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Appendix 1

Interview Protocols

Research Topic : Student Growth Mindset Level in Writing Descriptive Text Creativity

Purpose of the Research : To describe the level of each student's growth mindset and the differences in making descriptive text posters at Junior School 6 Cirebon City.

Date : 8th of May 2024

Time : 10.00 a.m

Interviewee : English Student

Sources :

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Appendix 2 Indicators Question

a. Growth Mindset Level Interview

The writer uses interview for knowing growth mindset level. This questions interview adapted from several theories.

NO	Citation	Definition	Indicators	Questions
Student Growth Mindset				
1	Growth mindset refers to the belief that intelligence can be greatly changed (Li et al., 2020 p.1).	A growth mindset is the belief that intelligence and personal characteristics are malleable, capable of significant change through investment of time, effort, and perseverance, regardless of inherent traits, and this mindset, crucial for human potential development, fosters motivation, encourages	1. It's a belief that intelligence and personal characteristics are malleable. 2. It involves the investment of time, effort, and perseverance. 3. It suggests that significant change is achievable regardless of inherent traits. 4. This mindset is crucial for human potential development. 5. It fosters motivation among individuals. 6. It encourages seeking challenges and overcoming obstacles. 7. It promotes embracing failure as part of the learning process. 8. It emphasizes	1. Apakah kamu percaya bahwa kepintaran dan sifat-sifat pribadi bisa tumbuh dan berkembang seiring waktu? Kenapa kamu berpikiran begitu? 2. Seberapa banyak waktu, usaha, dan kesabaran yang kamu luangkan selama belajar? 3. Kamu yakin bahwa kita bisa berkembang dan mengubah kemampuan kita tanpa harus terpaku pada sifat yang kita punya dari lahir? Kenapa kamu berpendapat begitu? 4. Kenapa kamu pikir pola pikir ini penting untuk mengembangkan potensi kita sebagai manusia? 5. Bagaimana keyakinanmu
2	A growth mindset is a belief that personal characteristics, specifically intellectual ability, are malleable and can be developed by investing time and effort (Rammstedt et al., 2022 p.1).	And also a growth mindset involves actively seeking challenges, overcoming obstacles, and embracing failure as opportunities for learning and growth, while also recognizing the importance of developing intellectual and		
3	The Growth Mindset is a belief that fundamental abilities can be developed through effort, even though we may differ in every aspect, including inherited traits, interests, and habits (Khunaprom et al., 2023 p.92).			
4	The growth mindset is a person's belief that intelligence, abilities, talents, and other personal qualities can change with a process of learning, effort, and perseverance (Saefudin et al., 2023 p.165)			
5	The growth mindset is vital for the development of human potential because it increases people's motivation to learn and			

	<p>leads to positive behaviors, such as seeking challenges, overcoming hurdles, embracing failure, and learning from mistakes (Mahapoonyanont et al.,2023 p.91)</p>	<p>fundamental abilities, intelligence, and cultivating interests and habits that lead to positive behaviors through the continuous process of learning.</p>	<p>learning from mistakes. 9. It's the belief that intellectual abilities can be developed over time through learning and experience 10. It's a belief that fundamental abilities, including intelligence and personal characteristics, can be developed and improved over time. 11.It's encourages individuals to explore diverse interests and topics, fostering curiosity and a love for learning. 12.It's promotes the development of consistent habits and routines focused on self-improvement and skill development. 13.It's often leads to the development of positive behaviors, such as curiosity,</p>	<p>bahwa kamu bisa meningkatkan kemampuanmu memengaruhi semangat belajarmu? 6. Apakah kamu suka menghadapi tantangan dan mengatasi masalah saat belajar? Bisa kasih contoh? 7. Bagaimana kamu menghadapi kegagalan saat belajar? Apakah kamu melihatnya sebagai bagian yang wajar dalam proses belajar? 8. Apa yang kamu pelajari dari kesalahan yang kamu buat saat belajar? Dan bagaimana kamu akan menggunakan pengalaman itu untuk belajar di masa depan? 9.Menurutmu, apakah mungkin untuk menjadi lebih pintar seiring berjalannya waktu dan pengalaman belajar yang kita dapatkan? Mengapa kamu berpikir begitu?</p>
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		<p>perseverance, and open-mindedness, which contribute to personal growth and success</p>	<p>10. Menurutmu, apa yang lebih berpengaruh dalam meningkatkan kemampuan dasarmu dan kecerdasanmu: bakat alami yang dimiliki sejak lahir atau usaha dan pengalaman yang diperoleh seiring waktu? Mengapa kamu berpikir begitu?</p> <p>11. Kamu punya minat dalam hal apa? Menurutmu, mengapa penting bagi kita untuk menjelajahi berbagai minat dan topik? Bagaimana hal itu dapat membantu kita menjadi lebih ingin tahu dan menyelamatkan proses pembelajaran?"</p> <p>12. Bagaimana kamu biasanya mengatur waktu dan membuat kebiasaan untuk memperbaiki diri dan mengembangkan keterampilan? Apakah kamu merasa bahwa memiliki kebiasaan seperti itu membantu kamu dalam</p>
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				<p>mencapai tujuanmu?</p> <p>13. Dalam proses pembelajaran, apakah Anda mengarah pada perilaku positif seperti rasa ingin tahu, ketekunan, dan sikap terbuka, yang pada akhirnya berkontribusi pada pertumbuhan pribadi?</p>
Writing				
1	<p>Writing is the process of formulating and organizing ideas into writing in order to convey goals and present them on paper (Suriyanti et al., 2022 p. 17)</p>	<p>Writing is language skills that is the intricate process or activity of formulating and organizing thoughts and feelings into a coherent structure on paper, involving exploration, pouring ideas, choosing things to write, and determining how to write, to convey goals effectively, often requiring cognitive and metacognitive activities such as brainstorming, planning, drafting, and revising, so its important for mastering</p>	<p>1. It's one of language skills 2. Its intricate process or activity 3. It's involve formulating and organizing thoughts and feelings into a coherent structure on paper 4. 1. It's involves the ability to pouring the ideas and exploration the ideas 5. .It's involves choosing things to write such as the right words, sentence structure, and organization to convey goals effectively. 6. It's requires both cognitive</p>	<p>1. Apakah menurutmu menulis itu penting? Mengapa menulis itu penting? Apakah kamu suka menulis? Apa yang kamu suka tentang menulis? Adakah topik khusus yang kamu sukai? Apa yg membuatnya menarik? 2. Apakah kamu merasa sulit ketika menulis? Kenapa? 3. Apa yang kamu lakukan sebelum mulai menulis sebuah cerita ? 4. Apa yang kamu pikirkan ketika memilih kata-kata dan menyusun kalimat?</p>
2	<p>writing is an activity of exploring thoughts and feelings about a subject, choosing things to write, determining how to write it so that readers can understand easily and clearly . (Azzahra 2021 p.7)</p>			
3	<p>Writing means pouring what the writer thinks or feels that come across from the writer's mind in a written form (Apsari, 2019, p.1).</p>			
4	<p>Writing is a complicated process which involves a number of cognitive and metacognitive activities, for instance, brainstorming, planning, outlining, organizing, drafting and</p>			

	revising (Alisha et al., 2019, p. 20).	English, and also its involve what the writers thinks and feels to acquire well from the writers mind in wrippers form so the readers can understand with easily anx learly.	processes (e.g., logical reasoning, problem-solving) and metacognitive processes (e.g., self-reflection, self-regulation). 7..It's involve brainstorming, planning, outlining, organizing. drafting and refising to generate variety of ideas. 8. It's important for mastering English 9.It's shows clarity of expression, which ensures that the reader can easily clearly understand the writer's thoughts and feelings.	5. Apa yang kamu lakukan setelah menulis selesai? Apakah di revisi lagi? Apakah revisi itu penting? Mengapa revisi itu penting? 6.Apakah menulis membantu kita untuk lebih baik dalam memahami bahasa Inggris? 7. Sebelum mulai menulis, apa yang biasanya kamu lakukan untuk membantu memikirkan ide-ide? 8.Bagaimana kamu menyelesaikan sebuah tulisan ketika kamu merasa kehabisan ide ? 9.Bagaimana cara kamu meningkatkan kemampuan menulismu?
5	Writing is one of language skills which is important for the students to acquire well in order to master English (Kristiana, 2021 p. 67).			
Descriptive Text				
1	Descriptive text is a type of writing that describes a certain object uniquely and to expand the knowledge and experience of the reader so that the reader seems to see, hear, feel or experience the object directly (Jannah et al, 2021, p.29).	Descriptive text is a unique form of writing aimed at expanding the reader's knowledge and experience by vividly portraying a specific object or subject, utilizing	1. Descriptive writing seeks to enrich the reader's knowledge and perception by intricately illustrating a particular object uniquely or topic. 2. It employs detailed	1. Apa yang biasanya kamu lakukan ketika menulis teks deskripsi agar pembaca bisa benar-benar terbawa suasana? 2. Ketika menulis teks deskriptif apa yang menurutmu
2	Descriptive text is a type of writing that			

	consists of a description, characteristic, definition, something, object or something (Azzahra 2021 p.7)	detailed descriptions, characteristics, and definitions to create a sensory experience where the reader can visualize or see, hear, feel, or even experience the depicted entity directly, focusing on providing intricate details that bring to life how things, persons, animals, or places appear and feel, ultimately emphasizing the importance of conveying comprehensive information about a particular person, place, something or thing as if the reader were experiencing it firsthand.	descriptions, characteristics, and definitions to immerse the reader in a sensory experience. 3. The goal is to enable the reader to vividly visualize or see, hear, feel, or even virtually experience the depicted entity. 4. It prioritizes the inclusion of nuanced details to evoke a lifelike portrayal of how things, individuals, animals, or locations appear and feel. 5. The primary emphasis is on conveying comprehensive information about a specific person, place, something or thing, fostering a sense of firsthand experience for the reader.	paling penting untuk dimasukkan agar pembaca bisa membayangkan dengan jelas seperti apa yang kamu gambarkan? 3. Bagaimana kamu biasanya mencoba agar tulisanmu tidak hanya memberikan informasi, tetapi juga membuat pembaca merasa seolah-olah mereka berada di tempat yang kamu deskripsikan? 4. Bagaimana kamu memilih kata-kata dan bahasa yang tepat untuk menggambarkan suasana dalam teks deskripsi? 5. Apakah kamu pernah menggunakan perumpamaan, metafora, atau analogi dalam teks deskripsi untuk meningkatkan daya tarik dan imajinasi pembaca?
3	Descriptive text is a text that describes how things, persons, animals, and places look like (Rohman et al., 2021 p.1021).			
4	descriptive text is emphasized about text to tell something details (Jayanti, 2019. p.78)			
5	Descriptive writing is a text type which describe about person, place, or thing as if the reader can see, feel, hear, or touch it in order to describe about certain people or things (Apsari, 2019, p.3).			
Creativity				
1	Creativity is defined as something fresh, novel, and distinctive and is	Creativity is the innate capacity to generate	1. Creativity is an inherent ability to	1. Apa arti kreativitas menurutmu, dan

	associated with imagination, playfulness, and originality, the construction of something new (Sentosa, 2022 p. 72).	fresh, novel, and distinctive ideas, products, or processes, often stemming from imagination, playfulness, and originality, yet sometimes overlooked in the process of ideation, embodying a delicate equilibrium of originality, where individuals harness their thinking power to create the construction something new and unique, whether by expressing their own potential or by combining existing elements to enhance interest, ultimately serving as a product of continual learning, fostering innovation across various domains such as help education, research, and literature, so creativity is ability to innovate and	conceive original and innovative ideas, products, or procedures. 2. It frequently arises from imagination, a sense of playfulness, and the inclination towards originality. 3. Often underestimated during the ideation process, creativity represents a balance between novelty and utility. 4. Individuals leverage their cognitive abilities to generate novel and unique outputs, either by tapping into their own potential or by amalgamating existing elements to enrich engagement. 5. It serves as a manifestation of ongoing learning and development, contributing to the cultivation of innovation across diverse	bagaimana kamu menerapkannya dalam menghasilkan ide-ide baru atau inovatif? 2. Bagaimana kamu biasanya mengembangkan kreativitasmu? Apakah kamu lebih sering menggunakan imajinasi? Bagaimana kamu biasanya mencari ide-ide baru atau berbeda? 3. Apakah kamu suka mencoba hal-hal baru ? Apa saja contohnya 4. Apakah kamu pernah merasa sulit untuk menemukan ide-ide baru? Jika ya, apa yang biasanya kamu lakukan untuk mengatasi rasa sulit itu dan tetap kreatif? 5. Apakah kamu percaya bahwa setiap orang memiliki potensi untuk menjadi kreatif? Jika ya, mengapa kamu berpikiran begitu? 6. Apakah Kamu senang berkreasi menciptakan sesuatu yang baru? Apa contohnya? Mengap akamu
2	Creativity is an ability that sometimes people does not realize when producing, developing, or creating ideas (Praditya, 2023 p.2)			
3	Creativity is defined as a product or process that shows a balance of originality (Segara, 2022, p.8)			
4	Creativity is the ability to express and realizing the potential of thinking power to produce something that new and unique or the ability to combine something that there is already something else to make it more interesting. (Efriyanti, 2022 p.63)			
5	Creativity is a product of lifelong learning that helps us innovate as educators, researchers, and writers. (Krisdayanti, 2023 p.16)			

		<p>generate ideas or products throughout lifelong learning that shows a balance of originality.</p>	<p>fields such as help education, research, and literature. 6. It's harness their thinking power to create the construction that something new 7.It's combining something fresh with interesting distinctive in expressing something 8. It's something people doesn't realize when producing , developing, or creating idea9. It's product lefe long learning that shows a balance of originality</p>	<p>senang berkreasi menciptakan sesuatu yang baru? 7. Apakah kamu termasuk orang yang kreatif terutama dalam menggabngkan ide ide baru untuk mengeksopreskan sesuatu mengkspresikan sesuatu? Apakah kamu pernsh menciptakan sesuatu karya yang berbeda dari yang lain sehingga memounyai keuniakan atau kekhasan tersendiri? 8.ketika memproduksi, mengembangkan, atau menciptakan ide apakah ini termasuk hal yang kamu saari? atau mrupakan kgiatan yang tiak kamu sadari? 9.Dalam menciptakan atau membuat sesuatu apakah amu mengutamakan orisinalitas? Ataupun kamu mengambil dari yang sudah ada /copy paste)?</p>
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Before the researcher interviews the sources, the researcher determines the sample using questionnaire. Researcher uses questionnaire to find out which

students have a growth mindset and will then be interviewed. This questionnaire adapted from Carol S. Dweck in 2006. There are four components presented such as belief that intelligence, talent and character can be developed, belief that challenges or difficulties and failure are important for self-development, belief that effort and hard work contribute to success, confidence in criticism and input from others feeds success.

Name :						
Class :						
No	Indicator	Sub - indicator	Item Pernyataan	Y	T	Keterangan
1	Keyakinan intelegensi, bakat dan karakter dapat dikembangkan .	Penerimaan Diri	Menerima diri sebagai pelajar yang memiliki kapasitas untuk belajar dan berkembang di sekolah.			
		Motivasi untuk Belajar	Termotivasi untuk belajar didorong oleh rasa ingin tahu yang kuat dan keinginan untuk terus tumbuh dan berkembang sebagai individu.			
			Memotivasi diri sendiri untuk tetap fokus dan tekun dalam belajar			
		Kemandirian dalam Pembelajaran	Dapat mencari dan menggunakan sumber daya belajar sendiri, seperti buku, internet, atau materi referensi lainnya.			

			Kemandirian memecahkan masalah dan mengatasi rintangan dalam pembelajaran			
			Memiliki kebiasaan belajar mandiri yang kuat, seperti membaca, mencatat, atau membuat rangkuman.			
		Partisipasi dalam Aktivitas Pengembangan Diri	berpartisipasi dalam diskusi kelompok atau proyek kolaboratif			
			Berpartisipasi secara aktif dalam bertanya kepada guru			
		Eksplorasi	Mengeksplorasi berbagai konsep dan ide baru yang diajarkan di kelas.			
			Mengeksplorasi dengan memperkenalkan ide-ide baru dan kreatif dalam proyek			
		Inovasi	Berinovasi untuk menyampaikan ide-ide dengan cara yang menarik dalam proyek			
2	Keyakinan tantangan atau kesulitan penting untuk	Penerimaan terhadap Tantangan	melihat tantangan sebagai peluang untuk tumbuh dan berkembang,			

pengembangan diri.		bukan sebagai hambatan			
		termotivasi untuk menghadapi tantangan yang baru			
		menerima tantangan sebagai bagian alami dari proses belajar dan berkomitmen untuk mengatasinya			
		merasa yakin bahwa saya memiliki kemampuan untuk mengatasi tantangan			
		melihat tantangan sebagai kesempatan untuk meningkatkan keterampilan dan pengetahuan			
		bersemangat untuk menghadapi tantangan			
		menganggap tantangan sebagai bagian penting dari perjalanan pembelajaran			
		merasa bangga ketika berhasil mengatasi tantangan			
		Keberanian untuk	siap untuk mengambil risiko dalam		

		Mengambil Risiko	memecahkan masalah			
			Siap untuk mengambil risiko dengan menciptakan solusi yang berbeda dalam menyelesaikan proyek.			
		Respon terhadap kesulitan	melihat kesulitan sebagai kesempatan untuk belajar dan berkembang, bukan sebagai hambatan.			
			Tidak menyerah saat menghadapi kesulitan, dengan mencari cara untuk mengatasi dan menghadapinya.			
			melihat kesulitan sebagai bagian alami dari proses pembelajaran			
3	Keyakinan usaha dan kerja keras memberikan kontribusi pada kesuksesan.	Keterlibatan dalam Tugas atau Proyek	terlibat dalam setiap tahap tugas atau proyek yang diberikan, mulai dari perencanaan hingga pelaksanaan.			
			berkomitmen untuk memberikan kontribusi maksimal dalam setiap tugas atau proyek untuk mencapai hasil terbaik			

			memanfaatkan keterampilan dan pengetahuan dalam pelaksanaan tugas atau proyek.			
		Konsistensi dalam Upaya	konsisten mengalokasikan waktu dan upaya yang cukup untuk menyelesaikan setiap tahap proyek.			
			memenuhi tenggat waktu yang ditetapkan dengan konsisten dalam menyelesaikan proyek.			
		Komitmen terhadap Tujuan	menjaga fokus dan dedikasi untuk mencapai tujuan yang telah ditetapkan dalam setiap pelajaran atau proyek.			
			memiliki komitmen yang kuat untuk mencapai tujuan akademik			
			Me-nganggap setiap tugas atau proyek sebagai langkah menuju pencapaian tujuan akademik			
			Mencapai tujuan belajar dengan penuh semangat dan tekad.			
4	Keyakinan kritik dan		Melihat masukan sebagai			

masukan dari orang lain umpan keberhasilan	Respon terhadap Masukan	kesempatan untuk memperbaiki diri			
		menghargai setiap masukan yang di terima			
	Sikap positif terhadap kesalahan	melihat kesalahan sebagai bagian yang wajar dari proses belajar			
		Tidak malu mengakui kesalahan			
		melihat kesalahan sebagai peluang untuk belajar			
	Respon terhadap Kritik	Menerima kritik dengan rendah hati			
		Menunjukkan rasa terima kasih jika ada orang yang memberikan kritik			

Then the results are concluded in the following criteria:

Kriteria	Rentang Nilai
Very Low Growth Mindst Level	1 – 10
Low Growth Mindset Level	11 -20
High Growth Mindset Level	21 - 30
Very High Growt Mindset Level	31 - 40

a. Instrument Interview about The Challenge of Student Creativity

The writer uses instrument interview document for knowing the challenge of student creativity. This instrument interview adapted from several theories.

NO	Citation	Definition	Indicators	Questions
Challenges				
1	One of the biggest problems in EFL creative writing was a lack of vocabulary and low level of language proficiency, limited knowledge of grammatical sentence structure (Alisha et al., 2019, p.20).	Challenges in writing creativity is include a lack of vocabulary and language proficiency, alongside deficiencies in grammatical sentence	1. Its challenges encompass a lack of vocabulary, language proficiency, and grammatical competence, prevalent in EFL and ESL creative writing.	1. Bagaimana kamu menghadapi tantangan ketika menulis cerita kreatif dalam bahasa Inggris, seperti kurangnya kata-kata, kemampuan bahasa, atau tata bahasa? Apakah ada cara khusus yang kamu gunakan untuk mengatasi hal tersebut?
2	Some challenges ESL students face, such as a lack of vocabulary, poor grammar, poor spelling, readiness, and lack of exposure to books and reading materials (Moses et al., 2019, p.3386).	structure commonly observed in EFL creative writing, grappling with inadequate vocabulary, poor grammar, spelling errors, lack of preparation, and limited exposure to reading materials, also students encounter difficulties in crafting engaging plots, developing detailed dialogues, and defining characters, as highlighted in research on fiction writing challenges, moreover, challenges for writing creativity include constrained theme selection, struggles with idea development, and a tendency towards story	2. Its students grapple with inadequacies in vocabulary, grammar, spelling, preparation, and access to reading materials, hindering their creative writing pursuits. 3. Its students encounter difficulties in crafting engaging plots, developing detailed dialogues, and defining characters, as evidenced by research on fiction writing challenges.	2. Apakah ada waktu di mana kamu merasa sulit untuk memilih kata-kata yang tepat atau memahami tata bahasa ketika menulis dalam bahasa Inggris? Bagaimana cara kamu mengatasinya?
3	Challenges in creative writing include difficulties in developing an engaging plot, creating detailed dialogues, and defining characters, as revealed in the study on students' fiction writing interests and challenges. (Dewi, 2022, p. 368).	limited exposure to reading materials, also students encounter difficulties in crafting engaging plots, developing detailed dialogues, and defining characters, as highlighted in research on fiction writing challenges, moreover, challenges for writing creativity include constrained theme selection, struggles with idea development, and a tendency towards story	3. Its students encounter difficulties in crafting engaging plots, developing detailed dialogues, and defining characters, as evidenced by research on fiction writing challenges.	3. Apakah kamu pernah merasa kesulitan dalam mengembangkan alur cerita menarik atau menghadirkan dialog yang detail dalam tulisan kreatifmu dalam bahasa Inggris? Bagaimana kamu mengatasinya?
4	Challenges for writing creativity include limited theme selection, difficulty in idea development, and students mostly retelling stories (Alfiansyah, 2019, p. 33).	development, and a tendency towards story	4. Its challenges for writing creativity encompass constrained	
5	The challenge for writing creativity includes limited time for practice,			

	<p>hindering students from developing their creative writing skills effectively (Ramadhika, 2020, p. 6).</p>	<p>retelling among students, and the last can make compounding these issues is the challenge of limited knowledge, limited time for practice, which impedes effective skill development in creative writing.</p>	<p>theme selection, struggles with idea development, and a tendency towards story retelling among students.</p> <p>5. Its compounding issue is the challenge of limited time for practice, impeding effective skill development in creative writing. Certainly! Here are additional indicators starting with "its" based on the provided definition:</p> <p>6. Its challenges arise from deficiencies in vocabulary, grammar, and spelling, coupled with limited preparation and exposure to reading materials.</p> <p>7. Its students face obstacles in generating original ideas and avoiding repetitive storytelling,</p>	<p>4. Bagaimana cara kamu memilih tema untuk ceritamu atau mengembangkan ide-ide baru ketika menulis dalam bahasa Inggris? Apakah ada tantangan khusus yang kamu hadapi?</p> <p>5. Bagaimana kamu mengatur waktu untuk berlatih menulis kreatif dalam bahasa Inggris? Apakah keterbatasan waktu sering menjadi hambatan?</p> <p>6. Bagaimana kamu menemukan keseimbangan antara meningkatkan kemampuan berbahasa Inggris dan mengekspresikan kreativitasmu dalam menulis bahasa Inggris?</p> <p>7. Apakah ada saat-saat di mana kamu merasa kesulitan untuk menciptakan ide-ide baru atau menghindari cerita yang sudah ada saat menulis dalam bahasa</p>
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		<p>hindering their development as creative writers.</p> <p>8. Its overarching challenge is the limited time available for practice, which inhibits the cultivation of effective creative writing skills.</p> <p>9. Its complexity lies in balancing the development of language proficiency with the nurturing of creative expression.</p> <p>10. Its impact extends beyond individual skill development to encompass broader educational and cultural contexts, influencing approaches to language learning and creativity.</p> <p>11. It's the challenge encompasses limited knowledge in writing</p>	<p>Inggris? Bagaimana cara kamu mengatasi hal tersebut?</p> <p>8. Bagaimana kamu menangani rasa ragu atau ketidakpercayaan diri ketika menulis dalam bahasa Inggris? Apakah kamu memiliki strategi khusus untuk meningkatkan kepercayaan diri dan terus melanjutkan proses menulis?</p> <p>9. Apakah kamu merasa sulit untuk mempertahankan fokus saat menulis dalam bahasa Inggris? Jika ya, apa yang biasanya menjadi penyebabnya dan bagaimana kamu mengatasi tantangan tersebut?</p> <p>10. Apakah ketersediaan referensi, sumber bacaan atau sumber daya yang digunakan memadai dalam menulis kreatif? Apakah kamu kesulitan dalam menggunakan teknologi dalam menulis kreatif berbahasa Inggris?</p>
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				11. Apakah kamu memiliki pengetahuan yg terbatas tentang menulis? Jika iya bagaimana cara kamu mengatasinya?
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And then, researchers used checklist document analysis to find out how creative students were in creating descriptive texts. This observation checklist was adapted from Anatoliy V. Kharkhurin in 2014. There are four components presented, namely novelty, usefulness, aesthetics and authenticity.

NO	Indicator	Sub-Indicators	Item Pernyataan	Ada dalam konte n	Tidak ada dalam konte n	Keteranga n
1	Kebaruan	Kreativitas dalam Gaya Penulisan	Penggunaan bahasa atau gaya penulisan yang kreatif dan inovatif, untuk menyampaikan pesan atau ide.			
		Eksplorasi Tema Baru	Mengeksplorasi tema atau topik yang belum banyak dijelajahi atau dibahas sebelumnya dalam tulisan.			
		Menampilkan gaya cerita yang menarik	Menunjukkan emotional tone penulis			
			Memiliki keunikan dalam tulisan			
			Memiliki ide-ide baru yang disajikan dalam tulisan			
2	Kegunaan	Informasi yang relevan	informasi yang disajikan dalam			

			tulisan tersebut relevan dengan topik atau tujuan tulisan.			
			Tujuannya tersampaikan dengan jelas kepada pembaca			
			Memiliki kesimpulan yang jelas			
		Mudah dipahami	Kemampuan tulisan untuk disampaikan dengan cara yang mudah dimengerti dan jelas oleh pembaca.			
		Memperhatikan Kebutuhan Pembaca	Tulisan memberikan informasi yang berguna dan relevan bagi pembaca			
		Penggunaan tata Bahasa	Tata bahaasa digunakan secara efektif			
		Penggunaan tanda baca	Tanda baca digunakan secara efektif			
3	Estetika	Tata letak dan Format yang menarik	Penggunaan paragraf yang teratur dan spasi yang sesuai			
			Pemilihan font yang menyenangkan dibaca.			
			Struktur dari teks yang lengkap dan sesuai			
		Kejelasan Visual	Penyampaian informasi secara visual yang jelas dan mudah			

			dimengerti oleh pembaca.			
			Penggunaan elemen visual, seperti gambar atau ilustrasi, yang meningkatkan keindahan dan daya tarik tulisan.			
		Keharmonisan Desain	Keselarasan antara elemen-elemen visual dan teks untuk menciptakan kesan yang menyatu dan menarik.			
4	Keaslian	Originalitas Ide	Ide yang dihasilkan berdasarkan pemikiran sendiri / Tidak copy paste			
		Original setting/plot	Memiliki keaslian plot			

Then the results are concluded in the following criteria:

Kriteria	Rentang Nilai
Very Low Writing Creativity	1 – 5
Low Writing Creativity	6 - 10
High Writing Creativity	11 - 15
Very High Writing Creativity	16 - 20

Appendix 3

Transcripts of Interview

Interviewee : The Students with Very Low Growth Mindset Level

Date : 8th of May 2024

Time : 10 a.m

A. Growth Mindset of Student in Learning

Interviewer: "Do you believe that intelligence and personal traits can grow and develop over time? What's your reasoning behind this belief?"

Interviewee: "Yes, I do believe so because we have the capacity to learn and adapt."

Interviewer: "How much time and effort do you typically invest in studying?"

Interviewee: "I usually dedicate about two hours a day to studying, but it can vary, especially on weekdays."

Interviewer: "Do you think we can develop and change our abilities regardless of the traits we were born with?"

Interviewee: "Absolutely, learning and experience play significant roles in shaping our abilities."

Interviewer: "Why do you think having this mindset is important for our overall potential as individuals?"

Interviewee: "It's crucial because it encourages continuous growth and improvement, leading to better outcomes in various aspects of life."

Interviewer: "How does your belief in the potential for improvement affect your enthusiasm for learning?"

Interviewee: "I'm generally enthusiastic about learning, but sometimes I struggle with consistency, particularly when it comes to English, which I find challenging."

Interviewer: "Do you enjoy tackling challenges and overcoming obstacles while studying? Can you provide an example?"

Interviewee: "I do enjoy challenges, but I sometimes struggle with procrastination.

To address this, I try to motivate myself to keep going."

Interviewer: "How do you cope with failure in your studies? Do you view it as a natural part of the learning process?"

Interviewee: "Failure is part of learning. I usually bounce back from failures by learning from my mistakes and striving to do better next time."

Interviewer: "What have you learned from your study mistakes, and how do you plan to apply those lessons in the future?"

Interviewee: "I've learned that mistakes are inevitable and provide valuable learning experiences. Moving forward, I'll strive to learn from them and improve."

Interviewer: "Do you believe that as time passes and we gain more learning experiences, we become smarter?"

Interviewee: "Yes, with time and experience, we can definitely become more knowledgeable and capable."

Interviewer: "What do you think plays a more significant role in improving intelligence: natural talent or effort and experience gained over time?"

Interviewee: "While natural talent may provide a foundation, I believe effort and experience are crucial for continuous growth and improvement."

Interviewer: "What are your interests, and why do you think it's important to explore various topics?"

Interviewee: "I'm interested in futsal. Exploring different topics broadens our knowledge, fosters curiosity, and contributes to personal growth."

Interviewer: "How do you manage your time and develop habits to enhance your skills? Do you find these habits helpful in achieving your goals?"

Interviewee: "I prioritize activities, but I admit I could be more disciplined. Developing good habits is essential for achieving goals, and I'm working on improving mine."

Interviewer: "In your learning journey, do you strive for positive behaviors like curiosity, persistence, and an open attitude?"

Interviewee: "I'm naturally curious, but I struggle with consistency. However, I recognize the importance of these behaviors in personal growth."

B. Student with Growth Mindset in Improving English Writing Skill

Interviewer: "Do you think writing is important? Why?"

Interviewee: "I'm not entirely sure how important it is, but I rarely engage in writing."

Interviewer: "Do you enjoy writing? What do you like about it, if anything?"

Interviewee: "I don't particularly like writing, but I do enjoy crafting stories occasionally. I find it interesting because I like the cartoon characters Upin and Ipin."

Interviewer: "Do you face any difficulties when you write?"

Interviewee: "No, I don't usually encounter difficulties."

Interviewer: "What do you typically do before starting to write a story?"

Interviewee: "I usually read something beforehand."

Interviewer: "How do you choose words and construct sentences when writing?"

Interviewee: "I often ask friends for help in choosing words and constructing sentences."

Interviewer: "Do you revise your writing after finishing? Why do you think revision is important?"

Interviewee: "Yes, I usually revise my writing. I believe it's important to ensure that everything is clear and nothing is missing."

Interviewer: "Do you believe writing helps in understanding English better?"

Interviewee: "Yes, I think it does, but I'm not entirely sure."

Interviewer: "How do you come up with ideas before starting to write?"

Interviewee: "I usually ask my friends for ideas."

Interviewer: "What do you do when you run out of ideas while writing?"

Interviewee: "I typically consult with my friends for more ideas."

Interviewer: "How do you plan to improve your writing skills?"

Interviewee: "I watch YouTube videos for guidance."

C. Student with Growth Mindset in Writing Descriptive Text

Interviewer: "When writing descriptive text, what strategies do you use to immerse readers into the scene?"

Interviewee: "I typically include vivid details and imagery to paint a clear picture for the readers."

Interviewer: "What do you believe is essential to include in descriptive writing to ensure readers can vividly imagine the scene?"

Interviewee: "I believe focusing on crafting descriptive sentences is crucial for readers to visualize the scene."

Interviewer: "How do you ensure your writing not only informs but also transports readers into the described place?"

Interviewee: "I strive to use language that is easily comprehensible and evocative, aiming to engage readers in the atmosphere I'm describing."

Interviewer: "When describing the atmosphere, how do you select the appropriate words and language?"

Interviewee: "I usually opt for simple yet descriptive language to effectively convey the atmosphere."

Interviewer: "Have you ever utilized similes, metaphors, or analogies to enhance reader engagement?"

Interviewee: "No, I haven't. I prefer to rely on descriptive language and providing clear visuals."

D. Growth Mindset in Developing Creativity

Interviewer: "What does creativity mean to you, and how do you apply it to produce new or innovative ideas?"

Interviewee: "To me, creativity means generating something new. I usually find inspiration from social media rather than relying on imagination."

Interviewer: "How do you typically foster your creativity? Are you more inclined to use your imagination?"

Interviewee: "I usually explore ideas through social media, and I'm not particularly fond of fantasizing."

Interviewer: "Do you enjoy experimenting with new things? Can you provide some examples?"

Interviewee: "No, I don't enjoy trying new things."

Interviewer: "Have you ever struggled to generate new ideas? If so, how do you overcome these challenges and maintain creativity?"

Interviewee: "I actually enjoy the challenge of brainstorming with friends to overcome creative blocks."

Interviewer: "Do you believe everyone possesses the potential for creativity? If so, why?"

Interviewee: "Yes, I believe everyone has their own unique potential."

Interviewer: "Do you find satisfaction in creating something new and innovative? Can you give an example?"

Interviewee: "Yes, sometimes."

Interviewer: "Would you consider yourself a creative individual, especially in merging ideas to express something unique? Have you ever produced work that stands out for its originality?"

Interviewee: "No, I don't particularly enjoy it."

Interviewer: "When generating ideas, is originality something you consciously aim for, or do ideas come to you naturally?"

Interviewee: "Ideas usually come to me naturally, without much conscious effort."

Interviewer: "Do you prioritize originality when creating something, or do you sometimes borrow from existing works?"

Interviewee: "I often resort to copying and pasting."

E. The Challenges Faced by Student

Interviewer: "How do you tackle challenges when writing creative stories in English, such as dealing with a lack of words, language skills, or grammar?"

Interviewee: "I often struggle with a shortage of words and my English skills are not strong. Grammar is another area where I face difficulties."

Interviewer: "Are there occasions when you find it challenging to select the right words or comprehend grammar while writing in English? How do you address these issues?"

Interviewee: "Yes, I've encountered such situations before. I typically turn to Google Translate for assistance."

Interviewer: "Have you ever faced challenges in developing an engaging storyline or crafting detailed dialogue in your creative English writing? If so, how do you manage it?"

Interviewee: "Yes, it has been tough at times. I usually seek solutions by searching on Google."

Interviewer: "How do you decide on themes for your stories or generate new ideas when writing in English? Are there any particular hurdles you encounter?"

Interviewee: "I often search online and sometimes rely on imagination."

Interviewer: "How do you allocate time for practicing creative writing in English? Do time constraints pose a significant challenge?"

Interviewee: "Balancing other activities often leaves me with insufficient time for writing."

Interviewer: "In your experience, do you find it challenging to strike a balance between honing your English skills and expressing creativity in English writing?"

Interviewee: "Yes, I find it more challenging to focus on improving my English language skills."

Interviewer: "Have you ever struggled to generate new ideas or deviate from existing storylines while writing in English? If so, how do you overcome this?"

Interviewee: "No, not particularly."

Interviewer: "How do you manage feelings of doubt or lack of confidence when writing in English? Do you have strategies to boost your confidence and continue writing?"

Interviewee: "I lack confidence, but I seek support from friends to overcome this."

Interviewer: "Do you encounter difficulties in maintaining focus while writing in English? If so, what usually causes this and how do you address it?"

Interviewee: "Yes, daydreaming often distracts me from studying."

Interviewer: "Do you find that there are sufficient references, reading materials, or online resources available for creative writing? Do you face any challenges in utilizing technology for creative English writing?"

Interviewee: "I have enough reading sources and technology isn't a problem."

Interviewer: "Do you feel limited in your knowledge of writing? If so, how do you overcome this limitation?"

Interviewee: "Yes, I'm limited in my knowledge. I try to overcome this by studying with friends."



Interviewee : The Students with Low Growth Mindset Level

Date : 8th of May 2024

Time : 10 a.m

A. Growth Mindset of Student in Learning

Interviewer: "Do you believe that intelligence and personal traits can grow and develop over time? Why do you think that?"

Interviewee: "Yes, I believe they can. Studying plays a significant role."

Interviewer: "How much time, effort, and patience do you invest in studying?"

Interviewee: "I rarely study, mostly when I have homework."

Interviewer: "Do you think we can develop and change our abilities without being confined to the traits we were born with? Why?"

Interviewee: "Certainly, frequent studying can lead to such development."

Interviewer: "Why do you believe this mindset is crucial for human potential development?"

Interviewee: "It's both important and unimportant, but it's crucial for potential growth."

Interviewer: "How does your belief in improving your abilities impact your enthusiasm for learning?"

Interviewee: "I'm somewhat enthusiastic about studying, but it can be tiring."

Interviewer: "Do you enjoy facing challenges and solving problems while studying? Can you provide an example?"

Interviewee: "I don't particularly enjoy challenges. Understanding difficult lessons is the biggest challenge for me."

Interviewer: "How do you handle failure in your studies? Do you view it as a normal part of the learning process?"

Interviewee: "Sometimes I fail, but it's not always bad. I see failure as a normal aspect of learning."

Interviewer: "What have you learned from your studying mistakes? And how do you plan to utilize these experiences in the future?"

Interviewee: "I seldom learn from my mistakes, but I consider them experiences to continue learning."

Interviewer: "In your opinion, can one become more intelligent over time through learning experiences? Why?"

Interviewee: "Yes, studying can make one smarter."

Interviewer: "What do you think plays a more significant role in improving basic abilities and intelligence: natural talent or effort and experience gained over time? Why?"

Interviewee: "In my opinion, experience is more crucial, although I'm not entirely sure."

Interviewer: "What are your interests? And why do you think it's essential to explore different interests and topics for personal growth and curiosity?"

Interviewee: "I'm interested in cooking."

Interviewer: "How do you manage your time and cultivate habits to enhance yourself and develop skills? Do you believe these habits contribute to achieving your goals?"

Interviewee: "I have average time management skills, and I don't study much."

Interviewer: "In your learning process, do you aim for positive behaviors like curiosity, persistence, and an open attitude, which ultimately contribute to personal growth?"

Interviewee: "I don't have a high level of curiosity when studying, and I'm not particularly diligent."

B. Student with Growth Mindset in Improving English Writing Skill

Interviewer: "Do you think writing is important? Why is writing important? Do you like writing? What do you like about writing? Is there a particular topic that you like? What makes it interesting?"

Interviewee: "Yes, it's important because we can find out useful information. I rarely write, and I don't really like writing. There are no topics that I particularly like."

Interviewer: "Do you find it difficult when writing? Why?"

Interviewee: "A little difficulty because of soreness."

Interviewer: "What do you do before starting to write a story?"

Interviewee: "I pray."

Interviewer: "What do you think about when choosing words and constructing sentences?"

Interviewee: "I usually look in a book first."

Interviewer: "What do you do after writing is finished? Do you revise it? Is revision important? Why is revision important?"

Interviewee: "I don't like revising because the important thing is that the writing is finished."

Interviewer: "Does writing help us to understand English better?"

Interviewee: "Yes."

Interviewer: "Before you start writing, what do you usually do to help you think of ideas?"

Interviewee: "I think and also look for ideas from books."

Interviewer: "How do you finish writing when you feel like you have run out of ideas?"

Interviewee: "I look at Google for ideas."

Interviewer: "How can you improve your writing skills?"

Interviewee: "By asking friends."

C. Student with Growth Mindset in Writing Descriptive Text

Interviewer: "What do you usually do when writing descriptive text so that readers can really get carried away?"

Interviewee: "I explain it really clearly."

Interviewer: "When writing descriptive text, what do you think is most important to include so that readers can clearly imagine what you are describing?"

Interviewee: "Explain in a truly clear way."

Interviewer: "How do you usually try to ensure that your writing not only provides information, but also makes readers feel as if they were in the place you are describing?"

Interviewee: "I include a picture."

Interviewer: "How do you choose the right words and language to describe the atmosphere in the descriptive text?"

Interviewee: "The sentence is normal."

Interviewer: "Have you ever used similes, metaphors, or analogies in descriptive text to increase the reader's interest and imagination?"

Interviewee: "No, I haven't used those."

D. Growth Mindset in Developing Student Creativity

Interviewer: "What does creativity mean to you, and how do you apply it to produce new or innovative ideas?"

Interviewee: "Creativity is a person's ability to produce a product."

Interviewer: "How do you usually develop your creativity? Do you use your imagination more often? How do you usually look for new or different ideas?"

Interviewee: "By thinking. Yes, I prefer to imagine."

Interviewer: "Do you like trying new things? What are some examples?"

Interviewee: "I don't like trying new things."

Interviewer: "Have you ever found it difficult to come up with new ideas? If yes, what do you usually do to overcome these difficulties and stay creative?"

Interviewee: "I like difficulties. I overcome them by looking at my cellphone."

Interviewer: "Do you believe that everyone has the potential to be creative? If yes, why do you think so?"

Interviewee: "Yes, I believe it, because everyone can think."

Interviewer: "Do you like being creative in creating something new? What is an example? Why do you like being creative and creating something new?"

Interviewee: "I don't like it."

Interviewer: "Are you a creative person, especially in combining new ideas to express something? Have you ever created a work that is different from the others so that it has its own uniqueness or characteristics?"

Interviewee: "I'm a little creative."

Interviewer: "When producing, developing, or creating ideas, is this something you are looking for? Or is it an activity that you are not aware of?"

Interviewee: "Suddenly I think of my own ideas."

Interviewer: "When creating or making something, do you prioritize originality? Or do you take from an existing one (copy-paste)?"

Interviewee: "I prioritize originality and do not plagiarize."

E. The Challenges Faced by Student

Interviewer: "How do you face challenges when writing creative stories in English, such as a lack of words, language skills, or grammar? Is there a special method that you use to overcome this?"

Interviewee: "I often lack words, my English is not good, and I don't understand grammar. To overcome this, I use Google Translate on my cellphone."

Interviewer: "Are there times when you find it difficult to choose the right words or understand grammar when writing in English? How do you overcome it?"

Interviewee: "Yes, it can be difficult. I usually look at my cellphone to solve it."

Interviewer: "Have you ever found it difficult to develop an interesting storyline or present detailed dialogue in your creative writing in English? How do you handle it?"

Interviewee: "Yes, I like difficulties. To overcome them, I use my cellphone."

Interviewer: "How do you choose themes for your stories or develop new ideas when writing in English? Are there any special challenges you face?"

Interviewee: "I usually search for themes on Google. There are no special challenges."

Interviewer: "How do you manage time to practice creative writing in English? Are time constraints often an obstacle?"

Interviewee: "I have enough time, but I'm lazy."

Interviewer: "How do you find a balance between improving your English skills and expressing your creativity in English writing?"

Interviewee: "It's more difficult to speak English, but creativity is more important."

Interviewer: "Are there times when you find it difficult to create new ideas or avoid existing stories when writing in English? How do you overcome this?"

Interviewee: "Yes, there are difficulties. I overcome them by using my cellphone."

Interviewer: "How do you handle feelings of doubt or lack of self-confidence when writing in English? Do you have any special strategies to increase your confidence and continue the writing process?"

Interviewee: "I have confidence in my writing even though I sometimes don't understand it."

Interviewer: "Do you find it difficult to maintain focus when writing in English? If yes, what is usually the cause and how do you overcome these challenges?"

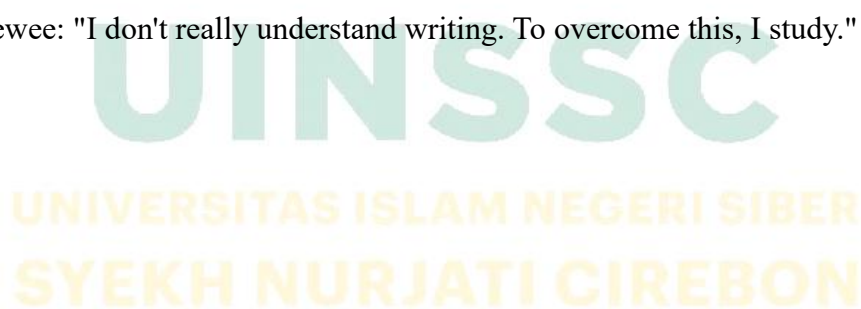
Interviewee: "It's difficult to focus because of noise."

Interviewer: "Is the availability of references, reading sources, or resources adequate for creative writing? Are you having difficulty using natural technology to write creatively in English?"

Interviewee: "I have enough references like books and technology. I just get lazy."

Interviewer: "Do you have limited knowledge about writing? If yes, how do you overcome it?"

Interviewee: "I don't really understand writing. To overcome this, I study."



Interviewee : The Students with High Growth Mindset Level

Date : 8th of May 2024

Time : 10 a.m

A. Student Growth Mindset in Learning

Interviewer: “Do you believe that intelligence and personal traits can grow and develop over time? Why do you think that?”

Interviewee: “Yes, because we study seriously.”

Interviewer: “How much time, effort, and patience do you put into studying?”

Interviewee: “Not much. At home, I rarely study. Sometimes I play in the afternoon and then study for a while in the evening. I don't study when I have homework, but I make time to study.”

Interviewer: “Do you believe that we can develop and change our abilities without having to stick to the traits we were born with? Why do you think that?”

Interviewee: “I'm confident that because we learn seriously, we can train our skills better, so we can't do things the same way we did before.”

Interviewer: “Why do you think this mindset is important for developing our potential as humans?”

Interviewee: “In my opinion, a growth mindset is important because as we get older, we need to think about how we can develop more for the future.”

Interviewer: “How does your belief that you can improve your abilities affect your enthusiasm for learning?”

Interviewee: “I'm enthusiastic about studying. What makes me enthusiastic is studying with friends and discussing.”

Interviewer: “Do you like facing challenges and overcoming problems while studying? Can you give an example?”

Interviewee: “I like facing challenges. I have faced challenges in studying, particularly with subjects like mathematics. Finding solutions to difficult problems is rewarding.”

Interviewer: “How do you deal with failure when studying? Do you see it as a normal part of the learning process?”

Interviewee: “I have faced failure, and I see it as a normal part of the learning process.”

Interviewer: “What did you learn from the mistakes you made while studying? And how will you use that experience to learn in the future?”

Interviewee: “I consider failure as a learning experience. I'll use that experience to avoid similar mistakes in the future.”

Interviewer: “In your opinion, is it possible to become smarter as time goes by and the learning experiences we gain? Why do you think that?”

Interviewee: “It could be because we need a learning process.”

Interviewer: “What do you think is more influential in improving your basic abilities and intelligence: natural talent you are born with or effort and experience gained over time? Why do you think that?”

Interviewee: “In my opinion, experience is more important because we can learn and grow from it.”

Interviewer: “What are you interested in? Why do you think it is important for us to explore different interests and topics? How can it help us become more curious and save the learning process?”

Interviewee: “I am interested in sports. Exploring interests is important because it allows us to pursue hobbies that we enjoy.”

Interviewer: “How do you usually manage your time and create habits to improve yourself and develop your skills? Do you feel that having such habits helps you in achieving your goals?”

Interviewee: “I study at night, and I set limits on my playtime. It really helps me in achieving my goals.”

Interviewer: “In the learning process, do you aim for positive behaviors such as curiosity, persistence, and an open attitude, which ultimately contribute to personal growth?”

Interviewee: “I have a high curiosity, but my diligence varies. Nonetheless, I believe these positive behaviors contribute to personal growth.”

B. Student Growth Mindset in Improving English Writing Skill

Interviewer: "In your opinion, is writing significant? Why do you believe so? And do you have a fondness for writing? What aspects of writing do you particularly enjoy? Also, is there a specific topic that captivates your interest?"

Interviewee: "I do believe writing holds importance, especially when it comes to understanding concepts, like the necessity of writing notes to comprehend them. Yes, I do like writing. What appeals to me about writing is its ability to facilitate understanding. I don't have a specific topic preference; I find writing diverse and engaging."

Interviewer: "Do you encounter difficulties when writing? If so, what are they typically?"

Interviewee: "There are instances when writing presents challenges, and other times when it flows smoothly."

Interviewer: "What is your pre-writing routine before embarking on a story?"

Interviewee: "I usually don't have a specific routine; I just dive into writing."

Interviewer: "When selecting words and crafting sentences, what factors do you consider?"

Interviewee: "Usually, I rely on imagination and occasionally seek assistance from sources like Google."

Interviewer: "After completing a writing piece, do you engage in revision? How do you view the importance of revision?"

Interviewee: "I usually don't revise, but I believe revision is crucial for error detection and improvement."

Interviewer: "Do you believe writing aids in better understanding of English?"

Interviewee: "Yes, particularly in English."

Interviewer: "Before starting to write, what methods do you employ to generate ideas?"

Interviewee: "Usually, I start by fantasizing."

Interviewer: "How do you conclude your writing session when you run out of ideas?"

Interviewee: "I usually take a break, perhaps go for a walk or engage in other activities to refresh my mind."

Interviewer: "In what ways do you plan to enhance your writing skills?"

Interviewee: "I aim to practice writing frequently."

C. Student Growth Mindset in Writing Descriptive Text

Interviewer: "What actions do you typically take when writing descriptive text to immerse readers in the narrative?"

Interviewee: "I ensure there's imagery within the text, even if it's minimal."

Interviewer: "In crafting descriptive text, what do you believe is crucial for enabling readers to vividly imagine your descriptions?"

Interviewee: "I prioritize the content as the most crucial element."

Interviewer: "How do you strive to ensure your writing not only imparts information but also transports readers into the depicted scene?"

Interviewee: "I make a conscious effort to not just convey information but also to evoke a sense of immersion in the reader."

Interviewer: "What approach do you take in selecting precise words and language to depict the ambiance in your descriptive text?"

Interviewee: "Typically, I engage in thought or visualization."

Interviewer: "Have you utilized similes, metaphors, or analogies in your descriptive writing to enhance reader engagement and imagination?"

Interviewee: "No, I haven't utilized those techniques."

D. Growth Mindset in Developing Creativity

Interviewer: "To you, what does creativity entail, and how do you utilize it to generate fresh and innovative ideas?"

Interviewee: "Creativity, in my view, is the ability to generate novel concepts. I predominantly rely on my imagination to foster creativity."

Interviewer: "Are you inclined towards experimenting with new endeavors? Can you provide some instances?"

Interviewee: "Yes, I enjoy exploring new activities, such as cooking, to broaden my horizons."

Interviewer: "Have you ever faced challenges in brainstorming new ideas? If so, how do you overcome these obstacles and maintain your creativity?"

Interviewee: "Certainly, there have been occasions where I've experienced creative blocks. When this happens, I take a break to refresh my mind before resuming."

Interviewer: "Do you believe that everyone possesses the capacity for creativity? If so, what leads you to this belief?"

Interviewee: "Yes, I believe so, as each individual harbors unique potential."

Interviewer: "Do you derive satisfaction from crafting novel creations? Can you provide an example? What motivates you to engage in creative pursuits?"

Interviewee: "Not particularly."

Interviewer: "Would you consider yourself a creative individual, especially in amalgamating new ideas to express concepts uniquely? Have you ever produced a piece that stands out for its distinctiveness?"

Interviewee: "I would say I possess some degree of creativity, although I haven't created anything particularly unique."

Interviewer: "When conceiving ideas or crafting something new, do you actively seek originality, or does inspiration strike spontaneously?"

Interviewee: "Ideas usually come to me naturally, and I prioritize originality in my creations, avoiding any form of replication."

E. The Challenges Faced by Students

Interviewer: "How do you tackle challenges when writing creative stories in English, such as encountering a lack of words, language skills, or grammar issues? Do you have a specific approach to overcome these obstacles?"

Interviewee: "Yes, I often face challenges like insufficient vocabulary or average language skills, as I'm still learning English. To address this, I seek assistance from teachers, review materials, and sometimes resort to online translation tools."

Interviewer: "Are there moments when you struggle to select the right words or grasp grammar concepts while writing in English? How do you address these difficulties?"

Interviewee: "Yes, I usually consult a dictionary for word choices, but unfortunately, I lost mine. However, I try my best to overcome grammar challenges through continuous learning."

Interviewer: "Have you ever encountered difficulty in crafting an engaging storyline or presenting detailed dialogue in your English creative writing? How do you manage such situations?"

Interviewee: "Certainly, I've faced challenges in developing plots before. I typically seek solutions online, brainstorm ideas independently, and then proceed with my writing."

Interviewer: "How do you decide on themes for your stories or generate new ideas when writing in English? Are there specific challenges you encounter?"

Interviewee: "I usually don't face challenges in selecting themes. If I encounter any difficulty, I try to brainstorm different ideas until I find one that resonates with me."

Interviewer: "How do you allocate time for practicing creative writing in English? Do time constraints pose significant challenges?"

Interviewee: "I don't encounter many obstacles in managing my time for practice."

Interviewer: "How do you balance improving your English skills with expressing creativity in English writing?"

Interviewee: "In my opinion, mastering English is paramount, although it's more challenging. I focus on enhancing my language skills while still expressing creativity in my writing."

Interviewer: "Do you ever struggle to generate new ideas or avoid clichés when writing in English? How do you overcome these challenges?"

Interviewee: "I enjoy overcoming challenges, but I sometimes struggle with English writing practice. I seek guidance from friends who are proficient in English to overcome these difficulties."

Interviewer: "How do you deal with feelings of doubt or lack of confidence when writing in English? Do you have any strategies to boost your confidence and continue writing?"

Interviewee: "Unfortunately, I struggle with confidence issues and don't have specific strategies to overcome them."

Interviewer: "Do you find it challenging to maintain focus while writing in English? If so, what usually causes this and how do you overcome it?"

Interviewee: "External distractions, like phone calls, often disrupt my focus."

Interviewer: "Do you have adequate access to references, reading materials, and resources for creative writing? Do you face any challenges using digital tools for English creative writing?"

Interviewee: "I feel there's a lack of sufficient resources for creative writing in English, especially online."

Interviewer: "Do you feel you have limited knowledge about writing? If so, how do you address this limitation?"

Interviewee: "Yes, my knowledge of writing is limited, but I try to compensate by self-learning."



Interviewee : The Students with Very High Growth Mindset Level

Date : 8th of May 2024

Time : 10 a.m

A. Student Growth Mindset in Learning

Interviewer: “Do you believe that intelligence and personal traits can grow and develop over time? Why do you think that?”

Interviewee: “I believe, because surely everyone can develop over time. What was previously impossible becomes possible.”

Interviewer: “How much time, effort, and patience do you put into studying?”

Interviewee: “At most 3 hours, but with breaks. If I have homework at home, I study.”

Interviewer: “Do you believe that we can develop and change our abilities without having to stick to the traits we were born with? Why do you think that?”

Interviewee: “I believe, for example, those who previously couldn't do math can do math.”

Interviewer: “Why do you think this mindset is important for developing our potential as humans?”

Interviewee: “Because as you get older your mind has to develop more and more.”

Interviewer: “How does your belief that you can improve your abilities affect your enthusiasm for learning?”

Interviewee: “What makes me enthusiastic is studying while writing, sometimes also studying while listening to music.”

Interviewer: “Do you like facing challenges and overcoming problems while studying? Can you give an example?”

Interviewee: “Yes, I like facing challenges. I can overcome problems when studying by, for example, if there is a difficult question, then I will look for it in the digital material. I prefer to search on the internet rather than asking friends because if you ask a friend it's not necessarily true.”

Interviewer: “How do you deal with failure when studying? Do you see it as a normal part of the learning process?”

Interviewee: “Yes, I have faced failure while studying. In my opinion, failure is a natural process so that we become more enthusiastic about learning.”

Interviewer: “What did you learn from the mistakes you made while studying? And how will you use that experience to learn in the future?”

Interviewee: “Yes, I have made mistakes, but what can be learned from mistakes is that you have to be better than yesterday. For future learning, I see it as an opportunity to progress further.”

Interviewer: “In your opinion, is it possible to become smarter as time goes by and the learning experiences we gain? Why do you think that?”

Interviewee: “Yes, we can become smarter as time goes by. I think experience is important because humans definitely have experience.”

Interviewer: “What do you think is more influential in improving your basic abilities and intelligence: natural talent you are born with or effort and experience gained over time? Why do you think that?”

Interviewee: “In my opinion, what is more important is talent because talent comes from oneself, from birth.”

Interviewer: “What are you interested in? Why do you think it is important for us to explore different interests and topics? How can it help us become more curious and save the learning process?”

Interviewee: “I am interested in learning to count. I don't like learning languages. English. I like a little English. When I study, I prefer listening to music, the lesson makes more sense if the teacher guides us while taking notes.”

Interviewer: “How do you usually manage your time and create habits to improve yourself and develop your skills? Do you feel that having such habits helps you in achieving your goals?”

Interviewee: “For example, studying at home from 8 until 10 then taking a break, studying in the afternoon. Yes, it can help me in achieving my goals.”

Interviewer: “In the learning process, do you aim for positive behaviors such as curiosity, persistence, and an open attitude, which ultimately contribute to personal growth?”

Interviewee: “Yes, I have curiosity, perseverance and an open attitude towards lessons, I go to Google and my friends, if for example the teacher doesn't get an answer, then go to Google.”

B. Student with Growth Mindset in Improving English Writing Skill

Interviewer: “Do you think writing is important? Why is writing important? Do you like writing? What do you like about writing? Is there a particular topic that you like? What makes it interesting?”

Interviewee: “Yes, I think writing is important, for example, writing notes so you don't miss material. Yes, I like writing. I like looking for ideas or inspiration when writing. There is no specific topic that I like.”

Interviewer: “Do you find it difficult when writing? Why?”

Interviewee: “Sometimes yes, for example if I'm not confident when my writing is bad.”

Interviewer: “What do you do before starting to write a story?”

Interviewee: “Usually, I think about the plot of the story.”

Interviewer: “What do you think about when choosing words and constructing sentences?”

Interviewee: “The words must be good; they must be pleasant to read for others.”

Interviewer: “What do you do after writing is finished? Has it been revised again? Is revision important? Why is revision important?”

Interviewee: “When I finish writing, I revise it again because I think revision is important to correct wrong writing.”

Interviewer: “Does writing help us to understand English better?”

Interviewee: “I think yes.”

Interviewer: “Before you start writing, what do you usually do?”

Interviewee: “I usually think of ideas. When looking for ideas, I usually ask friends.”

Interviewer: “How do you finish writing when you feel like you have run out of ideas?”

Interviewee: “If I run out of ideas, I also ask friends first to see examples, and then I can come up with more ideas.”

Interviewer: “How can you improve your writing skills?”

Interviewee: “There's no special event, but at least if you want to look at friends' notes.”

C. Student with Growth Mindset in Writing Descriptive Text

Interviewer: “What do you usually do when writing descriptive text so that readers can really get carried away?”

Interviewee: “I look for ideas first, then also find out how to write them.”

Interviewer: “When writing descriptive text, what do you think is most important to include so that readers can clearly imagine what you are describing?”

Interviewee: “The most important thing is the events in it.”

Interviewer: “How do you usually try to ensure that your writing not only provides information, but also makes readers feel as if they were in the place you are describing?”

Interviewee: “The content must be clear; it must match the text. There are also pictures so the reader can feel it.”

Interviewer: “How do you choose the right words and language to describe the atmosphere in the descriptive text?”

Interviewee: “I sometimes look for references from Google, sometimes also from books.”

Interviewer: “Have you ever used similes, metaphors, or analogies in descriptive text to increase the reader's interest and imagination?”

Interviewee: “Yes, I usually use similes and metaphors to increase attraction.”

D. Growth Mindset in Developing Student Creativity

Interviewer: “What does creativity mean to you, and how do you apply it to produce new or innovative ideas?”

Interviewee: “Creativity, in my opinion, is when you can make something yourself. In order to generate new ideas, I usually search on the internet.”

Interviewer: “How do you usually develop your creativity? Do you use your imagination more often? How do you usually look for new or different ideas?”

Interviewee: “I don't have much imagination, so I usually search on the internet.”

Interviewer: “Do you like trying new things? What are some examples?”

Interviewee: “Yes, for example, those who have never studied English in depth before will learn English more deeply so they can understand English better.”

Interviewer: “Do you ever find it difficult to come up with new ideas? If yes, what do you usually do to overcome these difficulties and stay creative?”

Interviewee: “Sometimes it's difficult, sometimes it's easy. Usually, to overcome difficulties, I discuss them with friends.”

Interviewer: “Do you believe that everyone has the potential to be creative? If yes, why do you think so?”

Interviewee: “Yes, everyone is creative because everyone can do their own work.”

Interviewer: “Do you like being creative in creating something new? What is an example? Why do you like being creative and creating something new?”

Interviewee: “Sometimes yes, sometimes no. For example, I am creative in making pictures because I can draw, which helps clear my mind when I'm stressed.”

Interviewer: “Are you a creative person, especially in combining new ideas to express something? Have you ever created a work that is different from the others so that it has its own uniqueness or characteristics?”

Interviewee: “I am a slightly creative person. I have created works that are different from others. For example, in an arts and culture lesson, I have a work, and my friend also has a work.”

Interviewer: “When producing, developing, or creating ideas, is this something you are looking for? Or is it an activity that you are not aware of?”

Interviewee: “Usually, sometimes it comes on its own and I don't realize it.”

Interviewer: “When creating or making something, do you prioritize originality? Or did you take from an existing one (copy-paste)?”

Interviewee: “Usually, I take it from Google to look for references and then I make it myself.”

E. The Challenges Faced by Students

Interviewer: “How do you face challenges when writing creative stories in English, such as lack of words, language skills, or grammar? Is there a special method that you use to overcome this?”

Interviewee: “There are challenges, for example, most resources on Google are in Indonesian. Sometimes I understand English, sometimes I don't, so I use a dictionary to translate and I don't understand grammar in English. English is difficult to read, so I sometimes use Google Translate to help me with pronunciation too.”

Interviewer: “Are there times when you find it difficult to choose the right words or understand grammar when writing in English? How do you overcome it?”

Interviewee: “Sometimes it's difficult, for example, when asked to make descriptive text. To solve it, I find out on Google.”

Interviewer: “Have you ever found it difficult to develop an interesting storyline or present detailed dialogue in your creative writing in English? How do you handle it?”

Interviewee: “At that time, I wrote about Roro Jonggrang. To overcome the difficulty, I ask friends too.”

Interviewer: “How do you choose themes for your stories or develop new ideas when writing in English? Are there any special challenges you face?”

Interviewee: “I choose a theme from Google. There is a special challenge, which is being confused about which theme to choose.”

Interviewer: “How do you manage time to practice creative writing in English? Are time constraints often an obstacle?”

Interviewee: “Yes, I sometimes practice writing in English. There is a time limitation, namely not having enough time to practice writing in English because other activities interfere with practice time.”

Interviewer: “How do you find a balance between improving your English skills and expressing your creativity in English writing?”

Interviewee: “In my opinion, English is more difficult because in elementary school there was no English, so in middle school I was also confused.”

Interviewer: “Are there times when you find it difficult to create new ideas or avoid existing stories when writing in English? How do you overcome this?”

Interviewee: “Yes, I have had difficulties. To overcome them, I search on Google.”

Interviewer: “How do you handle feelings of doubt or lack of self-confidence when writing in English? Do you have any special strategies to increase your confidence and continue the writing process?”

Interviewee: “Yes, sometimes the writing is wrong, such as when taking a test and the teacher scribbles a little mistake. There is no special strategy.”

Interviewer: “Do you find it difficult to maintain focus when writing in English? If yes, what is usually the cause and how do you overcome these challenges?”

Interviewee: “Sometimes it's hard to focus when you're chatting or when you ask questions. Sometimes, if you look at a writing sample, for example, the writing is small and you can't see it.”

Interviewer: “Is the availability of references, reading sources, or resources used adequate in creative writing? Are you having difficulty using natural technology to write creatively in English?”

Interviewee: “The availability of references is adequate, but I never go to the library. Sometimes, I use the internet while looking for new ideas to read. Technology is also adequate.”

Interviewer: “Do you have limited knowledge about writing? If yes, how do you overcome it?”

Interviewee: “Yes, I have limited knowledge. To overcome this, I learn by myself from Google.”

Appendix 4

Documentation

Obsrvation



Intreview



SURAT KEPUTUSAN
DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) SYEKH NURJATI CIREBON
Nomor : 1935/In.08/F.I.1/PP.009 /4/2024
TENTANG
PEMBIMBING PENYUSUNAN SKRIPSI MAHASISWA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN IAIN SYEKH NURJATI CIREBON
DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Menimbang : a. bahwa dalam rangka menunjang kelancaran pelaksanaan penyusunan skripsi mahasiswa Program Sarjana Fakultas Ilmu Tarbiyah dan Keguruan Nomor :1757/In.08/F.I.1/PP/00.9/3/2023. tentang Pembimbing Penyusunan Skripsi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan IAIN Syekh Nurjati Cirebon dan ditetapkan melalui keputusan Dekan;
b. bahwa Saudara yang namanya tercantum dalam Keputusan ini dipandang mampu dan memenuhi syarat untuk menjadi Pembimbing Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan IAIN Syekh Nurjati Cirebon.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Peraturan Pemerintah RI Nomor 60 Tahun 1999 jo Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan Nomor 66 Tahun 2010 tentang Perubahan Peraturan Pemerintah Nomor 17 Tahun 2010;
4. Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
5. Peraturan Pemerintah Republik Indonesia Nomor 37 Tahun 2009 tentang Dosen;
6. Peraturan Menteri Agama Republik Indonesia Nomor 11 Tahun 2013 tentang Organisasi dan Tata Kerja IAIN Syekh Nurjati Cirebon;
7. Peraturan Menteri Agama RI Nomor 36 Tahun 2014 tentang Statuta IAIN Syekh Nurjati Cirebon;
8. Panduan Pendidikan Program Sarjana (S1) Tahun Akademik 2024/2025.

MEMUTUSKAN

Menetapkan :
Pertama : Terhitung mulai tanggal 3 April 2024 mengangkat :

1. Farouk Imam Arrasyid M.Pd.I., M.Pd
2. Ahmad Rifai, M.Pd.


Sebagai Pembimbing penyusunan Skripsi mahasiswa tersebut di bawah ini :

Nama : Annisa Azhara
NIM : 2008103034
Semester : VIII
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : Student Growth Mindset in Supporting Writing Descriptive Text Creativity

Kedua : Kepada Pembimbing diberikan honorarium sesuai dengan ketentuan yang berlaku.
Ketiga : Keputusan ini berlaku untuk Semester Genap terhitung mulai tanggal 1 April- 31 Juni 2024, dengan ketentuan apabila terdapat kekeliruan dalam penetapan ini akan diadakan perubahan dan perbaikan sebagaimana mestinya.

KUTIPAN Keputusan ini diberikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Cirebon
Tanggal : 3 April 2024
a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Lembaga,


Dr. H. Atikah Syamsi, M.Pd.i
NIP. 19840413 201101 2 010

Tembusan :
1. Ketua Jurusan Tadris Bahasa Inggris.
2. Dosen Pembimbing untuk diketahui dan dilaksanakan.
3. Kabag TU Fakultas Ilmu Tarbiyah dan Keguruan.