

CREATIVITY AND COLLABORATION EMPLOYED BY ENGLISH DEPARTMENT STUDENTS IN DEVELOPING LEARNING MEDIA

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Abstrak

Penelitian ini ditujukan untuk menjabarkan bagaimana learning media dapat mengembangkan kreativitas dan kolaborasi. Dasar dari penelitian ini menggunakan desain deskriptif kualitatif. Data didapatkan melalui beberapa observasi serta wawancara. Hasil dari penelitian menemukan bahwa mengembangkan media pembelajaran dapat menjadi cara yang tepat untuk menganalisis dan mengembangkan kreativitas dan kolaborasi siswa. Dari sekian banyak indikator kreativitas, *kombinasi ide dari berbagai macam sumber, pemahaman materi, pemecahan masalah dan kegunaan dari learning media* itu sendiri menjadi point yang selalu muncul dalam mengembangkan media pembelajaran. Sedangkan dari indikator kolaborasi, *diskusi, pembagian tugas dan saling membantu* adalah hal yang menonjol dalam mengembangkan learning media. Selain itu hasil dari penelitian ini menunjukkan bahwa dengan memberi tugas untuk mengembangkan learning media, siswa sangat terbantu dalam melatih kreativitas dan kolaborasi serta memiliki pemahaman lebih terhadap materi.

Kata Kunci: kreativitas, kolaborasi, media pembelajaran.

Abstract

This research is aimed to focus on describing the creativity and collaboration of the sixth semester students of English department in developing their learning media. The base of this research is using descriptive qualitative as research design. The data were gained through observations and interview. The result of this study figure out that developing learning media can be one of the appropriate ways to observe and promote the students' creativity and collaboration. The results shows that combination of ideas from various sources, understanding of the material, problem solving and the use of learning media itself were creativity indicators that always appears in developing learning media. While discussion, sharing task and help each other are prominent collaboration indicators in developing learning media. In addition, the results of this study stated that by giving assignments to develop learning media, students are greatly helped in practicing creativity and collaboration and have a better understanding of the material.

Keywords: creativity, collaboration, learning media

INTRODUCTION

During recent years, times are causing a complete change that people demand new and different abilities. For that reason, today's educators agree on the statements that 21st century skills are needed by the students to be success (Rotherham & Willingham, 2009). 21st century skills emphasize on what students can do with their knowledge, rather than what knowledge they have (Silva, 2009). According to Gjedde (2013), communication, collaboration, creativity and critical thinking are kinds of 21st century skills. 21st century skills are intended to help students follow up with today's modern era.

Salpeter (2008) stated that the use of 21st century skills in general are to understand and address global issues, learn and work collaboratively, promote the study of languages including English as a tool for understanding other nations and cultures. Smith and Hu (2013) stated that there are several strategies in analyzing and promoting students' 21st century skills, for example, in reading vocabulary project, the teacher asked the students to find content area specific words with interesting etymologies. Students wrote a guided reading lesson plan and arrange the lesson with their group. The students were not only asked to prepare knowledge-level questions, but also open-ended higher order thinking questions. With those activities, students were developing topic, creating inferences, making

conclusions, and summarizing and synthesizing the reading.

In terms of learning and innovation skills, Smith and Hu (2013) promote collaboration, creativity, critical thinking and communication or critical elements in teaching 21st-century skills. Teachers design engaging lessons, embrace an active learning by posing question, problems or scenario, and providing detail instructions for students. Active learning becomes a routine in the classroom and creativity is considered a necessary skill for all students to create an active learning.

In line with what Smith and Hu (2013) explained above, creativity and collaboration are seen as important skills for students, including EFL students. Individual focus has changed to team-based innovation where organizations are now increasingly dependent on creative collaborative teamwork (Baruah & Paulus, 2018). Sir Ken Robinson who noted for his work in creative thinking, concluded that teaching imagination, ingenuity, inventiveness, and inspiration are crucial skills in the 21st century (Azzam, 2009; Moylan, 2008). Creativity itself is the first step in the process in creating innovation. Creativity has been highlighted as foundation of 21st century learning (Smith and Rhu, 2013). It has been seen as blind variation (Campbell, 1960; Simonton, 2011), as novel and useful ideas (Amabile & Pratt, 2016), and an emergency of new ideas through experimentation (Jones, Svejenova, Pedersen, & Townley, 2016). Based on all those definitions, it can be concluded that creativity is the process of producing novelty, useful ideas and products. Novelty itself refers to originality, that is, the production of something new, while usefulness refers to the appropriateness of an idea in solving the considered problem.

As mentioned above, it is not only creativity but collaboration is also considered as an aspect for students' success. Success is determined not only by hard skill but also soft skill. As Lippman (2015) stated, people need soft skill such as social skills, communication and higher-order thinking skills (Lippman et al., 2015). Collaboration is a picture of someone who has mature soft skills in the form of social skill. Roschelle and Teasley define collaboration more specifically as mutual engagement of participants in a coordinated effort to solve a problem together (as cited in Dillenbourg et al., 1996, p. 2). Based on those definitions, collaborative interactions are characterized by shared goals, negotiations, interactivity, and interdependence to enhance student learning (Lai, 2011). Sharing goals refers to what the team stand for where individual goals should base on group goals while negotiation is the process of reaching an agreement and avoiding arguments and conflicts. Interaction is a communication between all members of the group in order to give motivation or doing small talk, while interdependence is a situation where every

individual plays a necessary part in order to balance the whole.

Creativity and collaboration are two important interconnected aspects in achieving students' goals especially for English department students that are required to be able to work creatively and collaboratively in the teaching English (Anderson, Poto nik, & Zhou, 2014). To analyze and promote the students' creativity and collaboration in the context of education, the teacher give tasks that tap underlying cognitive differences related to diversity. One of these tasks is by assigning the students to develop learning media for teaching English. In designing learning media, creativity is needed to find a learning problem and new effective ways to solve student's learning problem while collaboration skill is used for designing problems. Solving design problems needs different perspectives, finds the best decision between concepts and ideas coming from different disciplines, manages large amounts of information potentially relevant to a design task, and understands the decisions (Fishcer, Rohde, & wulf, 2007).

In order to analyze the students' creativity and collaboration, teachers can assign the students to develop media that should be appropriate with the lesson plan. Gagne and Briggs (2011) define that learning media itself is any tool that can present the message and stimulate students to learn, such as books, movies, videos, and so on. In the undergraduate level of education major, generally, the students start to be acquainted with how to make effective learning media for teaching in learning media class. The reason is the objective of the learning media class is being able to select or develop the appropriate teaching aids for a particular material and make effective use of them in presenting the material (Buku Pedoman Mahasiswa UNESA FBS, 2015-2016). In brief, creativity and collaboration are applied to make the learning media could be more interesting and solve the student's problem in understanding the material. Creativity and collaboration are also reflected in how far learning media is appropriate with the lesson plan.

In order to support the statements above, there are several researches that are in line with the topic being discussed by the researcher; that is, about creativity and collaboration. First, Baruah and Paulus (2018) conducted a research about Collaborative Creativity and Innovation in Education. It aimed to examine research on creativity with a focus on collaborative creativity and its application in the context of education. They also discussed the theoretical basis for collaborative creativity, different techniques for generating ideas in groups, the process of selecting the best ideas, and the role of culture and diversity in collaborative creativity. Then, they reviewed the literature on collaborative creativity in various education disciplines. For the result, they made research based recommendations on ways to promote as well as to enhance collaborative creativity and

innovation in educational settings. Next, Richardson (2018), in her study about Supporting Collaborative Creativity in Education: The Development of "The i5 Framework", which is aiming to support teams of educators working together to design and implement new ways of teaching and learning. The results provide evidence that effective teacher collaboration requires autonomy, it is grounded in mindset and provides meaningful professional development experiences and that collaborative creativity may be the key to an innovative change in education. Thus, based on both researches the teachers are recommended to develop activity to enhance the students' creativity and collaboration.

Due to the explanation above, therefore, it can be concluded that the students' creativity and collaboration can actually be explored and developed through the students' activities in developing learning media. However, even though creativity and collaboration are known as one of many factors that contribute to the student's success, creativity and collaboration have not been highly promoted in students' activities in developing learning media. Moreover, since there is no study analysing the students' creativity and collaboration in developing learning media, it is necessary to conduct this research. Thus, the research problem will be: **To what extent can the process in developing learning media promote creativity and collaboration?**

Therefore, the researcher formulated questions as follows:

1. How is creativeness exposed in the students' learning media?
2. How is creativity exposed by the students in developing learning media?
3. How is collaboration exposed by the students in developing learning media?

METHOD

The researcher conducted descriptive research and used qualitative approach. Researcher considered qualitative research design as the most suitable design for this study since the researcher intended to interpret the data in the form of words. This study engages with 20 students with 13 girls and 7 boys in one of the learning media classes in English Department of the one reputable university in Surabaya. The students divided into 10 groups such as 2 groups of audio media, 3 groups of visual media, 3 groups Audio visual media and 2 groups of multimedia. Every group consists of 2 students. All of 10 groups were observed. The researcher chose these subjects because learning media was enforced in this class and the students were assigned to develop learning media as their final task thus, the data was able to be collected by the researcher to answer the research questions effectively. This study was conducted in one learning media classroom of university in Surabaya. Learning media class of English Department consist of approximately 20 students. The students in the class were observed and

interviewed in order to get the data about the way creativeness and collaborations exposed in their learning media and how students use their creativity and collaboration in developing learning media in the classroom. To answer the first research question, the researcher collected the data which were students' products in the form of learning media, while the source of the data was the learning media product itself. Meanwhile, for the second and third research questions, this study needed students' verbal and nonverbal activities in the class as the data obtained from researcher's field notes and it caught all students' verbal and nonverbal activities during the research time, so source of the data were the students. Moreover, the students' answers toward the interview given by the researcher were also used as complementary data and the source of the data were the students' interview results. The researcher got the data by conducting observation and interview using field notes, unstructured observation sheet called "creativity project assessment rubric" adapted from buck institute for education, and also interview questions. For this research, the researcher analyzed the data as soon as all of the data were collected. All the data that had been obtained were analyzed qualitatively. In doing the data analysis, the researcher occupies the way of qualitative research by Ary et. al (2010); those are familiarizing-organizing, coding-reducing, and interpreting-representing.

RESULT AND DISCUSSION

1. Creativeness in the Students' Learning Media

The researcher analyzed the students' learning media by using unstructured observation sheet called "Creativeness Project Assessment rubric" adopted from Buck Institute for Education by considering the first research question. There were 20 students in the class and all of them had accomplished the learning media project

Based on the results of the analysis on the students' learning media by using a rubric Adopted from Buck Institute for Education (BIE), it was found that all the students' learning media developed based on their lesson plan. They needed to think creatively while looking for a wide variety of sources which included particular topic or information suitable with the lesson plan in the form of text, media or maybe personal experience. As stated in the theory by Luke & Shaffer (2005), various sources are theoretically and practically relevant to the creativity, the effectiveness and attractiveness appear as a result of support from different sources. Moreover, another reason why the researcher concluded that the students' creativity is reflected in the appropriateness of learning media with the lesson plan is the students were also required to think creatively such as distinguishing relevant from irrelevant information, combining some relevant information and also relating new information to old information in novel ways. This statement is supported

by the theory about an aspect for creativity proposed by Sternberg (1998) who asserts that an aspect for creativity is thinking insightfully. Sternberg also notes that the basis for insightful thinking involves knowledge acquisition in three forms such as selective encoding, selective combination, and selective comparison.

Furthermore, the students' creativeness is also reflected in the other part of their learning media; that is, in their learning media originalities. It means that created learning media is new or helpful; making an original contribution that includes identifying a previously unknown problem, issue, or purpose. According to Amabile and Pratt (2016), creativity is shown by product that is original, effective, and useful. Thus, it can be said that the results of the analysis has agreed with the theory because in their learning media, most of students were developing original learning media. In developing original learning media, the students needed to identify the problem appears in understanding particular material, then they could make useful learning media. The audience or viewers would be easy in understanding material presented by the learning media. While redefining the problem effectively is also an aspect of creativity (Sternberg, 1998). In addition, the students also made their learning media to be exceptionally attractive and particularly neat in design and layout. Even though there were some students' learning media that were acceptably attractive but might be messy at times or showed lack of organization, but overall student's learning media were engagingly organized and presented material that is captivating for the viewers which showed that students could use their creative thinking practically (Sternberg, 1998).

2. Creativity in Developing Learning Media

The researcher conducted three main observations to obtain the answer of the second research question. Every group had different time duration to complete the task and every group used creativity in different ways. Finally, the researcher gained the results that showed all the creativity indicators exposed in the students' learning media; which are included in Gawande's creativity indicators (2010) such as using variety of sources to build ideas, developing new ideas, expressing ideas conceptually, expressing new ideas practically, solving the difficulties encountered during learning media development, showing deep understanding of the material, having the ability to create novelty based on the background knowledge possessed, developing learning media appropriate with lesson plan, creating interesting and useful learning media. Those all indicators were exposed by the students in three meetings in order to develop learning media. There are 10 creativity indicators but how the students exposed their creativity in each meeting is different based on how long they have done their learning media. The

students exposed more than one creativity indicator to develop their learning media. The first creativity indicator shown by the students in developing learning media is using variety of sources to build their ideas.

Extract 1 - Using Variety of Sources to Build Ideas

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|---|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | S1 | Yawes pakai listening log apa lagu gitu bukao Spotify sama joox, aku buka youtube google, nanti soalnya kita cari di buku saja. | Okay we use listening log or something like that. Open your Spotify and Joox application, I will open YouTube and Google application. We look for the exercise on the book later. |
| 2 | S4 | Download dulu semua bentuk audio yang sesuai dengan materi kita, aku yang buka youtube sama ada web bbc itu kamu buka aja, nanti kita pilih pilih lagi mana yang paling cocok kita kombinasikan. | We need to download all kind of audio appropriate with our material, I will look for the material from YouTube, you open BBC web. After that, we will choose the most appropriate one. |

Extract 1 shows that in every group activities, the students looked for the sources from various sources to build their ideas such as YouTube, web, and book. It is because they need to know parts of ideas are worth keeping and which to throw out, and make something new which mean that they combined their ideas with some sources. In addition, based on the students' responses towards the interview question it was found that all the students had certain consideration and process in finding the sources. Most of them said that they chose the sources based on the kind of learning media and the appropriateness with their lesson plan; whether or not the sources were appropriate with the basic competence and level of students. It had been shown that the first one that they started to think is in what level they will use those learning media; whether the students were in a low order thinking or high order thinking, and then what topic they will refer to the students. Then, they started to think whether or not those aspects are suitable with the kind of learning media that they choose. After considering those aspects, the interviewees said that they started to browse or maybe ask to the one that experienced in developing those kinds of learning media. In addition, they made a list of sources and chose the sources which are interesting and effective in use from application, YouTube, web, person's experience or reading room. The interviewees used some variety of sources in order to build new ideas before developing their learning media. This is in line with what Adams (2005) has explained that creativity is usually used by

people when generating novel ideas by combining previously disparate elements.

Extract 2 – Developing New Ideas and Expressing New Ideas Conceptually

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|---|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | S12 : | Gimana kalau ditambahin amplop yang klw diklik bisa muncul materinya loh bagus. | How if we add envelopes animation which can be clicked and then the material appears. |
| 2 | S14 : | Buat ini ae aplikasi yg menarik seng bisa digunain semua murid tapi tanpa koneksi dan bisa dilihat siapa yang paling cepat, cepet cepetan gitu, yang cepet dapet reward jadi muridnya klw mengerjakan soalnya jadi arek-areke lebih tertarik. | Let's make an interesting application that can be used by the students without connection and can be seen who the first is. The first student who has done the exercise will get a reward. It will make the students more interested. |

Extract 2 shows the students could develop their idea and express their ideas conceptually with detail explanation when designing their learning media to make it clear and easy to understand. In a group discussion, the members of the group not only provided and expressed new ideas whenever to solve the problem or just shared the idea but also expressed those ideas practically.

Extract 3 – Expressing the Ideas Practically

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|---|-------|-------------------------------------------------|-----------------------------------------------|
| 1 | S3 : | Kamu motong double tip ya, aku yang nempelin. | You cut the double tip okay? I will stick it. |
| 2 | S17 : | Aku yang potong video, kamu yang bikin soal ya. | I will cut the video, you make an exercise. |

Extract 3 shows the variety of the students in expressing their ideas practically with their real action in making learning media such as cutting the paperboard, sticking the notes or decorating their learning media. During making process, sometimes difficulty appeared out of plan. Then solving the difficulties was also one indicator of creativity exposed in the students learning media development.

Extract 4 – Solving the Difficulties

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|---|------|--------------------------------------------------------------------------------|------------------------------------------------------------------------|
| 1 | S1 : | Eh ini kok gini onok seng gak cocok sama culture indonesia, gimana ini ?, tapi | There are some parts that are not appropriate with Indonesian culture, |
|---|------|--------------------------------------------------------------------------------|------------------------------------------------------------------------|

klw di cut bagian itu aja kan aneh.	what should we do? If we cut it, it will be weird.
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|------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| S2 : | Gini aja dicut ajaloh yang gak sesuai culture, nanti di mix lagunya biar hasilnya gak aneh jadi kayak medley gitu. | It is okay, we can cut some parts that are not appropriate with the culture. I will mix the song, so the song will not be weird, it's like medley. |
|------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|

Extract 4 shows in the process of making learning media, students often had difficulties in different ways. In this part, the students started to think how to solve the difficulties and every student had a unique way to solve the problem. Not only unique in the way to solve the problem, but also in showing their deep understanding of material. Based on the interview questions aiming to know how the students solve the difficulties appear during the learning media development (see appendix 19), all the interviewees showed that they have different kinds of difficulties based on the kind of learning media itself. Some interviewees said that the difficulties appear when they found that their learning media is too general and hard to give something new, and then they should think a lot using their creativity and discussing those all creative ideas with the group to get an original learning media. Some of them said that the difficulties appear when they could not operate the tools to make their learning media, then they needed to think and combined their background knowledge, experience and abilities of every person in the group until they solve those difficulties. In this situation, the students tried to evaluate their strengths and weaknesses, then suggested ways to improve them which creativity is involved as the ability to judge the value of one's own ideas through difficult problems (Sternberg, 1998).

Extract 5 – Showing Deep Understanding of the Material

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|---|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | S4 : | Ngeneloh lis, dikotak terus ditambahi materi iki, materi iki karena materinya itu penjelasannya harus mendalam ini, terus bikin amplop terus dimasukin amplop gitu ae. | Like this Lis, make a square and then add this topic, and then this one. The topic needs a deep explanation. Then, put it into the envelope we have made. Just like that. |
|---|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Students will show their deep understanding when expressing their ideas or maybe their advice to the group. The ways students expressing their deep understanding are different including practicing with gestures or hand movement, telling the detail explanation, and showing the example. They showed their deep understanding from background knowledge about the material. In addition, the students could

create novelty based on their background knowledge to complete the need from previous sources.

Extract 6 – Creating Novelty

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|---|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | S13 : | Kamu seng gawe poster e ae vin lihat di contoh2 yang udah kita pilih tapi seng beda dikombinasi di modif gitu. Karna kan gak ada yg bentuk poster. | You make a poster Vin, you can look at the examples we have choose, but you need to combine some parts or modify it to make it different from others. No one use poster in this topic. |
| 2 | S17 : | Pakai videoku aja yang dulu dari kelas innovative learning, aku bikin sendiri tentang cause and effect. Cuma dulu dapet komen kepanjangan, jadi di cut dikit terus di tambah animasi biar lebih menarik. | We can use my video from innovative learning class last semester, I made it by myself about cause and effect. But I got comment from the lecturer that it was too long. So, we can cut some parts and add animation to make it interesting. |

Extract 6 shows most of the students created novelty by combining the sources and adding something new or getting the ideas by their previous experience. So, the students not only took the material from sources and used it as their learning media, but they also chose the best and combined with their new ideas. It will make their learning media different from others and original. While those novel learning media and sources were based on their lesson plan.

Extract 7 – Considering Lesson Plan

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|---|------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | S1 : | Cario lagu yang tekenal tapi terlupakan tapi artinya bagus dan unsur bahasanya sesuai KD. | You need to look for a song that is forgotten but has a good meaning and its language features are appropriate with the basic competency. |
| 2 | S3 : | Ini ae ta ? Soalnya ini materinya bagus sama kaya lesson plan kita nanti kita cut dikit terus biar menarik kita kasih game dari audio itu. | How if we use this one? It is a good material, it is appropriate with our lesson plan, we need to cut a few part. We add game from the audio to make it interesting. |

Extract 7 shows that the students were considering their lesson plan before designing their learning media, they looked for ideas or examples that are appropriate with the basic competency or lesson plan. By considering their lesson plan, they made

useful learning media for the topic that is included in their learning media.

Extract 5 until 7 shows that the students were also motivated to make interesting and effective learning media because they were allowed to express their own choice. This is in line with what Nickerson (1998) has explained that motivation is generally accepted as a key to creative production, and the most important motivators are intrinsic passion and interest in the work itself.

3. Collaboration in Developing Learning Media

The researcher conducted three main observations to obtain the answer of the third research question. Finally, the researcher gained the results that showed all the collaboration indicators; which are included in Gawande's collaboration indicators (2010), exposed by the students in three meetings in order to develop learning media. There are 8 collaboration indicators such as negotiating their ideas, strategies, tools and/or resources to carry out the activity, having good attitude during the discussions, defining the tasks and the role of each member early on, defining the problem and providing problem solving, having the ability to help certain group member in difficulties, giving their opinion and suggestions to each member's work, giving each other support and feedback, completing the task by the required time, but how the students exposed their collaboration in each meeting is different based on how long they have done their learning media. The students exposed more than one collaboration indicator to develop their learning media. Based on the observation, the first collaboration's indicator shown by the students in developing learning media is negotiating their ideas, strategies, tools and/or resources to carry out the activity.

Extract 1 – Negotiating Their Ideas, Strategies, Tools and Resources to Carry Out the Activity

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|---|------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 1 | S1 : | Cari lagu yang gampang. | Find a song that has an easy pronunciation! |
| | S2 : | Sama artine yang cocok buat anak SMP dan mudah dimengerti. (He added the idea.) | And the meaning is appropriate with junior high school students. (He added the idea.) |
| | S1 : | Jadi nanti pakai lagu yang tekenal tapi terlupakan tapi artinya bagus dan unsur bahasanya sesuai KD. | So, we will use a famous song but it has forgotten, has a good meaning and its language features are appropriate with basic competency. |

In extract 1, students showed that they shared their own ideas to the group and after that negotiated their ideas whether or not it is appropriate with the lesson plan. They together matched the topic with the level of the students that will be the viewer, from the

style of language, the meaning and the attractiveness. They chose one of the ideas or combined their ideas to make their learning media appropriate with the criteria that they want. Based on the interview results (see appendix 19), all interviewees have said that almost all members of groups contributed in combining the sources and developing new ideas for their learning media. Most of members of the groups expressed their ideas or maybe just gave an agreement to the idea, members of the groups at least contributed to making a decision. This conclusion also agrees with the results of the observation of collaboration in Extract 1 that showed the members of the groups contributed in exchanging the ideas, sources and also in decision making. Moreover, the students also showed good attitude during the discussion.

Extract 2 – Having Good Attitude during the Discussion

- 1 S5 : Aku masih bingung sebenere ini dimodel yakopo modelnya? Actually, I am still confused about the design of our learning media. How is it?
- S6 : Sek tak lihatno gambar yang aku dapet ndek google sama ndek youtube lah nanti di ganti ganti model e ditambahi sama Ideku yang tak dapet di kelas ID dulu loh kayak gini, terus ditambahin yg sebelah sini bentuknya ngotak giniloh. Wait, I will show you what I got from google and YouTube. We just need to change some parts and add some design I got from last ID class. So like this, and then add the square in this place.

Extract 2 shows that the students respectfully listened to their peer explanation and they asked questions if they did not understand during the discussion, they said their disagreement with the reason and solution, they could accept different ideas form their peer. Moreover, they gave positive attitude about the task and works of others. They built consensus to help the team reach a fair decision. Moreover, sharing the ideas during the discussion made the group members got the more knowledge and better result than individually. This is in line with what Johnson and Johnson (2002, 2013) propose, that is one of the elements that is necessary to maximize the collaborative potential of groups is face to face interaction where group members encourage each other's efforts through discussions and explanations and in general show a willingness with the group members. After the students discussed about the ideas and decided the best idea. They started to define the task and role of each member.

Extract 3 – Defining the Task and the Role of Each Member Early on

- 1 S1 : Aku cari buat opening sampek *whilst* teaching yo, *whilst teaching-post* kamu yo. I will look for material from opening until *whilst* teaching, you look for the material from *whilst* teaching until post teaching.
- S2 : Oke. Okay.

In extract 3, the students shared the workload in the same portion without hard feeling, so that every member of the group contributed equally to the learning media development. They showed that they followed through on the shared task and did not depend on others to do work. Based on the the students' responses towards the question focusing on how the students organized their workload, most of the interviewees showed that they defined the task and role of each member early on. All team members should contribute equally to the finished project in developing learning media. Some of them chose to work together, and many of them divided the work in the same portion and then gave each other opinion and suggestion to each member's work. It not only showed their creative thinking in the form of expressing their ideas practically but also the contribution in the form of finishing the shared work. While during the process in making learning media, the group sometimes found the problem.

Extract 4 – Defining the Problem and Providing Problem Solving

- 1 S5 : Kayaknya temen-temen atau muridnya gak bisa lihat deh klw segini gak sih? (She asked the other opinion about the difficulty.) I think our friend or the students cannot read the sentence if it is small like this, right? (She asked the other opinion about the difficulty.)
- S6 : Iya sih, gimana klw di gedein lagi. (She gave solution.) Yeah I see, how if we make it bigger? (She gave solution.)
- S5 : Tapi udah terlanjur 1 ini eman, gimana kalau bikin 2 atau 3 gitu ditempel di tembok biar sekelas bisa lihat. (She provided another solution.) But we've almost done it, how if we make 2 or three learning media and stitch it on the wall so all the students can read it. (She provided another solution.)

In the extract 4, when the group had a trouble, members of the group tried to give a solution to the problem appear. They discussed the best and the realistic solution that they were able to do. In addition,

certain group member sometimes faced the difficulties and the other members of the group helped.

Extract 5 – Having the Ability to Help Certain Group Member in Difficulties

1 S5 : Tolong aku gaiso Help me to cut
gunting bagian this part, I cannot
iki, aku seng nge do it, I will stich
lem, km gunting. it, you cut it.
S6 : Oke. Okay.

In developing learning media, sometimes difficulties appeared out of the plan, the difficulties appeared when certain group member lack of knowledge about it. That is why the students needed working in group. The other member of the group who has better knowledge about the difficulties would help certain group of member. Based on the interview results, the interviewee said that when they found certain group member has difficulties, they helped immediately. Group communication as the form of collaboration was important to solve the difficulties. They could share opinion and suggestion about each work, they could complete each other to develop an original and effective learning media.

Extract 4 and 5 clearly showed their collaboration skills. As stated by Lai (2011), coordination, communication, conflict resolution, decision making, problem solving, and negotiation are included in collaboration skills.

Extract 6 – Giving Their Opinion and Suggestions to Each Member’s Work

1 S13 : (They start to (They start to
show their work show their work
that they have that they have
made at home.) made at home.)
Bagus bagus That’s good, no
gaono seng one have made
duwe iki, ayo di this! Let’s
convert convert the result
hasilnya terus then add some
di hias lagi animation.
kasih animasi
biar bagus.
S14 : Iyo kasih Yeah, give some
gambar gitu pictures to make
biar gak sepi. it interesting.

Extract 6 shows the students discussed each other work in order to know what need to be revised and added. The students who had done their individual work showed their work to each other, then their peer needed to give opinion or suggestion for their work. After that, they revised their work and combined their work to be useful learning media. In those processes, the students gave each other support and feedback.

Extract 7 – Giving Each Other Support and Feedback

1 S11 Semangat Dew Fighting, Dew!
We’ve almost

kurang titik. done.
S12 Semangat Fighting!
semangat. Fighting!
2 S14 Ayo semangat Fighting, Bin!
Bin, garek titik We’ve almost
done!
S13 Okew ayoayo Okay! Hurry up!

In extract 7, the students showed that they encouraged and supported the efforts of others in the group which is good for their peer to build a good atmosphere. Unfortunately, just a few group that were aware of supporting each other. But overall, the students did their work, contributed a lot of effort and turned in all work on time. In other words, it can be said that collaboration was shown in this stage by considering the group members dependability, responsibility and contribution. It is in line with what Frekadal (2017) has explained that social collaboration such as students’ engagement and contribution in the group work has proven to be important.

CONCLUSION AND SUGGESTION

Based on the results and discussion that have been presented, it can be concluded that creativeness of the students in Learning Media Class C in English Department of reputable university in Surabaya was exposed in their learning media results. The reason is because in developing their learning media, the students created a novel, attractive, useful learning media, and as what have been stated before, novelty, attractiveness and usefulness belong to the creativity indicator and thought as one of the products of creative thinking. Moreover, the students have been distinguishing, combining and relating useful information from several sources, those also belong to the skills and the criteria of creative thinking. Furthermore, based on the results of the observation and the interview that have been discussed, it can be concluded that most of the students used creativity to start and develop their learning media until they have done creating their learning media. Besides, the students’ collaboration was also shown in the process of developing learning media including their participation and contribution in sharing their creative ideas that they have. Students got more knowledge from their peer’s idea, they negotiated each other’s ideas in order to get the best decision. Moreover, they contributed in sharing the solutions to solve the group’s difficulties and also helped certain members’ difficulties. Collaboration was also shown by their responsibility in finishing their work on time. It is proven that developing learning media can be one of the appropriate ways to observe and promote the students’ creativity and collaboration.

Due to the results of this study which are focusing on the undergraduate students’ creativity and collaboration skill in developing learning media, there are several suggestions that the researcher wants to give

to the next researchers and to the English teachers / lecturers. First, the future researchers should know that since there is still a little research investigating the students' creativity and collaboration in developing learning media, the further research regarding this topic is truly needed. This study can be the basic concern for the future researchers to establish a research with the same topic. Since this study is only limited to explore how creativeness is exposed in the students' learning media and how creativity and collaboration are exposed by the students in developing learning media, the next researchers can conduct a more detailed research focusing on the other aspects of creativity and collaboration that are linked with learning media development. Next, teacher candidate and also English teachers are recommended to start enriching their awareness about the role of learning media development in the students' creativity and collaboration development since it is known that there are a lot of educators in Indonesia who have not been aware or underestimate the importance of learning media, especially in the creativity and collaboration development. The teachers should know that their job is not only developing the students' cognitive skill, but also developing the students' soft skill. The results of this study have already shown how creativity and collaboration were used and reflected in developing learning media, thus, the teachers can start acquainting the materials about developing learning media to the students not only in the university level, but also in the senior high school level in order to help them develop their creativity and collaboration. The teachers can start training the students to develop learning media from students to the students by assigning them to make a simple learning media for material that they are interested in.

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