpk@gmail.com) .Kode Pos 90711

Barru, 2 April 2024

Kepada

Nomor : 165/IP/DPMPSTP/IV/2024  
Lampiran : -  
Perihal : Izin Penelitian

Yth. 1. Kepala SMK Negeri 1 Barru  
2. Kepala SMK Negeri 2 Barru  
3. Kepala SMK Negeri 4 Barru

di -  
Tempat

Berdasarkan Surat dari Direktur Pascasarjana IAIN Parepare Nomor:  
B-189/In.39/PP.00.9/PPS.05/02/2024 perihal tersebut di atas, maka Mahasiswa di bawah ini :

Nama : RAHMANIA NINGSIH  
Nomor Pokok : 2020203879102011  
Program Studi : TADRIS BAHASA INGGRIS  
Perguruan Tinggi : IAIN PAREPARE  
Pekerjaan : MAHASISWI (S2)  
Alamat : GRAHA MIRDIN KASIM BLOK A/8 DESA BOJO KEC. MALLUSETASI KAB. BARRU

Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/Kantor Saudara yang berlangsung mulai tanggal 10 April 2024 s/d 10 Mei 2024, dalam rangka penyusunan Tesis dengan judul :

**TEACHERS' CREATIVITY IN EFL CLASSROOM OF VOCATIONAL HIGH SCHOOLS AT BARRU REGENCY**

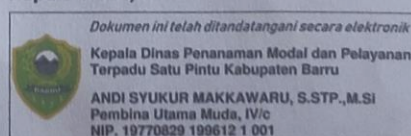
Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD(Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang Undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) eksampelar copy hasil penelitian kepada Bupati Barru Cq. Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kabupaten Barru;
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin in tidak mentaati ketentuan tersebut di atas.

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara, (i) untuk memberikan bantuan fasilitas seperlunya.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.

Kepala Dinas,



**TEMBUSAN** : disampaikan Kepada Yth.

1. Bapak Bupati (sebagai laporan);
2. Kepala Bappelitbangda Kab. Barru;
3. Kepala Kantor Cabang Dinas Pendidikan Wilayah VIII Parepare;
4. Direktur Pascasarjana IAIN Parepare;
5. Mahasiswa yang bersangkutan.



## APPENDIX 2

### RESEARCH FINISHED LETTER

**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENDIDIKAN**  
**UPT SMK NEGERI 1 BARRU**  
Alamat : Jalan Melati No. 57 Barru Telp/Fax (0427) 21127  
e-mail : smkn01barru@gmail.com. Website : smkn1barru.sch.id.

**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**  
Nomor : 421.5/134-UPT SMK.1/WILVIII/PSB.3/DISDIK

Yang bertandatangan dibawah ini:

Nama : MUHAMMAD IDRIS, S.Pd  
Nip : 197608242006041015  
Jabatan : Kepala UPT SMKN 1 Barru

Dengan ini menyatakan bahwa mahasiswa yang beridentitas:

Nama : RAHMANIANINGSIH  
NIM : 2020203879102011  
Program Studi : Tadris Bahasa Inggris, IAIN Parepare

Telah selesai melakukan penelitian di UPT SMKN 1 Barru terhitung mulai tanggal 10 April s.d 7 Mei 2024 untuk memperoleh data penelitian dalam rangka penyusunan tesis yang berjudul "TEACHERS' CREATIVITY IN EFL CLASSROOM OF VOCATIONAL HIGH SCHOOLS AT BARRU REGENCY"

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Barru, 7 Mei 2024  
Kepala UPT SMKN 1 Barru

  
**Muhammad Idris, S.Pd**  
NIP. 197608242006041015

PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE



**PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
UPT SATUAN PENDIDIKAN SMK NEGERI 4 BARRU**

Alamat : Doi-Doi, Kelurahan Mattappawalie, Kec. Pujananting, Kab. Barru 90762  
Email : [smkn4barru@gmail.com](mailto:smkn4barru@gmail.com),

**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**  
NOMOR.422/072-UPT.SMK.4/BARRU/DISDIK

Yang bertandatangan dibawah ini :

Nama : ABDUL KADIR S.Pd.,M.Pd.  
NIP : 19710508 199502 1 001  
Jabatan : Kepala UPT SMKN 4BARRU

Dengan ini menyatakan bahwa mahasiswa yang beridentitas:

Nama : RAHMANIANINGSIH  
NIM : 2020203879102011

Program Studi : Tadris Bahasa Inggris, IAIN Parepare

Telah Selesai melakukan Penelitian di UPT SMKN 4 BARRU terhitung mulai tanggal 10 April s.d 08 Mei 2024 untuk Memperoleh data penelitian dalam rangka Penyusunan Tesis yang berjudul "TEACHER CREATIVITY IN EFL CLASSROOM OF VOCATIONAL HIGH SCHOOLS AT BARRU REGENCY"

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Barru, 08 Mei 2024  
Kepala SMKN 4 Barru



**ABDUL KADIR, S.Pd., M.Pd.**  
NIP. 19710508 199502 1 001



**PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
UPT SMK NEGERI 2 BARRU**

Alamat: Jl. Pendidikan, Desa Pancana, Kec. Tanete Rilau, Kab. Barru 90761 Prov. Sulawesi Selatan  
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**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**

Nomor : 421.S/144/TU.KEP/SMKN2BR/V/24

Yang bertandatangan di bawah ini :

Nama : Drs. Arifin  
NIP : 19650415 198903 1 021  
Jabatan : Kepala UPT SMKN 2 Barru


Dengan ini menyatakan bahwa mahasiswa yang beridentitas :

Nama : Rahmanianingsih  
NIM : 2020203879102011  
Program Studi : Tadris Bahasa Inggris, IAIN Parepare

Telah selesai melakukan penelitian di UPT SMKN 2 Barru terhitung mulai tanggal 10 April sampai dengan 5 Mei 2024 untuk memperoleh data penelitian dalam rangka penyusunan tesis yang berjudul "TEACHERS' CREATIVITY IN EFL CLASSROOM OF VOCATIONAL HIGH SCHOOLS AT BARRU REGENCY".

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Barru, 07 Mei 2024  
Kepala UPT SMK Negeri 2 Barru



**Drs. ARIFIN**  
NIP 19650415198903 1 021

## APPENDIX 3

### INTERVIEW GUIDELINESS

Nama Mahasiswa : Rahmania Ningsih  
NIM : 20202038791020011  
Program Studi : Tadris Bahasa Inggris  
Judul Thesis : Teachers' Creativity in EFL Teaching Classroom of Vocational High Schools at Barru Regency

#### INTERVIEW GUIDE

ASPECT	INDICATORS	QUESTIONS
<b>Mastery in Effective Lesson Planning</b>	<ul style="list-style-type: none"><li>• Design learning relevant with curriculum and standard</li><li>• Plan the creative teaching method</li></ul>	<ol style="list-style-type: none"><li>1. Bagaimana anda menyelaraskan metode pengajaran kreatif anda dengan kurikulum EFL yang ditetapkan pemerintah?</li><li>2. Bagaimana Anda memastikan bahwa metode pengajaran kreatif Anda memenuhi tujuan pembelajaran dan kompetensi yang dibutuhkan?</li></ol>
<b>Student Centered Learning</b>	<ul style="list-style-type: none"><li>• Adapting Teaching Methods to Meet Student Needs and Interests</li><li>• Collaborative Activities and Projects to Increase Student Engagement</li><li>• Student Engagement</li></ul>	<ol style="list-style-type: none"><li>3. Bagaimana Anda menyesuaikan metode pengajaran Anda untuk memenuhi kebutuhan dan minat yang beragam dari siswa Anda?</li><li>4. Bisakah Anda menjelaskan kegiatan atau proyek kolaboratif apa pun yang Anda gunakan untuk meningkatkan keterlibatan dan pembelajaran siswa?</li><li>5. Bagaimana Anda menilai keterlibatan siswa dan hasil pembelajaran di kelas EFL Anda?</li></ol>
<b>Effective Class Management</b>	<ul style="list-style-type: none"><li>• Ensure Teaching Methods That Are Attractive to Students</li></ul>	<ol style="list-style-type: none"><li>6. Bagaimana Anda mengelolah kelas dengan baik dan memastikan metode pengajaran Anda menarik bagi siswa?</li></ol>

	<ul style="list-style-type: none"> <li>• Facing Challenges in Attracting Students' Interest in Reading in English Class</li> <li>• Examples of Creative Teaching Strategies in the EFL Classroom</li> <li>• Ensure the Relevance and Benefits of Reading Materials for Learning Reading Skills</li> </ul>	<p>7. Apa tantangan terbesar yang Anda hadapi dalam menarik minat siswa untuk membaca dalam pembelajaran bahasa Inggris di kelas?</p> <p>8. Bisakah Anda memberikan contoh strategi pengajaran kreatif atau kegiatan yang anda gunakan di kelas EFL?</p> <p>9. Bagaimana anda memastikan bahwa bahan bacaan yang dipilih siswa tetap relevan dan bermanfaat untuk pembelajaran keterampilan membaca (reading) bahasa Inggris di kelas?</p>
Holistic Understanding of student	<ul style="list-style-type: none"> <li>• Identifying Student Characteristics and Needs</li> <li>• Integrating Student Interests in Learning Application of the Differentiation Approach and its Impact</li> </ul>	<p>10. Bagaimana anda mengidentifikasi karakteristik dan kebutuhan unik setiap siswa dalam pembelajaran keterampilan membaca (reading) bahasa Inggris di kelas?</p> <p>11. Bagaimana anda menerapkan pendekatan diferensiasi dalam kelas keterampilan membaca (reading) bahasa Inggris, dan apa dampaknya terhadap perkembangan akademik dan pribadi siswa di kelas ?</p>
Reflection	<ul style="list-style-type: none"> <li>• Evaluating the Effectiveness of Teaching Methods</li> <li>• Adjustment of Teaching Strategies After Reflection</li> </ul>	<p>1. Bagaimana anda mengevaluasi efektivitas metode pengajaran keterampilan membaca (reading) yang anda gunakan berdasarkan respons dan hasil belajar siswa di kelas?</p> <p>12. Bagaimana proses penyesuaian strategi mengajar keterampilan membaca (reading) anda setelah melakukan refleksi di kelas?</p>
Challenges in Creative development of teaching	<ul style="list-style-type: none"> <li>• Challenges</li> <li>• Supported</li> </ul>	<p>13. Apa tantangan yang Anda hadapi dalam menerapkan strategi pengajaran kreatif di kelas EFL Anda?</p> <p>14. Bagaimana Anda mengatasi tantangan-tantangan ini?</p> <p>15. Jenis dukungan atau sumber daya apa yang menurut Anda diperlukan untuk meningkatkan kreativitas dalam pengajaran EFL?</p>
Strategy in Creating motivating learning environment	<ul style="list-style-type: none"> <li>• Creative Teaching Methods on Student Motivation and Engagement</li> <li>• Improving Student</li> </ul>	<p>16. Bagaimana menurut Anda metode pengajaran kreatif Anda mempengaruhi motivasi dan keterlibatan siswa?</p> <p>17. Bisakah Anda berbagi contoh spesifik di</p>

	Performance with Creative Teaching Methods	mana Anda melihat peningkatan signifikan dalam kinerja siswa karena metode pengajaran kreatif?
Utilizing technology	<ul style="list-style-type: none"> <li>• Integration of Multimedia Tools in Lessons: Specific Examples</li> <li>• The Role of Real World Applications in Teaching Methods</li> </ul>	<p>18. Bagaimana Anda mengintegrasikan alat multimedia dalam pelajaran Anda? Bisakah Anda memberikan contoh spesifik?</p> <p>19. Peran apa yang dimainkan oleh aplikasi dunia nyata dalam metode pengajaran Anda?</p>
Creative in idea development	<ul style="list-style-type: none"> <li>• Material learning development</li> </ul>	<p>20. Bagaimana anda menentukan bahwa materi pembelajaran yang Anda kembangkan relevan dan menarik bagi siswa dalam konteks pengajaran bahasa Inggris di kelas?</p>

*Modified and Adopted by (Richard (2013); Khodabakhshzadeh, et al 2018; Hanum & Robandi (2023); Sukma (2023).*



## APPENDIX 5

## TRANSCRIPT OF INTERVIEW

## 1. The First Research Subject

Hari/tanggal : 15 April 2024  
 Waktu : 13.30-14.15  
 Lokasi : Tanete  
 Narasumber (N1) : Astri Ekawati, S.Pd.  
 Pewawancara (P) : Rahmania Ningsih

P : **Assalamualaikum Ibu. Bagaimana kabarta? Boleh saya minta waktunya sebentar? Izin mau melakukan wawancara dengan kita terkait penelitian saya yang sudah saya infokan tempo hari lewat telfon.**

N1 : Waalaikumsalam wr wb. Alhamdulillah baik, mudah-mudahan kita juga baik bu. Lamanyami nda ketemu di, terakhir wakt MGMP. Oiye silahkan bu diwawancara. Apa judul penelitian ta' kah?

Introduction

P : **Tentang kreativitas guru dalam mengajar Bahasa Inggris di SMK bu, kan kita tauji kalau di SMK agak sedikit berbeda dengan SMA dimana fokusnya lebih mengutamakan pembelajaran yang menghasilkan pengetahuan dan keterampilan terkait dengan bidang kejuruan. Nah, penelitian saya kali ini ingin menggali seperti apa bentuk kreativitas guru di SMK 2 dalam mengajar Bahasa Inggris terkhusus pada skill reading.**

N1 : Wah, menarik sekali. Jadi, apa yang ingin Ibu tanyakan?

P : **Sebelum saya masuk ke inti pertanyaan, bisa Ibu jelaskan latar belakang mengajar dan pengalaman Ibu dalam mengajar EFL? dan berapa lama Ibu telah mengajar Bahasa Inggris di Sekolah Menengah Kejuruan ini?**

General questions

N1 : Kalau saya sudah mengajar Bahasa Inggris kurang lebih 10 tahun di SMK 2. Tapi dulu pernah sempat mengabdikan di SMA Mangkoso.

P : **Oiyaa, pertanyaan pertama ini Bu, saya ingin tau dulu bagaimana pendapat Ibu mengenai kreativitas dalam mengajar? Apa kreativitas itu menurut Ibu? Bagaimana Ibu mendefinisikan kreativitas dalam konteks pengajaran Bahasa Inggris sebagai Bahasa Asing (EFL)?**

Creative in teaching

N1 : Menurut saya, kreativitas dalam pengajaran EFL melibatkan penggunaan metode inovatif untuk memberdayakan siswa mengeksplorasi bahasa Inggris dalam konteks yang bermakna.

P : **Bagaimana ibu menyesuaikan metode pengajaran kreatif ibu dengan kurikulum EFL yang ditetapkan pemerintah?**

Standart and curriculum

- N1 Strategi pengajaran kreatif yang saya lakukan adalah biasanya dengan membuat **pembelajaran berbasis proyek**. Misalnya siswa saya minta membuat portofolio digital misalnya menggunakan canva yang menampilkan kemampuan bahasa Inggris mereka melalui presentasi multimedia terkait tema kejuruan. Misalnya, pada jurusan multimedia mereka saya minta membuat video yang menunjukkan proses teknis penggunaan kamera DSLR.
- P **Trus, bagaimana Ibu memastikan bahwa metode pengajaran kreatif Ibu memenuhi tujuan pembelajaran dan kompetensi yang dibutuhkan?**
- N1 Saya selalu mulai dengan **memahami secara mendalam tujuan pembelajaran** sehingga kompetensi reading skill yang ditetapkan dalam kurikulum ini melibatkan pemahaman tentang target pencapaian siswa, seperti kemampuan memahami teks, menemukan ide pokok, dan menganalisis informasi dari bacaan. Dengan pemahaman tersebut saya dapat memastikan keterlibatan dengan mengaitkan pembelajaran dengan kehidupan sehari-hari di dunia nyata yang relevan dengan minat kejuruan siswa, mendorong partisipasi aktif dan diskusi.
- P **Bagaimana Ibu menyesuaikan metode pengajaran Ibu untuk memenuhi kebutuhan dan minat yang beragam dari siswa Ibu?**
- N1 Saya mulai dengan **memahami latar belakang, minat, dan gaya belajar masing-masing siswa melalui asesmen diagnostik**, kemudian saya memilih materi ajar yang sesuai dengan jurusan dan minat siswa untuk meningkatkan keaktifan mereka dalam pembelajaran. saya memanfaatkan teknologi seperti platform online untuk menyediakan pengalaman belajar yang interaktif dan sesuai dengan minat siswa. Seperti aplikasi quizziz, Kahoot atau duolingo.
- P **Bisakah Ibu menjelaskan kegiatan atau proyek kolaboratif apa pun yang Ibu gunakan untuk meningkatkan keterlibatan dan pembelajaran siswa?**
- N1 Misalnya di jurusan Teknik Sepeda Motor (TBSM), **saya menerapkan proyek kolaboratif dimana siswa bekerja dalam tim untuk merencanakan dan melaksanakan perawatan atau modifikasi kendaraan**. Mereka membaca panduan teknis, mengidentifikasi bagian yang perlu diganti atau dimodifikasi, dan mengevaluasi proses kerja mereka dalam bahasa Inggris melalui laporan proyek atau presentasi akhir.
- P **Bagaimana ibu menilai keterlibatan siswa dan hasil pembelajaran di kelas EFL Ibu?**
- N1 Saya menilai keterlibatan siswa melalui **partisipasi aktif dalam diskusi, kolaborasi dalam proyek-proyek, dan respons terhadap materi pembelajaran**
- P **Bagaimana cara Ibu mengelola kelas dengan baik dan memastikan metode pengajaran Ibu menarik bagi siswa?**
- N1 Saya mulai dengan menata ruang kelas dan berusaha menciptakan lingkungan kelas yang kondusif. Saya juga melakukan kegiatan refleksi siswa, guru menanyakan kepada siswa terkait kepuasan mereka

Student  
centered  
learning

Strategy  
creative in  
teaching  
(Effective  
Management



- mengikuti pembelajaran hari itu. Untuk metode dan materi pelajaran saya berusaha **memilih materi yang relevan dan menarik bagi siswa dan menggunakan variasi pendekatan pembelajaran**, seperti diskusi, simulasi, dan penggunaan teknologi, serta merancang aktivitas yang menantang dan memberikan umpan balik yang konstruktif. (Class)
- P **Apa tantangan terbesar yang Ibu hadapi dalam menarik minat siswa untuk membaca dalam pembelajaran bahasa Inggris di kelas?**
- N1 Salah satu tantangan terbesar adalah **menemukan bahan bacaan yang sesuai dengan minat dan tingkat siswa yang beragam**. Saya juga berusaha untuk membuat aktivitas membaca menarik dan relevan dengan kehidupan siswa, serta mengatasi tantangan motivasi siswa terhadap kegiatan membaca dalam bahasa Inggris
- P **Bisakah Ibu memberikan contoh strategi pengajaran kreatif atau kegiatan yang Ibu gunakan di kelas EFL?**
- N1 Sebagai contoh, saya sering menggunakan proyek kolaboratif di mana siswa bekerja dalam kelompok untuk membuat presentasi tentang topik bahasa Inggris tertentu seperti yang saya jelaskan sebelumnya. Saya juga pernah menerapkan proyek Desain Grafis Berbasis Bahasa Inggris dimana Siswa diberi tugas untuk merancang poster atau brosur menggunakan bahasa Inggris. Disini mereka tidak hanya belajar tentang prinsip desain visual tetapi juga berlatih dalam menyampaikan pesan dengan jelas dalam bahasa asing
- P **Bagaimana Ibu mengidentifikasi karakteristik dan kebutuhan unik setiap siswa dalam pembelajaran keterampilan membaca bahasa Inggris di kelas?**
- N1 Saya mengidentifikasi karakteristik dan kebutuhan unik siswa dengan melakukan observasi terhadap gaya belajar mereka, mengumpulkan data melalui tes awal atau survei, serta berinteraksi secara individu untuk memahami preferensi mereka terhadap topik bacaan dan metode pembelajaran.
- P **Bagaimana Ibu menerapkan pendekatan diferensiasi dalam kelas keterampilan membaca bahasa Inggris, dan apa dampaknya terhadap perkembangan akademik dan pribadi siswa di kelas?**
- N1 Saya menggunakan pendekatan diferensiasi dengan menyediakan bacaan yang sesuai dengan tingkat kemampuan siswa, misalnya siswa yang lebih mahir dapat membaca artikel berita atau esai yang lebih kompleks, sementara siswa dengan kemampuan yang rendah dapat fokus pada cerita pendek atau artikel ringan dengan kosakata dasar. Kedua, saya memanfaatkan media. Hal ini tidak hanya meningkatkan motivasi dan keterlibatan siswa tetapi juga mendukung perkembangan akademik mereka dengan membangun kepercayaan diri dan kemampuan membaca yang lebih baik. Secara pribadi, pendekatan ini membantu setiap siswa merasa dihargai dan didukung dalam perjalanan pembelajaran mereka.
- P **Bagaimana ibu mengevaluasi efektivitas metode pengajaran keterampilan membaca (reading) yang ibu gunakan berdasarkan respons dan hasil belajar siswa di kelas?**
- N1 Saya mengevaluasi efektivitas metode pengajaran membaca dengan mengamati tanggapan siswa secara langsung selama pembelajaran
- Holistic understanding of student and differentiation approach
- Reflection

melalui tahapan refleksi. Saya melihat seberapa aktif mereka terlibat dalam diskusi dan aktivitas membaca, serta bagaimana mereka menerapkan strategi yang diajarkan. Selain itu, saya menggunakan penilaian formatif seperti kuis singkat atau diskusi kelompok untuk mengukur pemahaman mereka secara langsung. Hasil belajar siswa, seperti peningkatan dalam kemampuan memahami teks, juga menjadi tolok ukur utama.

P **Bagaimana proses penyesuaian strategi mengajar keterampilan membaca (reading) ibu setelah melakukan refleksi di kelas?**

N1 Setelah mengajar, saya secara teratur merefleksikan pengalaman kelas saya. Saya meninjau bagaimana respon siswa terhadap materi dan strategi yang saya terapkan. Saya menanyakan pada diri sendiri apakah metode pembelajaran tersebut mencapai tujuan yang saya tetapkan, dan apakah ada bagian dari pembelajaran yang bisa diperbaiki. Proses ini melibatkan evaluasi secara kritis terhadap efektivitas strategi pembelajaran, seperti apakah bahan bacaan sesuai dengan tingkat pemahaman siswa, atau apakah saya dapat meningkatkan interaksi mereka dalam diskusi kelompok atau aktivitas lainnya. Setelah refleksi ini, saya menyesuaikan rencana pembelajaran berikutnya dengan mengintegrasikan perubahan yang diperlukan untuk meningkatkan hasil belajar siswa dan memastikan pembelajaran tetap menarik dan bermakna bagi mereka."

P **Apa tantangan yang Ibu hadapi dalam menerapkan strategi pengajaran kreatif di kelas EFL Ibu?**

N1 Salah satu tantangan utama saya adalah menyesuaikan strategi pembelajaran kreatif dengan beragam gaya belajar siswa juga bisa menjadi tantangan, karena setiap siswa memiliki preferensi dan kebutuhan belajar yang berbeda

P **Bagaimana Ibu mengatasi tantangan-tantangan ini?**

N1 Untuk mengatasi tantangan ini, saya secara proaktif berkolaborasi dengan sesama guru dan berbagi ide-ide untuk mengembangkan strategi pembelajaran yang lebih kreatif dan efektif. Saat ini di kurikulum Merdeka, ada komunitas belajar guru di sekolah, disitu saya jadikan wadah untuk saling berbagi dan berkolaborasi dengan rekan sejawat dalam menciptakan ide kreatif dalam pengajaran. Selain itu, saya juga terus belajar dan mengikuti pelatihan profesional untuk mengembangkan diri seperti mengikuti pelatihan mandiri pada PMM, lokakarya, dan program pelatihan lainnya oleh dinas dan kemendikbudristek

Challenges  
and supported

P **Jenis dukungan atau sumber daya apa yang menurut Ibu diperlukan untuk meningkatkan kreativitas dalam pengajaran EFL?**

N1 Tentu saja dukungan dari sekolah dan pemangku kepentingan di dunia Pendidikan. Pelatihan, workshop yang berfokus pada pengembangan metode pengajaran inovatif adalah hal yang dapat membantu saya sebagai guru dalam meningkatkan kreativitas dalam pembelajaran saya bu.

P **Bagaimana menurut Ibu, metode pengajaran kreatif Ibu mempengaruhi motivasi dan keterlibatan siswa?**

N1 Dengan memanfaatkan pendekatan yang lebih interaktif, seperti proyek

Creative  
learning  
environment

- kolaboratif, dan penggunaan teknologi dalam pembelajaran, saya melihat siswa saya lebih terlibat dan bersemangat untuk belajar. Mereka terlihat lebih merasa dilibatkan dalam proses pembelajaran karena materi yang diajarkan relevan dengan kehidupan mereka sehari-hari atau minat pribadi mereka. Selain itu, pendekatan ini membantu membangun rasa percaya diri mereka karena mereka dapat melihat kemajuan langsung dalam keterampilan bahasa Inggris mereka. **and its impact**
- P **Bisakah Ibu memberikan contoh strategi pengajaran kreatif atau kegiatan yang Ibu gunakan di kelas EFL untuk meningkatkan keterlibatan siswa dalam keterampilan membaca?**
- N1 Contohnya saya pernah menerapkan strategi book clubs dimana saya membentuk kelompok-kelompok kecil di kelas dan setiap kelompok membaca buku atau cerita pendek dalam bahasa Inggris yang sesuai dengan tingkat kemampuan mereka. Setelah membaca, mereka bertemu secara teratur untuk mendiskusikan plot, karakter, dan tema yang mereka temui
- P **Bagaimana Ibu mengintegrasikan alat multimedia dalam pelajaran Ibu?**
- N1 Saya mengintegrasikan alat multimedia dalam pelajaran saya sebagai sarana untuk memperkaya pengalaman belajar siswa, memvisualisasikan konsep-konsep yang kompleks, dan meningkatkan keterlibatan mereka dalam pembelajaran. Sebagai contoh, saya menggunakan video pembelajaran untuk mengilustrasikan situasi-situasi kehidupan nyata yang melibatkan penggunaan bahasa Inggris. Misalnya, saya memilih video yang menampilkan percakapan antara penutur asli bahasa Inggris dalam konteks sehari-hari seperti di pasar. Siswa diminta untuk memahami percakapan tersebut, mengidentifikasi kosakata baru, dan menanggapi pertanyaan terkait. **Utilizing technology**
- P **Peran apa yang dimainkan oleh aplikasi dunia nyata dalam metode pengajaran Ibu?**
- N1 Penerapan di dunia nyata adalah hal yang utama; misalnya, siswa diajarkan cara membuat dan mempresentasikan proposal bisnis (business project) dalam bahasa Inggris yang selaras dengan kejuruan mereka. **Contextual teaching and learning**
- P **Bisakah ibu memberikan contoh ide asli yang Ibu kembangkan untuk mengajar keterampilan membaca (reading) bahasa inggris di kelas?**
- N1 Saya mengembangkan konsep "Reading journal" di mana setiap siswa memiliki buku jurnal/catatan kecil yang berisi daftar bacaan literatur Bahasa Inggris yang mereka telusuri selama semester atau tahun ajaran. Setiap kali siswa menyelesaikan bacaan, mereka menulis ringkasan singkat atau refleksi pribadi mereka di dalam jurnal tersebut. **Creative in idea development**
- P **Saya kira cukup yah bu. Terimakasih atas waktu dan kerja samanya. Sebentar saya izin mengambil dokumentasi yah**
- N1 Iye siap. sama -sama bu, semoga ujiannya sukses.

## 2. The Second Research Subject

Hari/tanggal : 16 April 2024  
 Waktu : 10.00-11.30  
 Lokasi : Ruang Guru SMK Negeri 2 Barru  
 Narasumber (N1) : Eriska Yuliani, S.Pd.  
 Pewawancara (P) : Rahmania Ningsih

P : **Sebelumnya terimakasih atas waktu yang diberikan, Minta maaf ini sudah mengganggu. Kita tau ji mungkin maksud kedatangan saya kesini, seperti lalu yang saya bilang di wa kalua saya mau interviewki dalam rangka penyelesaian saya di kampus.**

Introduction

N2 : Oiya bisa bu, bisaa, apa yang tidak bisa untuk kita.

P : **Iye, jadi saya langsung saja di Bu Riska?**

N2 : Oiyee, iyeeee...

P : **Bu Riska, sudah berapa lama meki mengajar Bahasa inggris di SMK Negeri 2 Barru ini?**

General questions

N2 : Saya sudah 15 tahunmi mengajar tapi baru sekitar 8 tahun di SMK 2 Barru

P : **Oiyaa, pertanyaan pertama ini bu, saya ingin tau dulu pandanganta Bu mengenai kreativitas dalam mengajar? Menurutta bu, tabe, apa itu kreativitas? Bagaimana Ibu mendefinisikan kreativitas dalam konteks pengajaran Bahasa Inggris sebagai Bahasa Asing (EFL)?**

Creative teaching in

N2 : Bagi saya kreativitas berarti merancang pembelajaran interaktif yang mendorong eksplorasi dan kolaborasi siswa.

P : **Bagaimana ibu menyesuaikan metode pengajaran kreatif ibu dengan kurikulum EFL yang ditetapkan pemerintah?**

N2 : Untuk menyesuaikan metode pengajaran kreatif saya dengan kurikulum EFL yang ditetapkan oleh pemerintah, saya menggunakan pendekatan berbasis pengalaman dan kolaborasi siswa. Saya biasanya mencari cara untuk menghubungkan materi yang diajarkan dengan pengalaman siswa sehari-hari. Misalnya ketika mengajar keterampilan membaca, saya memilih teks yang relevan dengan kehidupan mereka, seperti artikel tentang teknologi terkini di bidang otomotif untuk siswa jurusan teknik kendaraan bermotor dan pernah saya mengadakan proyek kolaboratif yang melibatkan seluruh siswa dalam membuat teks prosedur bagaimana cara memperbaiki shockbreaker pada sepeda motor kemudian dipresentasikan di depan kelas.

Standart and curriculum

P : **Bagaimana Ibu mengelolah kelas dengan baik dan memastikan bahwa metode pengajaran kreatif Ibu memenuhi tujuan pembelajaran dan kompetensi yang dibutuhkan?**

N2 : Dengan merancang pembelajaran lebih dahulu sebelum memulai pembelajaran. Setiap aktivitas yang saya rancang, seperti proyek membaca kolaboratif, diskusi teks, atau penggunaan teknologi multimedia, selalu dihubungkan dengan tujuan pembelajaran yang jelas. Misalnya, dalam proyek membaca, saya memastikan bahwa siswa tidak hanya membaca teks

- tetapi juga melakukan analisis mendalam, merangkum informasi, dan berdiskusi tentang interpretasi mereka.
- P **Bagaimana Ibu menyesuaikan metode pengajaran Ibu untuk memenuhi kebutuhan dan minat yang beragam dari siswa Ibu?**
- N2 Saya menerapkan pembelajaran diferensiasi dengan menyesuaikan konten, proses, dan produk pembelajaran sesuai dengan kebutuhan siswa. Misalnya, untuk keterampilan membaca, saya menyediakan berbagai jenis teks dengan tingkat kesulitan yang berbeda-beda.
- P **Bisakah Ibu jelaskan kegiatan atau proyek kolaboratif apa pun yang Ibu gunakan untuk meningkatkan keterlibatan dan pembelajaran siswa?**
- N2 Untuk membuat pembelajaran berfokus pada siswa, saya memfasilitasi kegiatan pembelajaran kooperatif di mana siswa berkolaborasi dalam menyelesaikan tugas untuk memecahkan masalah terkait tantangan kejuruan, memperkuat keterampilan Bahasa. Misalnya saya memfasilitasi kegiatan pembelajaran kooperatif yang memungkinkan siswa berkolaborasi dalam menyelesaikan tugas pemecahan masalah terkait dengan tantangan kejuruan mereka. Setiap kelompok diberi tugas untuk menyusun bagian dari manual penggunaan dan pemeliharaan kendaraan. Bagian-bagian ini mencakup topik-topik seperti perawatan mesin, sistem kelistrikan, prosedur keamanan, dan troubleshooting. Saya memberikan materi bacaan dalam bahasa Inggris yang berkaitan dengan topik-topik tersebut lalu meminta siswa untuk membaca dan meringkas informasi penting dari materi tersebut.
- P **Bagaimana ibu menilai keterlibatan siswa dan hasil pembelajaran di kelas EFL Ibu?**
- N2 Selama kegiatan berlangsung, saya mengamati partisipasi aktif siswa dalam diskusi kelompok, kerjasama antar anggota, dan antusiasme mereka dalam menyelesaikan tugas. Selain itu, menyediakan rubrik penilaian dalam penggunaan bahasa Inggris termasuk tata bahasa, kosakata, dan kejelasan instruksi.
- P **Bagaimana Ibu mengelolah kelas dan memastikan metode pengajaran Ibu menarik bagi siswa?**
- N2 Untuk memastikan metode pengajaran dengan pembelajaran berbasis pengalaman dan kolaborasi sesama siswa menarik bagi siswa, saya mengambil pendekatan yang berfokus pada pengalaman praktis dan aplikasi langsung keterampilan bahasa Inggris dalam konteks kejuruan. Siswa diberi tugas untuk merancang dan menyajikan prototipe produk kejuruan menggunakan bahasa Inggris. Misalnya, dalam konteks desain komunikasi visual, mereka dapat merancang brosur atau poster promosi dalam bahasa Inggris
- P **Apa tantangan terbesar yang Ibu hadapi dalam menarik minat siswa untuk membaca dalam pembelajaran bahasa Inggris di kelas?**
- N2 Beberapa siswa mungkin memiliki persepsi negatif terhadap membaca, melihatnya sebagai tugas yang membosankan atau sulit untuk dihadapi dan Siswa yang mungkin belum memiliki keterampilan bahasa Inggris yang cukup bisa merasa cemas atau frustrasi dalam menghadapi teks yang sulit.
- P **Bisakah Ibu memberikan contoh strategi pengajaran kreatif atau kegiatan yang Ibu gunakan di kelas EFL?**
- N2 Saya menerapkan model kelas terbalik dimana siswa sebelum belajar

Student centered learning

Strategy creative in teaching/ Effective Management Class

- mempelajari dulu materinya di rumah jadi misalnya siswa mempersiapkan video instruksional dalam Bahasa Inggris tentang topik kejuruan, mempromosikan pembelajaran mandiri dan pengajaran sesama siswa.
- P **Bagaimana Ibu mengidentifikasi karakteristik dan kebutuhan unik setiap siswa dalam pembelajaran keterampilan membaca bahasa Inggris di kelas?**
- N2 Saya menggunakan tes awal atau aktivitas diagnosa untuk menilai kemampuan membaca siswa.
- P **Bagaimana Ibu menerapkan pendekatan diferensiasi dalam kelas keterampilan membaca bahasa Inggris, dan apa dampaknya terhadap perkembangan akademik dan pribadi siswa di kelas?**
- N2 Saya mengintegrasikan pembelajaran berbasis pengalaman di mana siswa terlibat dalam proyek atau simulasi yang mensimulasikan penggunaan bahasa Inggris dalam situasi nyata, seperti presentasi produk atau penyelesaian masalah teknis. contohnya, Siswa diberi tugas untuk merancang materi promosi atau identitas merek untuk perusahaan fiktif. Mereka harus tidak hanya merancang desain grafis yang menarik tetapi juga mempersiapkan presentasi dalam bahasa Inggris yang jelas dan persuasif untuk memaparkan konsep mereka kepada kelas.
- P **Bagaimana ibu mengevaluasi efektivitas metode pengajaran keterampilan membaca (reading) yang ibu gunakan berdasarkan respons dan hasil belajar siswa di kelas?**
- N2 Saya secara aktif mengamati partisipasi dan interaksi siswa selama kegiatan membaca.
- P **Bagaimana proses penyesuaian strategi mengajar keterampilan membaca (reading) ibu setelah melakukan refleksi di kelas?**
- N2 Saya meninjau hasil evaluasi dan pengamatan selama pembelajaran untuk mengidentifikasi kekuatan dan area yang perlu ditingkatkan dalam pemahaman dan aplikasi keterampilan membaca siswa
- P **Apa tantangan yang Ibu hadapi dalam menerapkan strategi pengajaran kreatif di kelas EFL Ibu?**
- N2 Salah satu tantangan utama saya adalah kesiapan dan pengalaman siswa. Tidak semua siswa memiliki latar belakang atau kesiapan yang sama dalam menghadapi metode pengajaran kreatif. Beberapa siswa mungkin tidak terbiasa atau tidak percaya diri dalam berpartisipasi aktif dalam aktivitas yang lebih interaktif
- P **Bagaimana Ibu mengatasi tantangan-tantangan ini?**
- N2 Saya memastikan bahwa strategi pengajaran saya dapat diadaptasi sesuai dengan kebutuhan dan kesiapan siswa. Ini termasuk mengidentifikasi tingkat pemahaman dan minat siswa, serta menyusun aktivitas yang diferensiasi untuk mendukung berbagai gaya belajar
- P **Jenis dukungan atau sumber daya apa yang menurut Ibu diperlukan untuk meningkatkan kreativitas dalam pengajaran EFL?**
- N2 Dukungan seperti program pelatihan yang fokus pada metode pengajaran inovatif dan kreatif dalam konteks pengajaran bahasa Inggris seperti pelatihan bagaimana menerapkan teknik diferensiasi dan strategi untuk memfasilitasi kolaborasi siswa.
- P **Bagaimana menurut Ibu, metode pengajaran kreatif Ibu mempengaruhi motivasi dan keterlibatan siswa?**
- N2 dengan fokus pada pengalaman belajar yang relevan dengan kehidupan

Holistic understanding of student and diferensiasi approach

Reflection

Challenges and supported

Creative learning environment and

- nyata dan kepentingan siswa, metode pengajaran kreatif dapat menciptakan lingkungan pembelajaran yang lebih berpusat pada siswa. Hal ini mendorong mereka untuk mengambil peran aktif dalam proses belajar mereka sendiri, sehingga meningkatkan motivasi mereka untuk terlibat secara lebih mendalam
- its impact
- P **Bisakah Ibu memberikan contoh strategi pengajaran kreatif atau kegiatan yang Ibu gunakan di kelas EFL untuk meningkatkan keterlibatan siswa dalam keterampilan membaca?**
- N2 Siswa diberi tugas untuk merancang dan menyajikan prototipe atau produk dalam Bahasa Inggris yang terkait dengan jurusan mereka. Contohnya, dalam kelas Desain Komunikasi Visual, siswa dapat diminta untuk membuat brosur atau desain poster yang menggunakan bahasa Inggris dengan benar dan menarik.
- P **Bagaimana Ibu mengintegrasikan alat multimedia dalam pelajaran Ibu?**
- N2 Saya menggunakan simulasi realitas virtual (VR) untuk mengimajinasikan siswa dalam lingkungan kejuruan autentik, meningkatkan pemahaman bahasa dan kosakata teknis. Misalnya, dalam kejuruan otomotif, mereka dapat mengunjungi bengkel virtual dan berinteraksi dengan lingkungan yang mirip dengan situasi kerja sehari-hari, sambil berkomunikasi dalam bahasa Inggris tentang proses perbaikan atau teknik yang digunakan.
- Utilizing technology
- P **Peran apa yang dimainkan oleh aplikasi dunia nyata dalam metode pengajaran Ibu?**
- N2 Siswa terlibat dalam proyek praktis, seperti merancang dan menyajikan prototipe dalam Bahasa Inggris untuk produk-produk kejuruan, menerapkan keterampilan bahasa dalam konteks praktis.
- Contextual teaching and learning
- P **Bisakah ibu memberikan contoh ide asli yang Ibu kembangkan untuk mengajar keterampilan membaca (reading) bahasa inggris di kelas?**
- N2 Saya akan mengembangkan proyek kolaboratif di mana siswa dalam kelas EFL bekerja dalam tim untuk menganalisis dan menyajikan informasi dari artikel atau teks terkait kejuruan mereka. Misalnya, dalam jurusan Desain Komunikasi Visual, siswa dapat membaca artikel tentang tren desain global dalam bahasa Inggris.
- Creative in idea development
- P **Wah menarik sekali pengalaman pengalaman ibu dalam menerapkan pengajaran yang kreatif di kelas. Semoga ini bisa menjadi referensi bagi teman teman di sekolah kejuruan dalam mengajarkan Bahasa inggris. Terimakasih sekali lagi yah bu.**
- N2 Hehe iye sama-sama bu.

### 3. The Third Research Subject

Hari/tanggal : 16 April 2024

Waktu : 08.00-09.30

Lokasi : Ruang Guru SMK Negeri 1 Barru

Narasumber (N1) : Herniati Badrun, S.Pd., M.Pd.

Pewawancara (P) : Rahmania Ningsih

P : **Assalamualaikum Bu. Bagaimana kabarta? Minta maaf mengganggu ini. Tabe, Bisaji saya minta waktuta sebentar untuk diwawancarai terkait penelitian saya tentang kreativitas guru Bahasa Inggris SMK yang lalu saya infokan di wa.**

Introduction

N3 : Oh iyee, iye bu, alhamdulillah baik. Kita bagaimana kabarta? Iyee, silahkan apa yang bisa saya bantu?

P : **Baik Bu Herni. Prtanyaan pertama saya sudah berapa lamaki mengajar di sini di SMK 1?**

General questions

N3 : Saya sudah mengajar selama 16 tahun bu disini, dari pertama terangkat.

P : **Oiyee, cukup lamami juga di? Untuk mempersingkat waktu, Saya langsungmi pale wawancara terkait kreativitas. Menurut ibu Herni, Apa kreativitas itu? Bagaimana Ibu mendefinisikan kreativitas dalam konteks pengajaran Bahasa Inggris sebagai Bahasa Asing (EFL)?**

Creative in teaching

N3 : Kreativitas berarti menyesuaikan pengalaman belajar yang selaras dengan beragam minat dan gaya belajar siswa.

P : **Bagaimana ibu menyelaraskan metode pengajaran kreatif ibu dengan kurikulum EFL yang ditetapkan pemerintah?**

N3 : Saya menggunakan platform pembelajaran yang dapat disesuaikan, yang secara otomatis menyesuaikan materi pembelajaran berdasarkan kemampuan dan minat siswa dalam keterampilan membaca bahasa Inggris. Contohnya, platform Raz-kid misalnya, ini dapat memberikan tes awal untuk menilai tingkat pemahaman siswa dalam membaca, kemudian menyediakan bahan bacaan yang sesuai dengan tingkatan kemampuan dan jurusan keahliannya.

Standart and curriculum/Effective Management Class

P : **Bagaimana Ibu mengelolah dan memastikan bahwa metode pengajaran kreatif Ibu memenuhi tujuan pembelajaran dan kompetensi yang dibutuhkan?**

N3 : Saya mulai dengan membuat perencanaan seperti yang ada d rencana pembelajaran. Kemudian saya menggunakan metode pembelajaran yang melibatkan siswa secara aktif, seperti diskusi kelompok, studi kasus, simulasi, atau proyek kolaboratif. Siswa diberi kesempatan untuk berpartisipasi aktif dalam pembelajaran daripada hanya menjadi pendengar yang pasif..."

P : **Bagaimana Ibu menyesuaikan metode pengajaran Ibu untuk**

Student centered



**memenuhi kebutuhan dan minat yang beragam dari siswa Ibu?**

learning

- N3 : Saya melakukan penilaian awal kemudian menyesuaikan metode dengan kebutuhan setiap peserta didik
- P : **Bisakah Ibu menjelaskan kegiatan atau proyek kolaboratif apa pun yang Ibu gunakan untuk meningkatkan keterlibatan dan pembelajaran siswa?**
- N3 : Saya mengorganisir diskusi kelompok berbasis siswa tentang tren dan tantangan dalam bidang kejuruan yang mereka pelajari. Setelah diskusi, setiap kelompok menyusun hasil investigasi dan analisis mereka ke dalam sebuah presentasi. Presentasi ini dipersiapkan dalam Bahasa Inggris,
- P : **Bagaimana ibu menilai keterlibatan siswa dan hasil pembelajaran di kelas EFL Ibu?**
- N3 : Ketika siswa terlibat dalam proyek kolaboratif atau presentasi, saya menilai tidak hanya hasil akhir presentasi mereka tetapi juga proses kerja mereka. Saya melihat bagaimana mereka berkontribusi dalam tim, kemampuan mereka dalam menyajikan informasi, serta penerapan keterampilan bahasa Inggris dalam konteks praktis.
- P : **Bagaimana Ibu memastikan metode pengajaran Ibu menarik bagi siswa?**
- N3 : Saya menggunakan metode-metode pembelajaran yang melibatkan siswa secara aktif, seperti diskusi kelompok, studi kasus, simulasi, atau proyek-proyek kolaboratif. Siswa diberi kesempatan untuk berpartisipasi aktif dalam pembelajaran daripada hanya menjadi pendengar pasif
- P : **Apa tantangan terbesar yang Ibu hadapi dalam menarik minat siswa untuk membaca dalam pembelajaran bahasa Inggris di kelas?**
- N3 : Siswa memiliki minat yang beragam terhadap topik dan jenis bahan bacaan. Menemukan bahan bacaan yang menarik bagi semua siswa dengan minat yang berbeda dapat menjadi tantangan
- P : **Bisakah Ibu memberikan contoh strategi pengajaran kreatif atau kegiatan yang Ibu gunakan di kelas EFL?**
- N3 : Menggunakan platform digital yang dapat menyesuaikan konten pembelajaran seperti teks, latihan, dan ujian berdasarkan kemampuan individu siswa. Misalnya, platform ini dapat menawarkan latihan tambahan atau materi yang lebih mendalam bagi siswa yang lebih cepat menguasai materi, sementara menyediakan dukungan tambahan bagi siswa yang membutuhkannya.
- P : **Bagaimana Ibu mengidentifikasi karakteristik dan kebutuhan unik setiap siswa dalam pembelajaran keterampilan membaca bahasa Inggris di kelas?**
- N3 : Melakukan penilaian awal yang komprehensif terhadap kemampuan membaca siswa. Ini dapat meliputi tes bacaan, evaluasi pemahaman teks tertulis, dan observasi langsung terhadap cara siswa berinteraksi dengan materi bacaan
- P : **Bagaimana Ibu menerapkan pendekatan diferensiasi dalam kelas keterampilan membaca bahasa Inggris, dan apa dampaknya terhadap perkembangan akademik dan pribadi siswa di kelas?**
- N3 : Saya menggunakan platform pembelajaran adaptif seperti *Kahoot!* yang menyesuaikan tingkat kesulitan dan jenis soal berdasarkan kemampuan

Strategy creative in teaching

Holistic understanding of student and diferensiasi approach

siswa. Selain itu, saya juga menggunakan aplikasi pembelajaran yang menyediakan bacaan dengan berbagai level kesulitan dan topik yang relevan. Atau Saya memfasilitasi diskusi kelas di mana siswa membahas tantangan dan tren terbaru dalam industri desain komunikasi visual. Misalnya, mereka dapat membaca artikel tentang tren desain grafis/fotografi terbaru dan kemudian berdiskusi tentang bagaimana tren tersebut dapat diterapkan dalam proyek mereka sendiri

P : **Bagaimana ibu mengevaluasi efektivitas metode pengajaran keterampilan membaca (reading) yang ibu gunakan berdasarkan respons dan hasil belajar siswa di kelas?**

N3 : Saya menggunakan tes formatif dan sumatif secara teratur untuk mengukur pemahaman siswa terhadap materi yang baru dipelajari.

P : **Bagaimana proses penyesuaian strategi mengajar keterampilan membaca (reading) ibu setelah melakukan refleksi di kelas?**

N3 : Saya mulai dengan mengevaluasi tanggapan siswa terhadap materi yang diajarkan. Ini meliputi penilaian informasi dari tes, observasi kelas, dan interaksi langsung dengan siswa untuk memahami level pemahaman mereka. Berdasarkan analisis tersebut, saya menyesuaikan materi pembelajaran untuk memenuhi kebutuhan dan minat siswa. Misalnya, saya bisa menyediakan bahan bacaan alternatif yang lebih menarik bagi siswa dengan minat yang berbeda,

Reflection

P : **Apa tantangan yang Ibu hadapi dalam menerapkan strategi pengajaran kreatif di kelas EFL Ibu?**

N3 : memahami dan menyesuaikan strategi pengajaran agar sesuai dengan beragam gaya belajar siswa. Ini melibatkan penyesuaian konten dan pendekatan pembelajaran untuk memaksimalkan pemahaman dan partisipasi siswa.

P : **Bagaimana Ibu mengatasi tantangan-tantangan ini?**

N3 : Mengamati dan memahami gaya belajar siswa melalui observasi dan evaluasi awal. Lalu, menerapkan pembelajaran diferensiasi dengan memberikan pilihan dan penyesuaian dalam pembelajaran untuk memenuhi kebutuhan individu.

Challenges and supported

P : **Jenis dukungan atau sumber daya apa yang menurut Ibu diperlukan untuk meningkatkan kreativitas dalam pengajaran EFL?**

N3 : Dukungan dari kepala sekolah atau manajemen sekolah untuk mendorong dan memfasilitasi inovasi dalam pengajaran,

P : **Bagaimana menurut Ibu, metode pengajaran kreatif Ibu mempengaruhi motivasi dan keterlibatan siswa?**

N3 : Menggunakan materi otentik yang berhubungan langsung dengan kehidupan sehari-hari atau kejuruan siswa dapat meningkatkan relevansi pembelajaran. Hal ini dapat mendorong siswa untuk lebih bersemangat dalam belajar karena mereka melihat nilai langsung dari apa yang mereka pelajari. Contohnya, penggunaan platform youtube, Siswa dapat menonton video-video praktis yang menunjukkan penggunaan bahasa Inggris dalam situasi kehidupan nyata, seperti tutorial teknis, presentasi produk, atau wawancara industri. Misalnya, tutorial tentang cara memperbaiki mesin di bengkel, yang disajikan dalam bahasa Inggris, memberikan konteks langsung tentang penggunaan bahasa Inggris dalam kejuruan otomotif.

Creative learning environment and its impact

- P : **Bisakah Ibu memberikan contoh strategi pengajaran kreatif atau kegiatan yang Ibu gunakan di kelas EFL untuk meningkatkan keterlibatan siswa dalam keterampilan membaca?**
- N3 : Siswa bekerja dalam kelompok untuk merancang dan merekam podcast tentang topik kejuruan tertentu dalam bahasa Inggris. Mereka melakukan riset tentang topik tersebut, menggali materi otentik, dan menyusun skrip yang memadukan informasi dari berbagai sumber bacaan.
- P : **Bagaimana Ibu mengintegrasikan alat multimedia dalam pelajaran Ibu?**
- N3 : Saya menggunakan platform edukasi untuk memfasilitasi pembuatan video siswa tentang topik-topik kejuruan dalam Bahasa Inggris. Siswa dapat bekerja secara mandiri atau dalam kelompok untuk merencanakan, merekam, dan mengedit episode podcast mereka sendiri
- P : **Peran apa yang dimainkan oleh aplikasi dunia nyata dalam metode pengajaran Ibu?**
- N3 : Siswa terlibat dalam skenario simulasi tempat kerja, seperti peran dalam interaksi layanan pelanggan dalam Bahasa Inggris, mempersiapkan mereka untuk tantangan kejuruan praktis.
- P : **Bisakah ibu memberikan contoh ide asli yang Ibu kembangkan untuk mengajar keterampilan membaca (reading) bahasa inggris di kelas?**
- N3 : Setiap siswa memilih industri atau bidang kejuruan yang mereka minati, seperti otomotif, teknologi informasi, atau desain komunikasi visual. Mereka akan mencari dan membaca laporan industri atau studi kasus terkini dalam bahasa Inggris yang berkaitan dengan bidang tersebut, yang dapat mereka temukan melalui situs web industri, jurnal profesional, atau platform digital pendidikan seperti Raz-Kids atau Scholastic.
- P : **Hmmm .. sangat menginspirasi bu. Terimakasih atas waktunya di bu.**
- N3 : Iye sama-sama bu. Senang bisa berbagi informasi. Semoga sukses tesista.

Utilizing technology

Contextual teaching and learning

Creative in idea development

PAREPARE

#### 4. The Fourth Research Subject

Hari/tanggal : 16 April 2024

Waktu : 08.00-09.30

Lokasi : Ruang Guru SMK Negeri 1 Barru

Narasumber (N1) : Hasanah, S.Pd.

Pewawancara (P) : Rahmania Ningsih

P : **Assalamualaikum bu Hasanah.** Terima kasih telah bersedia diwawancarai hari ini Bu hasanah.

N4 : Waalaikumsalam Wr.Wb. dengan senang hati bu Nia

Introduction

P : Mari kita mulai saja di bu dengan pertanyaan pertama.sudah berapa lama Ibu Hasanah mengajar Bahasa Inggris di sini?

N4 : Saya sudah mengajar Bahasa Inggris selama 15 tahun di sini. Cukup lamani juga.

General questions

P : **Oiyaa di, pasti sudah banyakmi pengalaman mengajarta di sini. berkaitan dengan kreativitas. Menurut ibu, Apa kreativitas itu? Bagaimana Ibu mendefinisikan kreativitas dalam konteks pengajaran Bahasa Inggris sebagai Bahasa Asing (EFL)?**

Creative in teaching

N4 : Kreativitas melibatkan integrasi pembelajaran Bahasa Inggris dengan proyek berbasis komunitas yang menangani isu-isu dan minat kehidupan nyata

P : **Bagaimana menyesuaikan metode pengajaran kreatif ibu dengan kurikulum EFL yang ditetapkan pemerintah?**

N4 : saya selalu berusaha untuk mengintegrasikan pembelajaran Bahasa Inggris dengan menggunakan model PJBL atau proyek berbasis komunitas. Misalnya, guru meminta siswa membuat proyek teks deskriptif terkait objek wisata di sekitar mereka atau tokoh idola mereka. Setelah itu hasil karya mereka diunggah di laman facebook, Instagram, Tiktok ada medsos. Kemudian siswa bisa saling berbalas komentar atas hasil karya yang telah diupload di media social masing-masing. Hal ini saya lakukan untuk memperdalam keterampilan menulis dan membaca siswa. Selain itu, hal ini juga berguna untuk mengajarkan mereka bagaimana menggunakan dan berkomunikasi dengan dengan baik dan benar dalam bahasaa Inggris.

Standart and curriculum/Effective Management Class

P : **Bagaimana Ibu mengelola kelas dan memastikan bahwa metode pengajaran kreatif Ibu memenuhi tujuan pembelajaran dan kompetensi yang dibutuhkan?**

N4 : Saya memastikan bahwa tujuan pembelajaran ini jelas dan terukur dengan terlebih dahulu membuat RPP sebagai panduan dalam mengelola kelas. Adapun tujuan ini harus mencakup aspek bahasa Inggris seperti penelitian, presentasi, dan penulisan proposal, serta aspek keterlibatan aktif yang diharapkan dari siswa.

P : **Bagaimana Ibu menyesuaikan metode pengajaran Ibu untuk memenuhi kebutuhan dan minat yang beragam dari siswa Ibu?**

Student learning centered

N4 : Saya melakukan penilaian awal kemudian menyesuaikan metode dengan

- kebutuhan setiap peserta didik
- P : **Bisakah Ibu menjelaskan kegiatan atau proyek kolaboratif apa pun yang Ibu gunakan untuk meningkatkan keterlibatan dan pembelajaran siswa?**
- N4 : Saya berkolaborasi dengan bisnis lokal untuk proyek komunitas di mana siswa melakukan penelitian, presentasi, dan menulis proposal dalam Bahasa Inggris, mempromosikan keterlibatan sipil dan kecakapan bahasa.
- P : **Bagaimana ibu menilai keterlibatan siswa dan hasil pembelajaran di kelas EFL Ibu?**
- N4 : saya menggunakan berbagai jenis penilaian yang menekankan pada kinerja praktis seperti presentasi.
- P : **Bagaimana Ibu memastikan metode pengajaran Ibu menarik bagi siswa?**
- N4 : Saya mendorong kolaborasi antar siswa dalam memecahkan masalah atau menyelesaikan proyek. Ini tentu menarik bagi siswa
- P : **Apa tantangan terbesar yang Ibu hadapi dalam menarik minat siswa untuk membaca dalam pembelajaran bahasa Inggris di kelas?**
- N4 : Siswa mungkin memiliki tingkat kemampuan membaca yang berbeda. Ini dapat mempengaruhi minat mereka dalam membaca dan memahami teks yang ditawarkan di kelas.
- P : **Bisakah Ibu memberikan contoh strategi pengajaran kreatif atau kegiatan yang Ibu gunakan di kelas EFL?**
- N4 : Saya memanfaatkan platform digital storytelling yang ada diinternet untuk membuat presentasi multimedia di mana siswa bisa menceritakan pengalaman dan prestasi kejuruan dalam Bahasa Inggris.
- P : **Bagaimana Ibu mengidentifikasi karakteristik dan kebutuhan unik setiap siswa dalam pembelajaran keterampilan membaca bahasa Inggris di kelas?**
- N4 : Saya menggunakan tes atau evaluasi awal untuk menilai kemampuan membaca siswa, baik dari segi kemampuan memahami teks, mengidentifikasi detail penting, atau menganalisis struktur teks bahasa Inggris.
- P : **Bagaimana Ibu menerapkan pendekatan diferensiasi dalam kelas keterampilan membaca bahasa Inggris, dan apa dampaknya terhadap perkembangan akademik dan pribadi siswa di kelas?**
- N4 : Saya menggunakan strategi pengelompokan yang fleksibel berdasarkan kemampuan membaca dan minat siswa.
- P : **Bagaimana ibu mengevaluasi efektivitas metode pengajaran keterampilan membaca (reading) yang ibu gunakan berdasarkan respons dan hasil belajar siswa di kelas?**
- N4 : Saya menggunakan tes formatif dan sumatif secara teratur untuk mengukur pemahaman siswa terhadap materi yang baru dipelajari.
- P : **Bagaimana proses penyesuaian strategi mengajar keterampilan membaca (reading) ibu setelah melakukan refleksi di kelas?**
- N4 : Saya mulai dengan mengevaluasi tanggapan siswa terhadap materi yang diajarkan. Ini meliputi penilaian informasi dari tes, observasi kelas, dan interaksi langsung dengan siswa untuk memahami level pemahaman mereka. Berdasarkan analisis tersebut, saya menyesuaikan materi pembelajaran untuk memenuhi kebutuhan dan minat siswa. Misalnya,

Strategy creative in teaching

Holistic understanding of student and diferensiasi approach

Reflection

- saya bisa menyediakan bahan bacaan alternatif yang lebih menarik bagi siswa dengan minat yang berbeda,
- P : **Apa tantangan yang Ibu hadapi dalam menerapkan strategi pengajaran kreatif di kelas EFL Ibu?**
- N4 : memahami dan menyesuaikan strategi pengajaran agar sesuai dengan beragam gaya belajar siswa. Ini melibatkan penyesuaian konten dan pendekatan pembelajaran untuk memaksimalkan pemahaman dan partisipasi siswa.
- P : **Bagaimana Ibu mengatasi tantangan-tantangan ini?**
- N4 : Mengamati dan memahami gaya belajar siswa melalui observasi dan evaluasi awal. Lalu, menerapkan pembelajaran diferensiasi dengan memberikan pilihan dan penyesuaian dalam pembelajaran untuk memenuhi kebutuhan individu. **Challenges and supported**
- P : **Jenis dukungan atau sumber daya apa yang menurut Ibu diperlukan untuk meningkatkan kreativitas dalam pengajaran EFL?**
- N4 : Dukungan dari kepala sekolah atau manajemen sekolah untuk mendorong dan memfasilitasi inovasi dalam pengajaran,
- P : **Bagaimana menurut Ibu, metode pengajaran kreatif Ibu mempengaruhi motivasi dan keterlibatan siswa?**
- N4 : Di kelas saya menggunakan teknologi, seperti aplikasi pembelajaran dan alat presentasi interaktif, ini tentu saja membuat pelajaran lebih dinamis dan relevan. Ini memudahkan siswa untuk berinteraksi dengan materi pelajaran secara lebih aktif dan menyenangkan, yang pada akhirnya meningkatkan keterlibatan mereka **Creative learning environment and its impact**
- P : **Bisakah Ibu memberikan contoh strategi pengajaran kreatif atau kegiatan yang Ibu gunakan di kelas EFL untuk meningkatkan keterlibatan siswa dalam keterampilan membaca?**
- N4 : Siswa bekerja dalam kelompok untuk merancang dan merekam podcast tentang topik kejuruan tertentu dalam bahasa Inggris. Mereka melakukan riset tentang topik tersebut, menggali materi otentik, dan menyusun skrip yang memadukan informasi dari berbagai sumber bacaan.
- P : **Bagaimana Ibu mengintegrasikan alat multimedia dalam pelajaran Ibu?**
- N4 : Di kelas saya biasanya menggunakan video pembelajaran, rekaman audio, gambar dan animasi untuk mengilustrasikan konsep bahasa Inggris secara visual dan auditif. Misalnya saja penggunaan video untuk mendemonstrasikan situasi komunikasi sehari-hari atau menampilkan teks bacaan dengan menggunakan LCD proyektor, Quizizz, Kahoot, Wordwall dan media pembelajaran digital lainnya karena lebih interaktif **Utilizing technology**
- P : **Peran apa yang dimainkan oleh aplikasi dunia nyata dalam metode pengajaran Ibu?**
- N4 : Saya memberikan materi yang relevant dengan konteks keseharian atau kompetensi keahlian mereka, misalnya siswa Teknik Komputer dan jaringan diberikan materi pelajaran terkait dengan jurusannya seperti memberikan bahan reading tentang Computer Programming **Contextual teaching and learning**
- P : **Bisakah ibu memberikan contoh ide asli yang Ibu kembangkan untuk mengajar keterampilan membaca (reading) bahasa inggris di kelas?**
- N4 : Setiap siswa memilih industri atau bidang kejuruan yang mereka minati, **Creative in idea development**

seperti otomotif, teknologi informasi, atau desain komunikasi visual. Mereka akan mencari dan membaca laporan industri atau studi kasus terkini dalam bahasa Inggris yang berkaitan dengan bidang tersebut, yang dapat mereka temukan melalui situs web industri, jurnal profesional, atau platform digital pendidikan seperti Raz-Kids.

- P : **Hmmm .. sangat menginspirasi bu. Terimakasih atas waktunya yah**  
N4 : Iye sama-sama bu. Senang bisa berbagi informasi



## 5. The Five Research Subject

Hari/tanggal : 15 April 2024  
 Waktu : 08.00-09.30  
 Lokasi : Ruang Guru SMK Negeri 4 Barru  
 Narasumber (N1) : Aisyah, S.Pd.  
 Pewawancara (P) : Rahmania Ningsih

- P : **Assalamualaikum Bu Aisyah. Sebelumnya saya ingin menyampaikan maksud kedatangan saya ke sini adalah untuk melakukan penelitian tesis saya terkait kreativitas guru Bahasa Inggris di SMK. Jadi ada beberapa pertanyaan terkait kreativitas yang ingin saya tanyakan kepada Ibu dalam mengajar kelas Bahasa Inggris di SMK 4 Barru ini. Jadi bisakah saya minta waktunya sebentar?** Introduction
- N5 : Oh iya bu, silahkan. Boleh, boleh...
- P : **Baik bu Aisyah, Mari kita mulai saja ya bu. Pertanyaan pertama saya adalah sudah berapa lama ibu mengajar Bahasa Inggris?** General questions
- N5 : Saya sudah 14 tahun mengajar, tapi di SMK 4 ini baru beberapa tahun.
- P : **Oiyaa, berkaitan dengan kreativitas. Menurut ibu, Apa kreativitas itu? Bagaimana Ibu mendefinisikan kreativitas dalam konteks pengajaran Bahasa Inggris sebagai Bahasa Asing (EFL)?** Creative teaching in
- N5 : Kreativitas melibatkan memupuk perspektif global dan pemahaman budaya melalui pendidikan bahasa Inggris.
- P : **Bagaimana ibu menyesuaikan metode pengajaran kreatif ibu dengan kurikulum EFL yang ditetapkan pemerintah?**
- N5 : Hmm, kalau saya dalam proses pembelajaran biasanya **menggunakan variasi model, metode dan media pembelajaran yang disesuaikan dengan dengan kebutuhan, minat dan tingkat kemampuan siswa** agar siswa bisa tertarik mempelajari materi dan tidak cepat bosan. Misalnya; Dalam pembelajaran kolaborasi pada materi reading, siswa diminta untuk menggunakan metode snowball throwing untuk mengatasi rasa bosan dalam pembelajaran reading teks. Jadi pertama guru membuat kelompok, kemudian masing-masing kelompok menyiapkan pertanyaan dalam bola kertas terkait teks yang telah disajikan guru. Selanjutnya pertanyaan yang dibuat dalam bola kertas dilemparkan dari satu kelompok ke kelompok yang lain. Siswa yang mendapat bola kertas harus mempersiapkan diri untuk menjawab pertanyaan. Standart curriculum and
- P : **Bagaimana Ibu memastikan bahwa metode pengajaran kreatif Ibu memenuhi tujuan pembelajaran dan kompetensi yang dibutuhkan?**
- N5 : Saya mempelajari dengan teliti standar dan tujuan kurikulum EFL pemerintah, termasuk kompetensi inti dan indikator pencapaian.
- P : **Bagaimana Ibu menyesuaikan metode pengajaran Ibu untuk memenuhi kebutuhan dan minat yang beragam dari siswa Ibu?** Student centered learning



- N5 : Saya melakukan asesmen awal dan menerapkan pendekatan diferensiasi. Saya juga selalu berusaha mengaitkan materi pembelajaran dengan konteks kehidupan nyata siswa. Misalnya, dalam pembelajaran bahasa Inggris, saya menggunakan situasi sehari-hari atau isu lokal yang relevan sehingga siswa dapat melihat manfaat langsung dari apa yang mereka pelajari.
- P : **Bisakah Ibu menjelaskan kegiatan atau proyek kolaboratif apa pun yang Ibu gunakan untuk meningkatkan keterlibatan dan pembelajaran siswa?**
- N5 : Untuk meningkatkan kemampuan dan keaktifan siswa, saya membuat kegiatan **jurnal reflektif** di mana disetiap akhir pembelajaran saya meminta siswa membuat catatan sederhana refleksi diri dalam bahasa Inggris sehingga siswa dapat melakukan evaluasi belajarnya. Siswa juga bisa mendokumentasikan pengalaman kejuruan mereka melalui jurnal/catatan sederhana tersebut. Siswa diberi kesempatan membuka kamus atau aplikasi translate lainnya.
- P : **Bagaimana Ibu menilai keterlibatan siswa dan hasil pembelajaran di kelas EFL Ibu?**
- N5 : Saya menilai jurnal reflektif yang ditulis oleh siswa untuk melihat seberapa mendalam mereka merenungkan pengalaman belajar mereka dan bagaimana mereka menghubungkannya dengan materi yang diajarkan dan Konsistensi dalam menulis jurnal juga menjadi indikator keterlibatan siswa dalam pembelajaran
- P : **Bagaimana Ibu memastikan metode pengajaran Ibu menarik bagi siswa?**
- N5 : Menggunakan video, animasi, dan materi interaktif lainnya membuat pembelajaran lebih dinamis dan menarik bagi siswa.
- P : **Apa tantangan terbesar yang Ibu hadapi dalam menarik minat siswa untuk membaca dalam pembelajaran bahasa Inggris di kelas?**
- N5 : Banyak siswa yang menghadapi kesulitan dalam memahami teks berbahasa Inggris karena keterbatasan kosakata dan struktur bahasa yang kompleks.
- P : **Bisakah Ibu memberikan contoh strategi pengajaran kreatif atau kegiatan yang Ibu gunakan di kelas EFL?**
- N5 : Saya menggunakan aplikasi pembelajaran bahasa Inggris seperti Duolingo atau Quizlet untuk latihan kosakata, grammar, dan pemahaman bacaan secara interaktif.
- P : **Bagaimana Ibu mengidentifikasi karakteristik dan kebutuhan unik setiap siswa dalam pembelajaran keterampilan membaca bahasa Inggris di kelas?**
- N5 : Melakukan penilaian awal untuk memahami tingkat kemampuan membaca dan karakteristik dasar siswa
- P : **Bagaimana Ibu menerapkan pendekatan diferensiasi dalam kelas keterampilan membaca bahasa Inggris, dan apa dampaknya terhadap perkembangan akademik dan pribadi siswa di kelas?**
- N5 : Membagi siswa menjadi kelompok kecil berdasarkan tingkat kemampuan membaca mereka. Setiap kelompok bekerja pada materi yang sesuai dengan tingkat mereka.
- P : **Bagaimana Ibu mengevaluasi efektivitas metode pengajaran keterampilan membaca (reading) yang Ibu gunakan berdasarkan respons dan hasil belajar siswa di kelas?**
- N5 : Yah dengan menilai tugas bacaan, seperti ringkasan atau analisis teks, untuk

Strategy creative  
in teaching

Holistic  
understanding of  
student and  
diferensiasi  
approach

Reflection

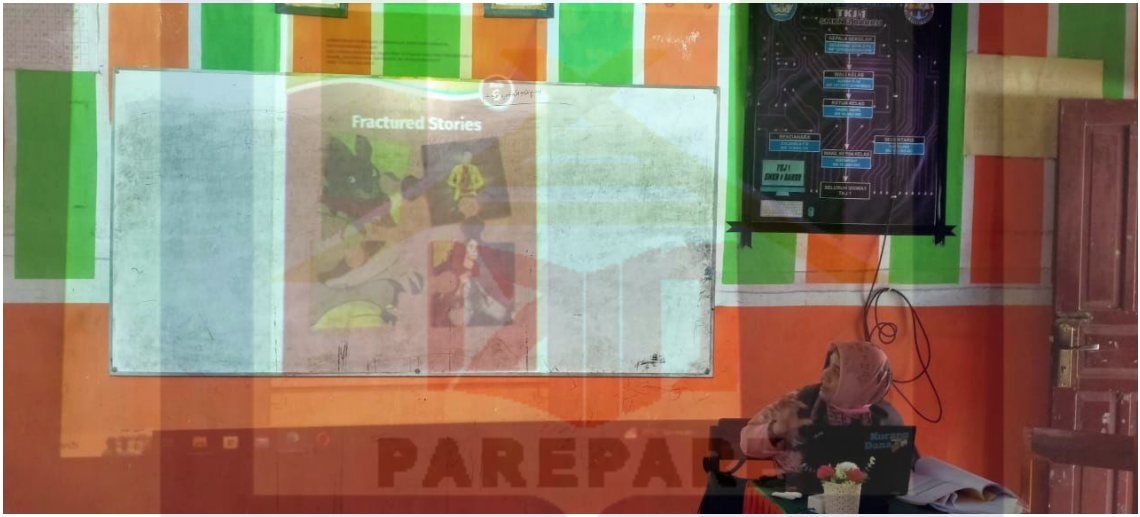
- menentukan apakah siswa dapat menerapkan keterampilan membaca dengan efektif berdasarkan kriteria penilaian.
- P : **Bagaimana proses penyesuaian strategi mengajar keterampilan membaca (reading) ibu setelah melakukan refleksi di kelas?**
- N5 : Membuat rencana untuk penyesuaian strategi mengajar berdasarkan analisis temuan refleksi dan menggunakan metode pengajaran baru, materi bacaan yang disesuaikan, atau aktivitas yang lebih interaktif berdasarkan rencana.
- P : **Apa tantangan yang Ibu hadapi dalam menerapkan strategi pengajaran kreatif di kelas EFL Ibu?**
- N5 : Menjaga keterlibatan dan motivasi siswa selama kegiatan kreatif.
- P : **Bagaimana Ibu mengatasi tantangan-tantangan ini?**
- N5 : Mendesain aktivitas yang relevan dan menarik, menggunakan materi bacaan yang beragam dan sesuai dengan minat siswa **Challenges and supported**
- P : **Jenis dukungan atau sumber daya apa yang menurut Ibu diperlukan untuk meningkatkan kreativitas dalam pengajaran EFL?**
- N5 : Mengikuti pelatihan atau kursus pengembangan profesional tentang pengajaran kreatif dan metodologi terbaru.
- P : **Bagaimana menurut Ibu, metode pengajaran kreatif Ibu mempengaruhi motivasi dan keterlibatan siswa?**
- N5 : Aktivitas seperti proyek berbasis komunitas, diskusi kelompok, dan penggunaan teknologi interaktif meningkatkan minat siswa karena mereka merasa lebih terlibat dan aktif dalam pembelajaran. **Creative learning environment and its impact**
- P : **Bisakah Ibu memberikan contoh strategi pengajaran kreatif atau kegiatan yang Ibu gunakan di kelas EFL untuk meningkatkan keterlibatan siswa dalam keterampilan membaca?**
- N5 : Saya menggunakan aplikasi dan alat digital untuk mendukung kegiatan membaca secara interaktif.
- P : **Bagaimana Ibu mengintegrasikan alat multimedia dalam pelajaran Ibu?**
- N5 : Saya menggunakan alat presentasi seperti PowerPoint atau Google Slides untuk membuat materi pelajaran menjadi lebih menarik. **Utilizing technology**
- P : **Peran apa yang dimainkan oleh aplikasi dunia nyata dalam metode pengajaran Ibu?**
- N5 : Saya pernah menggunakan aplikasi live-worksheet untuk menyediakan bacaan interaktif dan latihan membaca bu. **Contextual teaching and learning**
- P : **Bisakah ibu memberikan contoh ide asli yang Ibu kembangkan untuk mengajar keterampilan membaca (reading) bahasa Inggris di kelas?**
- N5 : Saya pernah meminta siswa untuk mencari dan membaca jurnal berita mingguan dengan memilih artikel berita dari sumber berbahasa Inggris dan meringkas serta mendiskusikannya di kelas. **Creative in idea development**
- P : **Baik. Sangat luar biasa bu. Terimakasih atas waktunya.**
- N5 : Iye bu. Terima kasih Kembali.

## APPENDIX 6

### DOCUMENTATION

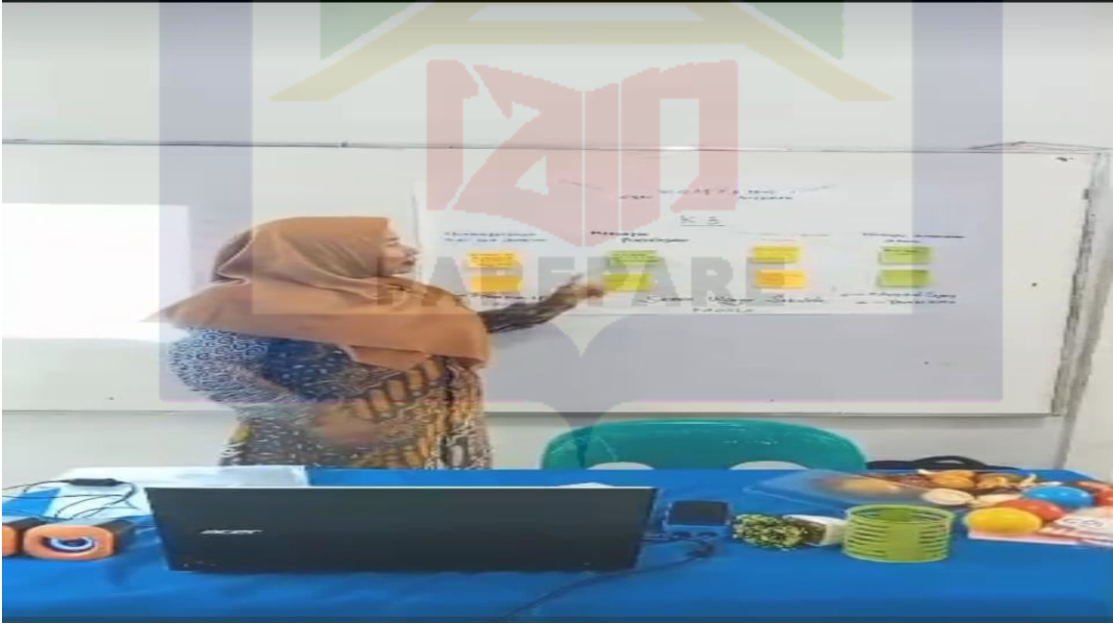
#### A. Interviewed with Ibu Astri Ekawati, S.Pd.





**B. Interviewed with Ibu Hasanah, S.Pd.**





**C. Interviewed with Ibu Herniati Badrun, S.Pd., M.Pd.**



**D. Interviewed with Ibu Eriska Yuliani, S.Pd.**







**E. Interviewed with Ibu Aisyah HZ, S.Pd.**





# TEACHER'S CREATIVITY IN EFL TEACHING CLASSROOM OF VOCATIONAL HIGH SCHOOLS AT BARRU REGENCY

Rahmania Ningsih<sup>1\*</sup>, Abdul Haris Sunubi<sup>2</sup>, Zulfah<sup>3</sup>, Arqam<sup>4</sup>, Ambo Dalle<sup>5</sup>

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## ABSTRACT

Creativity is crucial for teachers, particularly in teaching English as a foreign language (EFL) in vocational schools. In vocational schools, teacher creativity is essential to creating engaging and relevant learning environments, motivating students, and preparing them for professional challenges. This research aims to describe teacher creativity in teaching English at vocational schools in Barru.

A descriptive qualitative research design was used, employing interviews and documentation as research instruments. The subjects were five teachers from three vocational schools at Barru Regency. Data processing included data reduction, data display, verification, and conclusion drawing.

The results showed that EFL teachers in Barru's vocational schools demonstrate varied creativity by adapting lesson plans to meet curriculum standards and incorporating innovative methods like collaborative learning and community projects. A student-centered approach leverages diverse media and technology to enhance engagement and cater to different learning styles. Effective classroom management and a deep understanding of students' needs further support creative strategies. Methods are continuously reflected upon and adjusted based on student feedback, addressing challenges through collaboration and ongoing professional development. The creative use of technology and the development of unique teaching materials, such as Reading Journals, Weekly News Journals, Digital Storytelling, and collaborative projects, highlight a dedication to providing engaging and relevant learning experiences.

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## INTRODUCTION

Teachers play a pivotal role in determining the quality of education, as emphasized by Kaur (2019:41), who notes that teachers act as role models for their students. An effective teacher creates engaging, meaningful, and comfortable learning experiences that enable students to achieve their goals and develop into their best selves. This underlines the necessity for teachers to continually improve their capabilities in managing teaching and learning processes. Effective teaching and regular student evaluations are crucial to maintain high standards in education. The enhancement of teacher competencies, particularly creativity, is essential in the modern 21st-century educational landscape (Normawati et al., 2023:530).

Creativity in teaching is integral to managing the learning process effectively. An innovative approach reduces student boredom and fosters a more effective learning environment. Aziza Husin (2016:185) argues that teachers with a high level of creativity can more effectively achieve learning objectives by engaging students through innovative methods. This suggests that the greater the teacher's creativity, the higher the potential for students to achieve the desired learning outcomes. Thus, creativity is a crucial competency for teachers, impacting their ability to foster effective and engaging learning experiences.

The success of the learning process is closely tied to the teacher's creativity. As noted by Yulianengsih (2023) and Pentury (2017), students' academic success is highly dependent on the creativity of their teachers. Creative teachers enhance the learning environment by making it more enjoyable and engaging, which helps students absorb and understand the material more effectively. Effective learning is therefore a result of teachers who are adept at planning, implementing, and reflecting on their teaching methods. This principle is particularly relevant in the context of English language teaching (Kakar et al., 2020).

Creative approaches to English teaching significantly impact students' academic achievements. In Indonesia, however, teacher creativity in English language teaching is relatively low, as many students exhibit reluctance and fear in learning English. Fitriani et al. (2021:98) highlight that fostering teacher creativity is a significant educational challenge, as many teachers focus primarily on textbooks rather than exploring additional materials (Syamsuar & Reflianto, 2019). This narrow focus often results in dull and ineffective learning experiences, underscoring the need for more creative teaching strategies.

Learning English is frequently perceived as challenging for students. Khodabakhshzadeh (2018) emphasizes the need for teachers to develop innovative and engaging content to make learning more interesting and effective. Teachers are expected to utilize available media and resources fully and address the needs of students who struggle with English. By identifying and implementing suitable methods tailored to students' needs, teachers can create a supportive learning environment that facilitates achievement and engagement.

A creative English teacher is characterized by good personal qualities, enthusiasm for technological advancements, accurate pronunciation, and effective classroom management skills (Sakkir et al., 2021). EFL teachers are encouraged to be more dynamic and inventive in their approach, exploring and developing engaging materials to boost students' enthusiasm and learning outcomes. In such an environment, students are more likely to enjoy the learning process, grasp content more easily, and remain engaged.

This research specifically targets vocational school teachers, who are tasked with developing creative learning models that foster vocational skills. The study will be conducted at three vocational schools in Barru Regency, South Sulawesi: SMK Negeri 1, SMK Negeri 2, and SMK Negeri 4 Barru.

The primary aim of English instruction in these vocational schools is to equip students with essential knowledge and English skills for effective communication in their chosen fields. Therefore, English teaching must align with the needs of the corporate world to prepare students for employment.

To improve students' English communication skills, it is crucial to provide opportunities for interpretation, interaction, and message conveyance through well-designed tasks that mirror real-world scenarios. The English for Specific Purposes (ESP) approach is suitable for this context. However, initial observations indicate that teachers often display reluctance and lack of creativity, leading to challenges such as insufficient focus on student-centered learning and limited use of engaging media, which results in monotonous teaching and diminished student motivation.

Monotonous teaching methods and a lack of creativity can lead to student boredom and disengagement. Repeated exposure to uninspired learning processes often results in students perceiving the subject as uninteresting and difficult. Elmurod (2023) observed that many lessons fail to engage students actively due to a lack of creativity, resulting in a monotonous and ineffective learning experience.

Several studies underscore the significance of teacher creativity in creating meaningful and successful learning environments. Weijing Han and Abdarrahim (2023) argue that teacher creativity is crucial for developing students' competence and professional growth. Chen & Yuan (2021) highlight that creative, student-centered teaching enhances cognitive and emotional skills, while Beaird et al. (2018) and Huang et al. (2019) assert that creative teaching involves generating original and contextually relevant content. This research aims to explore the form of creativity in EFL teaching affects student engagement and learning outcomes in vocational schools, particularly in Barru Regency

## METHODOLOGY

Qualitative research involves gathering and interpreting non-numerical data, such as text, video, or audio, to comprehend concepts, opinions, or experiences. It aims to provide in-depth understandings of a problem or generate new ideas for study. Moelong (2010) defines qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. These methods reveal or understand phenomena and provide complex details. The research report contains quotations to illustrate the findings. This study employed a qualitative method with a descriptive research design, describing the creativity of EFL teachers in conducting learning. The study focused on how creative learning was applied in the classroom, the reasons for using such methods, and aspects of creative thinking, based on Richard (2013), Khodabakhshzadeh et al. (2018), and Hanum & Robandi (2023).

The research was conducted in three vocational high schools in Barru Regency. These schools share the same state status, with English being a compulsory subject. This commonality prompted an investigation into creative teaching within these schools. The research spanned approximately one month, with data collected through interviews and documentation. The focus was on the process of implementing teacher creativity in teaching English in these vocational schools, describing creativity based on the criteria outlined by Richard (2013), Khodabakhshzadeh et al. (2018), Hanum & Robandi (2023).

The data type disclosed in this study is narrative, containing descriptive explanations of the information obtained orally and in writing. Primary sources included interviews and documentation, with data gathered from five English teachers across the three vocational high schools in Barru. Secondary sources provided additional information related to school profiles and relevant documents. Data collection involved structured interviews and documentation, with analysis techniques including data reduction, data display, verification, and conclusion drawing. Esterberg (2020) defines an interview as an exchange of information and ideas through questions and responses. In this study, structured interviews aimed to obtain data on the creative learning process in English lessons. Documentation involved records of past events, such as diaries, regulations, and policies, as well as images and works of art. Data analysis, following Miles & Huberman (1984), was conducted interactively and continuously until completion, with data being reduced, presented, and reviewed until saturation, followed by conclusion drawing.

## RESULTS

This research found that creativity in teaching English as a Foreign Language (EFL) in Vocational High Schools (SMK) is very important to engage students and prepare them to face real-world situations. EFL Teachers of Vocational High School at Barru, South Sulawesi use various creative strategies, which focus on strategy and several aspects such as:

### Effective Lesson Planning

EFL in Vocational School at Barru Regency demonstrate this mastery by aligning their creative approaches with curriculum requirements. For instance, Teacher A uses of project-based learning, where students create digital portfolios with Canva, exemplifies how a well-planned lesson can integrate creative methods with practical applications. In line with the research result, Zhang, Y., & Xu, L. (2021) stated that Innovative and systematically structured learning planning contributes to more effective and interesting teaching in vocational education. In addition, Yulianengsih (2023), the integration of creative strategies in learning planning significantly increases student engagement and learning outcomes. This research found that teachers who skillfully align creative methods with curriculum goals achieve better results in student performance and satisfaction. In accordance with this, Normawati et al. (2023) in their research highlight the importance of creative strategies in vocational education, especially how systematic learning planning that integrates these strategies increases the relevance and application of educational content.

### Student-Centered Learning Approach

The findings showed EFL teachers of vocational schools indicate the effective application of student-focused learning principles in EFL classes. Teachers emphasized understanding students' backgrounds, interests, and learning styles, using diagnostic assessments and technologies like Quizziz to tailor materials (Suherman et al., 2023). They also highlighted active and collaborative learning, with methods such as collaborative projects and group discussions improving communication skills (Thomas et al., 2022). Differentiated learning strategies meet individual needs and enhance engagement (Wang et al., 2021). Integrating real-world contexts through projects and collaborations with local businesses boosts engagement and professional readiness (Hsu et al., 2024). Diverse assessment methods, including reflective journals, support personalized learning and increase student engagement (Zhang et al., 2023). Overall, these approaches increase student motivation and teaching effectiveness in vocational education.

### Varied Methods and Media

This study highlights the critical role of creativity in vocational school teachers' EFL practices, revealing that using diverse teaching methods and media significantly enhances student engagement and learning outcomes. Interviews show that teachers effectively integrate varied methods such as group discussions, simulations, role plays, and multimedia resources to accommodate different learning styles. For instance, Teacher A combines traditional media with modern technology, while Teacher B uses videos and language games. Research by Suhartono and Haryanto (2022) and Lee et al. (2023) supports these findings, showing that varied methods and multimedia tools

improve student motivation and practical language skills. Overall, the creative use of diverse teaching strategies helps create a more engaging and effective learning environment.

### **Contextual Learning**

The application of contextual learning in English language education at vocational schools in Barru Regency effectively aligns language instruction with students' vocational fields, enhancing relevance and engagement. Teachers use industry-specific materials and creative methods, such as project-based learning and simulations, which research by Smith and Lee (2023) and Johnson and Williams (2022) supports as effective for improving language skills and motivation. By integrating real-life contexts into lessons, teachers make learning more applicable, bridging the gap between academic knowledge and professional practice, as noted by Martinez and Green (2024). This approach ensures students acquire language skills and practical experience relevant to their careers, aligning with research by Nguyen and Patel (2023) on the importance of practical, contextual learning for career readiness. Overall, contextual learning in Barru Regency proves effective in making English education more relevant and impactful, preparing students for professional success.

### **Effective Class Management**

This study revealed that effective classroom management and creative teaching methods are essential for fostering an engaging learning environment. Effective classroom management ensures an organized and stimulating atmosphere, critical for maintaining student focus and enhancing learning outcomes (Hattie & Yates, 2021). Employing diverse teaching methods, such as discussions and technology, significantly boosts student motivation and achievement, as confirmed by Choi and Kim (2023). Incorporating multimedia elements like videos and animations sustains interest and caters to different learning styles (Lee & Park, 2024). Overall, integrating effective management with creative teaching methods enhances student engagement and learning outcomes.

### **Holistic Understanding of Students**

Understanding students holistically is crucial for creating an effective and supportive learning environment, allowing teachers to see students as individuals with unique potentials and diverse needs beyond academics. This comprehensive understanding enables teachers to tailor teaching methods and strategies to students' learning styles, interests, and challenges (Hanum & Robandi, 2023; Surhayati, 2019). Research findings align with this, showing that teachers with a holistic understanding excel in connecting learning to students' real lives, supporting individual needs, and fostering an inclusive classroom environment. These teachers focus not only on academic results but also on the overall development of students.

### **Reflection**

Reflection in teaching is essential for educators to evaluate their practices, understand their effectiveness, and grow professionally. Creative teachers use



reflection to improve teaching quality by identifying what works and what needs adjustment (Hikmat et al., 2022). Through reflection, teachers can develop innovative ideas, such as integrating new technologies or contextually relevant materials. This study showed that Barru Vocational School teachers effectively use digital media and tailor materials to students' vocational fields. Reflective practice also helps teachers understand and respond to individual student needs, creating an inclusive and supportive learning environment (Widyanita et al., 2023). Overall, reflection enhances teaching quality, fosters innovation, and ensures a responsive and personalized approach to student learning.

### **Technology Integration**

Creative use of information technology (IT) in teaching significantly enhances student engagement and prepares them for a digitally connected world (Surhayati, 2019). At vocational schools in Barru Regency, English teachers effectively utilize online and digital learning platforms, such as Quizizz, Kahoot, Canva, and Google Classroom, to facilitate dynamic and interactive learning experiences. Research by Sappaile et al. (2023) supports this, highlighting that digital platforms improve academic achievement by integrating multimedia elements that cater to various learning styles. Additionally, teachers use interactive multimedia tools, including cellphones, LCD projectors, and educational apps, to present material visually and auditorily. This approach aligns with findings by Rogti (2023) and others (Nabung, 2023; Wirawan, 2020; Rodliyah, 2018), which show that interactive media not only increases student engagement but also supports diverse learning styles, making the learning process more effective and relevant.

### **Creating a Creative and Effective Learning Environment, Resource and Material**

The research underscores the importance of creativity in EFL teaching for vocational high school students, highlighting how interactive methods and technology enhance engagement and learning outcomes. For instance, one of teacher used of book clubs and collaborative projects, alongside a teacher application of interactive tools like Google Sites, illustrates how these methods make learning more engaging. Recent studies support these findings, Smith et al. (2021) showed that technology and interactive methods improve student engagement and language skills, while Johnson and Lee (2022) found that linking lessons to vocational interests boosts motivation and performance. Additionally, two EFL teachers in Vocational Schools at Barru focus on real-life relevance and authentic materials, such as vocational projects and videos, aligns with these results. Overall, creative and student-centered approaches, including interactive methods and contextual learning, significantly enhance motivation and effectiveness in EFL, as supported by current research.

### **Generating and Implementing Original Ideas**

This study explored various creative methods employed by vocational high school teachers in teaching English as a Foreign Language (EFL), demonstrating significant improvements in student engagement and learning outcomes. EFL teachers in Barru use a variety of original ideas to make English learning more interesting and relevant, such as reading journals to improve reading and reflection skills,

collaborative projects, independent research based on industry interests, multimedia presentations with digital storytelling, and weekly news journals. The "Reading Journal" method, which enhances reading comprehension and personal reflection, is supported by Lim and Kim (2022), who found that reflective journaling improves metacognitive skills and academic performance. Collaborative projects analyzing vocationally relevant texts, used to promote language proficiency and teamwork, align with findings by Smith, Thompson, and Davis (2021). Encouraging independent research on industry-specific topics, which increases engagement through relevant content, is validated by O'Connor and Murray (2023). Multimedia presentations and digital storytelling, which foster comprehension and engagement, are supported by Garcia and Ellis (2023). The Weekly News Journal, which integrates current events into the curriculum to improve language proficiency and critical thinking, is backed by Wang and Zhang (2021). Overall, these creative and contextually relevant methods significantly enhance EFL teaching and learning outcomes.

### **CONCLUSION**

This research underscores the importance of creativity in teaching English as a Foreign Language (EFL) at Vocational High Schools (SMK) in Barru, South Sulawesi. EFL teachers demonstrate creativity through various methods, including mastering lesson planning to integrate collaborative and experience-based learning, employing student-centered approaches that leverage technology and real-life connections, and using diverse media and methods to cater to different learning styles. Effective classroom management, a holistic understanding of students, and reflective practices further enhance teaching quality. Teachers also address challenges by collaborating, pursuing professional development, and creating engaging materials, while the application of technology, such as interactive platforms and multimedia tools, enriches the learning experience. Creative ideas, like "Reading Journals" and "Weekly News Journals," are utilized to improve reading and writing skills, highlighting the diverse and impactful approaches that foster effective EFL instruction and emphasizing the need for ongoing support for teachers to maintain innovative and engaging teaching practices.

### **RECOMMENDATION**

Based on the research findings, several recommendations are proposed to enhance EFL instruction in Vocational High Schools (SMK). First, teachers should engage in regular training to refresh their EFL teaching skills, creatively integrate technology, and adopt student-centered approaches tailored to students' needs and learning styles. Continuous reflection and assessment are vital for refining teaching strategies. Second, policymakers should allocate budgets for ongoing teacher training and invest in school technology infrastructure, while implementing policies that promote student-centered learning and innovative teaching practices. Third, educational institutions should support teachers' professional development by providing training, resources, and access to modern facilities, fostering an environment conducive to innovative teaching. Lastly, future research should investigate the specific impacts of creative teaching methods in vocational contexts, develop effective training models for EFL teachers, and explore the integration of technology and long-term effectiveness of student-centered learning strategies.

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## Letter of Acceptance

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Dear Author(s)

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It's my pleasure to inform you that, after the peer review, your paper **TEACHER'S CREATIVITY IN EFL TEACHING CLASSROOM OF VOCATIONAL HIGH SCHOOLS AT BARRU REGENCY** has been **ACCEPTED** with content unaltered to publish with **International Journal of Health, Economics, and Social Sciences (IJHESS)** in **Volume 7 Issue 2 (April 2025)**.

Thank you for making the journal a vehicle for your research interests

With regards  
Yours sincerely



*Dr. Ahmad Yani*  
Editor in Chief



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Benar telah diterima pada Jurnal International Journal of Health, Economics, and Social Sciences Vol. 7 No. 2 tahun 2025 yang telah terakreditasi SINTA 5.

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