A STUDY ON ENGLISH TEACHER'S CREATIVITY IN TEACHING READING COMPREHENSION OF ELEVENTH GRADE STUDENTS AT SMA NEGERI 1 NGEMPLAK IN THE ACADEMIC YEAR OF 2022/2023

THESIS

Submitted as a Partial Requirements

for the Undergraduate Degree

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

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Assalamu'alaikum. Wr. Wb.

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has already fulfilled the requirements to be presented before The Board Examiners (*Munaqosyah*) to gain Undergraduate Degree in English Language Education.

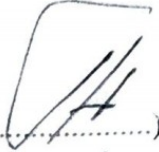Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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RATIFICATION

This is to certify the Undergraduate Degree thesis entitled **"A Study on English Teacher's Creativity in Teaching Reading Comprehension of Eleventh Grade Students at SMA Negeri 1 Ngemplak in The Academic Year of 2022/2023"** by Putri Susanti has been approved by the Board of Thesis Examiners as the requirement for the Undergraduate Degree in English Language Education.

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iii

DEDICATION

I dedicate this thesis to:

1. My beloved parents, Mr. Arman and Mrs. Sutarmi, who always give pray, support, advice and boundless love for me.
2. My beloved brother, Adhitya Fathur Rohman, who always supports and entertains me with his randomness.
3. My Almamater UIN Raden Mas Said Surakarta

MOTTO

"Jika Allah bersamamu, maka jangan takut kepada siapa saja. Akan tetapi jika Allah sudah tidak lagi bersamamu, maka siapa lagi yang bisa diharapkan olehmu"

- Hasan Al-Banna -

"It's not always easy, but that's life. Be strong because there is better day ahead"

- Mark Lee, NCT -

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **"A Study on English Teacher's Creativity in Teaching Reading Comprehension of Eleventh Grade Students at SMA Negeri 1 Ngemplak in The Academic Year of 2022/2023"** is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, May 2023

by,

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ACKNOWLEDGMENT

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Sukoharjo, May 2023

The Researcher

Putri Susanti

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPPENDICES

ABSTRACT

Putri Susanti. 2023. *A Study on English Teacher's Creativity in Teaching Reading Comprehension of Eleventh Grade Students at SMA Negeri 1 Ngemplak in The Academic Year of 2022/2023.* Thesis. English Language Education Study Program, Cultures and Languages Faculty.

Creative teaching is a method used by teachers to make the teaching and learning process interesting, fun and engaging. Creative teachers can effectively carry out their educational process by integrating various contextual teaching materials, educational strategies, educational media, and real-life experiences. This study aims to find out how English teachers' creativity in teaching reading comprehension and what are the factors that influence teacher creativity in teaching reading comprehension.

This research used descriptive qualitative research. The research was conducted at SMA Negeri 1 Ngemplak as the setting of place to do research. The researcher took English teacher at eleventh grade of SMA Negeri 1 Ngemplak as the subject of the research. This primary data was obtained from the teacher's sentence and action. The technique of collecting data was done by observation, interviews and documentation with English teachers. In this research, the researcher was used the technique triangulation to check the validity of the data. The technique of analyzing data used data reduction, data display and drawing conclusion.

The results showed that teachers' creativity in the learning process of reading comprehension can be said have not been implemented optimally. This is because teachers have not utilized the use of various learning media properly. Teachers also have not optimized their creativity in developing interesting teaching-learning strategies. Besides, in providing reading comprehension questions, teachers have not fulfilled the comprehension level category, namely critical. However, teachers have created a conducive learning climate by often organizing the classroom and giving reprimands/motivation to students. In addition, in implementing creativity in learning, there are factors that influence the teacher's creativity, including school facilities and infrastructure, teacher's condition, limited time for teaching reading comprehension and student's condition.

Keyword   : Teacher's Creativity, Teaching Reading Comprehension

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is one of the important things in the national development process. Education has an important role to determine improvements in the quality of social life in various aspects of life. Through education, other aspects such as aspects of skills and expertise can be improved in facing life in the future. As educational institutions, schools play an important role in creating the quality of the next generation, one of which is developed at the school is language skills. The goal is that students have good and appropriate skills in language, both spoken or written. There are four skills in language, namely listening, reading, speaking, and writing. These four skills are the capital of student interaction in everyday life (Saputra & Setiawan, 2021).

Knowledge can be obtained from various activities, one of which is through reading. Therefore, reading skills should be developed in students. Skills in reading are needed by students because they have many important roles in life, one of which is to create student habituation in reading (Anjani et al., 2019). The ability to read is a basic skill that should be possessed by students in order to be able to participate and contribute in all learning processes. The ability to read is very important for students, because many learning activities involve reading (Anwar & Wicaksono, 2020).

According to the Great Indonesian Dictionary, the meaning of the word reading is to see and understand the contents of what is written (by speaking or only in the heart). Reading is one of the processes carried out to obtain information through written language media. If someone does a lot of reading, it will automatically increase vocabulary, increase knowledge, train speech tools, train reasoning power, and also be able to respond to the contents of the reading he reads. In the 2003 National Education System Law Chapter III article 4 paragraph 5 which discusses the Principles of Education Implementation, it is stated that the importance of learning to read for all members of the community. It can be concluded that every human being must have the skills and ability to read because by reading humans can obtain the knowledge and information needed for a smooth life (Ambarita et al., 2021).

The ability to read well is the most important skill that people can achieve. Reading can be seen as a communication channel in an ever-evolving world that is much needed. Comprehension is included in the aspect of reading which is very important in reading activities. So, the purpose of reading is comprehension not speed, and reading ability is the ability to understand reading material (Rahmi Gunarwati, Luthfi Hamdani Maula, 2021). Reading comprehension can be interpreted as a reading process to find a meaning from the reading text. Reading comprehension is a complex thought process that includes two main abilities, namely the mastery of the meaning of words and the ability to think about verbal

concepts. Reading comprehension is the process of reading comprehension by someone to recognize, understand, and at the same time store the information contained in reading material. Reading comprehension is a basic need and is the key to student success in the educational process. Most of the information collection is done by students through reading activities (Alpian & Yatri, 2022).

In order for someone to be able to reach a certain level of understanding, it must be a long process. Therefore, we need to know and master several aspects of reading comprehension. Aspects in reading comprehension include a. Understanding simple meanings (lexical, grammatical, rhetorical), b. Understanding significant, c. Evaluation or assessment (content, form), and d. Read carefully. In reading comprehension, the reader is not only required to understand and understand the contents of the reading, but also must be able to analyze or evaluate and relate it to the experiences and prior knowledge he has. Therefore, the role of the teacher is needed to guide and direct students to further improve their knowledge and skills in reading.

One of the important components in an education and teaching and learning process is the existence of a teacher. Law No. 14 of 2005 concerning Teachers and Lecturers, states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. The

role of a teacher in addition to being an educator but also being a teacher, facilitator, mentor, motivator, demonstrator and much more. Teachers have a unified role and function that cannot be separated, between the ability to educate, guide, teach, and train. These four abilities are integrative abilities, which cannot be separated from each other (Sopian, 2016).

To become a professional teacher must have 4 competencies. These competencies include pedagogic competence, personality competence, social competence and professional competence obtained through professional education. Pedagogic competencies include, having an understanding of educational foundations, curriculum knowledge, designing and implementing learning using technology, understanding and being able to develop the potential of students, and evaluating the teaching and learning process. Personality competencies at least include being able to manage themselves, have good morals, and can be role models for students. Social competence is the ability of teachers as part of the community, at least including being able to get along, communicate well and apply the principles of brotherhood and togetherness. Professional competence is the teacher's ability to master knowledge in the fields of science, technology, and/or art, including mastery; subject matter and concepts and methods of scientific, technological, or artistic disciplines (Huda, 2020). In this case, pedagogic competence is needed because teachers must be required to be able to design learning in order to achieve the planned learning objectives.

Currently, the world is facing a global pandemic, namely the Covid-19 outbreak. In Indonesia, Covid-19 has had a major impact on all aspects of life, one of which is in the field of education. The impact of restrictions on interaction by the government causes loss learning. The term learning loss refers to any specific or general loss of knowledge and skills or to reversals in academic progress, most commonly due to extended gaps or discontinuities in a student's education (Anonim, 2014). Learning loss also has a significant impact, including decreased learning motivation, a gap that causes dropouts, decreased learning achievement and also affects students' mental and psychological health (Pratiwi, 2021). To overcome learning loss, from 2022 to 2024, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) provides three curriculum options that can be applied by educational units in learning, namely the 2013 curriculum, the emergency curriculum, and the prototype curriculum. The emergency curriculum is a simplification of the 2013 curriculum which began to be implemented in 2020 during the Covid-19 pandemic. The prototype curriculum is a competency-based curriculum to support learning recovery by implementing project-based learning to support character development in accordance with the Pancasila Student Profile.

In the prototype curriculum, schools are given the flexibility and independence to provide learning projects that are relevant and close to the school environment. At the kindergarten level, the implementation of the prototype curriculum is more focused on student play activities as the main

learning process. Character formation to strengthen the Pancasila Student Profile through literacy of books favored by students, which was originally in the theme-based student learning curriculum. At the elementary level, there is a merging of science and social studies subjects to become IPAS (Natural and Social Sciences) to understand the surrounding environment, which was originally separated in the 2013 curriculum. English is the subject of choice for students by relying on project-based learning to improve the Pancasila Student Profile. At the junior high school level, the prototype curriculum requires informatics subjects, where these subjects are elective subjects in the 2013 curriculum. Informatics subjects are mandatory subjects to adapt digital technology advances that are aligned with the Pancasila Student Profile. Meanwhile, at the high school level, science, social studies, language majors are eliminated, and instead class X students will follow the same subjects as junior high schools, while class XI and XII can choose a combination of subjects according to their needs, abilities and aspirations.

However, the Ministry of Education and Culture emphasized that the curriculum is an option that each school can choose and implement. The government gives freedom and flexibility to schools in choosing the curriculum. Starting from the 2022/2023 academic year, educational units can implement prototype curriculum based on the readiness of each education unit. There are three choices that the education unit can make regarding the implementation of the prototype curriculum, including 1)

applying some parts of the principles of the prototype curriculum without changing the curriculum of the education unit that is being implemented. 2) implementing a prototype curriculum using adapted teaching tools. 3) implementing a prototype curriculum by developing various teaching tools themselves. Therefore, schools can prepare in advance what elements will be used to welcome this prototype curriculum.

In this case, English teachers are required to develop their creativity so that learning continues to run effectively. Creativity is all activities that bring results that are innovative, useful, and easy to understand (Meliala et al., 2021). Creative teaching is a method used by teachers to make the teaching and learning process interesting, fun and engaging. A creative teacher can be seen as a teacher's effort to facilitate learning to achieve teaching objectives. Therefore, teachers should put their creativity in all aspects of the learning process because it will influence the students' success. Teacher creativity can be seen from the performance of teachers and their daily activities. With the excellent performance of a teacher, it will make learning move towards progress. According to Konder (Manurung & Tadulako, 2018), creative teachers can effectively carry out their educational process by integrating various contextual teaching materials, educational strategies, educational media, and real-life experiences. Creative teachers will practice all the knowledge they have acquired and transfer all existing knowledge to their students. Therefore, ideally a creative teacher should always create something new, both in terms of

learning materials, learning methods, and learning activities. In the curriculum prototype, teachers are required to have and be able to develop their creativity in teaching. For example, initially using monotonous methods such as lectures in class, it must be changed and like it or not, teachers must start to get used to and take advantage of online learning facilities or media based on information and communication technology. Therefore, teachers are required to show their creative abilities in presenting learning so that it is not boring and boring for students (Ghofur, 2021).

Based on informal interviews with Ms. Fatma as one of English teacher at SMA Negeri 1 Ngemplak on preliminary reasearch, the researcher found that SMA Negeri 1 Ngemplak is one of the favorite schools in Ngemplak District and has been accredited A. This school with the jargon "The Being School" is a literacy school as a movement in an effort to cultivate student character which aims to make students have a culture of reading and writing so as to create lifelong learning. This can be seen by the existence of an activity called "Budaya Literasi". The activity is held every morning before starting the lesson. In these activities, each student is given a book to read and its contents are resumed. This can increase students' reading interest because they can read a different book every month. 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. So that these activities are temporarily suspended and replaced with assignments during semester holidays.

In the teaching reading comprehension, the materials taught in semesters 1 & 2 include Filling a Form, Giving Advice, Future Times, The equivalent relationship between two objects/actions (both, only, either, neither), Biography, Too Enough Use, Advertisement, Report Text, Proverb&Riddle and Song. Meanwhile, the teaching media used are textbooks provided by the Ministry of Education and Culture, using PPT, Pdf files and using websites that include reading comprehension learning materials. During online learning, the reading comprehension subject is not taught optimally. This results in students who are lazy to read so that assignments are done carelessly. In addition, students' reading interest fell and they considered reading is a boring activity. However, on April 4, 2022, SMA Negeri 1 Ngemplak began implementing face-to-face learning. The teacher anticipates the less than optimal learning by repeating the material before entering the material to be taught next. This school also has not implemented a prototype curriculum and still using curriculum 13.

There are several studies related to this research. The first previous study was conducted by Yuliana Mara Yuliantini (2020). This research aimed to improve reading comprehension of public senior high school students by using Experience-Text-Relationship method. The second previous study was conducted by Dela Oktaviana (2021). The objective of this study is to reveal the English teacher's creativities, methods, and activities in teaching speaking skill through online English learning at the 11th grade students of SMAN 77 Jakarta in the Academic Year of

2020/2021. The third previous study was conducted by Luh Putu Artini (2021). The purpose of this study was of two folds: first, to examine teachers' perceptions on creativity in teaching, and second, to observe how this perception was reflected in the teaching and learning process. The last previuos study was conducted by Mike Amelia (2017). This paper is aimed at discussing the ways how to comprehend descriptive text through combining PLAN (Predict, Locate, Add, Note) and REAP (Read, Encode, Annotate, Ponder) Strategy.

Based on the explanation above, this study aims to find out how English teachers' creativity in teaching reading comprehension and what are the factors that influence teacher creativity in teaching reading comprehension. Thereby, the researcher carries out the study under the title: "**A STUDY ON ENGLISH TEACHER'S CREATIVITY IN TEACHING READING COMPREHENSION OF ELEVENTH GRADE STUDENTS AT SMA NEGERI 1 NGEMPLAK IN THE ACADEMIC YEAR OF 2022/2023**".

B. Identification of Problems

Based on the background of the problem above, the researcher found several problems as follows;

1. Most of the students are lazy to read.

2. Students' reading interest is low.

3. Students assume that reading is a boring activity.

4. The teacher's creativity in teaching reading comprehension is still low.

5. The teacher's insight regarding creativity in teaching is still low.

6. Not implemented the prototype curriculum yet.

C. Limitation of the Problems

In this research, the researcher focuses on teacher's creativity in teaching reading comprehension of eleventh grade students at SMA Negeri 1 Ngemplak.

D. Research Question

Based on the background above, the researcher identify the problem as:

1. How are the English teacher's creativity in teaching reading comprehension of eleventh grade students at SMA Negeri 1 Ngemplak in the academic year 2022/2023?

2. What are the factors that influence teacher's creativity in teaching reading comprehension of eleventh grade students at SMA Negeri 1 Ngemplak in the academic year 2022/2023?

E. Objective of the Study

Based on the research question described above, this research has the objectives as follows:

1. To know the English teacher's creativity in teaching reading comprehension of eleventh grade students at SMA Negeri 1 Ngemplak in the academic year 2022/2023.

2. To know the factors that influence teacher's creativity in teaching reading comprehension of eleventh grade students at SMA Negeri 1 Ngemplak in the academic year 2022/2023.

F. Benefits of the Study

There are theoretically and practical benefits from this research as follows;

1. The theoretical benefit

This research will give some useful information about English teachers' creativity in teaching reading comprehension. This research is expected to be used as a reference for other researchers to conduct a research in English teaching learning process and adding to the enrichment of English teaching theory, especially in Reading skills. Hopefully, the result of this study is useful for students, teachers, and all of the readers and may help teacher to improve their creativity in teaching reading comprehension.

2. Practical benefits

a. English teachers can improve their creativity in teaching process, so that the goal of learning can be achieved, and giving information about the teacher's obstacles in teaching reading comprehension.

b. The researchers were able to increase knowledge and information about the teachers' creativity in teaching reading comprehension.

c. For the students, The Finding of the research can be used as a new reference to learn English, especially reading. They can know kinds

of teacher's teaching creativity that use by the teachers to comprehend reading.

G. Definition of Key Terms

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

1) Creativity

Creativity is a process of creating new ideas or things. Ideas created from creativity are truly original or different from the others and have their own uniqueness. Creativity is also a problem solving process, in addition to producing new forms but also producing new methods (Pentury, 2017).

2) Teacher Creativity

Teacher creativity is the ability of a teacher to develop new ideas in learning and be able to overcome problems, both related to learning or outside of learning (Nasir, 2020).

3) Teaching

Teaching is an activity the teacher influences students by transferring knowledge and concepts. Teaching is defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Ranggi, 2019).

4) Reading Comprehension

Reading comprehension is the ability to understand completely and be familiar with a situation, facts, etc. Reading comprehension as stated above that reading is not just saying the words, but also to understand what we read, or getting the idea, it is related to comprehension (Saputri et al., 2021).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Teaching Reading Comprehension

a. Definition of Reading

Reading means a complex activity that involves a series of mental processes. In another sense, reading means a complex skill, which includes and involves a series of smaller skills. There are also those who argue that reading is a psycholinguistic process that aims to make the reader's understanding of what is being read. Meanwhile, in a simpler sense, reading is an activity that aims to find, see, and know the contents of a reading or writing. According to Goodman (1967), Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected, or refined as reading progresses.

Reading is one aspect of the four language skills, playing an important role in language teaching. It is said to be important because, in addition to teaching, listening, speaking, and writing, reading skills are one of the most powerful senses for obtaining various kinds of information, including science and technology. Therefore, reading means a basic need for an advanced society.

Likewise in the world of education, reading is very influential on students' self-efficacy. It can be proven that the higher the students' reading comprehension, the higher the knowledge they have.

In learning English, reading is the most critical ability for college students because it's far the selected instrument to widden their understanding. Diverse English published materials are available for students to read even as possibilities to talk, concentrate, and write are not commonplace in their day by day lifestyles. besides, reading is very essensials for college kids analyzing English as overseas Language (EFL) because most textual content ebook and the assets of science information and information on better technology are published in English. As a result studying is basis of advanced studies which requires reading talents to get admission to each textbooks and different analyzing substances outside of the school room (Amelia, 2017).

b. **Reading Comprehension**

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension (Nunan et al., 2003). Reading comprehension is the main point in reading activity, where a reader builds an understanding of a text he reads. They combines the logical thinking he has with the collection of letters, words, and sentences in the text. Therefore, reading comprehension is not just a reading

activity but reading with the aim of getting a deep and thorough understanding.

Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text). Unlike listening comprehension, reading comprehension is not something for which our brains have evolved. Whereas oral comprehension seems to develop "naturally" with minimal deliberate intervention, reading comprehension is more challenging and requires deliberate instruction (Kirby, 2007). Westwood (2006) reveal that reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.

Another definition is stated by Snow (2002), reading comprehension is a process of extracting and constructing meaning simultaneously by doing some interaction and involvement with written language. Kennedy C. Eddie also stated that reading comprehension defined as a thought process through which readers become aware of ideas, understand it in terms of their experiential background, and interpret it in relation to their own needs and purpose. Comprehension is the process of deriving meaning from connected text (Nurfadilah, 2020). Therefore, the teacher have to

give the background knowledge to the students for supporting them to understand the main concept of the text.

In effective teaching of reading comprehension, teachers lead students in the classroom to become proficient and successful readers. Creative teachers do not use only one specific method and technique, but implement many strategies and skills to accommodate the needs and learning styles of each student in the classroom (Dwiningtyas et al., 2020). There are some factors which influence reading comprehension. They are attention, background experience, language abilities, thinking abilities, and reading purposes. First factor is attention. Attention is an activity whereas the reader tries to pay attention on what the reader is reading. Second is background experience. The previous language experience is probably most important as it relates to the specific task called reading. Next, language abilities. Reading is one of the skills in learning a language, so both of them cannot be separated. If his knowledfe about the language is good, it is assumed that his reading will be good too. Then, thinking abilities. Thinking abilities refer to the readers' ability to link their new experience with their previous experience. The students should think to recognize the words. Meanwhile, the teahcers can develop the students' ability in thinking by giving questions and the questions should be good enough so that the students are not asked to quote of the text only but they must be

concerned with the main ideas and understand the purpose of the author. Last, reading purpose. There are two main purposes for reading comprehension; reading for pleasure and reading for information (Nurdianingsih, 2021).

c. Level of Reading Comprehension

Comprehension is the process of understanding what is being read or heard. It involves decoding the text or audio and making sense of it. Comprehension can be difficult but can be improved on with practice. Comprehension is an essential skill that students and working professionals need to understand events or reading materials, etc. When a student or professional comprehends a text or a situation accurately, they can understand, identify the main points and provide answers to questions from a textbook or events. Levels of comprehension vary from person-to-person depending on their level of education, experience, and the complexity of the subject (Lastrini, 2022).

There are three primary levels of comprehension, include:

1. Literal Comprehension: Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details ofthe setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a

literal question, the reader either can recall the information from the text or he or she cannot.

2. Inferential Comprehension: Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers— their background knowledge.

3. Critical Comprehension: Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. Moreover, in-depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy (Brassell & Rasinski, 2008).

   d. Reading Comprehension Strategy

   To improve students' reading comprehension, teachers can introduce the seven cognitive strategies of effective readers:

activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing (McEwan, 2007).

1. Activating. "Priming the cognitive pump" in order to recall relevent prior knowledge and experiences from long-term memory in order to extract and construct meaning from text.

2. Inferring. Bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text.

3. Monitoring-clarifying. Thinking about how and what one is reading, both during and after the act of reading, for purposes of determining if one is comprehending the text combined with the ability to clarify and fix up any mix-ups.

4. Questioning. Engaging in learning dialogues with text (authors), peers, and teachers through self-questioning, question generation, and question answering.

5. Searching-selecting. Searching a variety of sources in order to select appropriate information to answer questions, define words and terms, clarify misunderstandings, solve problems, or gather information.

6. Summarizing. Restating the meaning of text in one's own words — different words from those used in the original text.

7. Visualizing-organizing. Constructing a mental image or graphic organizer for the purpose of extracting and constructing meaning from the text.

Hülya also suggested 6 strategies in reading including predicting, making connections, visualizing, inferring, questioning, and summarizing. 1) Predicting. One strategy for improving comprehension is predicting, which helps the reader set a purpose for their reading. Some of the approaches for teaching predicting are teacher modeling, predicting throughout the text; with partners, with a graphic organizer, or using post-it notes throughout the text. Using the title, table of contents, pictures, and key words is one prediction strategy. Another key prediction strategy is to have students predict at specific points through the text, evaluate the prediction, and revise predictions if necessary. 2) Making connection. By making connections, the learners can activate their prior knowledge and connect the ideas in the text to their own experiences. Reading becomes meaningful when the reader connects the ideas in the text to their experiences and beliefs, and the things happening in the outer world. 3) Visualizing. Visualization requires the reader to construct an image of what is read. This image is stored in the reader's memory as a representation of the reader's interpretation of the text. Teacher can motivate students to visualize settings, characters, and actions in a story and ask them to make drawings or

write about the image that come to their minds after visualizing the text. 4) Inferring. Inferring refers to reading between the lines. Through inferring, students will be able to draw conclusions, make predictions, identify underlying themes, use information to create meaning from text, and use pictures to create meaning. Students can be given techniques to use illustrations, graphs, pictures, dates, related vocabulary and titles from the text to make inferences. 5) Questioning. In this strategy, the students return to the text throughout the reading process to find the answers to the questions asked by the teacher before, during and after the reading. By this strategy, students practice to distinguish between questions that are factual, inferred, or based on the reader's prior knowledge. By using the student generated questioning strategy; text segments are integrated and thereby improve reading comprehension. 6) Summarizing. Summarizing is a strategy which helps the students to organize the ideas even in the long reading passages which are usually perceived as threat for the students (Küçükoğlu, 2013).

2. **Teacher's Creativity**

a. **Definition of Creativity**

Creativity comes from the word creative. Creative people are people who have the ability to create something new. While creativity is a noun for the results of people who have the ability to create. According to the KBBI, creativity is the ability to create, inventiveness. In general,

creativity has a meaning as a pattern of thinking or ideas that arise in a person spontaneously and imaginatively, which characterizes artistic results, scientific discoveries and mechanical creations. Creativity includes new results, whether completely new to the scientific or cultural world or new to the individual himself (Oktavia, 2014). Creativity is defined as the ability to create a new product, either completely new or a modification or change by developing things that already exist (Pentury, 2017) .

According to Gregerson, creativity is described as something new and unique (Gregerson et al., 2013). Creativity is a person's ability to develop knowledge to generate ideas or ideas to solve problems at hand. Then what is meant by creativity is the characteristic possessed by an individual, which marks the ability to create something completely new or a combination of pre-existing works into something new which is done through interaction with the environment to deal with problems (Rahmayanti, 2021). So creativity is the ability that a person has to think in new and unusual ways and can produce unique problem solving.

According to Munandar (2002), there are four dimensions of creativity, namely person, press, process, product. The discussion of each of the dimensions of creativity is as follows:

a. Person

Creativity is an expression (expression) of the uniqueness of individuals in their interactions with their environment. Creative

expressions are those that reflect the originality of the individual. From this unique personal expression, new ideas and innovative products can be expected. Therefore, educators should be able to appreciate the personal uniqueness and talents of their students (don't expect all to do or produce the same things, or have the same interests).

b. Process

To develop creativity, children need to be given the opportunity to be busy creatively. Educators should be able to stimulate children to involve themselves in creative activities, by helping to provide the necessary facilities and infrastructure. In this case, what is important is to give children the freedom to express themselves creatively, of course on the condition that they do not harm other people or the environment.

c. Product

In a creative person, if you have personal conditions and a supportive environment, or an environment that provides an opportunity or opportunity to be creatively busy, it is predicted that the product of creativity will appear. The conditions that enable a person to create meaningful creative products are personal conditions and environmental conditions, namely the extent to which both encourage (press) a person to involve himself in the creative (busy, activity) process. Educators should

respect children's creative products and communicate them to others, for example by showing or exhibiting children's work. This will upload the talent interest to be creative.

d. Press

Creative talent will be realized if there is encouragement and support from the environment, or if there is a strong urge within itself (internal motivation) to produce something. Creative talent can thrive in a supportive environment. In the family, at school, in the work environment and in the community, there must be appreciation and support for the creative attitudes and behavior of individuals or groups of individuals (Riadi, 2020).

b. Definition of Teacher Creativity

Teacher creativity in learning can be defined as the ability of a teacher in developing teaching materials, new learning media, and of course creating an interesting learning atmosphere for students. This ability must be possessed by all professional teachers in order to realize educational goals. Teacher creativity is considered to have a strategic role in responding to the flow of changes that occur in society. Some teachers are seen as just dropping their obligations on duty, innovative work that contributes positively to the quality of learning is often in the realm of dreams. Even though the existence of creative teachers is the answer to the demands to create a generation of high-level competence,

character and literacy to answer the challenges of the Industrial Revolution 4.0 era (Nasir, 2020).

The Law on Teachers and Lecturers states that the position of teachers and lecturers as professionals aims to implement the national education system and realize the goals of national education, namely the development of the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen (Undang-Undang Republik Indonesia, 2005). The creativity of teachers can be seen from the learning process they apply. Fun, active and creative learning is the obligation of every teacher as an educator. The National Education System Law explains that educators and education staff are obliged to create an educational atmosphere that is meaningful, fun, creative, dynamic and dialogical (Undang-Undang Republik Indonesia, 2003).

The teacher's lack of creativity in the learning process can lead to a monotonous learning process, so that many students do not focus when the teacher explains learning. This causes students to lose motivation in learning. In addition to a creative environment, to improve the quality and motivation of students' learning, teachers can apply several learning approaches. As stated by Mulyasa, there are 7 approaches including:

1. *Self-esteem approach.* Teachers are required to devote more attention to the development of self-esteem (awareness of

self-esteem), teachers not only direct students to study scientific material, but the development of attitudes must receive proportional attention.

2. *Creative approach*. Some suggestions for this approach are the development of problem solving, brain storming, inquiry, and role playing.

3. *Value clarification and moral development approach.* Personal development is the main target, holistic and humanistic approaches are the main characteristics in developing human potential towards self-actualization.

4. *Multiple talent approach*. This approach emphasizes efforts to develop all the potential of students.

5. *Inquiry approach.* Through this approach, students are given the opportunity to use mental processes in finding scientific concepts or principles, as well as increasing their intellectual potential.

6. *Pictorial riddle approach.* This approach is a method for developing students' motivation and interest in small group discussions. This approach really helps improve critical and creative thinking skills.

7. *Synetics approach.* This approach focuses on the competence of students to develop various forms to open their intelligence and develop their creativity (Syaikhudin, 2013).

c. Characteristics of Teacher Creativity

One of the manifestations of an individual's life is creativity. Through creativity, an individual can improve the quality of his life. According to Sternberg (2019), The characteristics of a creative person are: have originality, independence, dare to take risks, personal energy, have a sense of curiosity, have a sense of humor, interest in complexity and new things, sense of art, and openness. In creativity, there are many influential aspects in developing creativity which can also distinguish one individual from another. These aspects are aspects of aptitude and aspen non aptitude. According to Munandar (2002), aspects of creativity include:

1. Fluency of thinking, namely the ability to generate many answer ideas and problem solving, provide many ways to do various things and always give more than one answer. In this fluency of thinking, the emphasis is on quantity, not quality.

2. Flexibility, namely the ability to produce a number of ideas, answers or varied questions, can see a problem from different perspectives, and be able to use various approaches or ways of thinking. Creative people are people who are flexible in thinking.

3. Elaboration, namely the ability to enrich and develop an idea or product, and be able to add or detail the details of an object idea or situation in such a way that it becomes more interesting.

4. Originality, namely the ability to generate new and unique ideas, think of unusual ways to express oneself and the ability to make unusual combinations of parts or elements (Abdullah, 2016).

In addition, teacher creativity is one of the professional competencies that teachers must have. In teaching, a teacher must have a set of abilities, both in terms of attitude and educational and teaching abilities. In order for the teaching and learning process to run effectively, teachers must be more professional in carrying out their duties. If the teacher does not have professionalism in teaching, the teaching and learning process will not be effective, so that the general educational goals will not be realized. So, a professional teacher is a teacher who has special abilities and expertise in carrying out teaching and learning activities so as to achieve targets in the form of achieving goals related to the subjects conveyed and has maximum ability.

According to Rasyid Ridla (2008), to establish creativity in teaching, teachers need the following professional competencies:

a) Skilled in designing and preparing teaching materials/lesson materials. In the learning process, it is necessary to design and prepare subject matter materials, this aims to make the implementation of the learning process run well and also effectively.

b) Skilled in classroom management. In managing the class the teacher not only conditions the class so that it is always conducive when learning takes place, but the teacher must also be able to manage the class to be fun so that learning is not monotonous.

c) Skilled in the use of learning methods. Creative educators must be able to use and apply varied learning methods, not just using conventional learning methods such as lecture learning methods. This is so that students do not feel bored and motivated to follow the learning process well.

d) Skilled in the use of learning media. In using learning media, teachers are required to be able to use or create interesting and creative learning media so that students better understand the learning delivered by the teacher.

e) Skilled in conducting learning evaluations. Evaluation development needs to be done by teachers to find out where students' knowledge is in learning. In this case, the teacher must be able to conduct an effective learning evaluation.

d. Factors that Influence Teacher Creativity

In an effort to realize the creative learning process in an educational institution, there will definitely be several factors that affect teacher creativity. These include:

1) Teacher

Many teachers in schools are still not qualified. This hampers the teaching and learning process, especially when teachers are not in their field of expertise. In addition to being faced with various internal problems, such as the lack of teacher welfare, low work ethic and teacher commitment, and others. Teachers also face two external challenges: first, the ethical and moral crisis of the nation, and second, the challenges of society. the nation's children, and second, the challenges of the global community.

2) Student

Students' needs are never taken into consideration in the provision of education. Education is perceived as an obligation and not a necessity. Liberating education can be realized by actualizing students in the learning process. They can do various activities, but there is also control from the teachers. Many of the students feel bored and saturated following lessons in the classroom, because the teaching method only imposes them as loyal listeners. This can be seen, for example, from the excitement of the students when the break bell or the bell for changing hours rings, or the bell for going home. The students seem to be free from a prison. This should be realized by all educators, that creativity in learning is needed.

3) Infrastructure Facilities

Educational infrastructure facilities are very important, as a support for the education process. Completeness of infrastructure facilities will be able to create an atmosphere that can facilitate the achievement of educational goals. (Muhajir, 2020).

3. **Teacher Creativity in Welcoming Prototype Curriculum**

a. **Definition of Prototype Curriculum**

Terminologically, the term curriculum used in education has the meaning as a number of knowledge or subjects that must be taken or completed by students to achieve a specified educational goal or competency (Baderiah, 2018). The curriculum is an important component in determining the direction and objectives of learning. The teacher is someone who has an important role in the running of the learning process and the achievement of a curriculum. A teacher or educator is required to be able to carry out and succeed in the teaching and learning process with the applicable curriculum at school (Silahuddin, 2014). Therefore, the skills and abilities of a teacher in understanding the applicable curriculum will affect whether or not a curriculum is run by an educational institution.

In its implementation the curriculum is formed from 4 components, including:

1) Purpose Component. Objectives are an important component in the implementation of the curriculum. The objective component relates to the direction or outcome of education.

2) Content Components. Curriculum content is a component related to the learning experience that students must have. The curriculum content concerns all aspects both related to knowledge or subject matter which are usually described in the content of each subject given as well as student activities and activities. Both the material and the activity are entirely directed to achieve the specified goals.

3) Method Components. The method is an effort to implement the plans that have been prepared in real activities so that the goals that have been prepared are achieved optimally. Methods are also used to realize the strategies that have been set.

4) Evaluation Component. Evaluation is the final step in the whole process. Evaluation is carried out on students and the curriculum itself where the goal is to implement it achievement of what was planned (Hidayat et al., 2017).

In the history of the development of education in Indonesia, curriculum changes have undergone several changes. The changes that occur are to respond to a development that occurs in all dimensions of human life. The changes that occurred could not be separated from the conditions of development that occurred at that time and the content of the curriculum that needed to be adjusted to respond to these developments. The development in question is covering politics, economics, social, and technology, the goal is to

build a civilization of an advanced country, one of which is to overhaul the existing curriculum in the education system (Hidayat et al., 2017). In addition, until now Covid-19 has had such a significant impact on the process of human life, especially education, which has prompted the government to issue three national curriculum options for learning recovery, namely the 2013 curriculum, the emergency curriculum, and the prototype curriculum. However, the implementation will be in accordance with the goal, namely the restoration of learning that the prototype curriculum was initially used for driving school events and SMK PK in 2021, but later after that all of them must use the prototype curriculum to implement it nationally (Kemendikbud, 2021).

The curriculum used in Indonesia has undergone several phases starting from the old order curriculum, the new order and the reformation period to the present day. The curriculum that will be and is currently being used is called the prototype curriculum which aims to restore learning due to the Covid-19 pandemic. This curriculum has characteristics, namely character development, essential materials, and flexibility. This curriculum already contains components that must exist in the process of preparing a curriculum and will be discussed more broadly about this prototype curriculum.

The prototype curriculum is a new curriculum offered by the Ministry of Education and Culture. This curriculum is a curriculum

that aims to restore learning due to the Covid-19 pandemic. This curriculum is the result of an evaluation of the 2013 curriculum journey that has been used after the KTSP curriculum until the end of 2021. The evaluation carried out by the Ministry of Education and Culture contains two elements that are discussed, namely document evaluation and implementation.

Basically the prototype curriculum is a new paradigm of curriculum in Indonesia which is in line with the independent learning program. This curriculum focuses on student learning, which is implemented in a limited and gradual manner through the driving school program currently being run by the government. Although now, the prototype curriculum is still an option that can be taken by every educational unit, but in the end, the prototype curriculum will be applied to every educational unit throughout Indonesia. Therefore, each educational unit should have started to prepare for the implementation of this prototype curriculum in their respective educational units.

In order to succeed in implementing the prototype curriculum, the education unit must prepare several stages, including (1) Registration and data collection. This is done because the implementation of this prototype curriculum is an option, in line with the ongoing driving school program. (2) How schools are able to make Education Unit Operational Curriculum (KOSP) with

reference to the Pancasila Student Profile, the school curriculum framework must be able to develop 8 National Education Standards (NSP) to be able to improve student performance with project-based learning that can adapted to the vision and mission of each educational unit. (3) Teacher readiness in a more innovative learning process for student character development based on the Pancasila Student Profile with project-based learning. Profile of Pancasila Students themselves are students who have at least 6 main characters, namely faith and devotion to God Almighty, global diversity, independence, mutual cooperation, critical reasoning and also creative.

For this reason, teacher creativity is needed in welcoming the curriculum prototype. Creative also means that the teacher is able to choose the material that will be given to students so that the material provided can be in accordance with the students' abilities, choose learning methods that can facilitate students' understanding of the material provided and choose the right media to facilitate the learning process and be able to determine the right evaluation for students measure the level of student mastery of the material provided.

1. Teaching Material

Teaching materials are materials or subject matter that are systematically arranged, which are used by teachers and students

in the learning process (Setijadi & Wardani, 2004). Teaching materials are all materials (both information, tools, and texts) that are systematically arranged, which displays a complete figure of competencies that will be mastered by students and used in the learning process with the aim of planning and studying the implementation of learning. There are 2 meanings of teaching materials, namely: a) Teaching materials are information, tools and texts needed by teachers or instructors for planning and reviewing learning implementation. b). Teaching materials are all forms of materials used to assist teachers or instructors in carrying out teaching and learning activities in the classroom. The material in question can be in the form of written material or unwritten material (Malalina & Kesumawati, 2013). Therefore, one of the creativity that a teacher must have is the skill in choosing teaching materials or materials.

In addition, there are principles that must be considered by teachers in choosing learning materials including: (a) the principle of relevance, (b) consistency, and (c) adequacy (Rahmawati & Hasanah, 2021). Things that need to be considered in the steps for selecting teaching materials include: (a) identifying the aspects contained in the competency standards and basic competencies that become the reference or reference for the selection of teaching materials, (b) identifying the types

of teaching material materials, (c) choose teaching materials that are appropriate or relevant to the competency standards and basic competencies that have been identified earlier, and (d) choose the source of teaching materials. Furthermore, determining the scope and order of teaching materials includes: (a) determining the scope of teaching materials, and (b) determining the order of teaching materials (Muqodas et al., 2015).

2. Learning Methods

The learning method is a systematic way in the form of concrete steps to streamline the implementation of a lesson. Learning methods can be interpreted as a method used to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives. There are several learning methods that can be used to implement learning strategies, including: (1) lectures; (2) demonstration; (3) discussion; (4) simulation; (5) laboratory; (6) field experience; (7) brainstorming; (8) debate, (9) symposium, and so on (Yusuf Aditya, 2016). The learning method is a method used by the teacher to achieve the goals that have been set. In teaching and learning activities, methods are needed by teachers so that their use varies according to what they want to achieve after teaching ends (Afandi et al., 2013).

In choosing a learning method, a teacher must pay attention to the effectiveness of the method to optimize his learning so that the learning he does can achieve the goal. Methodological ability is the ability of a teacher to understand, master, and the ability to implement a number of teaching methods, so that the learning process can be developed properly, effectively and efficiently and the achievement of learning objectives. There are three principles that need to be considered in an effort to determine learning methods, namely:

a.   There is no one teaching method that is superior for all purposes in all conditions.

b.   Different learning methods can have different and consistent effects on learning outcomes.

c.   Different learning conditions can have a consistent influence on learning outcomes (Uno, 2005).

3. Learning Media

Creative teachers will be able to find ways to solve problems, both related to student problems in class, at school, and outside school. One of the factors that influence the creativity of teachers is the selection of appropriate learning media. Learning media is an integral part of the educational process in schools and has a very important and strategic role in an effort to help achieve effective and efficient learning objectives. In the learning

process, the existence of the media has a fairly important meaning because the media can help clarify material that is still vague and poorly understood by students, besides that the media can also generate good desires and interests, motivation and stimulation in learning activities (Abdullah, 2017).

In selecting learning media, the following aspects need to be considered: a) Learning objectives. b) Effectiveness. c) Students. d) Availability. e) Technical quality. f) Procurement costs. g) flexibility and convenience of the media. h) The ability of the people who use it and i) Time (Hasan et al., 2021).

4. Learning Evaluation

Evaluation is an activity that cannot be separated from teaching and learning activities. Literally the word evaluation comes from English evaluation; in Arabic; al-taqdir; in Indonesian means; *Penilaian*. The root word is value; in Arabic; al-qimah; in Indonesian means; *Nilai*. Evaluation is a measuring tool or process to determine the level of achievement of success that has been achieved by students on teaching materials or materials that have been delivered, so that with an evaluation, the objectives of learning will be seen accurately and convincingly (L, 2019).

In essence, learning evaluation is a process of measuring and evaluating learning in which an educator measures or assesses

students by using test equipment. The measurement of this test tool is quantitative by using numerical calculations in measuring student learning outcomes (Magdalena et al., 2020). An evaluation that is carried out properly will be able to provide an overview of the quality of learning so that it can help teachers to plan further learning strategies. As for students, learning evaluation is able to provide motivation to always improve its quality. The four types of evaluation that are commonly used are 1) Formative Evaluation: carried out every time after studying one subject, its benefits are as an assessment tool for the teaching and learning process of a particular unit of material. 2) Summative Evaluation: carried out at the end of each teaching program from a number of subject units, its benefits are to assess the results of student achievement against the objectives of a lesson program within a certain period, such as a semester or the end of the school year. 3) Diagnostic Evaluation: carried out as a material to determine a decision (diagnose) the benefits of which can determine and look for weaknesses and determine the strengths of the learning process. 4) Placement Evaluation: carried out to place students in a class or a department, the benefits of which can determine students' interests and potential for a particular department (Pohan, 2019).

In addition, there are 4 evaluation objectives, including the following:

1. Keeping track, which is to trace and track the learning process of students in accordance with the predetermined learning implementation plan. For this reason, teachers must collect data and information within a certain time through various types and assessment techniques to obtain an overview of the achievement of student learning progress.

2. Checking-up, which is to check the achievement of students' abilities in the learning process and the shortcomings of students during the learning process. In other words, the teacher needs to conduct an assessment to find out which parts of the material have been mastered by students and which parts of the material have not been mastered.

3. Finding-out, which is to seek, find and detect deficiencies in errors or weaknesses of students in the learning process, so that teachers can quickly find alternative solutions.

4. Summing-up, which is to conclude the level of mastery of students on the competencies that have been determined. The results of these conclusions can be used by teachers to compile reports on learning progress to various interested parties (Asrul et al., 2014).

In conducting an evaluation, a teacher should have their own way or different. Evaluation can be carried out by means of practice or using texts such as practice questions, daily tests and others. Therefore, as creative teachers, they should provide evaluations according to the abilities of students and teachers themselves.

b. Advantages of the Prototype Curriculum

1) More simple and immersive

Focus on essential materials and the development of student competencies in phases. Learning becomes more immersive, meaningful, unhurried and fun.

2) More independent or flexible

For students, the elimination of specialization programs in high school, students can choose subjects according to their interests, talents and aspirations. For teachers, teachers can teach according to the stage of achievement and development of students. As for schools, schools have the authority to develop and manage curriculum and learning in accordance with the characteristics of the education unit and students.

3) More relevant and interactive

Learning through project activities provides wider opportunities for students to actively explore actual issues such as environmental, health, and other issues to support the

development of character and competency profiles of Pancasila students.

B. Previous Related Studies

There are previous studies about the use of English textbook were the studies had been done by other researcher:

1) The first study was conducted by Yuliana Mara Yuliantini (2020) under the title *"Teaching Reading Comprehension By Using Experience-Text-Relationship Method To Senior High School Students"*. The research was done in two cycles and involved 31 eleventh-grade students of a public senior high school in SimpangDua, Ketapang in the Academic Year of 2018/2019. The researcher used observation field notes and reading tests to collect data of the study. A collaborator was involved during the observations and practices to build trustworthy of the study. The data from the observation field notes were analyzed qualitatively and the data from the reading test results were analyzed by using descriptive statistics. The analysis of the observation field notes shows that the students became active and polite, had high enthusiasm in the teaching and learning processes. The analysis of the reading test results also reveals that the students had improved their reading comprehension. In conclusion, Experience-Text-Relationship method can improve the students' reading comprehension. The similarity of this study is qualitative research as research design. The difference is on subject and object of research. This study focused on how improve reading

comprehension of public senior high school students by using Experience-Text-Relationship Method, while my research is focused on teachers' creativity in teaching reading comprehension.

2) The second study was conducted by Dela Oktaviana (2021) under the title *"Kreatifitas Guru dalam Pengajaran Berbicara Secara Daring Selama Pandemi Covid-19"*. The purposes of this research are to reveal the English teacher's creativities, methods, and activities in teaching speaking skill through online English learning at the 11th grade students of SMAN 77 Jakarta in the Academic Year of 2020/2021. This research used a descriptive qualitative method. The data of this research were collected in three ways, including classroom observation, interview, and documentation. The collected data then analyzed using triangulation to check the validity. The research data were taken from the English teacher as the primary data sources and students as the secondary data sources from 11th grade teacher and students at SMAN 77 Jakarta. The research results show that; (1) The English teacher at SMAN 77 Jakarta had various creativities in teaching speaking through online learning, such as developing teaching materials, create interactive classroom environment, and playing various roles in the class (2) The teacher use creative teaching methods, such as ice-breaking, teaching speaking using song, videos, movies, and kahoot! based quizzes, (3) The teacher implement some activities in teaching speaking such as, dialogue, role-play, story-telling, debate, and card game. Based on the results above, it

can be concluded that to ease the students in learning English language, especially speaking skill, teacher should have various creativities related to the teaching methods and learning activities. The similarity of this study is qualitative research as research design. The difference is on subject and object of research. This study focused on how to reveal the English teacher's creativities, methods, and activities in teaching speaking skill through online English learning, while my research is focused on teachers' creativity in teaching reading comprehension.

3) The third study was conducted by Mike Amelia (2017) under the title *"Creative Teaching Strategy: An Alternative Solution to Teachers' Problem in Teaching Reading on Descriptive Text at Junior High School"*. This paper is aimed at discussing the ways how to comprehend descriptive text through combining PLAN (Predict, Locate, Add, Note) and REAP (Read, Encode, Annotate, Ponder) Strategy. Through these strategies students are pushed to use a number of strategies such as relating text to prior knowledge, predict, questioning, summarizing, using imagery, and setting a purpose for reading. This way is an interesting alternative solution to teachers' problem in teaching reading on descriptive text at junior school. It should be understood by student in order that she/ he can comprehend a descriptive text completely. The student is not only demanded to identify information on the text but also is required to use their effort in how to work in group collaboration to achieve their goal. Furthermore, the student is also try to evaluate the

messages given by the writer. For this purpose a reading teacher should be able to help a student to cope with this kind of strategies and they have to vary their ways in teaching reading. By using this strategy, it is expected that the students' reading ability will increase and can motivate them in reading descriptive text. The similarity of this study is qualitative research as research design. The difference is on subject of research. This study focused on the ways how to comprehend descriptive text through combining PLAN and REAP Strategy, while my research is focused on teachers' creativity in teaching reading comprehension.

4) The fourth study was conducted by Luh Putu Artini (2021) under the title *"English Teachers' Creativity in Conducting Teaching and Learning Process in Public Senior High Schools in Bali".* The purpose of this study was of two folds: first, to examine teachers' perceptions on creativity in teaching, and second, to observe how this perception was reflected in the teaching and learning process. The study involved 12 English teachers from 6 schools, and used self-rated teaching creativity questionnaire, classroom observation sheet, anecdotal records, and in-depth interview. The data were analyzed descriptively based on Miles & Huberman qualitative data analysis procedures. The findings indicate that there was a notable discrepancy between what was perceived by the teachers and what was observed in the classroom. Teachers perceive themselves as creative, however based on classroom observation data,

their efforts fall under the category of lack of creativity. This finding reveals a discrepancy between what teachers' think and do in the classroom which may lead to the need for professional development program in creative teaching. The similarity of this study is qualitative research as research design. The difference is on subject of research. This study focused on the ways how teachers' perceptions on creativity in teaching, while my research is focused on teachers' creativity in teaching reading comprehension.

Table 2.1 Previous Related Study

No	Research Identity	Title	Finding	Similarities	Differences
1	Yuliana Mara Yuliantini (2020)	Teaching Reading Comprehension By Using Experience-Text-Relationship Method To Senior High School Students	The data from the observation field notes were analyzed qualitatively and the data from the reading test results were analyzed by using descriptive statistics. The analysis of the observation field notes shows that the students became active and polite, had high enthusiasm in the teaching and learning processes. The analysis of the reading test results also reveals that the students had improved their reading comprehension. In conclusion, Experience-Text-Relationship method can improve the students' reading comprehension.	Research Design: Qualitative	-Research Subject: Eleventh-grade students -Research Object: Public senior high school in SimpangDua, Ketapang -The objective of this research is to improve reading comprehension of public senior high school students by using Experience-Text-Relationship method.

No	Research Identity	Title	Finding	Similarities	Differences
2	Dela Oktaviana (2021)	Kreatifitas Guru dalam Pengajaran Berbicara Secara Daring Selama Pandemi *Covid-19*	The research results show that; (1) The English teacher at SMAN 77 Jakarta had various creativities in teaching speaking through online learning, such as developing teaching materials, create interactive classroom environment, and playing various roles in the class (2) The teacher use creative teaching methods, such as ice-breaking, teaching speaking using song, videos, movies, and kahoot! based quizzes, (3) The teacher implement some activities in teaching speaking such as, dialogue, role-play, story-telling, debate, and card game. Based on the results above, it can be concluded that to ease the students in learning English language, especially speaking skill, teacher should have various creativities related to the teaching methods and learning activities.	-Research Design: Qualitative -Research Subject: English Teacher	-Research Object: Eeventh grade students at SMAN 77 Jakarta -The objective of this research is The purposes of this research are to reveal the English teacher's creativities, methods, and activities in teaching speaking skill through online English learning at the 11th grade students of SMAN 77 Jakarta in the Academic Year of 2020/2021.
3	Mike Amelia (2017)	Creative Teaching Strategy: An Alternative Solution To Teachers'	This paper is aimed at discussing the ways how to comprehend descriptive text through combining	Research Design: Qualitative	-Research Subject: Eighth grade student at Junior High School

No	Research Identity	Title	Finding	Similarities	Differences
		Problem In Teaching Reading On Descriptive Text At Junior High School	PLAN (Predict, Locate, Add, Note) and REAP (Read, Encode, Annotate, Ponder) Strategy. Through these strategies students are pushed to use a number of strategies such as relating text to prior knowledge, predict, questioning, summarizing, using imagery, and setting a purpose for reading. This way is an interesting alternative solution to teachers' problem in teaching reading on descriptive text at Junior school. For this purpose a reading teacher should be able to help a student to cope with this kind of strategies and they have to vary their ways in teaching reading. By using this strategy, it is expected that the students' reading ability will increase and can motivate them in readingdescriptive text.		-The objective of this research is to know creative teaching strategy at comprehend descriptive text through combining PLAN (Predict, Locate, Add, Note) and REAP (Read, Encode, Annotate, Ponder) Strategy.
4	Luh Putu Artini (2021)	English Teachers' Creativity in Conducting Teaching and Learning Process in Public Senior High Schools in Bali	The findings indicate that there was a notable discrepancy between what was perceived by the teachers and what was observed in the classroom. Teachers perceive themselves as creative, however based on classroom	-Research Design: Qualitative -Research Subject: English teacher	-Research Object: Public Senior High Schools in Bali -The objective of this research is to examine teachers' perceptions on creativity in teaching, and to observe how this

No	Research Identity	Title	Finding	Similarities	Differences
			observation data, their efforts fall under the category of lack of creativity. This finding reveals a discrepancy between what teachers' think and do in the classroom which may lead to the need for professional development program in creative teaching.		perception was reflected in the teaching and learning process.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher uses descriptive qualitative, because it describes the English teacher's creativity in teaching reading comprehension of eleventh grade students at SMA Negeri 1 Ngemplak. Qualitative research method is a research method based on the philosophy of postpositivism, used to examine the condition of natural objects, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined), data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalizations (Sugiyono, 2013). The researcher selected this method because it conveys a broader understanding of the teacher and students views on teacher's creativity in teaching reading comprehension. The data collected in the form of words as a descriptive explanation than a number and the result of teacher's creativity contains quotations from the teacher and students views in order to interpret their words. The results of teacher's creativity emphasize more toward the data interpretation found in the field and it is not written in the form of figures and tables with statistical measures, but it is illustrated in the form of describing words to the teacher's creativity and it is presented in narrative.

Based on explanations above, it can be concluded that descriptive qualitative is analyzing about descriptive data that is collected in the field,

by using descriptive qualitative the researcher gets the answer about the English Teacher's Creativity in Teaching Reading Comprehension of Eleventh Grade Students at SMA Negeri 1 Ngemplak in The Academic Year 2022/2023.

B. Research Setting

1. Place of Research

The research was conducted at SMA Negeri 1 Ngemplak as the setting of place to do research. It is located at Jl. Embarkasi Haji, Ngemplak, Donohudan, Kec. Ngemplak, Kabupaten Boyolali, Jawa Tengah 57375.

2. Time of Research

While, The researcher conducted research from April 2022 to March 2023, while the research schedule carried out by researcher was as follows:

Table 3. 1 Time Schedule of Research

Activities	Month					
	2022				2023	
	Apr	May	Nov	Dec	Jan	Mar
Proposal writing and guidance	■					
Proposal seminar		■				
Collecting data			■	■		
Report writing and guidance					■	
Thesis examination						■

C. Research Subject

In this reasearch, the researcher used purposive sampling to get the subject of research. Purposive sampling is the selection of a group of subjects in purposive sampling based on certain characteristics are deemed to have bearing on closely with the characteristics of the population that is already known in advance, in other words the sample unit contacted adapted to certain criteria applied based on objective research (Sugiyono, 2013). In this study, the criteria for creative teachers that the researchers chose were as follows: 1) Having a young age, 2) Graduated with a Bachelor of Education, 3) Able to use various learning media, 4) Understand digital literacy and 5) Working period minimum 1 year. The writer took English teacher at eleventh grade of SMA Negeri 1 Ngemplak as the subject of the research.

D. Data and Source of the Data

The data source that can be used in qualitative research are document; informants; events or activities; places or locations; as well as objects, images and recording (Nugrahani, 2014). The data used in this research is primary data. Primary data is the main data to obtain information about creativity used by English teachers in teaching reading comprehension at SMA Negeri 1 Ngemplak. This primary data was obtained from the teacher's sentence and action.

E. Coding Technique

A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data. The data can consist of interview transcripts, participant observation field notes, journals, documents, literature, artifacts, photographs, video, websites, e-mail correspondence, and so on (Saldana, 2009). Coding is the process of labeling and organizing qualitative data to identify different themes and the relationships between them.

In coding technique, there are several steps that must be considered in coding process. First, is to create and code the analyzed data in the form of a quotation and then categorize the code. After that, if necessary, the researcher can create subcategories, then from those categories and subcategories, the relevant themes or concepts are formed. In the last stage, the themes and concepts are linked to the theory used or compiled(Saldana, 2009).

Table 3.2 Coding of Observation Data

Observation Code	Class observed	Meeting	learning materials	Code result
OB1	MIPA3	M1	ST	OB1/MIPA3/M1/ST

F. Techniques of Collecting the Data

The data gathered in this research from three primary sources. The data sources are from observation, interview and documentation.

1. Observation

    Observation is one of the empirical scientific activities that base on field facts and texts, through the experience of the five senses without using any manipulation (Hasanah, 2017). The results of observations in the form of activities, events, objects, certain conditions or atmosphere, and one's emotional feelings. Observations are carried out to obtain a real picture of an event or events to answer research questions. In this research, researchers used passive participant observation. Passive participant observer means that the research is present at the scene of action but does not interact or participate. Researcher hold the observation 3 times meeting. The purpose of this observation is to find out data about teacher creativity in teaching reading comprehension of eleventh grade students at SMA Negeri 1 Ngemplak.

2. Interview

    There are kinds of interview, namely (a) unstructured interview. In this type, the interviewer carries out the interview with no systematic plan of question, (b) structured interview. The interview carries out the interview by using a set questions arranged in advance, (c) semi structured interview. The researcher uses a set question which is developed to gain the specific information. In this research, the

researcher conducted semi-structured interviews. Semi-structured interviews are interviews that take place referring to a series of open-ended questions. This method allows new questions to arise because of the answers given by the resource person so that during the session, information mining can be carried out more deeply (Alijoyo et al., 2009). The researcher interviews with participants to get some information about teacher creativity in teaching reading comprehension of eleventh grade students at SMA Negeri 1 Ngemplak. The participant is English teacher whom teach at SMA Negeri 1 Ngemplak.

3. Documentation

The last technique is documentation. Documentation is used to collect teachers modules, materials and photos when teacher uses the strategies in teaching reading comprehension (Sugiyono, 2013). Documents themselves can be divided into two types, namely personal document and official document. In this research, researcher used both of documentation. Personal document was obtained from notes and photos while official document was obtained from the syllabus used by the teacher when teaching reading comprehension.

G. Research Instrument

Research Instrument is a tool used to carry out research activities, especially as measurement and data collection. The key instrument in this research is the researcher itself. Another instruments that was used by researcher are observation guidelines and interview guidelines.

H. Trustworthiness of 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 (Rahmayanti, 2021). In this case, the researcher uses triangulation to get the validity of the data.

There are 3 kinds of triangulation, namely source triangulation, technique triangulation, and time triangulation.

1. Source triangulation

    Source triangulation is used to test the credibility of the data through checking the data that has been processed thru numerous resources.

2. Triangulation of technique

    Technique triangulation is used to test the credibility of the data through checking the data to the equal source with the different techniques.

3. Triangulation of time

    Time triangulation is used to test the credibility of the data through checking the data to the equal source using the same method but at different time.

In this research, the researcher was used technique triangulation to check the validity of the data. It is called techniques triangulation because

the researcher uses three technique, namely observation, interview and documentation.

I. Techniques of Analyzing the Data

Data analysis activities are carried out to filter all information about English teacher's creativity in teaching reading comprehension of eleventh grade students at SMA Negeri 1 Ngemplak. The data taken from obseravtion, interview and documentation are analyzed from the research question with the following steps. The data analysis used in this research process is based on the theory of Miles and Huberman (Miles & Huberman, 1984).

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's creativity in in teaching reading comprehension of eleventh grade students at SMA Negeri 1 Ngemplak.

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.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the research findings of English teacher creativity in teaching reading comprehension of eleventh grade students at SMA Negeri 1 Ngemplak. The researcher collected the data by observation, interview and documentation. The discussion begins with a description of the research findings and discussion.

A. Research Findings

1. English teacher's creativity in teaching reading comprehension of eleventh grade students at SMA Negeri 1 Ngemplak

a. Learning Activities of 11 MIPA 3 (OB1/MIPA3/M1/ST)

The observation conducted on Wednesday, 16 November 2022. When conducted the research the teacher gave material about short story. The learning process was consisted of opening, main activity, and closing.

1) Opening

Before the opening of the lesson, the teacher asked the students to tidy up their seats. In the opening section, the teacher opened the meeting by greeting with *"Assalamu'alaikum Warahmatullahi Wabarakatuh"*. After that, the teacher asked the students to pray together and asked student conditions. Then, checked students' attendance.

2) Main Activity

After the opening of the lesson, the teacher starts the lesson by asking the students *"tau cerita snow white ga?"*. Then the

teacher asks students to actively express their opinions about the questions that have been given. The teacher explains a little about the material that will be discussed, then the teacher gives handouts containing the material to students. Before that, students are divided into groups of 4-5 students. Students are given 20 minutes to discuss the questions contained in the handout with their respective groups. During the discussion, the teacher went around the groups to monitor the students' work. During the discussion, there were several students who asked the teacher for difficult vocabulary. After the time was up, the teacher asked each group to write their answers on the board. After all the numbers were filled in, the teacher discussed the results together with the students.

Before discussing the questions written by the students, the teacher together with the students discussed the meaning of the story in the handout. The teacher also asked some difficult vocabulary to the students, then the students answered as best they could. During the discussion of the handout, there were some students who were gojek, then the teacher gave a warning by saying *"kalau masih rame, gantian kalian yang menjelaskan didepan ya".* After the class was back in order, the teacher continued discussing the handout until it was finished. The teacher asked the representatives of each group to read the questions and answers they had written. She said *"Good job"* if the students' answers were correct. The teacher corrected the students' answers on the board, she said *"kalau yang nomer 4 ini jawabannya ada 6 ya, jadi yang dilingkasi harus 6 dan semua sudah ada dalam bacaan, jadi kalau mau tau harus apa.. iya dibaca".*

After all the questions were answered, the teacher gave appreciation to the group that had the most correct answers. Then, the teacher explained a little material about short stories and gave students the opportunity to ask, if they had any questions.

3) Closing

The teacher repeats the material that has been taught, reminds students to always study and maintain health, then closes the lesson by saying greetings.

Table 4.1 Teacher creativity in 11 MIPA 3

No	Aspect	Activity
1.	Creativity in designing and preparing teaching materials/learning materials	Teachers use a book titled "Pathway to English" and the internet as references in preparing learning materials.
2.	Creativity in managing the classroom	- Teachers organize the classroom before learning begins - Teachers have pre-learning rules, such as no cellphones during the lesson - Teachers conduct opening, main activity and closing activities - Teachers are on time when entering and leaving the classroom - Teachers give reprimands to students to make the class conducive
3.	Creativity in the use of learning	- Teacher uses discovery learning model

		methods and models	- Teacher uses discussion method - Teacher uses lecture method
4.		Creativity in the use of learning media	Teachers use blackboard and books in learning
5.		Creativity in evaluating	The teacher uses handouts and provides question and answer feedback to students

Based on the table above, it can be seen that the teacher's creativity in preparing teaching materials/learning materials focuses more on using a package book entitled "Pathway to English" as well as references sourced from the internet. Then, in managing the classroom, the teacher arranges the space and seating of students, after that starting the learning by conducting opening activities in the form of greetings, prayers and taking attendance of students. In addition, in the core activities, the teacher starts the learning by giving handouts and discussing them together with students, then in the closing activities, the teacher closes the learning by giving feedback in the form of questions and answers to students. In addition, the teacher has a rule before learning that is prohibited from operating cellphones during learning except with the teacher's permission. Then, teachers always try to enter and leave the class on time and give a warning/motivation to students to keep the class conducive.

Furthermore, in the use of learning models and methods, teachers prefer to use the discovery learning model so that students can discover new knowledge from the information the teacher has provided. In addition, teachers also use lecture and discussion methods when learning takes place. For creativity in using learning

media, teachers often use blackboards and books in learning. Finally, creativity in evaluating, teachers use handouts and provide feedback in the form of questions and answers to students.

b. Learning Activities of 11 MIPA 4 (OB2/MIPA4/M1/ST)

The observation conducted on Wednesday, 16 November 2022. When conducted the research the teacher gave material about short story. The learning process was consisted of opening, main activity, and closing.

1) Opening

Before opening the lesson, the teacher asked the students to put away their cellphones. In the opening section, the teacher opened the meeting by greeting with *"Assalamu'alaikum Warahmatullahi Wabarakatuh"*. After that, the teacher asked student conditions. Then, checked students' attendance.

2) Main Activity

After opening, the teacher starts the lesson by asking students questions "*ada yang tahu cerita three little pigs ga, tiga babi kecil?"*. Then the teacher asked students to raise their hands and tell what they knew. After they finish telling, the teacher gives appreciation to students who dare to answer and tell stories. Before explaining the material, the teacher provides an understanding to students why they need to learn about the material.

After that, the teacher asks students to form groups of 2 children. The teacher provides exercises in the form of handouts. The teacher gives 30 minutes to each group to discuss their answers. While discussing, the teacher goes around the groups to check their work and answer any questions they have about the vocabulary in the handout. Once done, the teacher asks each group to write their answers on the board. After all the numbers have been filled in, the teacher discusses the results together with the students.

After all the questions are answered, the teacher explains the material about short stories and gives students the opportunity to ask questions, if they have any.

3) Closing

The teacher repeats the material that has been taught, reminds students to always study and maintain health, then closes the lesson by saying greetings.

Table 4.2 Teacher creativity in 11 MIPA 4

No	Aspect	Activity
1.	Creativity in designing and preparing teaching materials/learning materials	Teachers use a book titled "Pathway to English" and the internet as references in preparing learning materials.
2.	Creativity in managing the classroom	- Teachers organize the classroom before learning begins - Teachers have pre-learning rules, such as no cellphones during the lesson - Teachers conduct opening, main activity and closing activities - Teachers are on time when entering and leaving the classroom - Teachers give reprimands to students to make the class conducive

3.	Creativity in the use of learning methods and models	- Teacher uses discovery learning model - Teacher uses discussion method - Teacher uses lecture method
4.	Creativity in the use of learning media	Teachers use blackboard and books in learning
5.	Creativity in evaluating	The teacher uses handouts and provides question and answer feedback to students

Based on the table above, it can be seen that the teacher's creativity in preparing teaching materials/learning materials focuses more on using a package book entitled "Pathway to English" as well as references sourced from the internet. Then, in managing the classroom, the teacher arranges the space and seating of students, after that starting the learning by doing opening activities in the form of greetings, asking about the condition of students and taking attendance of students.

In addition, in the core activities, the teacher starts the learning by giving handouts and discussing them together with students. In the discussion activity, the teacher provides opportunities for students to ask some difficult words, then in the closing activity, the teacher closes the lesson by giving feedback in the form of questions and answers to students. In addition, the teacher has a rule before learning that is prohibited from operating cellphones during learning except with the teacher's permission. Then, teachers always try to enter and leave the class on time and give a warning/motivation to students to keep the class conducive.

Furthermore, in the use of learning models and methods, teachers prefer to use the discovery learning model so that students can discover new knowledge from the information the teacher has provided. In addition, teachers also use lecture and discussion methods when learning takes place. For creativity in using learning media, teachers often use blackboards and books in learning. Finally, creativity in evaluating, teachers use handouts and provide feedback in the form of questions and answers to students.

c. Learning Activities of 11 IPS 1 (OB3/IPS1/M1/ST)

The observation conducted on Friday, 18 November 2022. When conducted the research the teacher gave material about short story. The learning process was consisted of opening, main activity, and closing.

1) Opening

Before the opening of the lesson, the teacher asked the students to tidy up their seats. In the opening section, the teacher opened the meeting by greeting with *"Assalamu'alaikum Warahmatullahi Wabarakatuh"*. After that, the teacher asked student conditions. Then, checked students' attendance. Then, the teacher reviewed the material that had been taught at the last meeting by giving brainstorming to students through talking stick activities.

2) Main Activity

After opening, the teacher continued the material that had been given, namely discussing the questions on the handout. At that time, many students were not ready to start the lesson so the teacher gave a warning by saying *"oke, saya akan diam sampai kalian bisa focus"*. Then, the teacher asked students to join the groups that had been made in the previous meeting. After that, the teacher continues the learning by discussing the problems that have been given. The teacher asks students to write the answers they have

done on the board. After all the numbers are filled in, the teacher together with the students discuss the answers.

In discussing the answers, there were several students who asked about difficult vocabulary. One of them was *"Miss, torn itu artinya apa?.* Then the teacher explains the meaning of the word. After that, the teacher asks students to find words that they find difficult based on the handout. The teacher appoints a student to read out what word he/she found. The teacher asks the students to imitate the correct pronunciation of the word then the teacher explains the meaning of the word.

The teacher then explains the material about short stories by displaying the material through the LCD and gives students the opportunity to ask, if they have any questions.

3) Closing

The teacher repeats the material that has been taught, reminds students to always study and maintain health, then closes the lesson by saying greetings.

Table 4.3 Teacher creativity in 11 IPS 1

No	Aspect	Activity
1.	Creativity in designing and preparing teaching materials/learning materials	Teachers use a book titled "Pathway to English" and the internet as references in preparing learning materials.

2.	Creativity in managing the classroom	- Teachers organize the classroom before learning begins - Teachers have pre-learning rules, such as no cellphones during the lesson - Teachers conduct opening, main activity and closing activities - Teachers are on time when entering and leaving the classroom - Teachers give reprimands to students to make the class conducive
3.	Creativity in the use of learning methods and models	- Teacher uses discovery learning model - Teacher uses discussion method - Teacher uses lecture method
4.	Creativity in the use of learning media	Teachers use blackboard, LCD Proyector and books in learning
5.	Creativity in evaluating	The teacher uses handouts and provides question and answer feedback to students

Based on the table above, it can be seen that the teacher's creativity in preparing teaching materials/learning materials focuses more on using a package book entitled "Pathway to English" as well as references sourced from the internet. Then, in

managing the classroom, the teacher arranges the space and seating of students, after that starting the learning by doing opening activities in the form of greetings, prayers, asking about the condition of students and taking attendance of students. After that, the teacher gives a little brainstrorming as a warm-up before the learning begins. In addition, in the core activities, the teacher starts the learning by giving handouts and discussing them together with students, then in the closing activities, the teacher closes the learning by giving feedback in the form of questions and answers to students. In addition, teachers have a rule before learning that is prohibited from operating cellphones during learning except with the teacher's permission. Then, teachers always try to enter and leave the class on time and give a warning/motivation to students to keep the class conducive.

Then, in the use of learning models and methods, teachers prefer to use the discovery learning model so that students can find new knowledge from the information the teacher has provided. In addition, teachers also use lecture and discussion methods when learning takes place. For creativity in using learning media, teachers often use blackboards and books in learning. Finally, creativity in evaluating, teachers use handouts and provide feedback in the form of questions and answers to students..

2. Factors that influence teacher's creativity in teaching reading comprehension at SMA Negeri 1 Ngemplak

Based on the interview, the researcher has found that in carrying out creativity in the learning process, there are factors related to increasing the teacher's creativity in teaching reading comprehension. The factors that

influence teacher creativity in teaching reading comprehension at SMA Negeri 1 Ngemplak are as follows:

1) School Facilities and Infrastructure

One of the factors that encourages the creativity of a teacher in the learning process is the availability of school facilities and infrastructure. The availability of school facilities and infrastructure really supports education in finding several effective and creative learning models or methods. Facilities in terms of availability of textbooks, library, learning tools such as blackboards, markers, tables and chairs in good condition, in focus, and internet (Wi-Fi). While the infrastructure in terms of the availability of good school buildings, and comfortable study rooms. As with the following statement from teacher A:

"Sekarang itu sudah enak banget, di setiap meja guru dikelas itu sudah disediakan PC yang sudah nyambung di internet. Jadi, ketika saya mau menampilkan PPT yang saya buat, ya tinggal colokin ke PC nya, guru tinggal bawa flasdisk aja. Selain itu, kalau mau menampilkan video terkait materi, tinggal search udah nyambung di LCD nya, gitu".

Facilities and infrastructure are very important and influential in developing the creativity of a teacher. Thus, with the existence of adequate school facilities and infrastructure, as a teacher must be able to take advantage of what is needed in developing creativity in the learning process. The informant's statement above illustrates that one of the supporting factors for teacher creativity in the learning process is the existence of

facilities and infrastructure that can support the success of teacher creativity.

2) Teacher's condition

Creativity is very important for all teachers in any field, including English teachers in teaching reading comprehension. Therefore, the condition of the teacher is an important factor in the formation of creativity. As stated by teacher A below:

"Factor utama aslinya dari diri sendiri sih, jadi misal kita udah kehabisan ide, kalau kita memang bener-bener ingin mengajarkan dengan baik otomatis akan mencari banyak referensi dan nanti akan mendapatkan insight baru. Contoh lain saya sering baca artikel atau menonton video, disitu pasti saya akan menemukan input baru bagaimana cara mengajar yang baik, metode apa yang harus saya gunakan dan lain sebagianya. Jadi, memang factor paling penting dari diri sendiri sih".

From the statement above, it can be concluded that oneself is an important factor in developing creativity. If teacher do not have the intention to develop themself, then the purpose of fun learning will not be realized and the class will become boring.

3) Limited time for teaching Reading Comprehension

Time is very influential in the effectiveness of a learning, the more effective and efficient in using time, the more optimal the results obtained. This can be seen from the statement of teacher A below:

"Terkadang pas jam saya itu ngepasi sama kegiatan sekolah, jadi kan waktunya mundur. Otomatis yang harusnya 1 pertemuan 45 menit bisa cuma jadi 35 menit, pernah juga cuma 30 menit, bisa bayangin dapet apa kalau reading. Susah kalau seperti itu mau mengembangkan kreativitas. Jadi ketika ngajar

saya gak harus saklek hari ini harus selesai, karena kalau kaya gitu kita harus memaksa anak untuk memenuhi target kita padahal kita jelas tau kalau belajar atas dasar paksaan itu gimana ".

From the results of the interviews above, it can be concluded that limited time is an inhibiting factor in teacher creativity in the classroom. So, to develop creativity, free time is needed so that effectiveness in learning and learning objectives can be achieved.

4) Student's condition

Each of the students from one another has a different character, even has a different family background, economy, environment as well. This is where teachers are required to be creative in order to understand the various characters of students, so that the learning process goes well. A teacher will not be able to optimally develop his pedagogic, personality, social and professional competencies, if he does not have high understanding and creativity in carrying out the learning process. As stated by teacher A below:

"Selain yang disebutkan tadi, factor lain ya anak itu sendiri. Kita kan gak tau mungkin anak itu capek atau sakit, mungkin anak itu tadi dirumah gimana-gimana. Itu juga berpengaruh ke kita loh. Ya walaupun kita dituntut untuk professional tapi kan tidak menutup kemungkinan kita kebawa males juga gitu".

From the interview above it can be concluded that teachers are required to have several abilities and skills. These abilities and skills are part of the teacher's professional competence.

Thus, the teacher's task in the learning process is not only in delivering material to students, but teachers must also have the ability to understand students with their various uniqueness.

B. Discussions

In this part, the researcher discusses about teacher creativity in teaching reading comprehension at SMA Negeri 1 Ngemplak. Then the researcher formulated two research questions 1) Teacher creativity in teaching reading comprehension, 2) The factors that influence teacher creativity in teaching reading comprehension.

1. Teacher creativity in teaching reading comprehension at SMA Negeri 1 Ngemplak

The teacher's duties as a profession include educating, teaching, guiding, directing, training, assessing and evaluating students. In addition, teachers also have the task of preparing students who have critical thinking skills, creative, innovative, communicative and able to collaborate. Thus to develop students' creativity in learning, teachers are expected to be able to apply their competence/professional abilities in the learning process. According to Rasyid Ridla (2008) the professional competence of teachers includes the following: 1) Skilled in designing and preparing teaching materials/learning materials, 2) Skilled in managing classes, 3) Skilled in using learning methods, 4) Skilled in using learning media, and 5) Skilled in conducting learning evaluations.

The focus of this research is to find out teacher creativity in teaching reading comprehension of eleventh grade students at SMA Negeri 1 Ngemplak related to teacher creativity in designing and preparing teaching materials/learning materials, creativity in managing classes, creativity in using learning methods, creativity in the use of learning media and creativity in evaluating learning, the implementation can be seen as follows:

First, creativity in designing and preparing teaching materials. Designing and preparing teaching materials is the most important thing the teacher does in teaching. This is done so that when teaching and learning activities take place, learning can be directed and effective because previously the teacher had designed and prepared teaching materials that he wanted to teach students. This method is used by teachers to help students understand the material and overcome difficulties in learning. According to Nasution (2017), that designing and preparing teaching materials is one of the creativity that teachers must have in order to present interesting and structured learning so as to help students in their learning process. Based on the results of observations, the English teacher prioritizes mastery of the subject matter that will be conveyed to students because the most important thing in the learning process is the existence of teaching materials and the teacher is also able to master the subject matter, so that the teacher is able to explain it to students properly. In addition, from the three classes studied the teacher more often used the textbook entitled "Pathway to English" in

preparing learning materials. In addition, teachers also use other references such as learning websites.

Second, creativity in managing the class. Classroom management is one of the teacher's tasks that cannot be abandoned. Classroom management is intended to create a conducive learning environment so as to achieve effective and efficient teaching objectives. Based on the results of observations, classroom management carried out by the English teacher at SMA Negeri 1 Ngemplak proceeded as usual, starting with an opening, main activity, and closing. In opening activity, the teacher asked students to organize the classroom, such as arranging the seats and cleaning the classroom. After that, the teacher conducted greetings, prayed, and took attendance. In main activity, the teacher gives handouts to students then the teacher asks students to make groups and discuss the handouts, after the discussion is complete the teacher explains the contents of the handouts. In closing activity, the teacher gives feedback in the form of questions and answers to students. To create conducive learning, the teacher also applies several rules before learning, such as not allowed to operate cellphones during learning and will be given a warning if it makes the class noisy. The teacher also tries to always arrive and leave the class on time.

Third, Creativity in the use of learning methods. Learning methods are procedures, sequences, steps, and methods used by teachers in achieving learning objectives. It can be said that the learning method is a description of the approach. One approach can be translated into various learning

methods. It can also be said that the method is a learning procedure that is focused on achieving goals (Helmiati, 2012). From the results of the observations and interviews above, the teacher uses several methods and ways of teaching that have been chosen so that students are interested in learning. Discovery learning method is a method that is often used by teachers in teaching. Discovery learning is learning that encourages students to investigate on their own, discover and build on past experiences and knowledge, use intuition, imagination, and creativity, and seek new information to find facts, correlations, and truths (Kemdikbud, 2020). In addition, the teacher also uses lecture method and discussion.

Fourth, Creativity in the use of learning media. In the process of teaching and learning media is any tool which can be used as a distributor of messages such as humans, objects or events that enable students to acquire knowledge and skills in order to achieve teaching objectives. Therefore the presence of media in the teaching and learning process has meaning is very important, because with the media, the ambiguity and confusion of the material conveyed by the teacher will be resolved (avoided). The media can represent what the teacher is unable to say through certain words or sentences. In this case, the teacher uses existing learning media such as using handouts, textbook, blackboard and also lcd proyector.

Fifth, Creativity in evaluating. Murdiana (2020) states that the characteristics of a creative teacher are teachers who always evaluate not only students but also themselves about the learning they are doing. Based

on the results of observations, the English teacher at SMA Negeri 1 Ngemplak assessed students by looking at students' attitudes, knowledge, and skills. The teacher makes observations to see student activity in class, student participation in learning, student skills in answering questions, student effort in learning, and giving pretest and posttest to students. Because the teacher focuses more on fun learning, the teacher prioritizes explaining class material and does not give assignments or homework. The teacher only gives feedback in the form of questions and answers to students. In addition, because the teacher only uses handouts or questions from the student handbook for reading learning, the teacher also has not met the criteria for "critical thinking" at the comprehension level.

Based on the findings of researchers regarding teacher creativity in teaching reading comprehension of eleventh grade students at SMA Negeri 1 Ngemplak. Researchers classify the data based on the theory of Rasyid Ridla (2008). Based on observations and interviews, the researchers found that teachers in English at SMA Negeri 1 Ngemplak applied all criteria based on theory, namely 1) Skilled in designing and preparing teaching materials/learning materials, 2) Skilled in managing classes, 3) Skilled in using learning methods, 4) Skilled in using learning media, and 5) Skilled in conducting learning evaluations. Then the researchers compared these findings with the findings of previous researchers, namely Dela Oktaviani (2021). In this study, researchers found that creativity applied by teachers

includes developing teaching materials, creating an interactive classroom environment and playing various roles in class.

2. Factors that influence teacher creativity in teaching reading comprehension at SMA Negeri 1 Ngemplak

Creativity is often characterized by a tendency to create something new. As a creative person, the teacher should realize that creativity is a universal activity and all activities are supported, guided and raised by self-awareness. The teacher himself is a creator and motivator who is at the center of the educational process, as a result the teacher is always trying to find better ways to foster students so that students will judge whether the teacher is creative or vice versa.

Teachers with high academic ability and intelligence are not necessarily creative, and vice versa. This is because creativity does not only require skills and abilities. Creativity also requires will or motivation. Skills, talents, and abilities do not directly direct a teacher to carry out the creative process without any encouragement or motivation (Sulastri, 2020).

Based on Muhajir (2020) and interview with English teachers at SMA Negeri 1 Ngemplak, there are factors that influence the teacher's creativity in teaching reading comprehension. These factors include the existence of school facilities or infrastructure. Complete infrastructure facilities will provide encouragement and motivation to teachers in fulfilling their duties in providing learning to students. In addition, the factor of the teacher itself. If the teacher does not have the enthusiasm to develop

creativity, then this will affect the teaching and learning process that is carried out. With the presence of teachers who are creative and innovative in teaching, it will certainly make learning more advanced, interesting, fun according to what their students need. In addition to the condition of the students, the condition of the students is also one of the factors that influence teacher creativity. This is where teachers are required to be creative in order to understand the various characters of students, so that the learning process goes well. The final factor is time constraints. This is because being an active and creative teacher requires a lot of time to look for ideas, ideas, or concepts and try them out in the learning process.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents a conclusion and suggestion from the researcher based on the research about English teacher creativity in teaching reading comprehension of eleventh grade students at SMA Negeri 1 Ngemplak.

A. Conclusion

Based on the results of the research that the researchers conducted on English teachers about teacher creativity in teaching reading comprehension of eleventh grade students at SMA Negeri 1 Ngemplak with observations, interviews and documentation, it can be concluded that the creativity of English teachers in learning reading comprehension can be said have not been implemented optimally. This is because teachers have not utilized the use of various learning media properly. Teachers also have not optimized their creativity in developing interesting teaching-learning strategies. In addition, in providing reading comprehension questions, teachers have not fulfilled the comprehension level category, namely critical. However, teachers have created a conducive learning climate by often organizing the classroom and giving reprimands/motivation to students.

In the process of developing creativity, there are influencing factors. Based on the results of interviews, these factors include the condition of the teacher, the condition of the students, the availability of learning facilities and infrastructure and the limited time.

B. Suggestions

Based on a study on teacher creativity in teaching reading comprehension of eleventh grade students at SMA Negeri 1 Ngemplak, the researcher would like to provide some suggestions for:

1. Teacher

English teachers should further expand and increase their creativity in the learning process because creativity in teaching can prevent students from being bored so that students can take part in learning well.

2. Student

Students are expected to follow the learning process properly and actively, so that the learning activities held can be conducive, not boring and fun.

3. Other Researcher

The researcher realizes that this researcher is still far from perfect. As for suggestions to future researchers, it is expected to examine more sources and references regarding teacher creativity in the learning process, so that more optimal results can be obtained.

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APPENDICES

APPENDIX 1

Observation Guidelines

No	Aspek	Kegiatan yang diamati	Kategori Penilaian	
			Ya	Tidak
1.	Kreativitas dalam merancang dan menyiapkan bahan ajar/materi pembelajaran	a. Guru mampu menyiapkan bahan ajar sebelum proses pebelajaran berlangsung		
		b. Guru menggunakan berbagai referensi baik buku pelajaran maupun buku yang berkaitan dengan materi		
2.	Kreativitas dalam mengelola kelas	a. Guru melakukan kegiatan pendahuluan, inti dan kegiatan penutup dalam proses pembelajaran dengan baik		
		b. Guru menggunakan model-model pembelajaran kreatif agar proses pembelajaran berlangsung efektif		
		c. Guru memiliki aturan sebelum pembelajaran dimulai, seperti merapikan tempat duduk, memberi salam dan berdoa		
		d. Guru dapat mengelola kelas dengan baik		

3.	Kreativitas dalam penggunaan metode pembelajaran	Guru menggunakan beberapa macam metode pembelajaran yang efektif		
4.	Kreativitas dalam penggunaan media pembelajaran	Guru menggunakan media yang menarik dalam pembelajaran		
5.	Kreativitas dalam mengevaluasi	a. Guru memberikan feedback tanya jawab diakhir pembelajaran seputar materi yang telah diajarkan		
		b. Guru memberikan tes lisan maupun tertulis seputar materi yang telah diajarkan		

APPENDIX 2

Photograph of Learning Process

APPENDIX 3

Interview Guidelines and Transcript

No	Pertanyaan	Jawaban
1.	Menurut Ibu, kreatif itu seperti apa? Dan seberapa penting kreativitas guru dalam pembelajaran khususnya materi reading?	It's a crucial. Sangat-sangat krusial ya sebenarnya kreativitas guru itu dalam mengajar, karena saya juga pernah jadi siswa kek gitu, cara guru menyampaikan, cara penguasaan kelas itu akan sangat berpengaruh dengan tingkat pemahaman siswa. Jadi materi yang susah, sesusah apapun itu materi kalau guru itu bisa menyampaikan dengan menyenangkan kesannya akan gampang. Mau segampang apapun materi, kalau cara penyampaian gurunya itu how to deliver the materialnya nggak, nggak apa ya istilahnya mbulet atau ruwet kek gitu, yang gampang pun akan kelihatan susah. Jadi kreativitas sangat penting, biar anak juga tidak bosan karena kita tau anak itu belajar dari pagi sampai sore, pelajaran terus-terusan kek gitu. Kalau kita cuma menyampaikan materi tugas, materi tugas tanpa ada inovasi ya jelas anak bosan dan mereka tidak akan excited dalam pembelajaran. Nggak hanya di

		reading, itu di semuanya. Bagus lagi kalau bisa mengaitkan ke teknologi sebenernya. Karena anak jaman sekarang hi-tech kan, mereka terbiasa dengan teknologi.
2.	Di kelas yang Ibu ajar, apakah terdapat siswa yang minat membacanya masih rendah?	Ada, jelas. Dimana-mana pasti ada. Nggak mungkin gaada. Karena sekarang reading dalam literasi Bahasa Indonesia aja mereka kek gitu apalagi Bahasa Inggris, iyakan. Baru aja saya ngajar yang short story itu saya ada teks, terus jawab pertanyaan cuma ada 6 dan pertanyaannya itu sesimple true or false. Kan gampang banget sebenernya kan, tapikan biar mereka bisa jawab is it true or false kan harys paham dengan materi diatasnya, ee bukan materi sih bacaan yang short story dan itu yang nggak panjang gitu. Dan menurut saya, bagi saya sendiri itu termasuknya vocabnya, vocab yang familiar gitu lo, bukan yang susah. Tapi ternyata Ketika applied dikelas yang mana kelas itu termasuknya juga kelas MIPA yang lumayan, ternyata masih banyak yang kesusahan, yaa memang ga semua, ada yang bisa ngerjain tapi masih banyak yang bingung gitu lo. Jadi

		ternyata untuk mengerjakan hal sesimple itupun masih agak susah.
3.	Bagaimana cara ibu dalam mengelola kelas agar pembelajaran tetap kondusif?	Ya seperti guru pada umumnya, dimualai dnegan mengucapkan salam, berdoa, menanyakan kabar, kemudian mengabsensi siswa, mengulangi pembelajaran yang lalu, setelah itu baru saya berikan handout mengenai materi yang akan dibahas.selain itu, jam saya itu kan kadang berlangsung setelah istirahat kedua, lebih tepatnya setelah sholat dhuhur, terkadang ada anak yang belum sempat istirahat atau makan, jadi saya berikan kelonggaran waktu 15 menit untuk istirahat. Selain itu, sekolah kami itu memperbolehkan untuk menggunakan hp di kelas, tetapi saat pembelajaran saya berlangsung, saya memiliki aturan yaitu untuk tidak menggunakan hp di kelas tanpa izin dari saya. Selain agar anak tetap memperhatikan pembelajaran yang saya ajarkan, tapi juga untuk menjaga kondisi kelas agar tetap kondusif.
4.	Bagaimana cara Ibu untuk menciptakan pembelajaran yang menyenangkan dan	Jadi biar anak tidak bosan saat pelajaran biasanya saya selingi dengan ice breaking. Contoh ice breakingnya tuh ee baru aja tadi.

	bermakna Ketika mengajar reading comprehension?	Biar anak itu gerak dan gak bosan, ini gaada hubungannya dengan materi belajar, jadi kita dance T-rex bareng-bareng, yang badannya besar, tangannya kecil kek gitu. Jadi, saya minta mereka untuk berdiri, saya putarkan lagunya terus kita dance bareng-bareng seperti itu. At least, maksudnya katika anak udah mulai bosen, orang bosen itu ya bosen aja kan gabisa dipaksain, jadi mereka butuh kayak semaacam penyegaran, nanti kita lanjut materi lagi. Selain itu, kalau kelas sudah mulai tidak kondusif, seperti gojek atau ngomong sendiri, saya bilang ke mereka untuk bertukar peran. Jadi saya seolah-olah menjadi siswa dan mereka menjadi guru dengan menjelaskan ke depan
5.	Metode apa yang Ibu gunakan Ketika mengajar reading comprehension?	Saya pribadi lebih suka pakai discovery learning setelah itu baru diskusi. Jadi, sebelum masuk ke materi pembelajaran, anak-anak saya kasih handout yang berisi bacaan dan soal yang berkaitan dengan materi, jadi nggak saya kasih materi di awal agar di diskusikan dengan kelompoknya yangterdiri dari 4-5 siswa, baru setelah itu kita bahas

		bersama. Jadi saya kasih teks dulu dan mereka identify the teks kek gitu, setaunya mereka. Jadi biar mereka berpikir kritis gitu lo, kalau kita dari awal udah ngasih materi dulu mereka nggak penasaran. Tujuanya supaya anak-anak tersebut punya gambaran tentang materi yang akan saya sampaikan. Saya juga masih pakai metode ceramah kok, karena menurut saya mereka belum bisa kita biarkan untuk belajar mandiri sejauh ini. Itulah kenapa gunanya ada diskusi yaitu karena setelah mereka diskusi dengan temannya mereka akan berbagi insight atau jawaban, setelahnya kan akan tetap saya yang menjelaskan. Jadi, ceramah masih saya pakai. Kenapa saya pakai bermacam metode, ya agar anak itu tidak bosan gitu lo dalam kelas saya, gitu.
6.	Media pembelajaran apa saja yang Ibu gunakan ketika mengajar reading comprehension?	Kalau materi reading yang ini saya belum eksplore banyak ya, karena baru masuk materi. Tapi rencananya kedepannya nanti yang jelas selain pakai handout, saya pakai powerpoint yang dari canva dengan tampilan yang simple ajasih tapi menarik dan nggak banyak

		ornament-ornament yang mencolok. Bayangin aja kalo banyak objek-objek ga penting pasti males kan kalo mau lihat. Jadi buat saya apa ya, pengemasan bahan ppt itu lumayan crucial dan juga berpengaruh pada anak loh. Misal pptnya membosankan pasti anak juga akan males lihatnya, gitu. Karena memang peran teknologi itu sangat-sangat penting ya yang membuat anak itu kaya tau hal baru gitu. Contoh lain juga, kemarin saya mengajar poem pakai padlet. Selain itu saya masih pakai google classroom kok.
7.	Bagaimana cara Ibu merancang/menyiapkan bahan ajar yang variatif dalam pembelajaran reading comprehension?	Jauh-jauh hari biasanya saya sudah punya reng-rengan mau gimana, tapi kalau menggunakan handout biasanya pagi baru saya print. Yang jelas saya ambil materi dari buku paket dari sekolahan judulnya Pathway to English. Jadi memang ada beberapa materi yang enak ambil disitu karena anaknya punya buku itu gitu lo. Selain itu saya suka pakai website British Council karena disitu materi dan pengemasan materinya bagus, kadang juga pakai video dari

		Youtube yang masih relate dengan materi yang saya ajarkan.
8.	Bagaimana cara Ibu dalam mengevaluasi belajar siswa?	Kalau saya, diawal pertemuan itu saya menyampaikan learning goalnya dan ketika dibagian penutup pembelajaran itu saya balik ke awal dengan semua learning goalnya itu kamu udah mencapai belum. Misalnya memahami, mengidentifikasi ataupun membedakan, nah nanti akan saya tanyain satu-satu. Kalau misalnya ada yang belum bisa berarti perlu adanya perbaikan atau diulang lagi. Terus untuk yang tugas, karena saya focus ke pembelajaran yang menyenangkan, saya jarang banget ngasih tugas, kecuali ketika memang saya tidak masuk atau ada keperluan lain, baru saya kasih tugas. Karena saya tahu, tugas mereka tidak di pelajaran saya aja. Jadi saya lebih suka yang ketika pelajaran kalian focus di pelajaran saya, kita kerjakan disitu, on the spot, jadi ketika selesai pelajaran saya mereka tidak punya tanggungan.

| 9. | Apa saja faktor-faktor yang mempengaruhi kreativitas guru dalam pembelajaran? | Factor utama aslinya dari diri sendiri sih, jadi misal kita udah kehabisan ide, kalau kita memang bener-bener ingin mengajarkan dengan baik otomatis akan mencari banyak referensi dan nanti akan mendapatkan insight baru. Contoh lain saya sering baca artikel atau menonton video, disitu pasti saya akan menemukan input baru bagaimana cara mengajar yang baik, metode apa yang harus saya gunakan dan lain sebagianya. Jadi, memang factor paling penting dari diri sendiri sih. Selain itu terbatasnya jam pelajaran. Misal terkadang pas jam saya itu ngepasi sama kegiatan sekolah, jadi kan waktunya mundur. Otomatis yang harusnya 1 pertemuan 45 menit bisa cuma jadi 35 menit, pernah juga cuma 30 menit, bisa bayangin dapet apa kalau reading. Susah kalau seperti itu mau mengembangkan kreativitas. Jadi ketika ngajar saya gak harus saklek hari ini harus selesai, karena kalau kaya gitu kita harus memaksa anak untuk memenuhi target kita padahal kita jelas tau kalau belajar atas dasar paksaan itu gimana. |

| | | Alhamdulillahnya lagi sekarang itu sudah enak banget, di setiap meja guru dikelas itu sudah disediakan PC yang sudah nyambung di internet. Jadi, ketika saya mau menampilkan PPT yang saya buat, ya tinggal colokin ke PC nya, guru tinggal bawa flasdisk aja. Selain itu, kalau mau menampilkan video terkait materi, tinggal search udah nyambung di LCD nya, gitu. Selain yang disebutkan tadi, factor lain ya anak itu sendiri. Kita kan gak tau mungkin anak itu capek atau sakit, mungkin anak itu tadi dirumah gimana-gimana. Itu juga berpengaruh ke kita loh. Ya walaupun kita dituntut untuk professional tapi kan tidak menutup kemungkinan kita kebawa males juga gitu. |

APPENDIX 4

Photograph of Teacher's Interview

APPENDIX 5

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   : SMA Negeri 1 Ngemplak
Kelas/Semester : XI / 1
Tahun Pelajaran : 2022/2023

Materi   : Short Story
Alokasi : 2 x 40 menit
KD   : 3.5 dan 4.5

A. TUJUAN PEMBELAJARAN
Melalui kegiatan pembelajaran CBT (Daring) dan Luring peserta didik dapat:
(1) **Menentukan fungsi sosial** dan informasi rinci pada teks naratif lisan dan tulis sesuai dengan konteks penggunaannya.
(2) **Menangkap makna** secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif,lisan dan tulis, terkait cerita pendek

B. KEGIATAN PEMBELAJARAN

No	Tahap/ Sintak Model	Langkah Pembelajaran	Profil Pelajar Pancasila
1.	Pendahuluan	*Offline (20 menit)* ● Peserta didik memberi salam, berdoa, menyanyikan lagu Indonesia raya, presensi, mengecek kebersihan kelas bersama-sama dengan guru. ● Peserta didik menerima apersepsi, motivasi, dan tujuan pembelajaran dari guru sebelum pelajaran dimulai. ● Guru mengulang materi puisi dengan *talking stick* *Online (20 menit)* ● Guru berkomunikasi dengan peserta didik melalui Google Classroom ● Guru mengecek kehadiran peserta didik melalui aplikasi google form ● Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan ● Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran ● Guru mengulang materi puisi dengan *quiz*	● Beriman, bertaqwa kepada Tuhan YME, dan berakhlak mulia ● Berkebinekaan global ● Gotong Royong
2	**Kegiatan Inti**		
		Offline (32 menit) ● Peserta didik diminta membuat kelompok berisikan 4 siswa. ● Setiap kelompok mengidentifikasi short story yang diberikan oleh guru. ● Setiap kelompok mempresentasikan hasil temuannya. *Online (32 menit)*	● Bernalar Kritis Gotong royong

		• Peserta didik diminta membuat kelompok berisikan 4 siswa. • Setiap kelompok mengidentifikasi short story yang diberikan oleh guru. • Setiap kelompok mempresentasikan hasil temuannya.	
	Acquisition of information	Offline (15 menit) • Guru menerangkan struktur cerita pendek dengan LCD. Online (15 menit) • Guru menerangkan materi cerita pendek.	• Kreatif • Mandiri
	Synthesizing of knowledge	Offline (5 menit) • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait cerita pendek • Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami Online (5 menit) • Peserta didik kemudian mengumpulkan hasil rangkuman dan kesimpulan diskusi yang dikerjakan di buku tulis dan dikumpulkan melalui Google Classroom.	• Bernalar kritis
3.	Penutup		
		Offline (5 menit) • Peserta didik dan guru merefleksi hasil pembelajaran tentang cerita pendek • Peserta didik mengerjakan evaluasi dari guru • Peserta didik menerima tugas dari guru tentang membaca materi berikutnya • Peserta didik mengucap salam saat guru keluar ruangan. Online (5 menit) • Guru mengecek hasil siswa yang sudah masuk di Google Classroom dan memberikan umpan balik • Guru memberikan evaluasi (penilaian) lewat google form • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya lewat Google Classroom	• Beriman, bertaqwa kepada Tuhan YME, dan berakhlak mulia • Berkebinekaan global

C. PENILAIAN

1. Penilaian Sikap   : Observasi/ Pengamatan/ Jurnal
2. Penilaian Kognitif   : Tes Tertulis
3. Penilaian Keterampilan   : Unjuk Kerja (presentasi)

D. LAMPIRAN
1. Materi Pembelajaran
2. Instrumen Penilaian :
   a. Instrumen Penilaian Sikap
   b. Instrumen Penilaian Keterampilan,
   c. Instrumen Penilaian Kognitif

Ngemplak, 18 Oktober 2022

Mengetahui,
Kepala Sekolah

Guru Mata Pelajaran

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Lampiran 1.

MATERI PEMBELAJARAN

Orientation : Characters and Settings(Time and place)

Complication : The problem of the story

Resolution   : Solution of the story

Coda   : Moral of the story

A. MEDIA PEMBELAJARAN
Media/Alat : Kertas Soal, Laptop, Google Classroom

B. SUMBER BELAJAR
1. Buku Pathway to English Kelas XI
2. Internet.
3. Buku/ sumber lain yang relevan