

**THE INFLUENCE OF TEACHER CREATIVITY TOWARD THE  
STUDENTS' READING ACHIEVEMENT IN THE CLASSROOM**

*(A Descriptive Research at Second Grade Students' of MA Muallimin  
Muhammadiyah Makassar)*



**A Thesis**

**Submitted to FKIP of Makassar Muhammadiyah University in Partial Fulfillment  
of the Requirement for the Degree of Sarjana Pendidikan**

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2018**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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## **MOTTO AND DEDICATION**

### **MOTTO**

**DON'T BE A FOLLOWER...**

**BE A LEADER.**

**BECAUSE YOUR FUTURE IS YOUR UNKNOWN PARADISE.**

### **DEDICATION**

Thanks to Allah the owner of the body and the owner of the best life scenario for, for all the achievements that I have gotten to this moment. I offer this thesis to my parents and my family who never stopped giving prayers and support, both morally and financially, and friends who helped me and accompanied me during the process of drafting this thesis.

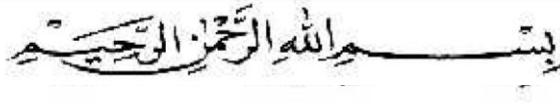
## ABSTRACT

RAHMI RAMLI 2018. *The Influence of The Teacher Creativity Toward The Students' Reading Achievement in The Classroom.* A Thesis. English Education Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by H. Bahrun Amin and Andi Asri Jumiaty.

The aim of the research was to find out the influence of teacher creativity toward students' reading achievement. The approach of this research was quantitative. Questionnaire and reading comprehension test were used as the instrument of eliciting data. The subject of this research were the XI Exact students of MA Muallimin Muhammadiyah Makassar. The results of this research is the teacher creativity influences the students reading achievement in class XI IPA MA Muallimin Muhammadiyah Makassar. This can be seen from the average score of students' reading tests and getting an increase in scores on the test after being given the application of teacher creativity in the classroom with an average students score of 74,4., it can also be seen in the hypothesis test that shows the results of the t count value which has a larger number of 7,239 ( $t_{\text{count}} = 7,239 > t_{\text{table}} = 2,063$ ) and follow the decision making rules or significant criteria that is if  $t_{\text{count}} > t_{\text{table}}$  then  $H_0 = \text{rejected}$  and  $H_1 = \text{accepted}$  which means that the implementation of teacher creativity has an influence on students' reading achievement in class XI IPA MA Muallimin Muhammadiyah Makassar. The suggest that teacher creativity were effective to use in reading class to improve the students' reading achievement.

**Key word** : Influence, Teacher Creativity and Reading Achievement

## ACKNOWLEDGEMENT



Alhamdulillah, praise and gratitude for the permission and guidance of Allah SWT, Almighty, so that the thesis with the title: “**The Influence of Teacher Creativity Toward The Students’ Reading Achievement in The Classroom**” can be completed. Gratitude to Allah SWT for help to the author in completing this work cannot be said in words and written in any sentence.

The author also wishes to offer prayers and greetings to the lord of prophet Muhammad SAW, along with family, friends, and people who are always istiqamah to fight for the religion of Allah SWT until the end of time.

The author realizes that this thesis is still far from perfection even through it has been implemented with maximum ability. This is due to the limitations of the author, the author’s references, energy, material, and other facilities that support the writing of this thesis. Therefore, the author expects positive criticism and suggestions for the perfection of this thesis.

In writing this thesis, the author cannot be separated from difficulties and obstacles, but Allah’s help, motivation and guidance as well as guidance from various parties, both moral and material, these difficulties and obstacles can be overcome. So, the writer presents the highest appreciation and thanks are conveyed with respect to Dr. H. Abd. Rahman Rahim, SE., MM., rector of Muhammadiyah University of Makassar, Erwin Akib, M.Pd., Ph.D., Dean of Faculty of Teacher Training and Education of Muhammadiyah University of



Makassar, UmmiKhaeratiSyam, S.Pd, M.Pd., chairwoman of the English Department of Teacher Training and Education of Muhammadiyah University of Makassar.

Besides, an infinite thank you was delivered to Dr. H. Bahrun Amin, M.Hum., as consultant 1 and AndiAsriJumiatyS.Pd., M.Pd. as consultant 2 with all humility have taken the time to provide direction and guidance to the author in compiling this thesis, as well as all lecturer in English Department who has provided a lot of knowledge and various experiences as long as the writer studied at MuhammadiyahUniversity of Makassar.

Do not forget also to say thanks to my friends who have provided assistance, taking the time and encouraging during the preparation of this thesis and fellow compatriots, students English Department of D Class Muhammadiyah University of Makassar, thank you for solidarity given during the lecture, hopefully our intimacy and togetherness does not end here.

Which is very special, the author say thank you to RamliPatawari and Hatijah as the author's parents who always give hope, enthusiasm, attention, affection, and sincere prayer not far the success of the author.

All parties who have provided assistance that were not able to be mentioned one by one. InshaAllah there is nothing will be in vain, all will be rewarded beautifully by Allah Swt, may what they have given the author become worship and the light of life in the world and hereafter.

There is not reward that can be given by the author, only to Allah Swt almighty the author gives up everything and hopefully the assistance provided so far is worth the worship beside Allah Swt. Aamiin

Makassar, November 2018

RahmiRamli

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# CHAPTER I

## INTRODUCTION

### A. Background

Language is a tool used to pass information to other people, other than that the language is also an art. If someone does not have a language, able to expressing the expressions, feelings and everything that will be disclosed, both in words and body language. Therefore, the language becomes very important for human life in socializing with the environment. With the language of everything we want to express can be conveyed properly. Language itself is a means of unifying the nation. This tool can be used to facilitate us in communication with each other from different regions and countries. Language is also commonly regarded as the nation's unifying especially Indonesia, because Indonesia has a special language is Indonesian who became a unifying language for all regions in Indonesia, as well as for other languages. For example, English as the national language.

Hamra and Syatriana (2010:27) note that since English in Indonesia is foreign language, most students at any levels of education get difficulty in reading English text. Kweldju (2000:22-24) added that many students are likely to be reluctant readers because they suffer from low reading motivation that causes them to be incompetence readers. In Indonesia English is a foreign

language. English is a foreign language that is, it is thought in school, after widely, but it does not play an essential role in national or social life (pincas, et.al, 2003:6)

Many kinds of language that should be learned by everyone, especially for students. One of the languages is important to know is English. English is the national language that must be understood by all people, because the English language can be used to communicate with the outside environment, not only in the environment around us. If able to understand the English language can communicate with people from overseas, or international. In Indonesia is very important to use the English language as it can provide more benefits for that use.

In English it is necessary to learn reading articles or books that use English as one of the keys to mastering English. By studying the next means we already know a lot of vocabulary that can be used to communicate. In reading, we can learn many things, such as improving learning achievement, especially reading and improving English pronunciation for students. In this case, reading articles and books in English is very supportive and allows as to master English completely.

The creativity of teachers greatly affect the achievement of reading students because it can provide motivation and interest in reading, besides the creativity of teachers in learning is also very important especially learning in reading students, because the more creative a teacher in providing learning to



read it will make students think creatively also in improving reading achievement of students.

Based on preliminary observations, the researcher showed that teacher's creativity in teaching is still very low, causing the students' reading achievement is very low, therefore the researcher decided to do research by using skimming and scanning method to know the students' reading achievement.

Based on the statements above, the researcher formulates a topic of the research as follows :**“The Influence of Teacher Creativity Toward the Students' Reading Achievement In the Classroom”**.

There are various forms of teacher creativity that can be used to determine the students' reading achievement, but researcher focus on one method of learning that is skimming and scanning method that considered suitable for use in this research.

## **B. Problem Statement**

Based on the background above, the problem statement as follow:  
*whether teachers' creativity can affect student achievement in classroom?*

## **C. Objective The Research**

The objective of the research is to know *the influence of teacher's creativity to student's reading achievement in the class.*

#### **D. Significant of The Research**

The significant of this research is expected to know how to influence student's reading achievement through teacher's creativity in teaching.

#### **E. Scope of The Research**

This study focuses on to find out whether teachers 'creativity influences students' reading achievement. Teachers creativity here means that conduct to the way of teaching, choose the material of learning, utilize the learning method and evaluation tools of learning.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

As for research relevant to this research which has been implemented by Junita from University Muhammadiyah of Makassar 2015 the title is “*The Influence of Contextual Teaching and Learning (CTL) toward the students’ Reading Achievement*”, with the result of the research can be obtained that CTL approach get a significant positive effect on the achievement of reading skill of Five grade students at SD InpressapiriaBarombongKabupatenGowa and more effective than conventional approach to language learning.

Risky Novianti (2017) from University Muhammadiyah Of Makassar 2017 have also done research on the same object with the title “*The Correlation between Teachers’ Teaching Reading strategy and Students’ English Reading Comprehension (A Study at SM Negeri 1 MinasateneKabupatenPangkep)*”, with the result of the research showed that the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. The researcher concluded that teachers’ teaching reading strategy significantly correlates with students’ reading comprehension of the eighth grade students in SMP Negeri 1 MinasateneKabupatenPangkep.

Nuramila (2014) in her thesis ”The Use of Closed Caption Method to Improve

the Students' Reading Comprehension at The Eight Grade students of SMP YP-PGM Makassar. She found that closed caption method was suitable to teach in reading comprehension.

Saputri (2014), in her thesis "Improving Students Reading Comprehension Trough Skimming and Scanning Technique". Using that technique actually the students can improving reading comprehend specially the technique which they use, those are Skimming and Scanning.

From the all researcher findings above, the researcher concludes that teaching reading by using a method, technique or strategies can improve the students reading achievement. In teaching reading, the teacher should make the students interest in reading English material.

## **B. Some Pertinent Ideas**

### **a. Concept of learning and teaching**

#### **Definition of learning and teaching**

In general, learning can be interpreted as a process of behavioral change due to individual interaction with the environment. According to Daryantoleraning is a process that a person undertakes to gain a whole new behavioral change, as a result of his own experience in interaction with his environment (2012:2)

Another opinion comes from (Usman and Setiawati, 2010: 31) who argue that learning is a change of behavior in the individual self because the interaction between individuals with their environment. According to

Sardiman (2011:21) Learning is a sequence of psycho-physical activity for the full development of the human, which involves the elements of creativity, taste, and intention, the cognitive, affective, and psychomotor aspects. Based on the opinions of experts about the definition of learning, then the researcher concluded that learning is the process of improving insight or knowledge by the human or the other word from zero to be hero.

While the nation of teaching is a complex process not just deliver information from teacher to students. Many activities or actions should be done. Especially if desired learning outcomes are better for all students. Teaching is also interpreted as an attempt to create an environmental system enabling the learning process, learning as an activity cannot be separated from teaching activities, according to Sardiman (2011:22).

Another opinion comes from Hamalik (2011:44) provides a definition of teaching with the limitation that teaching is to convey knowledge to students in schools, passing on culture to the younger generation through school educational institutions (page 47), organizing the environment so as to create learning conditions for students (page 48), providing tutoring to students (page 50), preparing students for good citizenship in accordance with the demands of society (page 50), and a process of helping students deal with the daily lives of people (page 52).

## **b. Concept of Reading**

### **1. Definition of Reading**

Reading is one of the most important skills in learning language besides listening, speaking and writing. It has the fundamental goal to know enough the concept and the language. It operational means an activity that the students perform to gain information or message from the written material they read. Therefore, in reading activity students have attention to obtain knowledge from their reading.

Many experts have given their definition about what reading really mean. Reading is very important skill that the students must be mastered, because the reading cannot be separated in the process of teaching and learning. According to Mikuleckly (2011:5) states that reading is complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge.

#### **a. Types of reading**

Reading, which is one of the four language skills, can be classified into two types: initial reading and reading comprehension.

a) Initial Reading, it is an effort made by those who have

not been able to read to learn (e.g., how to read the alphabets and combination of letter of simple words).

b) Reading comprehension, it is an activity aimed to understand the message of a particular text.

(Cahyono:2011:49)

Initial reading and reading comprehension are the types of reading which have the advantage. Initial reading very useful to use for the children who are learning to read English. For Example is how to read the alphabets. While reading comprehension in understand the message of the text fully.

Reading is the process of getting information from the written text; from the writer to the reader. The goal of all reading is the comprehension of meaning that is conveyed in the written text. According to Dean (2013), reading is more than seeing words clearly, more than pronouncing printed words correctly and more than recognizing the meaning of isolated words.

Reading is an interactive activity for picking and understanding the meaning contained in the writing materials. The other than, reading is also a process done and used by the reader to obtain messages to be conveyed by the author through the medium of words / writing materials. (Somadayo 2011:5)

Besides that (Somadoyo 2011:7) back to argue that reading is increasingly important in the life of an increasingly complex society. Every expert involves reading. The road signs direct the person traveling to his destination, informing the driver of the danger on the road and reminding the rules. In addition, the ability to read is a demand of the reality of everyday human life.

## **1. The process of reading**

### 1) Reading is a very complex process

The complexity of reading refer to getting of meaning. In the first place, before printed symbols are read, they must have meaning. Given to them. In the second place, the written symbol to read must be readable.

### 2) Reading is a purposeful process

Every reader reads for particular purposes. It means that different readers may read different purposes. A reader may give his attention to the time of recognition of words to judge the effectiveness and efficiently of time he uses in reading.



### 3) Reading is Thinking Process

Reading as thinking process is not intended to apply that man thinks not only when he read. Thinking occurs when a reader recognized printed symbol, interpreters the print and the response by saving the words, and get meaning from the process, without this process, a reader will not be able to gain perfectly what he/she wants from the page.

## 2. The purpose of reading

There are some purpose of reading as follows :

### a. Reading to find the main idea

One of the most common reasons for reading is to get the general idea if a selection. Reading is eviction usually done for this purpose.

### b. Reading to Answer Questions

Reading to find the answer to one more questions are the common goals for reading in the elementary school. Even in high school and college and in life outside of school it often forms the purpose for reading. Answer are relatively easy to find when the questions are party couched in the exact words of the writer.

c. Reading to summarize and organize

To make an adequate or to organize what has been read, it is not enough for the reader to know what the main idea is and what the significant details. Reader must also be able to sense the relationship among the details. Furthermore, he often needs to know either how to make these relationship clear to other or how to record them for later reading.

d. Reading evaluate critically

Critical evaluation is not meant the attitude of suspecting every statement read of being false. The different skills of the reading are related to the ways of reading. Grellet , (1981) proposed ways of reading as follows:

- a) Skimming : Quickly running one's eyes over a text to get the gist of it.
- b) Scanning : Quickly going through a text to find a particular piece of information
- c) Extensive Reading : reading longer text, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.
- d) Intensive reading : reading shorter text, to extract specific information. This is more an accuracy activity involving reading for details.

### **3. Kinds of Reading**

There are three kinds of reading that is reading aloud, silent reading and speed reading.

#### **a) Reading aloud**

Reading aloud is an important thing to do in reading process where the students who knows as the reader are required to read to practice their pronunciation of every word found in the text not to understand the ideas. During reading aloud, teacher also can identity the difficulties the students encounters in pronouncing the words, when such things happen he can help to correct them directly. Reading aloud can be done by group or individual. If the teacher wants the students to read text individually, he can check whether they can pronounce every words in sentence properly or out.

#### **b) Silent reading**

Silent reading is kind of reading that requires the readers to find out the meaning of words or sentences and the ideas written in the text. In silent reading the students are expected to be able to comprehend and the text to answer the comprehension question we will as possible.

During silent reading, teacher can ask the students to draw the

conclusion because through silent reading every student can comprehend the text well they will be able not only to draw the conclusion but also to restate again what is stated in the text by their own words.

c) Speed reading

Speed reading is a kind of reading that requires the students to be able to read a text speedily and comprehend it at once. Between reading comprehension and speed reading should run side by side where students are required not only to read fast but also how to understand the idea. Theoretically speed reading of narration is different from scientific one.

**c. Concept of teacher creativity**

**1. Definition of teacher creativity**

According to Barron quoted from Ngalimun et al (2013: 44) creativity is defined as the ability to create something new. Guilford quoted from Ngalimun et al (2013: 44) states that creativity refers to the ability that marks a creative.

Likewise, Dreavdahl (Hurlock 1978: 325) quoted from Ngalimun et al (2013: 45) defines creativity as the ability to produce new compositions and ideas that can be tangible creativity or synthesis that may involve the

formation of new patterns and combinations of past experiences associated with existing ones in the present situation. Creativity also does not always produce something that can be observed and detected.

According Jawwad (2004) quoted from Kemendikbud (2011: 28) creativity is the ability to think to achieve the results of varied and new, and allows to be applied, both in the field of science, sports, literature, and other fields of abundant life.

According UtamiMunandar (2011: 29) provides the following limits, creativity is the ability to create new combinations, based on data, information, or elements that exist. In this case, Munandar means that creativity really does not need to create new things, but is a combination of things that already existed. While the meaning of data, information, or elements that exist, in the sense already exists or already known before, is all the experience that has been obtained a life during his life including all the knowledge he had gained. Therefore, all experience allows one to create, that is, by combining (combine) elements into something new. Creativity (creative thinking or divergent thinking) is the ability to be creative based on the data or information available in finding many possible answers to a problem, where the emphasis is on quantity, usability, and diversity of answers. The answers given should be appropriate to the problems encountered with regard to the quality and quality of the answers. Creative thinking in answering all problems is by

showing the smoothness of thinking (can provide many answers), showing flexibility in thinking (flexibility), providing varied answers, and looking at a problem from different angles. Operationally, creativity can be defined as "a capability that reflects fluency, flexibility, and originality in thinking, as well as the ability to elaborate (develop, enrich, detail) an idea.

## **2. Creativity in Teaching**

### **a. The way of teaching**

According to Big Indonesian Dictionary (KBBI) means as a way, a rule, a system that someone does to do something. Everyone has different ways of expressing his or her ability because the way is the character of the owner, which in this case is the way the teacher uses (lecturer).

According to Hamalik (1992: 8) teaching is the activity of organizing or regulate the environment as well as possible so as to create opportunities for children to make the learning process efficiently. While Sudjana (1989: 7) defines teaching as guidance (guiding) student activities in learning, organizing and organizing the environment around students so as to encourage students to learn.

From some opinions on the definition of ways and teaching can be concluded that the way of teaching is the way, the rules, or the systems implemented by the teacher in organizing and regulating the

learning environment as well as to create opportunities for students to learn efficiently and can encourage to achieve learning objectives in the form of good learning achievement. There are some a way of teaching for teachers that is:

- I. First, create new learning method and exciting. So, able to provoke students to be more active.
- II. Second, assist students to take advantage of positive technology. Thus, the student's technology tools are utilized for education.
- III. Third, teachers should be principled, no more students who complain of being bored in the classroom. Thus, teacher are encouraged to create a comfortable class. In addition, teachers can also teach using innovative technology, creative as well as positive interaction
- IV. Fourth, improving the ability to teach to make teachers more flexible, at least reduce the sense of lazy in preparing the teaching materials. Teachers can teach intact in the classroom and share information outside the classroom with technology.
- V. Fifth, the teacher will be a model or idol that students admire. Because teaching uses an interesting method. Even the school will benefit from the teacher's human resources.

## **b. Selection of instructional materials**

Learning materials are an important learning element received attention by teachers. Lesson material is a medium for achieving learning objectives "consumed" by students. Therefore, the determination of the subject matter must be based on the objectives to be achieved.

One important factor that is very influential on the success of learning as a whole is the ability and success of teachers designing learning materials. Learning Material is essentially an inseparable part of Syllabus, that is planning, prediction and projection of what will be done during Learning Activity.

Broadly speaking it can be argued that instructional materials (instructional materials) is the knowledge, skills, and attitudes that must be mastered by learners in order to meet the established standards of competence. Learning materials occupy a very important position of the entire curriculum, which must be prepared for the implementation of learning can achieve the target. The target should be in accordance with the Competency Standards and Basic Competencies that must be achieved by the learners. That is, the material specified for learning activities should be material that really support the achievement of basic competence and competency standards, and achievement of indicators.



There are several things that should be noticed in setting learning materials include:

1. The subject matter should be appropriate and support the achievement of instructional objectives.
2. The subject matter should be appropriate to the level of education or student development in general.
3. Setting learning materials should be in harmony with the order of purpose. The sequence of subject matter should pay attention to continuity (continuity).
4. The subject matter is compiled from the simple to the complex, from the simple to the difficult, from the concrete to the abstract. In this way the students will easily understand it.
5. Lesson material should include both factual and conceptual matters.

**c. Selection of learning media**

Learning media is very important for the success of teaching and learning process. The role of instructional media is mainly to help the delivery of material to students. In this case can be seen that the level of quality or learning outcomes are also influenced by the quality of learning media used.

Effective learning requires good planning. Media that will be used in the learning process also requires a good planning. Nevertheless, the

reality of the field shows that a teacher chooses one of the media in its activities in class on the basis of consideration.

1. He was already familiar with the media.
2. He feels that his chosen media can better describe himself than he does.
3. His chosen media can attract students' interest and attention, and demand it on a more structured and organized presentation.
4. Want to give a more concrete picture or explanation.

So on the basis of this consideration is expected by teachers in order to meet their needs in achieving. Mc. Connel (1974) says if the media is appropriate use "If The Medium Fits, Use it!" The question here is what the size or criterion of conformity is. The answer to this question is not as easy as the question. Several factors need to be considered, such as the instructional objectives to be achieved, the characteristics of the student or the target, the desired type of learning stimuli (audio, visual, motion, and so on), background or environmental conditions, local conditions and extent of outreach to serve. These factors must ultimately be translated into media selection decisions.

To get the quality of good learning media in order to give a significant influence in teaching and learning process, it is necessary election and planning the use of good and appropriate learning media.

Selection of appropriate learning media is making effective learning media used and not in vain if applied.

Arsyad (2013: 74) explains that media selection criteria stem from the concept that instructional media is part of the overall instructional system.

**d. Selection of evaluation tools**

Basically evaluation tool can be divided into two groups namely test and non-test. The test of learning outcomes is a test used to assess the results of the lessons that teachers have given to their students, within a certain period of time.

Standard Test is a test that has undergone a standardization process, namely the process of validity and reliability, so the test is completely valid and evaluable for a purpose and for a particular group. While the teacher's own test is a test prepared by the teacher himself to evaluate the success of the teaching and learning process.

The forms of tests that are often used in the learning and teaching process can essentially be grouped into 3 groups:

1. Oral test.
2. Written test. Written tests can generally be divided into two, namely:
  - I. Essay test.

The essay test is a test in the form of a written question, the

answer being an essay or a long sentence. The short length of the essay is relative, according to the students' ability to answer the test.

## II. Objective test.

The objective test is a test that is made in such a way that the results of the test can be objectively assessed, judged by anyone will yield the same value. The objective test is short and short.

## III. Test of action / action

The forms of objective tests are:

1. Completion type test.
2. Completion test (complement test).
3. Fill-in (fill in the points in the emptied sentence).
4. Selection type test.
5. True-false
6. Multiple choice
7. Matching (match)

As for how to arrange the essay questions, some things that must be considered in preparing the essay test questions are:

- 1) The question of measuring clearly the learning outcomes that must be mastered by learners.
- 2) Using materials or set of materials in preparing the essay.

- 3) Beginning with the words explain, describe, specify, distinguish, and so on.
- 4) Formulate the problem clearly, so as not to create a double meaning for learners.
- 5) Adjust the short length and complexity of the answers with the maturity level of learners.
- 6) Write down a set of general instructions for the test.

How to assess the essay questions of a teacher should be guided by the rules:

- 1) Answers to the essay test should be assessed in accordance with the measured learning outcomes.
- 2) Make a key answer as a guide in scoring.
- 3) Scoring should be done by comparison method with the use of criteria that have been determined as a guide.
- 4) Evaluate all learners' answers matter by issue, not learners for the sake of learners.
- 5) Judge the answer to an essay question without knowing the identity of the learner who answered it.

How to construct objective test questions:

1. For completion or fill-in:
  - a) Language should be clear, sentences are easy to understand.
  - b) What to fill should be several things.

- c) Answers are short sentences.
  - d) Number of questions is limited
2. For true-false (incorrectly false):
- a) Avoid questions that can be judged rightly and wrongly in doubt.
  - b) Problems should not contain words that too show the answer.
  - c) Avoid negative statements, contain no or no word
  - d) Avoid too long sentences.
3. For multiple choice:
- a) The statement must clearly formulate a problem.
  - b) The statement or option statement is not a sentence that is too long.
  - c) The option should be homogeny.
  - d) Enter most of the words in the main part of the question.
  - e) State the question as much as possible in a positive form.
4. For matching:
- a) The number of questions is not too much, the level of difficulty adjusted maturity level of learners.
  - b) It is good to evaluate the facts.
  - c) The whole question should be homogeny.
  - d) The number of responses must be at least one more than the number of premises.

### **C. Conceptual Framework**

In the learning process teachers have a very important role in managing the course of learning in the classroom to increase student interest and motivation. Therefore, teachers are required to be able to have high creativity in developing and applying methods of learning relevant to the material and interest by students so that the process of teaching and learning in the classroom can take place actively without forgetting the creative and educational value. In teacher creativity there are 4 aspect to applied that is The way of teaching, Choosing material of learning, Choosing media of learning and Choosing evaluation tools of learning

Especially for learning to read sometimes become one of the learning that is considered boring because the creativity of teachers in teaching is very less and the models and methods used are conventional. So as to cause students not interested to run the learning process well which resulted in the activity of students in the class is very low.

The creativity of teachers in teaching is very necessary to be applied and can be used as a reference to increase students' interest and motivation in learning by opening the mind of students to read various forms of reading. By applying the teacher's creativity in teaching is expected to improve student's reading achievement. The framework of this research can be illustrated in the following diagram.

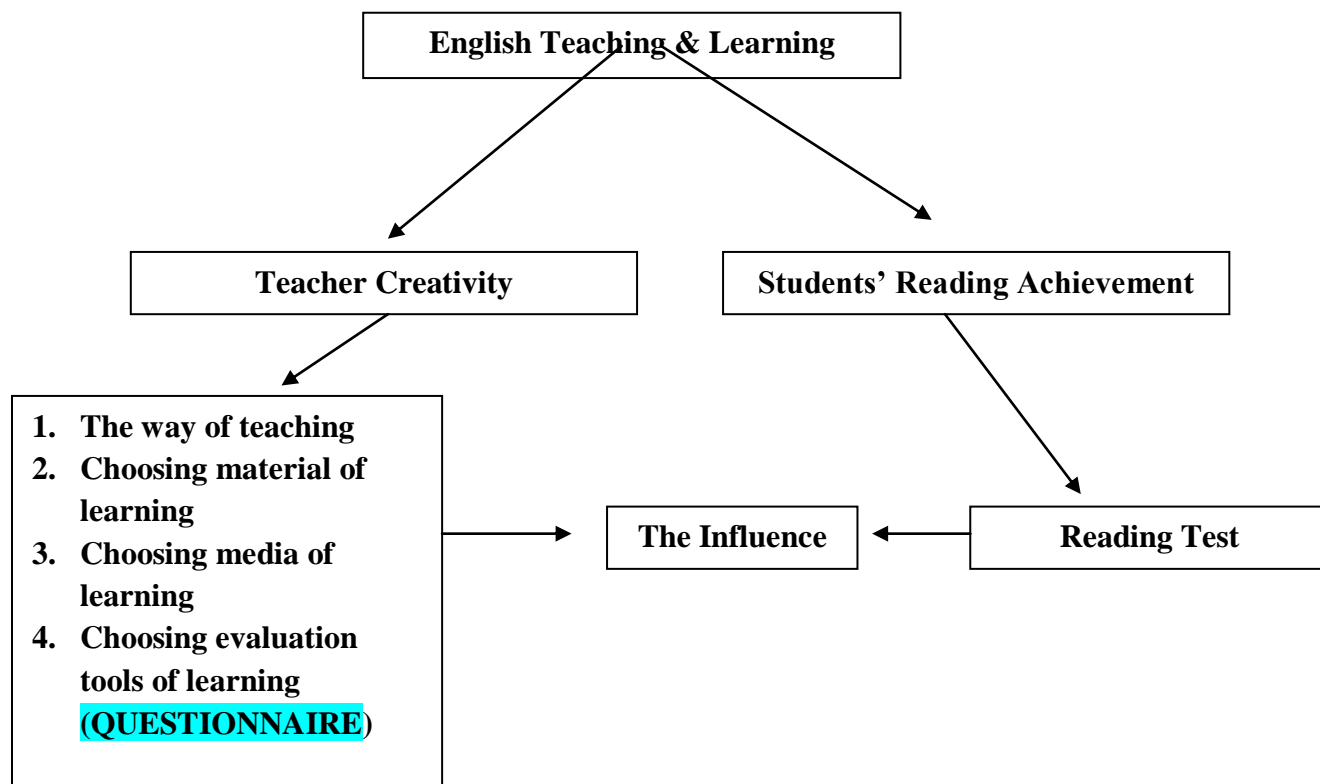


figure2.1. Framework Chart



#### **D. Hypothesis**

Based on the theoretical study, it is formulated a hypothesis of this research that is:

H1 : there is influence from teacher's creativity to students' reading achievement

H0 : there is not influence from teacher's creativity to students' reading achievement.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter deals with variable and research design, population and sample, research variable, research instrument, data collection technique, and data analysis technique.

#### **A. Research Design**

This research is descriptive quantitative research. The purpose of this research is to gain information about the influence teacher's creativity to the students' reading achievement. Gay (2005:208) states that "descriptive quantitative research involves collecting numerical data to test hypothesis or answer questions concerning current status conducted either through self-reports collected through observation". Then Gay and Airasian (2000:11) stated that "quantitative approaches are used to describe current conditions, investigate relationships, and study cause-effect phenomena".

#### **B. Population and Sample**

##### **1. Population**

According to Sugiyono (2011:80) the population is a generalization region consisting of objects/ subjects that have the quality and characteristics especially applied by researchers to be studied and then make conclusions.

Based on the understanding of the population it can be concluded that the population in this research was the second grade students of MA

Muallimin Muhammadiyah. The second grade consisted of two classes. Each class consisted of 30 students. So, the total number of the population was 60 students.

## 2. Sample

The sample is a partial or representative of the population under research by a purposive sampling technique. Then the sample in this research is all the second grade students' of MA Muallimin Muhammadiyah Makassar. The researcher decided to choose XI IPA in class which consisted of 30 students.

## C. Research Variable

This research consists of two variables, they are:

1. Independent variable in this research is a teacher's creativity ( X )
2. Dependent variable in this research is the student reading achievement in the second grade Students' of MA Muallimin Muhammadiyah ( Y )

## D. Research Instrument

In this research there are some instruments were used to determine the students' reading achievement through the creativity of teacher who have done.

They are:

1. Reading test

In this research, the researcher used reading test in the form of multiple-choice to know the students' reading ability. The test consisted of 10 items. The score was 10 for correct answer and 0 for each incorrect answer.

## 2. Questionnaire

Questionnaires are also needed to collect data in this research. Each question in the questionnaire builds on what information the researcher needs in relation the students reading achievement and focuses on the teacher creativity on students reading achievement. The research questionnaire was prepared in the form of close questions. The questionnaire is intended to provide an opportunity for researcher to collect data from a small number of people and generalize the result. Questionnaires were distributed to the study sample. Samples are given a questionnaire and they must provide a best answer on their opinion.

In this questionnaire meets 4 aspects of teacher creativity, that is, two questions were made about the way of teaching of the teacher, four questions about the teaching material presented by the teacher, then there were two questions to find out the teaching media used by the teacher and the last, there were two questions about the teacher evaluation tools.

### **E. Data Collection Technique**

Data collection techniques in this research using reading test and questionnaire.

#### 1. Reading Test

A test is a method of measuring person's ability, knowledge, or performance in a given domain. In this research, the test is used to answer the researcher question. The test is the non-objective short answer test that

requires the students to answer several questions based on their understanding about the text.

## 2. Questionnaire

There were three steps in collecting data from questionnaire.

- a. Constructing questions for the questionnaire
- b. Conducting the pilot study to some participants
- c. Set up a completed questionnaire

## F. Data Analysis Technique

Data analysis techniques used in this reasearch are divided into two types, namely descriptive statistical analysis and inferential statistical analysis.

### 1. Descriptive statistical analysis

This analysid illustrates the data that has been collected, such as the description of the influence of variable X to variable Y. To analyze the data obtained from the result of the research will be used descriptive statistical analysis and inferential statistics. The data collected is data from questionnaire and reading test and used t-test technique.

Statistics used to analyze data by describing data that has been collected during the research process is quantitative. As for the steps in the preparation through this analysis as follows :

- a) Average value (Mean)

$$x = \frac{\sum_{i=1}^n xi}{n}$$

Informasi :  $\bar{x}$  : Average value

$\sum_{i=1}^n x_i$  : Overall raw score

N : The number of students

## 2. Inferential statistical analysis

Inferential statistics include all models that related to analysis as part of the data or also often referred to as samples and then draw conclusions from the entire data or population take conclusions from inferential statistics that are only based on part of the data that causes uncertainty so as to make mistakes in decision making so that a theory of opportunity is needed to anticipate this.

In using inferential statistics in this study using statistical technique t (t-test) with the help SPSS version 23, SPSS is a computer program that is used to make statistical analysis. After determining the results of the hypothesis with the following stages:

- a. Determine the rules of decision making or criteria that are significant with the rules :  $t_{count} > t_{table}$  then  $H_0 = \text{rejected}$  dan  $H_1 = \text{accepted}$ , meaning the application of teacher creativity in the classroom has an influence on students' reading achievement in class XI IPA MA Muallimin Muhammadiyah Makassar.
- b. If  $t_{count} < t_{table}$  then  $H_0 = \text{accepted}$ , means that the application of teacher creativity in the classroom has an influence on the students' reading

achievement in class XI IPA MA Muallimin Muhammadiyah Makassar.

Looking for  $t_{table}$  by using distribution  $t$  table with a significant level  $\alpha = 0,05$  and  $df = N - 1$ .

- c. Make conclusions about the result of the study, whether the application of teacher creativity in the classroom influences students' reading achievement in class XI IPA MA Muallimin Muhammadiyah Makassar

## CHAPTER IV

### REASERCH FINDINGS AND DISCUSSION

#### A. Research Findings

In this section will be discussed in detail about the results of research that has been obtained by researcher with a type of descriptive quantitative research based on data obtained in the field located at MA Muallimin Muhammadiyah Makassar against class XI IPA as a trial class. In this research through the reading test phase given to students with invitation material, then given a questionnaire to the students at MA Muallimin Muhammadiyah Makassar. As explained in the previous chapter that this research was processed using descriptive statistical analysis techniques and inferential statistical analysis technique.

##### 1. Descriptive statistics

Descriptive statistical analysis techniques are used to describe a data statistically that refers to the average value (M), the highest value and the lowest value of each reading test data from students and questionnaire from the teacher.

##### a. The research result from the reading test

The results of the analysis of the reading test data were obtained from the observations of the activeness of students in the learning process of reading to achieve students reading achievement in the classroom. Students scores sequentially from the highest score to the lowest score can



be seen from table 4.1 which is then used to obtain the following average values and standard deviations.

**Table 4.1 Average values and Standard deviation of the test reading**

<b>Responden</b>	<b>Value</b>	$\bar{x}$	$(x - \bar{x})^2$
001	90	74,4	243,36
002	90	74,4	243,36
003	90	74,4	243,36
004	80	74,4	31,36
005	80	74,4	31,36
006	80	74,4	31,36
007	80	74,4	31,36
008	80	74,4	31,36
009	80	74,4	31,36
010	80	74,4	31,36
011	80	74,4	31,36
012	80	74,4	31,36
013	70	74,4	19,36
014	70	74,4	19,36
015	70	74,4	19,36
016	70	74,4	19,36
017	70	74,4	19,36

018	70	74,4	19,36
019	70	74,4	19,36
020	70	74,4	19,36
021	70	74,4	19,36
022	60	74,4	204,36
023	60	74,4	204,36
024	60	74,4	204,36
025	60	74,4	204,36
Total	1860		2004

Students scores in the table above are arranged sequentially based on the highest scores of students to lowest scores of students. To determined the standard deviation first, the average score (mean) of the student's score must be obtained by using the following formula:

$$x = \frac{\sum_{i=1}^n xi}{n} = \frac{1860}{25} = \mathbf{74,4}$$

After the value (mean) is obtained that is 74,4 then look for the standard deviation value with the following formula:

$$S = \sqrt{\frac{\sum(x-\bar{x})^2}{N-1}} = \sqrt{\frac{2004}{25-1}}$$

$$= \sqrt{83,5}$$

$$=9,13$$

The result of the average value (mean) obtained by using the formula above can be distributed into frequency tables and percentage of students' reading test score at MA Muallimin Muhammadiyah Makassar.

**Table 4.2.Frequency distribution and percentage of reading test score**

No.	Raw score ( $X$ )	Frequency ( $f_i$ )	percentage (%)
1.	90	3	12
2.	80	9	36
3.	70	9	36
4.	60	4	16
Total		$n = 25$	100

From the table above showed the results of the analysis obtained from the number of reading test totally 25 students obtained an illustration, namely no student who obtained a score of 100 as the maximum value category. The highest score obtained by 3 student is 90 and the lowest score is 4 students that is 60.

The sample of 90 score is obtained by 3 student (12%), the sample with a score of 80 is 9 student (36%), the sample with a score of 70 is 9 students (36%), the sample with a score of 60 is 4 students (16%).

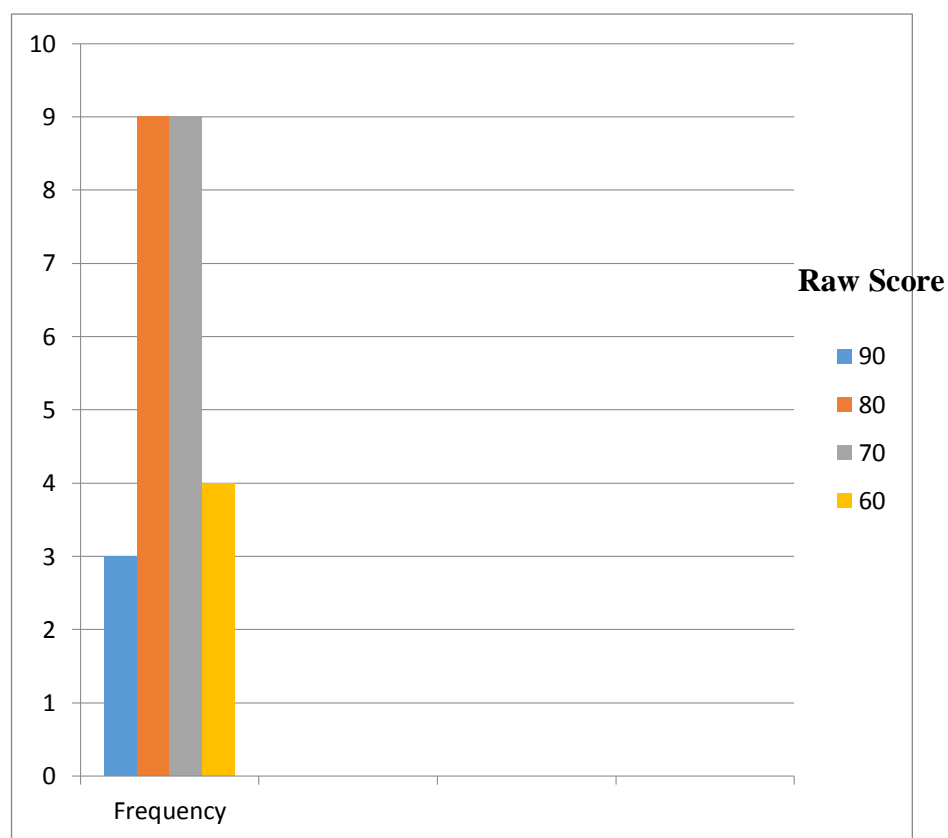
Students' reading achievement scores at MA Muallimin Muhammadiyah, then will be distributed into the classification table of reading learning competencies with the teaching material "announcement" as follows:

**Table 4.3 Classification of reading learning competences on students' reading test**

No	Interval	Level of learning outcomes
1	90 – 100	very high
2	80 – 89	high
<b>3</b>	<b>60 – 79</b>	<b>medium</b>
4	30 – 59	low
5	00 – 29	very low

Based on the table above, the average value of students' reading learning competencies in the reading test stage is in the medium category. This can be seen in table 4.3 above which shows that the average value of students is 74,4 in the range of grade 60-79 (medium category).

**Figure 4.1 Students' Reading Achievement**



b. The research results from questionnaire about teacher creativity

Based on this research, the instrument used to determine the effect of teacher creativity in teaching in form of questionnaires with a total 10 questions and includes 4 aspects namely, the way of teaching, selection of teaching materials, selection of teaching media and selection of evaluation tools, with 4 number of answer choices namely, *Very Good*, *Good Enough*, *Good*, *Not Good*. More details can be seen in the following table:

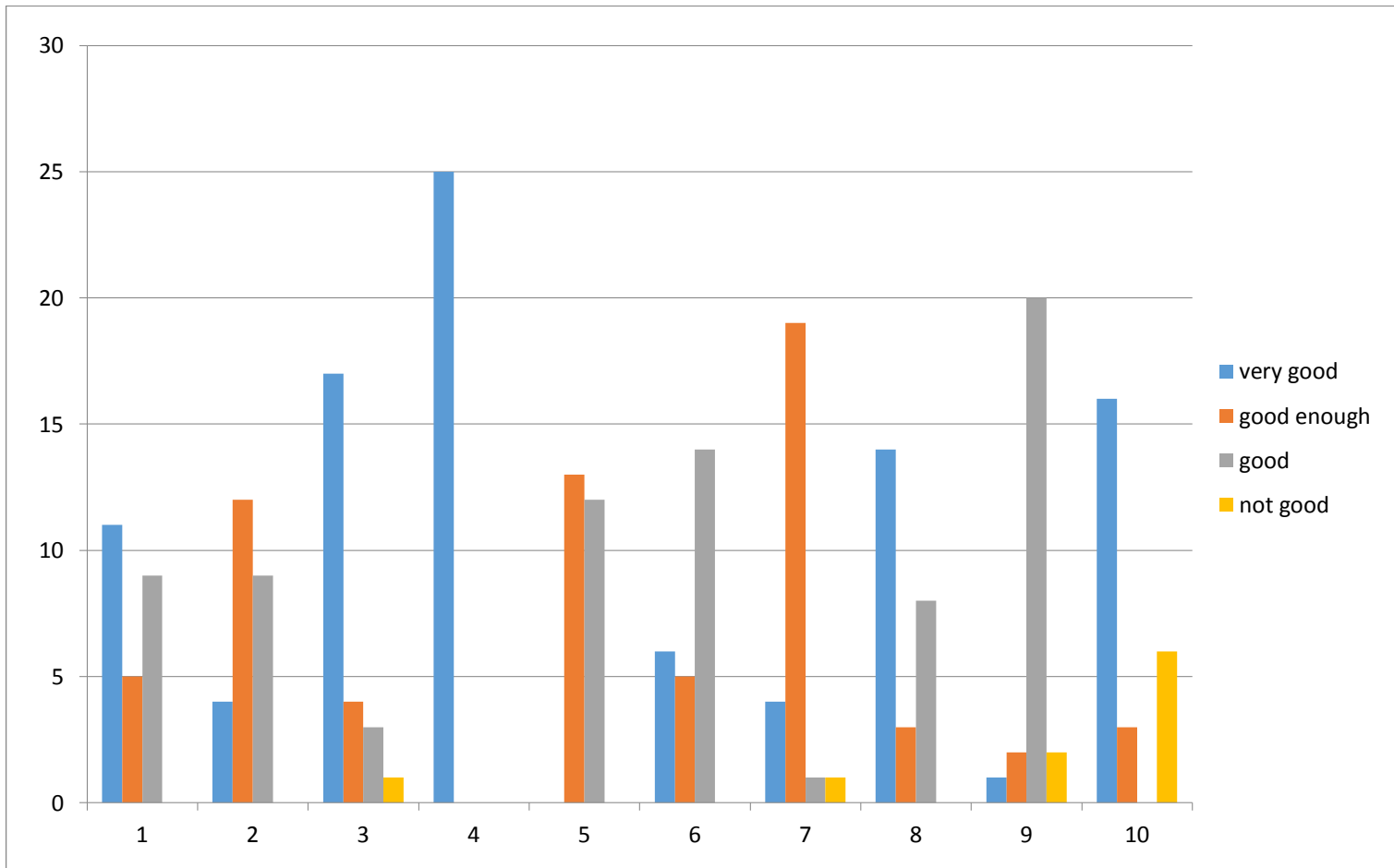
**Table 4.4 Questionnaire of Students responses about the influence of teacher's creativity in class XI IPA MA Muallimin Muhammadiyah Makassar**

No	Questions	Students Responses			
		Very Good	Good Enough	Good	Not Good
1.	What do you think about the way of teaching a teachers to improving the effectiveness of reading?	11	5	9	0
2.	What do you think about how the way of teaching a teacher in increasing students' reading interest in class?	4	12	9	0
3.	What do you think about the selection of teacher teaching materials in teaching ?	17	4	3	1
4.	Do you think the teaching materials used by teacher is very good to support students creativity in the classroom ?	25	0	0	0
5.	What do you think when the teacher explains the teaching material in the class?	0	13	12	0
6.	Do you think the teaching materials from the teacher is very good to meet the needs of students in the class ?	6	5	14	0
7.	What do you think about the teaching media that teachers used in the class ?	4	19	1	1

8.	Do you think the teaching media used by the teacher is very good and according to your wishes ?	14	3	8	0
9.	How do you think about the evaluation tools used by the teachers ?	1	2	20	2
10.	What do you think when the teacher implements various kinds of evaluation tools to find out students' learning abilities?	16	3	0	6
Total		98	66	76	10
Average value		62,5			

Besides that, it can also be seen from the following figure 4.2. which explains the frequency of students answer based on questions in the questionnaire that has been provided.

**Figure 4.2 A Questionnaire of The Teacher Creativity**





**Table 4.5 Frequency and percentage of students response regarding teacher creativity.**

<b>Skor Soal</b>	<b>Frekuensi (<i>F</i>)</b>	<b>Persentase (%)</b>
4	98	39,51
3	64	25,80
2	76	30,64
1	8	4,05
Total	N= 25	100

Based on the table above it can be seen that the average value of students response to the influence of teacher creativity in teaching is 6,15 with a percentage value, the “very good” answer is 39,51. Thus, the student’s response to the questionnaire about the influence of teacher creativity can be concluded to be quite influential because it meets the student’s response criteria of  $\geq 25\%$ . It means that the teachers’ creativity includes 4 aspect, namely the way of teaching, the selection of teaching materials, the selection of teaching media, and the selection of evaluation tools in class XI IPA MA Muallimin Muhammadiyah Makassar gives a good influence.

## 2. Inferential Statistics

In this section, the hypothesis that will be tested using t test statistics, namely the application of teacher creativity to students reading achievement

in class XI IPA MA Muallimin Muhammadiyah. Input value of students from the research location shows that the value of students given the second stage of reading test is higher than students who were given the reading test in the first stage. As for the results of the t test analysis can be seen in the following table:

Based on the calculation from independent samples that will be attached at the end of this paper and obtained based on SPSS application data processing, it can be concluded that the value of  $T_{count} = 7,239$  and the value of  $T_{table}$  will be obtained by first determining the value of  $df = N - k$  with a significant level of 0,05. From the data obtained the value of  $df = 25 - 1 = 24$ , so the value of df is 24. Then look for the value of t table by looking at t distribution table so that the value  $T_{table} = 2,063$  (attachment) is obtained. After that, the determination of the hypothesis by using the determination of significant criteria with the following rules:

If  $t_{count} > t_{table}$  then  $H_0 =$  rejected and  $H_1 =$  accepted

If  $t_{count} < t_{table}$  then  $H_0 =$  accepted and  $H_1 =$  rejected.

So, based on the value of  $t_{count}$  and  $t_{table}$  that has been obtained, it can be determined that  $t_{hitung} = 7,239 > t_{tabel} = 2,063$  then  $H_0 =$  rejected and  $H_1 =$  accepted. Therefore, the conclusion that can be take is the hypothesis of this research, namely “the application of teacher creativity has an influence on the students reading achievement in class XI IPA MA Mallimin Muhammadiyah Makassar.

## **B. Discussion**

As presented in the findings, the result of the reading test given to students showed that the teacher's creativity had an effect on students reading achievement, based on the reading test which was given as many as two stages of the test giving results which showed a significant influence of teacher creativity.

Based on data analysis in this research through questionnaires showed that the reading test results of students had increased after applying teacher creativity in the classroom that fulfilled the four aspects of the teacher's creativity, namely the way of teaching, selection of materials, selection of media in learning and selection of evaluation tools.

Based on the analysis data from this research, it was found that more students agree with the selection good material of teacher in learning, so that it can be concluded that one of the aspect of teacher creativity is the selection of materials that have been applied well and effectively in class.

In conclusion, the teacher creativity influences the students' reading achievement by applying the 4 aspects of teacher creativity that have been explained previously. So, the improving of ability and learning achievement of students is greatly influenced by creativity of the teacher in the classroom.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter consist of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

#### **A. Conclusion**

The conclusion that can be obtained from the results of this research is the teacher creativity influences the students reading achievement in class XI IPA MA Muallimin Muhammadiyah Makassar. This can be seen from the average score of students' reading tests in the first stage is 50, and getting an increase in scores on the second stage of the reading test after being given the application of teacher creativity in the classroom with an average students score of 74,4.

Beside that, it can also be seen in the hypothesis test that shows the results of the t count value whisch has a larger number of 7,239 ( $t_{\text{count}} = 7,239 > t_{\text{table}} = 2,063$ ) and follow the decision making rules or significant criteria that is if  $t_{\text{count}} > t_{\text{table}}$  then  $H_0 = \text{rejected}$  dan  $H_1 = \text{accepted}$  which means that the implementation of teacher creativity has an influence on students' reading achievement in class XI IPA MA Muallimin Muhammadiyah Makassar.

#### **B. Suggestion**

From the result of this research, the researcher suggested to students, teachers and prospective educators.

a. Students

Students should be able to motivate themselves in learning to improve students reading skills

b. Educators

1. Educators are able to apply various forms of creativity to improve students reading achievements in classroom.
2. Educators are able to develop their creativity in learning process so that students interest and learning outcomes will be good and improved.

c. Prospective Educators

1. Able to examine the application of teacher creativity in various sub-learning
2. Able to modify the form of teacher creativity that will be applied

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# S

## INSTRUMENT

### Description of Questionnaire

1. This questionnaire is intended to obtain objective data from the teacher in the preparation of the process.
2. By completing this questionnaire, it has participated to assist us in the completion of the study.

### Instruction For Filling The Questionnaire

1. Read the questions below carefully, then put a cross (×) on the answer that is deemed to be true
2. The answer you choose will not affect the value
3. Fill out this questionnaire honestly and thoroughly so that all questions can be answered. And beforehand we have not forgotten many thanks.

### Students Identity

1. Name :
2. Age :
3. Gender :

4. Day / Date :

### **A List of Questions**

1. What do you think about the way of teaching a teachers to improving the effectiveness of reading?
  - a. Very good
  - b. Good enough
  - c. Good
  - d. Not good
  
2. What do you think about how the way of teaching a teacher in increasing students' reading interest in class?
  - a. Very good
  - b. Good enough
  - c. Good
  - d. Not good
  
3. What do you think about the selection of teacher teaching materials in teaching ?
  - a. Very good
  - b. Good enough
  - c. Good
  - d. Not good
  
4. Do you think the teaching materials used by teacher is very good to support students creativity in the classroom ?
  - a. Very good
  - b. Good enough
  - c. Good
  - d. Not good

5. What do you think when the teacher explains the teaching material in the class?

a. Very good                      c. Good

b. Good enough                  d. Not good

6. Do you think the teaching materials from the teacher is very good to meet the needs of students in the class ?

a. Very good                      c. LGood

b. Good Enough                  d. Not Not good

7. What do you think about the teaching media that teachers used in the class ?

a. Very Good                      c. Good

b. Good Enough                  d. Not good

8. Do you think the teaching media used by the teacher is very good and according to your wishes ?

a. Very good                      c. Less fulfill

b. Good Enough                  d. Not good

9. How do you think about the evaluasion tools used by the teachers ?

a. Very good                      c. Good

b. Good Enough                      d. Not good

10. What do you think when the teacher implements various kinds of evaluation tools to find out students' learning abilities?

a. Very good                      c. Good

b. Good Enough                      d. Not good

## READING TEST

Questions 1–4 are about the following announcement.

Delta Goodrem is a young Australian singer and song writer. She is well known in many countries, especially in Europe and of course in Australia. Delta has been singing and acting since she was very young. She has been in many television commercials and television shows in Australia.

At the age of seven, Delta was in America advertisement for Gallop Toys. Delta is classically trained pianist and plays guitar and drums. In 1996, she recorded a demo with five number one hit songs that she wrote herself. That's when she got contract with a record company and made hit first album *Innocent Eyes*.

Finally, in 2004 she recorded the second album, *Mistaken Identity*. On the album, Delta recorded a beautiful duet with Brian McFadden from Westlife. The song is called *Almost Here*.

1. What is the text about?
  - A. a singer
  - B. a song writer
  - C. a singer and song writer
  - D. a musician
2. How many songs did she write in the first album?

A. One	C. Four
B. Three	D. Five
3. From the text, we know that Delta ...
  - A. is a popular in all countries in the world

- B. got contract with a record company
- C. has two songs with another singer
- D. plays music in every concert

4. “She is well known in many countries, ..”

The word “well known” have similar meaning with ...

- A. bad
- B. good
- C. famous
- D. successful

Questions 5–10 refer to the following story.

<i>Line</i>	
	<p>“Did you see that?” Joe said to his friend Bill. “You’re a great shooter!” Bill caught the basketball and bounced it before throwing it again. The ball flew into the net.</p> <p>“Bill, you never miss!” Joe said admiringly.</p>
5	<p>“Unless I’m in a real game,” Bill complained. “Then I miss all the time.” Joe knew that Bill was right. Bill <u>performed</u> much better when he was having fun with Joe in the school yard than he did when he was playing for the school team in front of a large crowd.</p> <p>“Maybe you just need to practice more,” Joe suggested.</p>
10	<p>“But I practice all the time with you!” Bill objected. He shook his head. “I just can’t play well when people are watching me.”</p> <p>“You play well when I’m watching,” Joe pointed out.</p> <p>“That’s because I’ve known you since we were five years old,” Bill said with a smile. “I’m just not comfortable playing when other people are around.”</p>
15	<p>Joe nodded and understood, but he also had an idea.</p> <p>The next day Joe and Bill met in the school yard again to practice. After a few minutes, Joe excused himself.</p> <p>“Practice without me,” Joe said to his friend. “I’ll be back in a minute.”</p> <p>Joe hurried through the school building, gathering together whomever he could find—two</p>
20	<p>students, a math teacher, two secretaries, and a janitor.</p>
	<p>When Joe explained why he needed them, everyone was happy to help.</p> <p>Joe reminded the group to stay quiet as they all</p>

	went toward the school's basketball court. As Joe	
25	had hoped, Bill was still practicing basketball. He made five baskets in a row without noticing the silent people standing behind him. "Hey, Bill!" Joe called out finally. Bill turned. A look of surprise came over his	
30	face. "I just wanted to show you that you could play well with people watching you," Joe said. "Now you'll have nothing to worry about for the next game!"	

5. What would be the best title for the story?

- A. Bill's Basketball Problem
- B. Practice Makes Perfect
- C. Bill Wins the Big Game
- D. Joe Joins the Team

6. In line 6, the word performed is closest in meaning to \_\_\_\_\_.

- A. acted
- B. played
- C. moved
- D. changed

7. Why is Bill upset?

- A. He plays better in practice than he does during games.
- B. The school yard is not a good place to practice.
- C. Joe watches him too closely when he plays.
- D. His team loses too many games.

8. At the end of the story, all of the following people watch Bill practice EXCEPT \_\_\_\_\_.

- A. Joe
- B. a janitor
- C. a math teacher
- D. the basketball coach

9. Why does Joe decide to gather a group of people?

- A. Because he wants more players for his team
- B. Because he wants to help Bill feel less nervous
- C. Because he wants to show them his talent
- D. Because he wants more people to see the next game

10. Why does Bill play well when Joe is watching him?

- A. He is comfortable with Joe.
- B. Joe tells him how to play better.
- C. He does not know that Joe is there.
- D. He wants to prove to Joe that he is a good player.



### The Result of Reading Test

No	Nama Siswa	Stage 1	
		Score	Mean Score
1.	ALDI	80	74,4
2.	AYU WANDIRA	60	74,4
3.	EKA SAFTA ANUGRAH	90	74,4
4.	FARAH BISYARAH	80	74,4
5.	RAIS	80	74,4
6.	INCE AMANDA A.H	60	74,4
7.	YUSNIAR	60	74,4
8.	MASYTA INDAYANI	90	74,4
9.	MAYANG SARI. M	90	74,4
10.	MUH. FACHRIE NANDA	70	74,4
11.	MUH FADLI	80	74,4
12.	MUH. ISLAMI ASBAR		74,4
13.	MUH. TAUFIK	70	74,4
14.	MUH. YAHYA AYYAS	80	74,4
15.	WAHYU SETIAWAN	70	74,4

16.	NANDA ALIDINSYAH	80	74,4
17.	NURUL FADILLA J	70	74,4
18.	NUR MAJIDA SAM	80	74,4
19.	PUTRI DIANA NINGSIH	80	74,4
20.	ISKANDAR DINATA	70	74,4
21.	SHERIN OCTAVIANY H	80	74,4
22.	SANDRA HASTINA	70	74,4
23.	SUKMA YANTI	70	74,4
24.	SALAHUDDIN AL AYYUBI	60	74,4
25.	TASMAN	70	74,4

The activity answered the questionnaire



## Classroom Learning Activity



### Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
SKOR_PRES TASI	6,281	,016	7,239	48	,000	-24,40000	3,37046	-31,17676	-17,62324
Equal variances not assumed			7,239	41,137	,000	-24,40000	3,37046	-31,20609	-17,59391

**The Result Questionnaire of Teaching Style in Reading Comprehension of Twelfth Grade Students**

Question Number	Students Response																									Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	4	2	4	3	4	2	2	4	4	2	2	2	3	4	4	3	2	3	3	4	4	4	2	2	4	77
2	3	2	3	3	3	2	2	2	2	4	3	4	4	3	2	2	3	4	3	3	3	2	2	3	3	70
3	4	4	3	4	4	4	3	3	4	4	4	4	4	3	4	4	1	4	4	2	2	4	4	4	2	87
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	100
5	2	2	3	2	3	2	2	2	3	3	3	3	3	3	3	2	3	2	2	2	2	2	3	3	3	63
6	2	2	4	2	3	2	2	2	2	2	2	4	4	2	3	3	4	2	2	3	3	2	4	4	2	67
7	4	3	3	3	3	3	3	3	3	3	3	4	4	4	3	3	3	3	3	2	3	3	3	1	3	76
8	2	2	4	2	4	4	4	3	2	4	4	4	2	3	3	2	4	4	4	2	2	4	4	4	4	81
9	3	1	1	3	2	2	2	2	2	2	2	2	4	2	2	2	2	2	2	2	2	2	2	2	2	52
10	4	4	1	4	4	1	1	1	1	4	4	1	4	4	4	4	3	3	3	4	4	4	4	4	4	79
<b>Total Score</b>																									752	
<b>Mean Score</b>																									30,08	

## BIOGRAPHY



**Rahmi Ramli** was born in Sinjai (South Sinjai) precisely on May 15 1995. She is the third child of three siblings (youngest child) of the couple Ramli Patawari and Hatijah Ramli. Began entering formal education at SDN 42 Bikeru South Sinjai and graduated in 2007.

Then continued her education at SMPN 6 South Sinjai and graduated in 2010, after which is was continued to SMAN 1 Bikeru ( now SMAN 2 South Sinjai) and graduated in 2013, the author continued her education at Makassar Muhammadiyah University (Unismuh) by choosing the faculty of teacher training complied this thesis with the title **“The Influence of Theacher Creativity toward the Students’ Reading Achievement”**