

**ENGLISH TEACHER CREATIVITY IN DESIGNING ONLINE
LEARNING ACTIVITIES DURING COVID-19 AT THE NINTH
GRADE STUDENTS OF SMPN 1 SRENGAT**

THESIS



By

Septi Rahmayanti

NIM: 17180039

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

2021



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THESIS

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of
the Requirement for the Bachelor Degree of Education (S.Pd.) in English Education
Department



By

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY, MALANG

JUNE, 2021

APPROVAL SHEET

ENGLISH TEACHER CREATIVITY IN DESIGNING ONLINE LEARNING
ACTIVITIES DURING COVID-19 AT THE NINTH GRADE STUDENTS OF
SMPN 1 SRENGAT

THESIS
by:

Septi Rahmayanti
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ENGLISH TEACHER CREATIVITY IN DESIGNING ONLINE LEARNING ACTIVITIES DURING COVID-19 AT THE NINTH GRADE STUDENTS OF SMPN 1 SRENGAT

THESIS




by:

Septi Rahmayanti (17180039)

Has been defended in front of the board of examiners at the date of 21 June 2021
and declared PASS

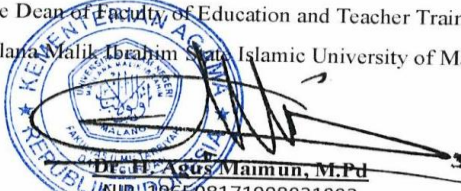
Accepted as the requirement for the Degree of English Language Teaching (S.Pd.) in
the English Education Department, Faculty of Education and Teacher Training.

The Board of Examiners

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1. <u>Maslihatul Bisriyah, M.TESOL</u> NIP. 198909282019032016	Chairman	
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THE OFFICIAL ADVISORS' NOTE

Malang, June 10th, 2021

Matter : Thesis of Septi Rahmayanti
Appendixes : 3 (Three) Copies

The Honorable,
To the Dean of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University of Malang
In
Malang

Assalamu'alaikum Wr. Wb

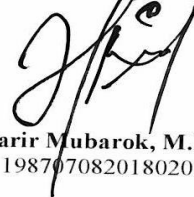
After conducting several times of guidance in terms of content, language, writing techniques, and after reading the students' thesis as follow: :

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DEDICATION

All praises are to Allah who has given mercy, grace, strength, and guidance to the author can finished this thesis, my blessing and greetings always to our Prophet, Muhammad S.A.W, who has brought us from the darkness to the lightness. With love and affection, I dedicate the result of my work to my beloved parents. My strong father, H. Wagiyana and my patient mother, Hj. Sururina which always support and motivated me in everywhere and every time, may Allah love them. To my lovely sibling, my sweet sister Nayla Rizki Amalia and my funny brother M. Hilmi Muzakki thank you for always being my side and cheers me up. To my entire friend in English Education Department, thank you for all the kindness.

MOTTO

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

“sebaik-baik manusia adalah orang yang paling bermanfaat bagi manusia.”

"The best of people are those who are most beneficial to humans."

(HR. Thabrani dan Daruquthni).

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim,

Herewith, I:

Name : Septi Rahmayanti

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Title : ENGLISH TEACHER CREATIVITY IN DESIGNING ONLINE
LEARNING ACTIVITIES DURING COVID-19 AT THE NINTH
GRADE STUDENTS OF SMPN 1 SRENGAT

Declare that, this thesis has never been submitted to any other tertiary education institution for any other academic degree. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person. Due to fact, I am the only who responsible for the thesis if there is any objection or claim from others.

Malang, 10 June 2021



Septi Rahmayanti
17180039

ACKNOWLEDGMENT

All praises are to Allah who has given mercy, grace, strength, and guidance to the author, so the thesis discusses “*English Teacher Creativity in Designing Online Learning Activities during Covid-19 at The Ninth Grade Students of SMPN 1 Srengat*” can be completed well.

My Sholawat and Salam always presented to the Prophet Muhammad SAW the last messenger of Allah and who bring all Muslims from the darkness to the lightness. The author hopes this thesis can be useful for all parties, especially in English education.

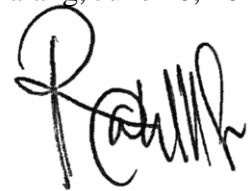
This thesis exists to be one of the tasks that a student must take as a final study at the State Islamic University of Maulana Malik Ibrahim Malang, Faculty of Tarbiyah and Teacher Training, English Education Department. In writing this thesis, the author realizes that this thesis will not be completed well without the involvement of various parties, either directly or indirectly. Therefore, the author expresses his deepest gratitude along with prayers “*Jazakumullahu Ahsanal Jaza*” to the honorable:

1. Prof. Dr. H. Abd. Haris, M.Ag, as Rector of Maulana Malik Ibrahim State Islamic University of Malang.
2. Dr. H. Agus Maimun, M.Pd, as a Dean of Tarbiyah and Teaching Training Faculty.

3. Dr. H. Langgeng Budianto, M.Pd, and Dr. Alam Aji Putera M.Pd, as Chairman and Secretary of the English Education Study Program, for all directions and services during the study so that the author can finish this thesis.
4. Harir Mubarak, M.Pd, as my advisor who sincerely takes the time to guide me with patient and contribute constructive ideas to complete this thesis well.
5. Muhamad Zainul Amri, M.Pd, as English teacher at the ninth-grade student of SMPN 1 Srengat who would give his time to guide and accept me to conduct research.
6. To My beloved parents', My Father H. Wagiyana and My Mother Hj. Sururin thank you for always motivate, support and pray for me. Finally, I can finish my thesis.
7. All my Lectures in the English Education Department in the Maulana Malik Ibrahim State Islamic University of Malang thank you for giving me much knowledge.
8. All my friends in English Education Department 2017, thank you for always be my side.
9. All parties who have helped prepare this thesis, moral, spiritual, and material, that I cannot mention one by one.

Finally, the author realizes that writing this thesis is far from perfect. Therefore, the author is very happy for the constructive suggestions of the readers so that the author can improve for the future. Hopefully, this thesis is helpful for the author and also anyone who reads this thesis. Hopefully, it will also be helpful for the development of English education in Indonesia.

Malang, June 10, 2021

A handwritten signature in black ink, appearing to read 'Septi Rahmayanti', written in a cursive style.

Septi Rahmayanti

Penulisan transliterasi Arab-Latin dalam skripsi ini menggunakan pedoman transliterasi berdasarkan keputusan bersama Menteri Agama RI dan Menteri Pendidikan dan Kebudayaan RI no. 158 tahun 1987 dan no. 0543 b/U/1987 yang secara garis besar dapat diuraikan sebagai berikut:

A. Huruf

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ‘
ذ = z	غ = g	ي = y
ر = r	ف = f	

B. Vokal Panjang

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

C. Vokal Diftong

أو = aw

اي = ay

او = û

اى = î

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ABSTRACT

Rahmayanti, Septi. 2021. English Teacher Creativity in Designing Online Learning Activities During COVID-19 at The Ninth Grade Students of SMPN 1 Srengat. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Harir Mubarok, M.Pd.

Keywords: Guru Bahasa Inggris, Kreatifitas, Aktifitas Pembelajaran

Dalam masa pandemi seperti ini, proses belajar digantikan dengan pembelajaran online. Dimana pada pembelajaran online, seorang guru harus berusaha dengan giat agar pembelajaran online berjalan dengan baik. Salah satu cara yaitu dengan menggunakan kekreatifitasan guru dalam membuat aktifitas pembelajaran online yang menarik agar para siswa dapat menerima materi dengan baik. Penelitian ini bertujuan untuk mengetahui kekreatifitasan guru dalam membuat aktifitas pembelajaran online yang menarik pada guru bahasa inggris pada kelas IX di SMPN 1 Srengat.

Penelitian ini menggunakan *case study* desain dengan pendekatan kualitatif, desain tersebut digunakan untuk menggali lebih dalam tentang kreatifitas guru dalam membuat aktifitas pembelajaran online yang digunakan oleh guru bahasa inggris. Penelitian ini menggunakan dua instrument yaitu: instrument yang pertama adalah wawancara dan instrument yang kedua adalah dokumentasi.

Hasil penelitian menunjukkan bahwa guru bahasa inggris kelas IX di SMPN 1 Srengat sangat kreatif dalam membuat aktifitas pembelajaran online. Dalam membuat pembelajaran online, guru bahasa inggris mengimplementasikan empat kriteria guru kreatif berdasarkan teori dari (Mulyana 2010) yaitu: Fluency, Flexibility, Originality dan Elaboration. Guru bahasa inggris juga menerapkan aktifitas pembelajaran online yang dikemukakan oleh (Jack, Chris and Donald 2019), diantaranya: Consulting, Interactive Lecture, Student Presentation, Reading, dan Self-Study.

ABSTRACT

Rahmayanti, Septi. 2021. English Teacher Creativity in Designing Online Learning Activities During COVID-19 at The Ninth Grade Students of SMPN 1 Srengat. Thesis. Department of English Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of Maulana Malik Ibrahim Malang. Advisor: Harir Mubarok, M.Pd

Keywords: English Teacher, Creativities, Learning Activities

In this pandemic situation, the learning process is replaced by online learning. Where in online learning, the teacher needs to work hard in teaching. So that online learning runs well. One way to do this in this pandemic situation is to use the teacher's creativity in making engaging online learning activities so that students can receive the material well. This study aims to determine teachers' creativity in making engaging online learning activities for English teachers in class IX at SMPN 1 Srengat.

This study used a case study design with qualitative approach, and the design is used to dig deeper into teachers' creativity in making online learning activities used by English teachers. This study uses two instruments, and they are: the first instrument is interviewed, and the second instrument is documentation.

The results showed that the grade IX English teacher at SMPN 1 Srengat was very creative in making online learning activities. For designing the online learning activities, the English teacher implemented four of criteria for creative teachers based on the theory of (Mulyana 2010): Fluency, Flexibility, Originality, and Elaboration. The English teacher also implements online learning activities proposed by (Jack, Chris, and Donald 2019), including Consulting, Interactive Lectures, Student presentations, Reading, and Self-Study.

التلخيص

رحماياني, سيفتي. 2021. إبتكار مدرّس اللغة الانجليزية في تصوير أنشطة التعليم الشبكي أثناء الوباء الكورونا لطلاب فصل التاسع بالمدرسة المتوسطة الحكومية الأولى سرنجات باليتار . البحث العلمي. قسم تعليم اللغة الانجليزية. كلية التربية و التعليم. جامعة مولانا مالك إبراهيم الاسلامية الحكومية مالانج. المشرف : حرير مبارك الماجستير.

الكلمات المرشدة : مدرّس اللغة الانجليزية, الابتكار, أنشطة التعليم.

في هذا الوباء, صارت أنشطة التعليم منتقلة إلى شكل التعليم الشبكي الذي لا بدّ فيه من إجتهد المدرّس كي يكو التعليم منفعلا. و من إبتكارات المدرّس في صناعة الأنشطة التعليمية المجذوبة عند الطلاب لسهولتهم في قبول المادّة. أمّا الهدف من هذا البحث معرفة إبتكارية المدرّس في صناعة الأنشطة التعليمية المجذوبة عند طلاب فصل التاسع بالمدرسة المتوسطة الحكومية الأولى سرنجات باليتار استخدم هذا البحث طريقة البحث النوعي للتعّمق عن إبتكارية المدرّس صناعة الأنشطة التعليمية المستخدمة عند مدرّس اللغة الانجليزية. و استخدم هذا البحث أدوتان : المقابلة و التوثيق.

و النتيجة من هذا البحث : أنّ مدرّس اللغة الانجليزية لطلاب فصل التاسع بالمدرسة المتوسطة الحكومية الأولى سرنجات باليتار كان مبتكرا في صناعة أنشطة التعليم الشبكي و يقال له المدرّس المبتكر لأنه توفرت في نفسه أربعة حصال عند نظرية (موليانا, 2010) و هي : الاجرائية و اللينّية و الأصليّة و التفصيلية. و أجرى مدرّس اللغة الانجليزية أنشطة التعليم الشبكي التي قالها (جاك, حريس و دونالد, 2019), منها : الاشراف, الاتصال, تقديم الطلاب, القراءة, و التعلّم الذاتي.

CHAPTER I

INTRODUCTION

This chapter presents some aspects related to the background of this study. The discussion begins with the background of the study, research question, research objective, significance of the study, limitation of the study, and definition of the key terms.

1.1. Background of the Study

Nowadays, education is a crucial aspect of human life. Education is the strategy to enhance the welfare of human beings (Huskho, 2017). Through education, humans have the potential, skill, intelligence, and attitude of a great life. Every individual has to obtain an education because Allah SWT creates humans. It is clearly stated in Al-Qur'an, Surah An-Nahl verse 78 concerning human creation, namely:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ
وَالْأَبْصَارَ وَالْأَفْئِدَةَ ۗ لَعَلَّكُمْ تَشْكُرُونَ

The meaning is, "And Allah has extracted you from the wombs of your mother knowing nothing, and He gave you hearing, sight, and conscience, so that you may be grateful."

Based on that verse, Allah SWT emphasizes that humans are born without any knowledge, and Allah gives them the mandate in the form of hearing, sight, and heart

to be grateful by using them optimally for thinking and learning. Through education, humans can carry out the mandate that Allah has given to them. Therefore, education is a necessity to be carried out, and also through education, humans can become knowledgeable creatures and be good humans in this world and hereafter. One of the most common education in human life is learning a language because language is a tool of communication and social control. As a human, they need to interact each other.

Today's English is more beneficial and crucial since it becomes a powerful language worldwide or as an international language (Yusica, 2015). The English language is used for all sides of social, commercial, business, and education aspect. Therefore, the English language is needed for many students to survive and develop in the international field. Based on those explanations, English teacher is the primary key to student success in learning the English language. The English teacher should understand student's needs and student's condition in studying the English language (Anggrayani, 2015).

At the end of 2019, there was a virus comes from Wuhan, China. Coronavirus disease 2019 (COVID-19) has been identified as a global disease outbreak virus by the World Health Organization (Febri & Retno, 2020). In Indonesia, coronavirus infected two people in Jakarta in March 2020. The coronavirus cases in Indonesia were revealed after reports of Japanese citizens were positive. The problem was that this Japanese citizen had just visited Indonesia. After the investigation from the

Indonesian Government that Japanese citizens met those two Indonesian people. On March 2, 2020, the President of Indonesia, Joko Widodo, announced Indonesian citizens contracted the virus in Jakarta (Mulyanti et al., 2020). Therefore, since March, the coronavirus had entered Indonesia and quickly spread to several cities of Indonesia. Based on that information, the Indonesian Government set several strategies to prevent the spread of the virus.

The Government rushed to make a strategy to break the chain of spreading the virus Covid-19, such as stay-at-home, work from home, and know health protocols. The Indonesian Government has put in place several strategies to control the spread of disease in our community, and implementation plans that have been limited to addressing the challenges of home-stay policy (Febri & Retno, 2020). These challenges of stay-at-home impact one aspect of life. It may impact the education process. Online learning is one of the instructions from the Government about doing activities at home (Zaharah et al., 2020). Thousands of school closures are taking place worldwide because of the vulnerability of COVID-19, even in school settings (Toquero, 2020). Online learning is the Government's instructions to face this situation and reduce the spread of the virus. Strengthening school planning and health measures at the college can give students and the rest of the stakeholders a chance to continue learning while preventing the spread of the disease (Toquero, 2020). Even though this pandemic continues to spread but education cannot be stopped. To

respond to this, the Government has made online learning regulations, so that education can continue.

According to this COVID-19 situation, all education activities move to online learning. Online learning is a process of education through an internet network using a management system for education (Febliza & Oktariani, 2020). Facing online learning during COVID-19, English teachers should prepare several learning media and activities. One example of online learning media, which is already used in several schools, colleges, and universities, is E-learning. The Ministry of Education and Culture also assumes the implementation of e-learning to apply individual learning before the pandemic of COVID-19 by Nadiem Makarim as individual learning (Zaharah et al., 2020). Based on this situation, consequently, it makes the teaching-learning monotonous and drives students to the passive learners. Therefore, during online learning, teachers teach the English language through many kinds of techniques and activities. According to Winston et al. 1 (2018), students who are motivated to learn are more likely to use different active learning strategies. Therefore, teachers need to increase their creativity to design online learning activities to make active learning during online learning.

Nowadays, creativity is one of the important aspects of the teaching process, because as teachers, they should make an impressive performance and help the students to understand the materials (Sawyer, 2014). It can make students successful and motivated in the learning process (Jacobs & Lawson, 2017). Creative teaching is

how teacher attempts to make learning interesting, fun and engaging. Students will be motivated when a creative teacher makes a learning process interesting, fun, and engaging. A creative teacher can be seen as a teacher's effort to facilitate learning to achieve teaching objectives (Konder, 2012). Therefore, teachers should put their creativity in all aspects of the learning process because it will influence the students' success. In such reason, creative teaching is very needed in this situation, creative teaching becomes stimulus and nutrition to motivates' students in learning. Learning process can be more interesting when a teacher has good creativity to elaborate the activities, materials, and strategy in the learning process (Anton et al. 1, 2019)

Teachers' creativity can be seen from the teacher's performance and the daily activities of the teacher. With the excellent performance of a teacher, it will make learning moves towards progress. According to Konder (2012), creative teachers can effectively perform their educational process by integrating various contextual teaching materials, educational strategies, educational media, and real-life experiences. The creative teacher will practice all the knowledge they have acquired and transfer all existing knowledge to their students. Therefore, ideally, a creative teacher must always create something new, both in terms of learning materials, learning methods, and learning activities.

In this research, the researcher investigates the English teacher creativity in developing online learning activities in the ninth-grade class of SMPN 1 Srengat. The researcher takes a great interest in this school because this school is one of the

favorite junior high schools in Blitar regency. It is indicated from qualified and outstanding teachers that there is an increasing number of newly interested students every year. There have been many academic and non-academic championships in this school. In addition, this junior high school got A accreditation from BAN-S/M. In the COVID-19 situation, this school has followed government recommendations to carry out online learning, and has many new movements to improve the quality of online learning. During pandemic COVID-19, this junior high school has a jargon "Stay Implacable in Pandemics Situation, Shine in Creativity and Achievement." From those all the reasons give the researcher point of view of how teacher put their creativity in the online learning process. Therefore, the researcher is very excited to take place the research in SMPN 1 Srengat.

Some previous studies are similar or related to English teacher creativity. The first study was conducted by Yusica (2015), which discussed teachers' creativity in creating English-speaking environments. The result of the study was that teachers conduct creativity in language teaching, such as employing many kinds of techniques in teaching speaking, making use of technology, applying communicative language teaching, establishing classroom routines, clarifying teacher role, and enriching the physical classroom environment. The previous study suggested for future researcher, that this study can be used as references.

The second previous study was from Anggrayani (2015), which discussed teachers' creativity in developing media and applying teaching media for teaching

vocabulary. The result showed that there were many media used by the English teacher such as media card, lollipop number, snake & leader, song, color game, funny kangaroo game, fun English and Jazz chunk. The previous study suggested for future researcher who want to conduct a research about creativity in developing and applying media, the result of the study can be used as an additional reference with different domain of teachers' creativity.

The third previous study was from Huskho (2017), which discussed the influence of teachers' creativity in classroom management and the utilization of learning media. The result showed that teacher creativities in classroom management simultaneously and utilization of learning media have to a significant effect on students learning outcomes in social science subjects' grade VIII at MTsN Malang III. The previous study gave recommendation for the next researchers to conduct a research dealing with the topic with add new variables to know the effect on student learning outcomes and give a better contribution from used variable.

The fourth previous study was from Khikmah (2019), which discussed teachers' creativity in designing learning activities sustaining students' motivation. This study showed that various activities could motivate students in learning such as group work, hockey pokey dance and games. The learning activities' design should correspond to the student's age, interest, school policy. The previous study gave a suggestion for the future researchers, with this study can be served as references for conducting similar study.

The last previous study was from Setiawan, Ahmad et al. (2019), which discussed the role of creative teachers in teaching speaking performance. The result showed the role of creative teachers in teaching speaking performance, such as media use, strategies election, designing the lesson plan, and organize the material. The previous study suggested to future researcher who wants to conduct research, to add another skill in do a research about teacher creativity.

Based on the background above, the researcher is interested in researching how English teachers' creativity in designing online learning activities during Covid-19. Thereby, the researcher carries out the study under the title: **“English Teacher Creativity in Designing Online Learning Activities during COVID-19 at the Ninth Grade Students of SMPN 1 Srengat.”**

1.2. Research Question

In line with the study's background, the researcher prompted to seek English teacher creativity to investigate designing online learning activities. The researcher is going to observe:

1. How are the English teacher creativities in designing online learning activities during COVID-19 at the ninth-grade student in SMP 1 Srengat?
2. What are the online learning activities designed by the English teacher at the ninth-grade student in SMPN 1 Srengat?

1.3. Research Objective

In concordance with the problems stated above, the objectives of this study are formulated as follow:

1. To know the English teacher's creativity in designing online learning activities for the ninth-grade students of SMPN 1 Srengat.
2. To know the online learning activities which the English teacher designed in SMPN 1 Srengat.

1.4. Significance of the Study

There are two significances of this study. They are theoretical significance and practice significance:

1.4.1. Theoretical Significance:

- 1) The researcher hopes that for the result of this study, it can be helpful in the advancement of knowledge related to English education department, especially in the creativity of English teacher in the learning process.
- 2) The researcher hopes that the result of this study can provide information to those who have a vested interest in developing online learning activities in English teaching.

1.4.2. Practice Significance:

- 1) The researcher hopes that an English teacher can use it for reference and inspiration in developing online learning activities.
- 2) The study's result can also be used as a reference for other researchers to conduct further research related to this research topic. They are dealing with English teacher creativity in designing online learning activities.

1.5. Limitation of the Study

In the field of the study, the researcher makes some scope and limitation staying on the appropriate discussion. It refers to the researcher's focus on English teacher creativity in designing online learning activities at the ninth grade of SMPN 1 Srengat. The researcher chooses one English teacher at the ninth-grade students of SMPN 1 Srengat. At the ninth-grade students, he teaches in five classes, and the researcher only chooses one of the classes. The research was conducted in ninth-grade students in "H" classes. The researcher chooses "H" class based on the English teacher recommendation and "H" class is one of active classes than another classes.

1.6. Definition of the Key Term

In order to avoid misunderstanding and misinterpretation, it is necessary to present the definition of the key terms used in this research.

1) Creative teacher

The creative teacher is a teacher who can develop new ideas in teaching, learning and develop new ways to educate, guide, and evaluate learners.

2) Online learning applied by an English teacher at the ninth-grade students of SMPN 1 Srengat

Online learning is distance learning between a teacher and students dependent on an internet network applied by an English teacher at the ninth-grade students of SMPN 1 Srengat

3) Learning Activities designed by an English teacher at the ninth-grade students of SMPN 1 Srengat

Learning activities are designing by the English teacher to bring and create the condition of learning.

4) COVID-19

COVID-19 is a virus where comes from Wuhan, China. It can spread quickly through the air.

5) SMPN 1 Srengat

SMPN 1 Srengat is one of favorite junior high school in Blitar regency.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories functioning as the basis of the research. This chapter discusses creativity, creative English teaching, creative English teachers, learning activities, and previous studies.

2.1 Creativity

Creativity, as defined by Oxford English Dictionary that "creativity" means the ability to create. Creativity is a process that can build new ideas, thoughts, concepts, or steps in a person. According to Gregerson et al. (2013) said that creativity is described as something new and unique. Creativity is the ability to create results that are innovative, new, interesting, and valuable in society (Anggrayani, 2015). Creativity is the process of challenging ways and ideas of doing something that has been accepted to find a new concept or solution.

Creativity is the result of the interaction between individuals and their environment (Munandar, 1999). A person influences and is influenced by the environment in their location. Thus, both changes within the individual and in the environment can support or hinder creative efforts. Creativity is a person's ability to develop science to generate ideas or ideas to solve the problems at hand. And then what is meant by creativity is the distinctive characteristics possessed by an individual, which marks the ability to create something entirely new or a combination

of pre-existing works into something new that is done through interaction with the environment to deal with problems.

In education, creativity is needed and essential; creativity can increase academic attainment. When students are assessed to recognize and appreciate their creative abilities, their academic performance increases. Creative activities can revive the interest of students in learning (Fisher, 2004).

Creativity will increase some education aspects, especially in the learning process. In learning process creativity is to encourage creativity for teachers and students. The first way to start is by increasing the teacher's creativity, followed by creative teaching. The teacher teaches their creativity in the teaching process.

2.2 Creative English Teaching

In education, teaching needs creativity to increase the learning process. It can use several activities which support achieving the learning goal. Creative teaching is used for developing students' creative skills as well. The teacher is functionally intended to encourage students to explore their skills, abilities, and knowledge. In this case, the teacher must be aware of their task because real educators transmit or share knowledge but are required to be creative and innovative. Indeed, creative teaching takes much practice to come by, and it takes considerable time. This includes the three steps of creative teaching as demonstrated by Copley (cited in Baghaei and Riasati, 2003) are: "The first step is understanding nature of creativity, the second

step is to practice your creativity, the third step is to use teaching strategies that foster creativity in your students."

2.3 Creative English Teacher

Nowadays, the English language as an international and English language is growing in all public and private education sectors. One of the consequences of the spread English language is that education sectors need a good English teacher. School wants to have a well-qualified, dedicated, and good command of English. As good English teachers, they can bring creativity to language learning because learning a language is difficult for students. Creativity plays an essential role in affecting the language learning process. English teacher creativity can engage and motivate their students to achieve their learning success.

2.3.1 Characters of a Creative Teacher

Based on Mulyana (2010). There are four characteristics of a creative teacher in the teaching process:

2.3.1.1 Fluency

Fluency means the teacher can produce accurate ideas according to the problem at hand. The ideas put forward are the right solution to overcome a problem. For example, with the current pandemic conditions, teachers can generate online learning ideas by using several activities that can support online learning for the better.

2.3.1.2 Flexibility

In this case, the teacher can open minds. This ability can be used to create new and better learning ideas than previous ideas. By opening up space to receive input from other people or students, the resulting ideas can satisfy all parties from a teacher and student.

2.3.1.3 Originality

Originality means that the teacher creates new ideas. This ability is needed in the learning process because it helps the learning process be more effective. When the teacher gets a problem, when the teacher finds a solution by creating new ideas in learning, the learning process returns to normal. Teacher creativity can be seen from the new ideas that are successfully created and the success of these ideas when implemented.

2.3.1.4 Elaboration

The teacher can see a problem in detail. The accuracy of a teacher in looking at a problem will affect the quality of the results of his creativity. The more the teacher pays attention to the details of the problem, the more specific the problem-solving creativity will be.

2.4 Learning Activities

Learning activities are those activities in which actual students' learning occurs (Jack, Chris & Donald, 2009). Learning activities refer to the teacher-guided instruction task or assignment for their students. Learning activities are designed to make students out of their books, sometimes out from their seats, make active learning, and sometimes out of their familiar ways of thinking. In these learning activities, the teacher is the primary key to designing learning activities. In designing learning activities, one of them must consider how students understand new things information, how they acquired new skills, or how they were developing new ways of being (Bransford, Brown, & Cocking, 2000).

Learning activities must be designed, and then the learning process leads to the achievement of the course and program outcomes. When creating or selecting learning activities in the English language, English teacher should consider four language domains (Echevarria, Vogt & Short, 2008):

1. *Reading*: students can read and understand written material, such as newspapers, books, figures.
2. *Writing*: students can understand the information in a written context.
3. *Listening*: In listening, students can actively comprehend oral language from a variety of speakers.

4. *Speaking*: students can talk, say the word in English, and express their ideas.

The benefits of learning activities are the opportunity for the integration of the four skills. Some learning activities may involve all four skills of the English Language in a single activity. Such as, write a blank space in a song is one learning activities involve four skills, listening, reading, speaking, and writing. Teachers should design learning activities that are most likely to assist students in achieving the target learning objective.

2.4.1 Common Activities Types

Based on (Jack, Chris, Donald, 2009), there is twelve common activities type used by the creative teacher, they are:

2.4.1.1 Guide–Discovery Learning

This type of activity involves learners to create understanding in one of five forms: conceptual, process, tool, context, or way of life. In this activity, the teacher identifies resources, designs, and basic information and provides a set of critical-thinking questions that guide them in building knowledge at the desired level.

2.4.1.2 Interactive Lecture

It is a solution to an undisturbed lecture, which lasts for an extended period. The objective is is to increase understanding of the material explained by the teacher to students during lectures.

2.4.1.3 Students Teaching

Teachers know that those who teach the most learn and that the actual test of understanding comes when a person is put to teach others. The more often students play the role of teachers, the more often they play the role of teachers' responsibility they will feel for the essential learning outcomes of the course.

2.4.1.4 Problem Solving

These activities require students to apply knowledge to new contexts, integrating complex relationships with previous knowledge.

2.4.1.5 Projects

Compared to problem-solving, projects involve even more significant problem identification and analysis levels, occur over more extended periods, and emphasize formally delivering results. Projects that involve team training and development can promote the development of social and emotional learning skills.

2.4.1.6 Student Presentation

This may be a less formal variant of student teaching. Students present some aspects of the class performance, such as homework solutions, quiz responses, peer assessments, and team assessments.

2.4.1.7 Self-assessment and Peer Assessment

An activity where students assess themselves and each other can encourage students to take greater responsibility for their learning process.

2.4.1.8 Self-Study

The nature of this activity is to make it possible for the student to make their learning easier to meet the needs of the student criteria in their study. The role of the facilitator is to provide the learner with a complete set of resources, performance criteria, and assessment tools.

2.4.1.9 Reading

In this type of activity, learners are responsible for understanding written material. Usually, they do not understand what they should have learned or what they should do due to reading the material. Quizzes and short essay questions can motivate students to come to a better class after the reading has been assigned.

2.4.1.10 Technology

Computer-based learning systems and the internet, commonly referred to as interactive learning systems, provide an asynchronous environment. Students interact with computers and classmates as they think, practice, and synthesize new knowledge.

2.4.1.11 Role Playing

In this activity, students are encouraged to consider new perspectives and issues related to a situation where they play a role. The instructor creates a scenario, assigns appropriate roles, provides information, asks the groups to adopt a consistent scenario with their roles, and uses their knowledge of the subject.

2.4.2.12 Consulting

It is an excellent alternative to teach, in which school members lend their expertise to questions and problems raised by learners. While this may be a helpful starting point for just-in-time lectures, schools are advised to reduce time spent on consultations and direct these efforts towards learning assessment.

2.5 Previous Study

There are some previous studies are similar or related to teacher creativity in developing online learning activities. Here, the summary from previous studies can be used as guidelines for the researcher to conduct new research dealing with the related topic and explain what makes this research different from the previous study.

The first study was conducted by Yusica (2015) under the title "*Teacher Creativity in Creating English Speaking Environment at Islamic Senior High School Darul Hikmah Tawang Sari Kedungwaru Tulungagung.*" The result of the study was that teachers conduct creativity in language teaching, such as employing many kinds of techniques in teaching speaking, making use of technology, applying

communicative language teaching, establishing classroom routines, clarifying teacher role, and enriching the physical classroom environment. What distinguishes this study from previous studies above is that the research object in those previous studies discusses teacher creativity in creating an English-speaking environment. In contrast, this research discusses online learning activities designed by the English teacher.

The second previous study was from Anggrayani (2015), under the title *“Teachers’ Creativities in Developing and Applying Teaching Media for Teaching Vocabulary in Mts Negeri Karangrejo, Tulungagung.”* The result showed that there were many media used by the English teacher such as media card, lollipop number, snake & leader, song, color game, funny kangaroo game, fun English and Jazz chunk. What distinguishes this study from previous studies above is the object of research; those previous studies discuss teacher creativity in developing teaching media for vocabularies. In this research, the researcher focused on the online learning activities designed by the English teacher.

The third previous study was from Huskho (2017), by the title *“The Influence of Teachers Creativity in Classroom Management and Utilization Learning Media toward Students Learning Outcomes in Social Science Subject.”* The result showed that teacher creativity in classroom management and utilization of learning media significantly affects students' learning outcomes in social science subjects' grade VIII at MTsN Malang III. What distinguishes this study from the previous studies above is the object of research. Those previous studies discussed teachers' creativity in

classroom management, while in this research, the researcher focused on the teacher creativities in designing online learning activities.

The fourth previous study was from Khikmah (2019) by the title *"Teachers' Creativity in Designing Learning Activities: Sustaining Students' Motivation."* This study showed that various activities could motivate students in learning, such as group work, hokey pokey dance, and games. The learning activities' design should correspond and appeal to the students' age, interest, school policy, media availability, materials, and level of proficiency. What distinguishes this study from the previous studies above is the research object. Those previous studies discuss learning activities in offline classes and this research was discuss online learning activities.

The last previous study was from Setiawan, Setiawan et al. (2019) under the title *"Creative Teachers in Teaching Speaking Performance."* The result showed that the role of creative teachers in teaching speaking performance, such as media use, strategies election, designing the lesson plan, and organize the material. What distinguishes this study from previous studies above is that the previous focuses on speaking skills. While this study focuses in all English language skills.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method used in this study. The discussion begins with describing the research design, subject of the study, research instrument, data collection, data analysis, and verifying the data.

3.1 Research Design

The research design of this study is case study design with a qualitative approach. This research investigates English teacher creativity in designing online learning activities during COVID-19 at ninth-grade students of SMPN 1 Srengat. Case study qualitative analysis is a research method that is used to understand a complex phenomenon naturally, human actions or social atmosphere and to explain the reality and the situation, object or subject characteristics systematically and reliably without searching for any relationship between variables or association between various elements (Ary, 2000).

In addition, the researcher uses several techniques such as interviews and documents to get in-depth information in this study. And then, the researcher will analyze and present the data which already gotten based on the research question.

Case study is a research design to answer the research question. Thus, research design is implemented because the researcher only describes the phenomenon while the research is conducted. The research report determines the

result of research about English teacher creativity in designing online learning activities during COVID-19 at the ninth grade of SMPN 1 Srengat. The result of the study will be in the form of descriptive or narrative, not in numerical form.

3.2 Subject of the Study

This research is located in SMPN 1 Srengat, considering several factors in terms of the school's attractiveness and advantages. The researcher takes a great interest in this school because SMPN 1 Srengat is one of the favorite junior high schools in Blitar regency. It is indicated from qualified and outstanding teachers that there is an increasing number of newly interested students every year. There have been many academic and non-academic championships in this junior high school. In addition, SMPN 1 Srengat already has A accreditation from BAN-S/M.

In SMPN 1 Srengat, three English teachers teach in the ninth grade, the researcher chooses one English teacher in the ninth grade. The researcher chooses that English teacher because the teacher has two years more experience in teaching the English language and the one attractive English teacher. In addition, before choosing that English teacher the researcher did a small research by asked to several students about the most attractive English teacher at SMPN 1 Srengat. The result showed that the subject is considered suitable with the research focus of this study. The teacher has creativity in designing online learning activities in teaching English and experiences in teaching more than two years necessary to gain the data.

3.3 Research Instrument

A research instrument is a tool used to measure, obtain, and analyze data from the research topic. This research is following by two research instruments: Interview and Documents.

3.4 Data Collection

The data gathered in this research from two primary sources. The data sources are from interviews and documentation.

1. Interview

The first step is the interview conducted according to the research focus. This research focuses on English teacher creativity in designing online learning activities for the ninth-grade students of SMPN 1 Srengat. Therefore, the interview will be done with one of the English teachers at nine grades of SMPN 1 Srengat. It aims to gain deeper information and understanding about the ways English teachers develop online learning activities.

2. Documentation

The second step is documentation. The document is gaining for studying data obtained on the English teacher creativity in designing online learning activities at ninth-grade students of SMPN 1 Srengat. The documentation can be a photo of the activities.

3.5 Data Analysis

Data analysis activities are carried out to filter all information about English teacher creativity in designing online learning activities in the ninth grade of SMPN 1 Srengat. The data taken from interviews and documentation are analyzed from the research question with the following steps.

a. Data Reduction

Data reduction is the process of focusing, selecting, simplifying and transforming the data that appear in transcription. The data from an interview with the English teacher about how English teacher creativity in designing online learning activities at ninth-grade students of SMPN 1 Srengat.

b. Displaying the data

It is an activity of presenting the data that has been reduced, and then it is easier to draw the conclusion from the data.

c. Drawing conclusion

The research uses provisional conclusions and conclusions drawing to make the data valid. The drawing of conclusions starts at the beginning of the study after the data is collecting by making tentative conclusions. Then, in the final step, the researcher draws a conclusion. In other words, it can be said that the conclusion is continuously analyzed and verified its validity to obtain perfection conclusion.

3.6 Verifying the Data

Triangulation is to increase the validity and credibility of the data from the result of the research. The reliability and validity of the data gained from a combination of different aspects are data sources, theories, and methodologies. The aim is to extend the more profound understanding of what being studied in the field (Bogdan & Biklen, 1998). In this case, the researcher uses triangulation to get the validity of the data. Related to source triangulation, the collected data and research findings are checked based on Mulyana's (2010) theory for teacher creativity and the theory from (Jack al. 1, 2009) for the learning activities. The triangulation from both of the theories is to conclude to enhance and support the validity of the data and findings of this study.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings of English teacher creativity in designing online learning activities for the ninth-grade students of SMPN 1 Srengat. The discussion begins with a description of the research findings and discussion.

4.1 Research Findings

During the pandemic, the learning process was carried out online. Teachers must be creative in teaching online learning because online learning causes students to become monotonous in learning. As a teacher must use their creativity in the teaching process. A creative teacher will use several ways to make online learning more interesting; one example is designing online learning activities.

A. English Teacher Creativity in Designing Online Learning Activities

Datum 1: Definition creativity by the English Teacher

The definition of creativity by the English Teacher in SMPN 1 Srengat, creativity is that teachers can make learning materials according to student needs and also design online learning activities attractively. Those facts validated by interviewing quotation as follows:

"The creativity here leads to preparing appropriate material for students where students are now studying at home. Creative teachers have to build learning that is not saturated and pleasing the students. Use the learning activities that can make students understand the material well".

Creativity can be increase so that it can be helpful in life. The ninth-grade English teacher at SMP 1 Srengat increases creativity in teaching by attending educational seminars, seminars on teaching English at SMP 1 Srengat also often holds seminars about how to teach correctly, and schools also include teachers in MGMP activities (Musyawarah Guru Mata Pelajaran). Those facts validated by interviewing quotation as follows:

“There are several things to increase creativity. I attended the seminar concerned about teaching English. SMPN 1 Srengat also often conducts a seminar related to the teaching process, and the school also includes teacher in MGMP (Musyawarah Guru Mata Pelajaran) events”.

Datum 2: The learning method used by English teacher in teaching online learning

The ninth-grade English teacher at SMP 1 Srengat used the synchronous online courses learning method to deliver material during online learning. This course takes place simultaneously and can use many forms such as virtual classrooms, instant messaging, and more. The English teacher uses several learning media such as E-learning, Google classroom, Telegram, and WhatsApp. So that student can still get material quickly. Those facts validated by interviewing quotation as follows:

"During pandemic and online learning, the learning method is synchronous online courses, and for the learning media, I used E-learning, Google Classroom, Telegram, YouTube and WhatsApp application to help the learning process running well."

Bringing creativity in the learning process can be done by choosing material appropriate to the level of students in the class and designing engaging learning activities so that students can understand the material well. Those facts validated by interviewing quotation as follows:

"When teaching, I choose the material based on the students' level of understanding and use learning methods and learning activities that are attractive and easy to understand by students. So, that students can understand the materials well".

Datum 3: The problem of online learning

Indeed, in the online learning process, several problems come. Researcher found problems in the online learning process conveyed by the English teacher. The problem is about students' networks, so the online learning process did not run smoothly. The student's spirit in learning is decreasing, and lack of communication between teacher and students. Those facts validated by interviewing quotation as follows:

"For the problem when teaching online, it is the internet network between teacher and students. Because students come from different areas, there must be obstacles related to the internet network. Also, the student's spirit in learning is decreasing and lack communication between teacher and students".

Datum 4: How the English teacher designed online learning activities

Based on the data interview. The English teacher in the ninth grade at SMPN 1 Srengat has creativity in designing exciting learning activities. During online

learning, as a teacher has to prepare several learning materials, learning method and learning activities based on the students need and appropriate to the circumstance.

Those facts validated by interviewing quotation as follows:

"During online learning, as a teacher, it requires maximum effort. Because we teach not directly but based on the online application, there are many obstacles from the internet network, so that sometimes learning does not go well. As teachers, we must prepare online learning materials, learning methods, and learning activities appropriate to the circumstances".

In the ninth grade at SMP 1 Srengat used his creative in choosing the learning materials given to students during online learning. Learning materials used by the English teacher are worksheets distributed to students, E-modules, YouTube videos based on the material, and another link of the web concerned with the material taught. So, the online learning activity was reading. The students can read many materials by themselves. Those facts validated by interviewing quotation as follows:

"During a pandemic, the learning materials which I used to teach are LKS, a handbook for students, give a web link to the students containing additional materials from the internet and YouTube videos to help students more understand about the materials and students can read the materials by themselves."

However, by using the creativity of the ninth grade English teacher at SMP 1 Srengat can solve the online learning's problem by always sharing material on the learning platform prepared, giving time for QnA at the end of learning so students can ask about material which not understand, constantly reminding students to study the

material through the WhatsApp group and asking for news directly to students who have difficulty in the learning process. Those facts validated by interviewing quotation as follows:

"To deal with the online learning problems. By choosing interesting learning activities so that students will not get bored. Always, allow time for QnA at the end of the materials so that students understand the material well, and always remind the students about the material and assignments given through WhatsApp".

To make it more attractive in the learning process, the researcher found that the ninth-grade English teacher at SMP 1 Srengat designed online learning activities that could attract students' interest to learn online. In creating learning activities, the English teacher determines online learning activities that are suitable for students by looking at the abilities of the students to be taught. So, online learning activities run attractively and well. In addition, students become more active in online learning. Those facts validated by interviewing quotation as follows:

"When choosing the learning activities, it is seen from the terms of student's abilities. There are some students from the lower group, and there are also students in the upper group in understanding the material; therefore, when determining the learning activities, the teacher should adjust students' ability to understand the material".

Based on the finding above, the English teacher used his creativity to create an online learning activity. In designing online learning activities, the English teacher uses creativity by creating online learning activities appropriate to the circumstance,

paying attention to student problems, provide a consulting time between students and teacher to make learning better, giving time for QnA at the end of learning so students can ask about material that has not been understood, adjusting the skills to be taught, seeing the background of the students to be taught and choose engaging online learning activities.

Table 4.1 The result of an interview by an English Teacher on how to design online learning activities.

No	The way to design online learning activities by The English Teacher at the ninth-grade students of SMPN 1 Srengat
1	Creating online learning activities appropriate to the circumstance
2	Choose interesting online learning activities.
3	Provide a consulting time between students and teacher
4	Giving time for QnA at the end
5	By paying attention to student problems
6	Seeing the background of the students to be taught
7	Adjusting the skills to be taught

B. Online Learning Activities Developed by the English Teacher

Based on the interview data and documentation. With his creativity in teaching, the ninth-grade English teacher at SMP 1 Srengat designed an engaging online learning activity.

Datum 1: The process of online learning activities

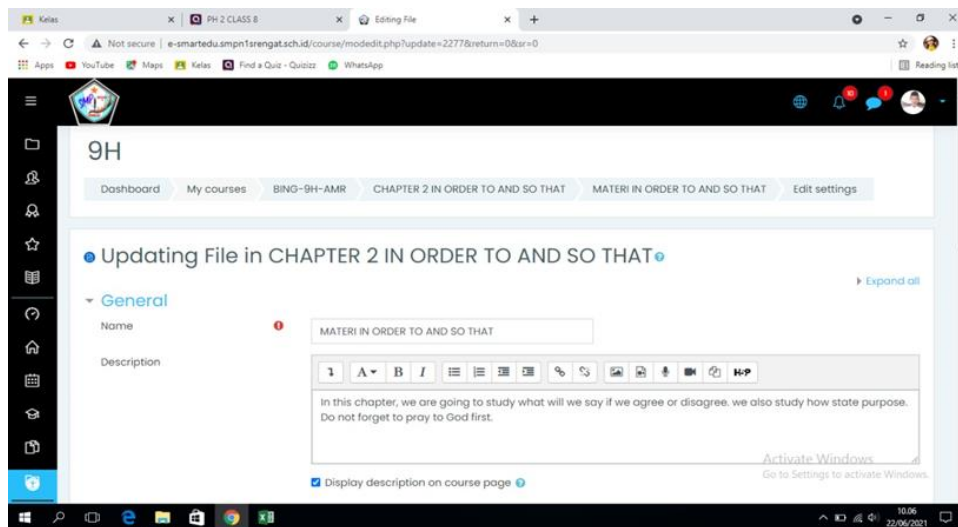
Online learning activities begin with providing material using textbooks distributed to students or using material sources from the web by providing links to students, using YouTube links so that students can also get additional explanations of the material. Students work on practice questions from LKS after the material is delivered. Students have worked on the questions in the LKS; QnA activity is held about the material delivered so that students can ask about material that has not been understood. At the end of the lesson, the English teacher provides a Quiz Time by Quizziz.com activity where students are given a link quiz and do it directly with the existing time provisions.

Datum 2: Online learning activities designed by the English teacher

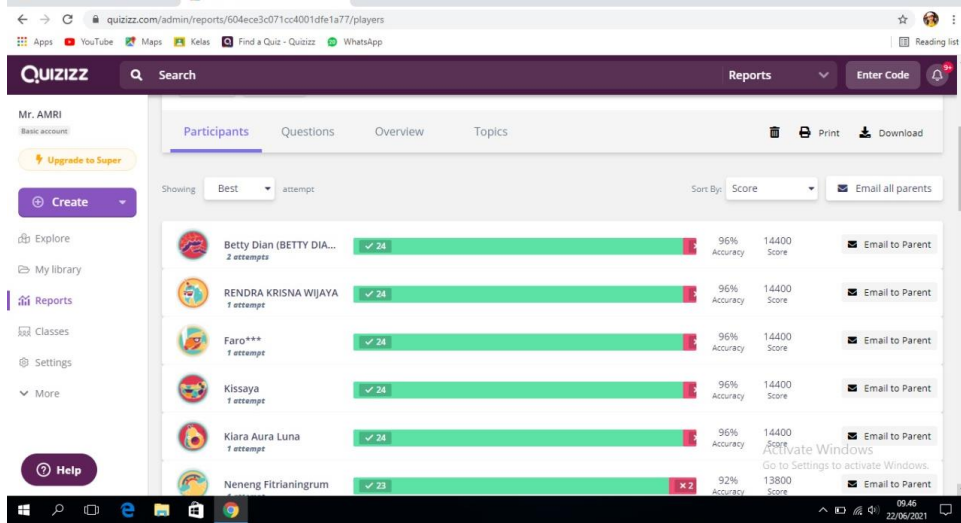
The English teacher also designs online learning activities on each skill. For speaking skills, students make videos about particular material and upload them on YouTube or Google classroom, and the English teachers provide students with material that must be read by themselves and understood according to the material presented and following reading skills, for writing skills students make sentences and uploaded in google classroom, sentences are made according to the material being studied.

The following online learning activity is Quiz Time which is carried out at the end of the lesson. Those facts were validated by interviewing quotation as follows:

"For speaking students have to make a conversation video, make short sentences or story for writing and upload it at the Google classroom, reading the material by their self at home, self-study by giving the link for the additional materials from the internet and online meeting use technology, consulting, QnA time at the end of the class, Quiz time by Quizziz.com."



Picture 4.1 Online learning activities reading. The English teacher uploaded the materials on the E-Learning and students read the materials by themselves.



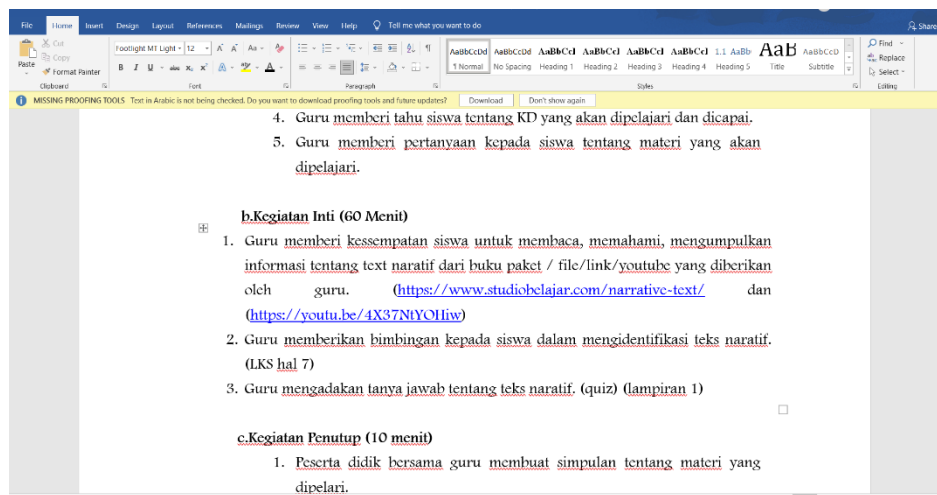
Picture 4.2 Online learning activities Quiz Time



Picture 4.3 Online learning activities making a video



Picture 4.4 Online learning activities consulting, the students did a consulting about their problem in WhatsApp Group.



Picture 4.5 Online learning activities self-study. The English teacher give a material from another Link and students study by themselves.

Table 4.2 The result of interviewing by English Teachers in designing online learning activities.

No	Online Learning Activities	Skill
1	Making Video	Speaking skill
2	Writing (Make a sentence)	Writing skill
3	Reading the material by their self	Reading skill
4	Quiz Time	All skill
5	QnA section (Question and Answer)	All skill
6	Teacher Explanation	Listening skill
7	Consulting	All skill

Based on the finding above, the English teacher, with his creativity, was designing online learning activities during COVID-19, there were making video, reading, writing, quiz time, QnA section, and Teacher Explanation.

4.2 Discussion

In the teaching process, teacher should decide what approach to use in teaching also determine what methods, techniques and strategies can be used to teach. Based on the data collection, the researcher finds of teaching approach, teaching method, teaching strategy and teaching technique used by the English teacher at SMPN 1 Srengat during online learning. The researcher will present the explanation as follows:

1) Teaching approach

Based on the findings, in the online learning the English teacher used Inquiry-Based Learning. This approach was very suitable to use in the online learning because education plays an active role and this approach that places the ideas, questions and observations of participants at the center of the learning experience.

2) Teaching method

The findings showed that, the method used by the English teacher are students-centered and synchronous online courses learning method to deliver material during online learning. This course takes place simultaneously and can use many forms such as virtual classrooms, instant messaging, and more.

3) Teaching strategy

The teaching strategy implemented by the English teacher is conducting an online learning activity. Such as, quiz time, QnA time, consulting, writing and make a video.

4) Teaching technique

The technique used by the English teacher is implementing technology in online learning process. Used online learning media such as Zoom Meeting to make a virtual meeting with the students. Quiz time was made on the Quizziz.com, consulting done in the WhatsApp application, QnA time and writing were implement in Google classroom.

Based on the explanation above the teaching strategy implemented by the English teacher is conducting an online learning activity. Such as, quiz time, QnA time, consulting, writing and make a video. According to the research findings, it has been answered that the English teacher in the ninth grade at SMPN 1 Srengat used his creativity in designed online learning activities and designed engaging online learning activities. The researcher checking the data based on Mulyana's (2010) theory about teacher creativity and theory from (Jack et al. 2009) about learning activities.

A. English Teacher Creativity in Designing Online Learning Activities

The English teacher in the ninth-grade students at SMPN 1 Srengat, in the designing online learning activities was implementing four characteristics of creative teacher the theory from (Mulyana 2010). The four characteristics are Fluency, Flexibility, Originality, and Elaboration. The researcher will present the explanation as follows:

a. Fluency

Fluency means the teacher can produce accurate ideas according to the problem at hand. Online learning is a problem faced by teachers because they must adapt to teaching online by using their creativity in teaching. The English teacher at SMPN 1 Srengat brings his creativity into online learning to solve the problem with creates an online learning activity appropriate to the circumstance and choose interesting online learning activities. Such as making

videos, reading, writing, quiz time, QnA section, consulting and Teacher presentation.

b. Flexibility

In this case, the teacher can open minds. This ability can be used to create new and better learning ideas than previous ideas. By opening up space to receive input from other people or students, the resulting ideas can satisfy all parties, from a teacher and student. The English teacher at SMPN 1 Srengat can open his mind. The English teacher creates online learning activities, namely consulting and opens QnA time. By consulting and QnA time, students can consult and ask directly with the teacher regarding the problems they are facing or constructive input so that online learning can run well and be accepted by all students.

c. Originality

Originality means that the teacher creates new ideas. This ability is needed in the learning process because it helps the learning process be effective. When online learning was first held, the English teacher used E-Learning in the teaching process. However, English teachers use E-Learning when teaching because several reasons make English teachers create new ideas in the online teaching process. By paying attention to students' problem, English teachers create new ideas by creating online learning activities using other online learning media such as Quiz Time which created using Quizizz.com, QnA section, and consulting. With these online learning

activities, students become enthusiastic about learning and do not feel bored when learning online.

d. Elaboration

The teacher can see a problem in detail. The accuracy of a teacher in looking at a problem will affect the quality of the results of his creativity. The English teacher at SMPN 1 Srengat paying attention to the student's problem and solve them well. Before choosing the learning activities, the English teacher adjusting the skill to be taught and seeing the students' backgrounds. By those way the English teacher can design online learning activities which suitable with students need and condition. Based on those explanation, it showed that English teacher at SMPN 1 Srengat can see a problem in detail.

Table 4.3 The result of analyzing data between the theory of (Mulyana, 2010) and results from interview in how to design online learning activities.

No	The way to design online learning activities by The English Teacher	Theory from (Mulyana, 2010)
1	Creating online learning activities appropriate to the circumstance	FLUENCY
2	Choose interesting online learning activities.	
3	Provide a consulting time between students and teacher	FLEXIBILITY
4	Giving time for QnA at the end	
5	By paying attention to student problems	ORIGINALITY

6	Seeing the background of the students to be taught	ELABORATION
7	Adjusting the skills to be taught	

Based on the data above, the English teacher at SMPN 1 Srengat in designed the online learning activities, the English teacher was implemented four of criteria for creative teachers based on the theory of (Mulyana 2010), namely Fluency, Flexibility, Originality and Elaboration.

B. Online Learning Activities Developed by the English Teacher

Based on theory from (Jack, Chris and Donald 2009) there is twelve common activities type used by the creative teacher such as Guide-discovery learning, interactive lecture, students teaching, problem-solving, projects, students' presentation, self-assessment, and peer assessment, self-study, reading, technology, role-playing and consulting.

In the researcher's findings data through interviews, the English teacher used his creativity by making some interesting online learning activities in the online learning process. Such as making videos, reading, writing, quiz time, QnA section, consulting and Teacher presentation. Based on the theory from (Jack, Chris, and Donald 2009) that the English teacher-designed five online learning activities, including consulting, interactive lectures, student presentations, reading, and self-study. This will be explained further below:

a. Consulting

It is an excellent alternative to teach, in which school members lend their expertise to questions and problems raised by learners. The English teacher creates online learning activities, namely consulting, which, after the online learning is complete, students can do consulting directly with the teacher used WhatsApp group.

b. Interactive Lecture

It is a solution to an undisturbed lecture or teacher, which lasts for an extended period. The objective is to build border checks with a teacher, during which learners test their understanding of what was presented. The English teacher at SMP 1 Srengat uses these learning activities not to disturb when delivering material to students, and students can understand the material presented. The English teacher presented the materials by ZOOM application to make a virtual meeting with the students.

c. Students Presentation

This may be a less formal variant of student teaching. Students present some aspects of the class performance, such as homework solutions, quiz responses, peer assessments, and team assessments. The English teacher used this student presentation by making online learning activities such as making a video to explain some material or complete the homework. This online learning activity is for speaking skills. The following online learning activity are writing sentences and Quiz Time. Quiz time created through a

Quizziz.com account and focuses on all skills. Quiz Time is very helpful for English teachers in evaluating students' understanding of the material that has been presented. In addition, the English teacher also created online learning activities namely QnA time.

d. Reading

In this type of activity, learners are responsible for understanding written material but usually do not understand what they should have learned or what they should be able to do due to reading the material. The English teacher uses some additional material to practice reading, improve reading skills, and understand the material. The English teacher upload the materials in the Google Classroom and students can read by them-selves.

e. Self-study

The nature of this activity is to make it possible for the student to make their learning easier to meet the needs of the student criteria in their study. The English teacher uses self-study activities by giving students links to material from several sources to understand more about the material. The English teacher provides YouTube links about material from other sources and upload it in the Google classroom to make students understand the material well and train students' listening skills.

The English teacher in the ninth grade at SMPN 1 Srengat used his creativity to create online learning activities to remain enthusiastic in the online learning process. The English teacher created five online learning activities: Consulting, Interactive Lecture, Student Presentation, Reading, and Self-Study. With these online learning activities, all ninth-grade students can learn well and understand the material presented well. It will describe clearly by the table:

Table 4.4 The result of analyzing data between the theory of (Jack, Chris, and Donald 2009) and results from interview in designing online learning activities.

No	Type of learning activities based on theory (Jack, Chris, and Donald 2009)	Learning activities designed by English Teacher
1	Consulting	Consulting by WhatsApp Group
2	Interactive Lecture	Teacher Explanation
3	Students Presentation	<ul style="list-style-type: none"> - Video - QnA time by Google Classroom - Quiz time by Quizzi.com - Writing sentences
4	Reading	<ul style="list-style-type: none"> - Reading the material The teacher uploads it in the Google Classroom
5	Self-study	Reading another material from: <ul style="list-style-type: none"> - Link material from another source - Link YouTube The teacher uploads it in the Google Classroom

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents a conclusion and suggestion from the researcher based on the research about English teacher creativity in designing online learning activities for the ninth-grade students of SMPNN 1 Srengat.

5.1 Conclusion

Based on the finding of this research about English teacher creativity in designing online learning activities for the ninth-grade students of SMPN 1 Srengat. There are two conclusions. The first conclusion of this research is the way English teacher used his creativity in designing online learning activities are by creating online learning activities appropriate to the circumstance, choose interesting online learning activities, provide consulting time between students and teacher, giving time for QnA, paying attention to student's problem, seeing background of the students to be taught and adjusting skill to be taught. Based on the data analysis the English teacher in designed online learning activities implemented four characteristics of a creative teacher according to (Mulayana 2010), there are fluency, flexibility, originality, and elaboration.

The second conclusion of the research is related to the online learning activities designed by the English teacher at the ninth grade of SMPN 1 Srengat. Online learning activities designed by the English teacher are making video, writing,

reading, quiz time, QnA time, teacher explanation and consulting. Based on the result of this study showed that the English teacher used five online learning activities according to (Jack, Chris, and Donald 2009), and there are consulting, interactive lecture, student presentation, reading, and self-study.

5.2 Suggestion

In this section, the researcher would like to deliver a few suggestions related to the research and expected that these suggestions could grant helpful inputs for the English teacher and future researchers.

The researcher suggests to the English teacher at SMPN 1 Srengat to give each other advice in designing online learning activities so that all students can carry out online learning well and always pay attention to students' problems when learning online. In addition, the researcher suggests to all English teachers in another school to selected appropriate online learning activities after knowing the problem faced by the students during online learning.

The second suggestion is for future research. The researcher suggests future research to find out more sources about online learning activities, especially in learning the English language, to increase English teacher creativity in the English teaching process and support English learning education in Indonesia.

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APPENDICES

Appendix 1: Letter of permission for doing the research in SMPN 1 Srengat

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang http:// fitk.uin-malang.ac.id, email : fitk@uin_malang.ac.id</p>	
Nomor	: 644/Un.03.1/TL.00.1/01/2021	1 Maret 2021
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Penelitian	
Kepada Yth. Kepala Sekolah SMPN 1 Srengat di Jalan Teratai No 01 Kota Blitar Kecamatan Srengat		
Assalamu'alaikum Wr. Wb.		
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:		
Nama	: Septi Rahmayanti	
NIM	: 17180039	
Jurusan	: Tadris Bahasa Inggris - S1	
Semester - Tahun Akademik	: Genap - 2020/2021	
Judul Skripsi	: English Teacher Creativity in Designing Online Learning Activities During COVID-19 at the Ninth Grade Students of SMPN 1 Srengat	
Lama Penelitian	: Maret 2021 sampai dengan April 2021	
diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.		
Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.		
Wassalamu'alaikum Wr. Wb.		
 Dekan,  Dr. H. Agus Maimun, M.Pd NIP. 19650817 199803 1 003		
Tembusan :		
1. Yth. Ketua Jurusan Tadris Bahasa Inggris - S1		
2. Arsip		

Appendix 2: letter of research information from SMPN 1 Srengat

 PEMERINTAH KABUPATEN BLITAR
DINAS PENDIDIKAN
UPT SMP NEGERI 1 SRENGAT
NSS. 201051505001 NIS. 200900 NPSN. 20551746
Jl. Terate No.1 ■ / Faksimili. (0342) 551023
Email smpn1_srengat@yahoo.com Website
<http://smpn1srengat@sch.co.id>

SRENGAT

SURAT KETERANGAN
Nomor : 800/ 116 /409.101.08/2021

Yang bertanda tangan di bawah ini :


Nama : **SUPANI, S.Pd. M.M.**
NIP : 19620501 198302 1 005
Pangkat, Gol/Ruang : Pembina Tk.I, IV/b
Jabatan : Kepala Sekolah


Menerangkan dengan sesungguhnya bahwa

Nama : **SEPTI RAHMAYANTI**
NIM : 17180039
Jurusan : Tadris Bahasa Inggris
Instansi : UIN Malang

Bahwa yang bersangkutan telah melakukan penelitian lapangan di UPT SMP Negeri 1 Srengat Tahun Pelajaran 2020/2021 dengan judul “ **English Teacher Creativity in Designing Online Learning Activities During VOVID-19 at the Ninth Grade Students of SMPN 1 Srengat** pada Maret s.d. April 2021

Demikian Surat Keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya. Atas perhatian kami ucapkan terima kasih.

Srengat, 8 Juni 2021
Kepala,

SUPANI, S.Pd. M.M.
Pembina Tk.I
Nip. 19620501 198302 1 005



CS Scanned with CamScanner

Appendix 3: Interview Guide Question

INTERVIEW GUIDE QUESTION

This list of interview questions serves to answer the formulation of the problem in the study entitled "English Teacher Creativity in Designing Online Learning Activities during COVID-19 at the Ninth Grade Students of SMPN 1 Srengat".

The following is a list of interview questions:

A. English Teacher Creativity

1. How long have you been teaching the English language?
2. In the ninth grade, how many classes do you teach?
3. What skill do you teach in ninth grade?
4. How do you think about online learning during COVID-19?
5. Do you have a personal notion or definition of creativity?
6. How do you bring your creativity into English teaching?
7. How do you increase your creativity in teaching?
8. What are the learning material do you use to teach online in the ninth grade students of SMPN 1 Srengat?
9. What books used in the teaching of the ninth-grade students in SMPN 1 Srengat?
10. How are the learning methods you apply during this online learning at the ninth grade students of SMPN 1 Srengat?
11. Is there a problem when you teach by online learning?
12. How do you solve the problem during teaching by online learning?

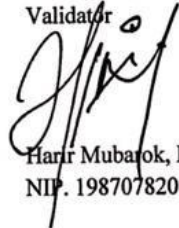
13. Using your creativity in online learning, are you developing online learning activities?
14. How do you determine the online learning activities that you will develop?
15. How do students respond when they are using the online learning activities that you create?

B. Online Learning Activities Developed By The English Teacher

16. What are the online learning activities that have you created?
Mention it and state the suitability of the skills used by each online learning activity.
17. Which one of the best online learning activities that you create?
18. How the way to use the learning activities?
19. What are the advantages of these online learning activities?
20. Is there a shortage of these online learning activities? If there any deficiencies, what are they?

Malang, 24, February 2021

Validator



Harir Mubarak, M.Pd

NIP. 1987078201802011152

Appendix 4: The result of interview

THE RESULT OF INTERVIEW

“English Teacher Creativity in Designing Online Learning Activities During COVID-19 At the Ninth Grade Students of SMPN 1 Srengat”

A. English Teacher Creativities

1. **Q: How long have you been teaching the English language?**

A: I have been teaching for twenty-one years.

2. **Q: In the ninth grade, how many classes do you teach?**

A: In the ninth grade, I teach five classes

3. **Q: What skill do you teach in the ninth grade?**

A: During the pandemic for English language, we emphasized for reading, speaking and writing skills.

4. **Q: How do you think about online learning during COVID-19?**

A: During online learning, as a teacher really requires maximum effort. Because, we teach not directly, but based on the online application, there are many obstacles from the internet network so that sometimes learning does not go well. As a teacher we must prepare online learning materials, learning methods and learning activities that appropriate to the circumstances.

5. **Q: Do you have a personal notion or definition of creativities?**

A: The creativity here leads to the preparation of appropriate material for students where students are now studying at home. Creative teacher has to build learning that is not saturated and pleasing the students. Use the learning activities that can make students understand the material well.

6. **Q: How do you bring your creativity into English teaching?**

A: When teaching, I choose the material based on the level of understanding of the students and also use learning methods and learning activities that are attractive and easy to understand by students. So, that students can understand the materials well.

7. **Q: How do you increase your creativity in teaching?**

A: There are several things to increase creativity. I attended the seminar concerned about teaching English. SMPN 1 Srengat also often conducts a seminar related with teaching process and the school also includes teacher in MGMP (Musyawarah Guru Mata Pelajaran) events.

8. **Q: What are the learning material do you use to teach online in the ninth grade students of SMPN 1 Srengat?**

A: During pandemic, the learning materials which I used to teach are LKS, a handbook for students, give link to the students containing

additional materials from the internet and YouTube videos to help students more understand about the materials.

9. Q: What books used in the teaching of the ninth-grade students in SMPN 1 Srengat?

A: For the book, use LKS and buku paket dari sekolahan.

10. Q: How are the learning methods you apply during this online learning at the ninth-grade students of SMPN 1 Srengat?

A: During pandemic and online learning the learning method is synchronous online courses and for the learning media I used E-learning, Google Classroom, Telegram, YouTube and WhatsApp application to help the learning process running well.

11. Q: Is there a problem when you teach by online learning?

A: For the problem when teaching online it is the internet network between teacher and students. Because, students come from different areas, there must be obstacle related to the internet network. In addition, the student's spirit in learning is decreasing and lack communication between teacher and students.

12. Q: How do you solve the problem during teaching online learning?

A: To deal with the learning problems during online learning, by choosing an interesting learning activity so that students do not get bored. Always, allow time for QnA at the end of the materials so that

students understand the material well, and always remind the students about the material and assignments given through WhatsApp.

13. Q: Using your creativities in online learning, are you developing online learning activities?

A: Yes, I did it

14. Q: How do you determine the online learning activities that you will develop?

A: When choosing the learning activities, it is seen from the terms of student's abilities. There are some students who are from the lower group and there are also students who are in the upper group in understanding the material, therefore when determining the learning activities, teacher should to adjust student's ability to understand the material.

15. Q: How do students respond when they are using the online learning activities that you create?

A: Student's response about the learning activities, for the students who are at the upper level, their response is very good they are very active in the learning process but for students at the lower levels their response is very lacking and they are also inactive during online learning.

B. Online Learning Activities Developed by The English Teacher

16. Q: What are the online learning activities that have you created?

Mention it and state the suitability of the skills used by each online learning activity.

A: For speaking students have to make an conversation video, make a short sentences or story for writing and upload it at the Google classroom, reading the material by their self at home, self-study by give the link for the additional materials from the internet and online meeting use technology, consulting, QnA time at the end of the class, Quiz time by Quizziz.com.

17. Q: Which one of the best learning activities that you created?

A: From all the learning activities, the best learning activities that can make students active and understand well about the material during online learning is a QUIZ time at the end of learning process. With this quiz time students will understand well the material that has been presented properly and as a teacher I can take the result of the quiz to provide an assessment of the students.

18. Q: How the way to use the learning activities?

A: For, the quiz I made the quiz in Quizziz.com. Quizziz.com is a web to find and create free gamified quizzes and interactive lesson to engage the learners. We have to make quizziz account as a teacher to can create the quiz. I have made a quiz before class starts; the question

of the quiz is about the material that will be discussed during online learning. After the explanation of the materials and the QnA about the materials, I will share the link of the quiz and then students will do quizzes online and within the specified time. For the result of the quiz, I will be able to see it through my quizziz account and I can immediately take the student's score.

19. Q: What are the advantages of these online learning activities?

A: By using quiz time activities, students will be able to understand the material well. There is no cheating when students do assignments because students cannot cheat their friends' work and students have to do quizzes with a limited time. Therefore, they have to understand well about the material that has been delivered. So, students also become active during the learning process and listen to the teacher explanation about the material.

20. Q: Is there a shortage of these online learning activities? If there any deficiencies, what are they?

A: Because, this is an online quiz, so the quiz is opened through a link that I share to students. The problem is, of course when there are several students having trouble when opening the quiz link because the internet network is bad so students work on quizzes waiting for a good network. In addition, because this is still online learning, I cannot supervise the learning activities directly.

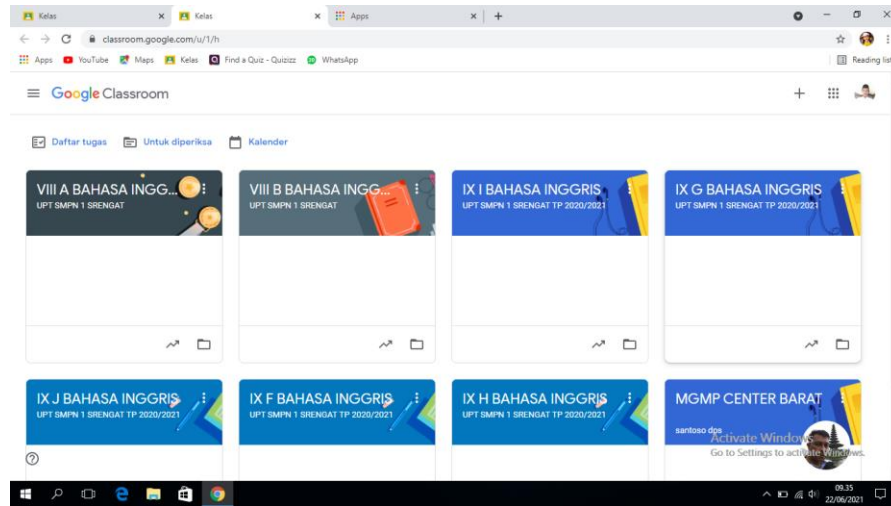
Appendix 5: Interview picture with the English teacher of SMPN 1 Srengat

Name: Muhammad Zainul Amri, S.Pd

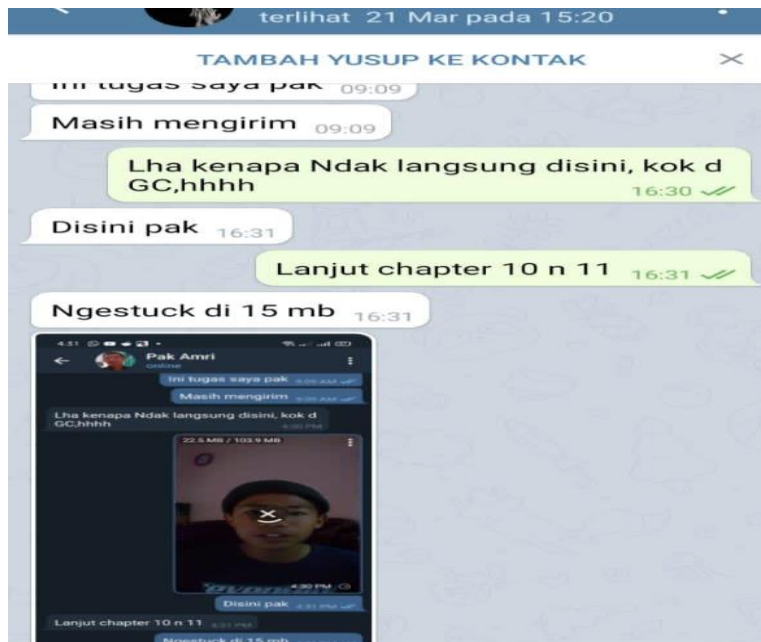
Position: English Teacher at SMPN 1 Srengat



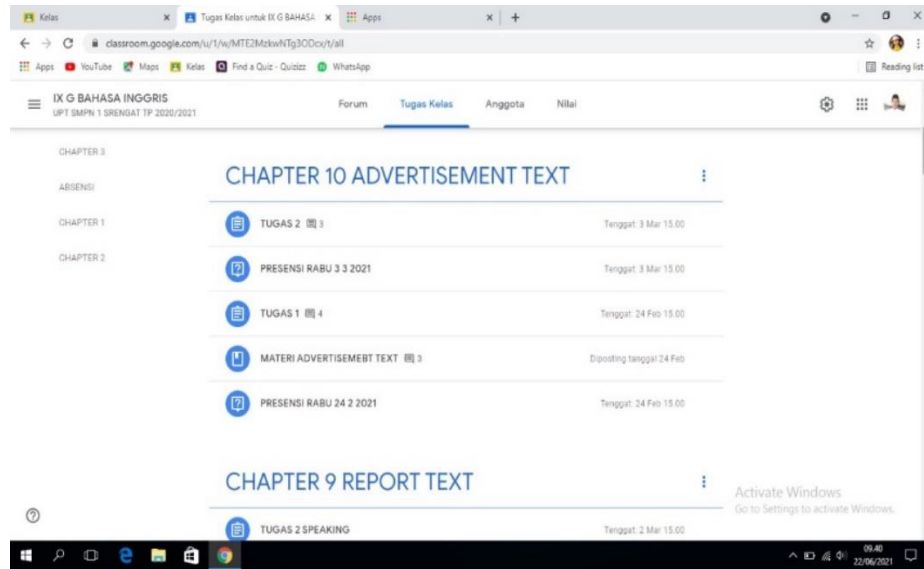
Appendix 6: The result of documentation of this research in SMPN 1 Srengat



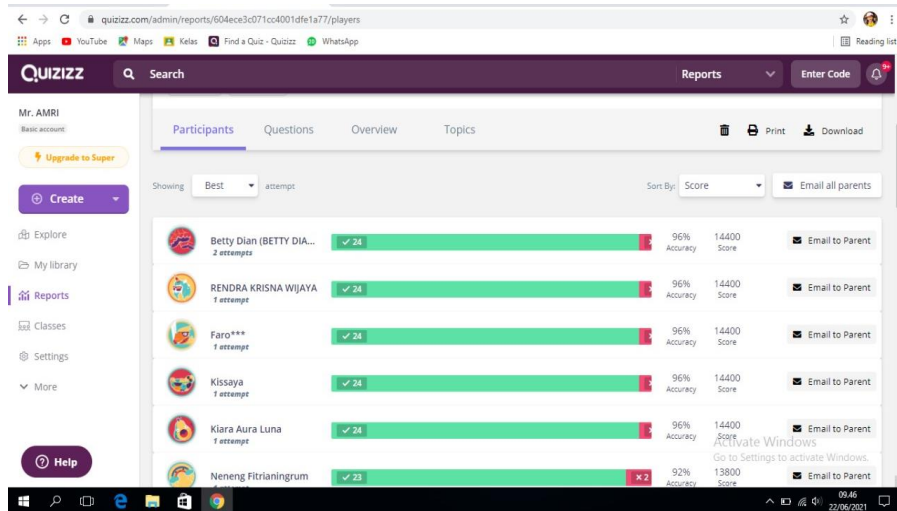
The English teacher teach online by Google classroom



Online learning activities by consulting, for helping students more understand with the material.



Students uploaded their assignment in Google Classroom.



Online learning activities by Quiz, for helping students more understand with the material.

The screenshot shows the Quizizz admin interface with a table of quiz reports. The table has columns for Type, Quiz name, Total participants, Accuracy, and Code. The data is as follows:

Type	Quiz name	Total participants	Accuracy	Code
Assigned	PH 2 CLASS 8 Completed 2 months ago	7	60%	Reopen
Assigned	PH 2 CLASS 8 Completed 3 months ago	35	58%	Reopen
Assigned	PH 2 CLASS 8 Completed 3 months ago	42	61%	Reopen
Assigned	latihan cbt Completed 4 months ago	21	55%	Reopen
Assigned	PH 1 NARRATIVE Completed 4 months ago	3	33%	Reopen
Assigned	PH 1 KELAS 8 Completed 4 months ago	37	47%	Reopen
Assigned	PH 1 NARRATIVE Completed 4 months ago	154	47%	Reopen

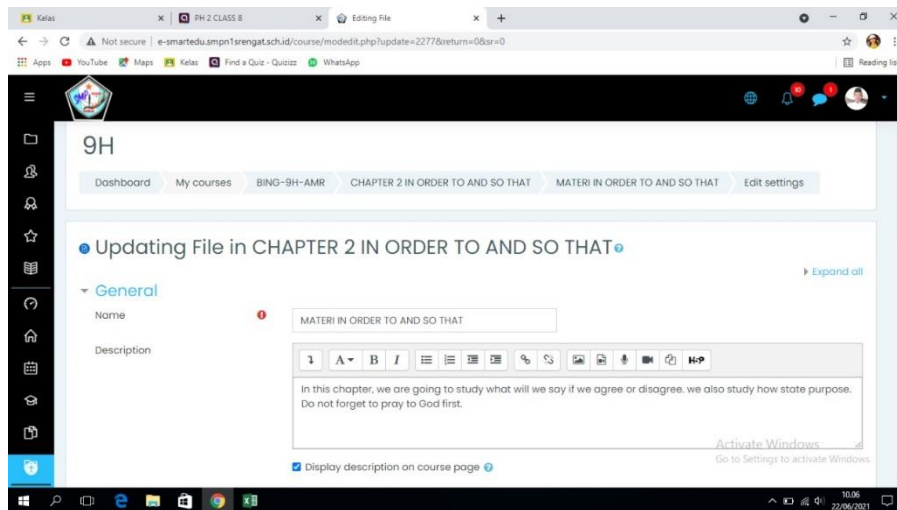
The result of the quiz



Online learning activities by making a video, for helping students more understand with the material.



The English teacher also use WhatsApp Group to do an online learning



Online learning activities by Reading. The English teacher already share the materials in Google classroom and students read the materials by themselves.

Appendix 7: One example of Lesson Plan by English teacher

RENCANA PELAKSANAAN PEMBELAJARAN

KD 3.7 & 4.7

Satuan Pendidikan	: SMP NEGERI 1 Srengat
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/2
Materi Pokok	: Narrative text
Alokasi waktu	: 4 x 40 menit (2 pertemuan)

A. TUJUAN PEMBELAJARAN

Setelah mengikuti kegiatan pembelajaran, peserta didik diharapkan dapat :

Pertemuan 1

1. Mengidentifikasi struktur teks dari text naratif.
2. Mengidentifikasi unsur kebahasaan dari text naratif.
3. Mengidentifikasi fungsi social dari text naratif.

Pertemuan 2

1. Menemukan informasi tertentu dari text naratif.
2. Menyusun kalimat acak menjadi paragraf benar..

B. LANGKAH PEMBELAJARAN

Pertemuan 1

a.Kegiatan Pendahuluan (10 menit)

1. Guru memastikan siswa siap dalam proses PJJ.
2. Guru menyapa, memberi salam, menanyakan keadaan peserta didik.

3. Guru memeriksa kehadiran siswa
4. Guru memberi tahu siswa tentang KD yang akan dipelajari dan dicapai.
5. Guru memberi pertanyaan kepada siswa tentang materi yang akan dipelajari.

b.Kegiatan Inti (60 Menit)

1. Guru memberi kesempatan siswa untuk membaca, memahami, mengumpulkan informasi tentang text naratif dari buku paket / file/link/youtube yang diberikan oleh guru. (<https://www.studiobelajar.com/narrative-text/> dan <https://youtu.be/4X37NtYOHiw>)
2. Guru memberikan bimbingan kepada siswa dalam mengidentifikasi teks naratif. (LKS hal 7)
3. Guru mengadakan tanya jawab tentang teks naratif. (quiz) (lampiran 1)

c.Kegiatan Penutup (10 menit)

1. Peserta didik bersama guru membuat simpulan tentang materi yang dipelajari.
2. Guru menyampaikan rencana pembelajaran pada pertemuan mendatang..
3. Guru menutup PJJ dengan doa dan salam

PENILAIAN

- a. Penilaian sikap : Berdasarkan keaktifan selama PJJ

Pertemuan 2

a. Kegiatan Pendahuluan (10 menit)

1. Guru memastikan siswa siap dalam proses PJJ.
2. Guru menyapa, memberi salam, menanyakan keadaan peserta didik.
3. Guru memeriksa kehadiran siswa
4. Guru memberi tahu siswa tentang KD yang akan dipelajari dan dicapai.

b. Kegiatan Inti (60 Menit)

1. Guru memberi task kepada siswa untuk dikerjakan (lks hal 28).
2. Guru memberikan bimbingan kepada siswa dalam mengerjakan task.
3. Guru mengadakan tanya jawab tentang pengerjaan task.
4. Siswa mengirimkan hasil kerjaannya.

c. Kegiatan Penutup (10 menit)

1. Peserta didik bersama guru membuat simpulan tentang task yang dipelari.
2. Guru memberi tugas untuk mengurutkan kalimat acak menjadi benar.(lampiran 2)
3. Guru menyampaikan rencana pembelajaran pada pertemuan mendatang..
4. Guru menutup PJJ dengan doa dan salam

PENILAIAN

- a. Penilaian sikap : Berdasarkan keaktifan selama PJJ
- b. Penilaian pengetahuan : Tugas tertulis

Mengetahui
Kepala SMP Negeri 1 Srengat,

Srengat, 4 Januari 2021
Guru Mata Pelajaran

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Lampiran 1.

THE LEGEND OF TANGKUPAN PERAHU

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly. Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you. Suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthyboy.

Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting , Tumang was always with him. One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness. Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon. Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum

river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat. Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, leter, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside-down boat.

QUIZ

Answer the questions based on the text above.

1. Mention 4 verbs used in the text!
2. Which sentence is the orientation?
3. What tense is used in narrative text?
4. Make a sentence in simple past tense!
5. Change the sentence into negative form!

Lampiran 2

Arrange into good order!

1. He fell in love with her at the first sight.
2. There he met Dayang Sumbi..
3. He did not know that she was Dayang Sumbi.
4. One day Sangkuriang went back to his village.
5. He was big and strong.

Jawaban : 4,5,2,3,1.

Appendix 8: Writer Biography

WRITER BIOGRAPHY

Name : Septi Rahmayanti
NIM : 17180039
Date and Place of Birth : Blitar, September 11 1998
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Educational Background:

1. 2005 – 2010 Srengat 01 Elementary School
2. 2011 – 2013 MTS AL-MAWADDAH Islamic Boarding School
3. 2014 – 2016 MA AL-MAWADDAH Islamic Boarding School
4. 2017 – until now English education department in UIN Malang

Malang, June 10 2021

Septi Rahmayanti

17180039