**Creativity**

Rodríguez, et al (2019)defines creativity as the ability to generate powerful new ideas and new methods for solving scientific problems arising from discussions and interactions between peers. Although creativity is always considered as an individual's ability to generate new ideas, nowadays creativity is considered as an interaction between talents, processes, and the environment. In this environment, a person or group of people creates new ideas and is useful in a social environment (Plucker, et al., 2004 as cited in Rodríguez et al., 2019).

Creativity is what people do. An environment that recognizes certain unbalanced environments, produces challenging activities, challenges regular thought processes and norms, and creates new things in the form of physical objects or even spiritual or emotional constructs (Walia, 2019). Creativity refers to the most characteristic abilities of creative people. The ability to innovate determines whether a person has the ability to exhibit innovative behavior that deserves attention (Runco & Jaeger, 2012 as cited in Wolf, 2014). Sternberg & Lubart, 1999 as cited in El-Murad & West, 2004) stated that creativity is the ability to produce work that is novel (i.e., original, unexpected)”.

Creativity is something that is impossible to define in words” (Bohm, 1998 as cited in Walia, 2019). Reid & Petocz, 2004 in Walia, 2019 mentioned that creativity is viewed in different ways in different disciplines: in edu- cation it is called “innovation”; in business “entrepreneurship”; in mathematics it is sometimes equated with “problem-solving”, and in music it is “performance or composi- tion”.

Based on the definitions of creativity mentioned above, it can be concluded that creativity is a skill of producing new ideas and innovations that can be worthy for the environment.

El-Murad, J., & West, D. C. (2004). The definition and measurement of creativity: What do we know? *Journal of Advertising Research*, *44*(2), 188–201. https://doi.org/10.1017/S0021849904040097

Rodríguez, G., Díez, J., Pérez, N., Baños, J. E., & Carrió, M. (2019). Flipped classroom: Fostering creative skills in undergraduate students of health sciences. *Thinking Skills and Creativity*, *33*(June), 100575. https://doi.org/10.1016/j.tsc.2019.100575

Walia, C. (2019). A Dynamic Definition of Creativity. *Creativity Research Journal*, *31*(3), 237–247. https://doi.org/10.1080/10400419.2019.1641787

Wolf, R. (2014). Defining the Concept of Ccreativity. *University of Twente, Netherlands*, 1–60.

Meeting Sequence of MALL Class

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| --- | --- | --- | --- |
| NO | MEETING | MATERIALS | ACTIVITIES |
| 1 | 1st | Understanding Analytical Exposition Text | * Accessing Nearpod to get explanation from the teacher about the social function, generic structure and language features of an analytical exposition text * Having a discussion, quiz, open-ended questions and summary of the materials. |
| 2 | 2rd | Writing An Opening Paragraph | * Accessing Nearpod to get explanation from the teacher about how to write an opening paragraph of an analytical exposition text * Having a discussion, quiz, open-ended questions and summary of the materials |
| 3 | 3rd | Writing A Thesis Statement | * Using Line Application to get explanation about how to write a thesis statement. * Eliciting students’ prior knowledge using some pictures that are relevant to the topics. * Asking the students to work in groups and find information related to the topics and share it with their group members. * Asking them to write the outline of an analytical exposition text and the appropriate thesis statements of the topics given. * Giving feedback and suggestion to the students’ outline writing and thesis statement writing. * Rewriting the outline and the thesis statements of the topic. |
| 4 | 4th | Writing Body Paragraphs | * Using Line Application to get explanation about how to write body paragraphs. * Asking the students to choose one of the topics given in the previous meeting, then ask them to find information and share it with their group members. * After picking up one topic, they can start writing the body paragraphs of an analytical exposition text in groups. * Asking the other students/groups to give comments and suggestions on one or two students’ body paragraphs writing. * Giving feedback and suggestion to the students’ body paragraph writing. * Rewriting the body paragraphs. |
| 5 | 5th | Writing A Concluding Paragraph | * Using Line Application to get explanation about how to write a thesis statement. * Still using the previous topics to continue writing a concluding paragraph. * Asking the other students/groups to give comments and suggestions on one or two students’ concluding paragraph writing. * Giving feedback and suggestion to the students’ concluding paragraph writing. * Rewriting the concluding paragraph. * Assigning a new topic to the students to work in pairs and write a draft of an analytical exposition text to be discussed and checked in the following meeting. |
| 6 | 6th | Writing A Complete Analytical Exposition Text 1 | * Reviewing the previous materials * Checking the students’ draft of analytical exposition text writing. * Asking the other students/pairs to give comment, suggestion and feedback on their friends’ writing. * Collecting the final draft of their text 1. * Checking and giving feedback to their text 1 writing. * Rewriting the text 1. * Assigning another new topic to the students to work individually and write an analytical exposition text for the next meeting. |
| 7 | 7th | Writing A Complete Analytical Exposition Text 2 | * Checking the students’ draft of analytical exposition text writing. * Asking the other students to give comment, suggestion and feedback on their friends’ writing. * Collecting the final draft of their text 2. * Checking and giving feedback to the writing of their text 2. * Rewriting the text 2. * Having a learning summary and reflection. |
| 8 | 8th | Post-Test |  |  |

Meeting Sequence of the Flipped Learning Class

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NO | MEETING | MATERIALS | INDEPENDENT WORK (AT HOME) | IN CLASS ACTIVITIES |
| 1 | 1st | Understanding Analytical Exposition Text | * Watching lecture video about understanding analytical exposition text (social function, language features, generic and schematic structures). * Online discussion using Google Meet and WhatsApp group. | * Peer review * Exercises |
| 2 | 2rd | Writing An Opening Paragraph | * Watching lecture video about writing an opening paragraph. * Online discussion using Google Meet and WhatsApp group. | * Peer review * Exercises * Problem-solving activities * Discussing and Collaborating * Creating |
| 3 | 3rd | Writing A Thesis Statement | * Watching lecture video about writing a thesis statement. * Online discussion using Google Meet and WhatsApp group. | * Peer review * Exercises * Problem-solving activities * Discussing and Collaborating * Creating |
| 4 | 4th | Writing Body Paragraphs | * Watching lecture video about writing body paragraphs. * Online discussion using Google Meet and WhatsApp group. | * Peer review * Exercises * Problem-solving activities * Discussing and Collaborating * Creating |
| 5 | 5th | Writing A Concluding Paragraph | * Watching lecture video about writing a concluding paragraph. statement. * Online discussion using Google Meet and WhatsApp group. | * Peer review * Exercises * Problem-solving activities * Discussing and Collaborating * Creating |
| 6 | 6th | Writing A Complete Analytical Exposition Text 1 | * Watching lecture video about writing a complete analytical exposition text. * Online discussion using Google Meet and WhatsApp group. | * Peer review * Exercises * Problem-solving activities * Discussing and Collaborating * Creating a complete analytical exposition text in pairs. |
| 7 | 7th | Writing A Complete Analytical Exposition Text 2 | * Watching lecture video about writing a writing a complete analytical exposition text. * Online discussion using Google Meet and WhatsApp group. | * Peer review * Exercises * Problem-solving activities * Discussing and Collaborating * Creating a complete analytical exposition text individually |
| 8 | 8th | Post-Test |  |  |