THE CORRELATION BETWEEN STUDENTS' CREATIVITY AND
ENGLISH LEARNING ACHIEVEMENT
(A Descriptive Research at the Eighth Grade of SMP
Wahdah Islamiyah Makassar)

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement for the
Degree of Sarjana Pendidikan

FITRIANI
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ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY
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2018**

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

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Judul Skripsi : **The Correlation between Students' Creativity and English Learning Achievement (A Descriptive Research at the Eighth Grade of SMP Wahdah Islamiyah Makassar)**

Dengan ini menyatakan:

Skripsi yang saya ajukan di depan tim penguji adalah *hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun*.

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar,   Februari 2018

Yang membuat pernyataan

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SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

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Judul Skripsi : **The Correlation between Students' Creativity and English Learning Achievement (A Descriptive Research at the Eighth Grade of SMP Wahdah Islamiyah Makassar)**

Dengan ini menyatakan perjanjian sebagai berikut:
1. Mulai dari *penyusunan proposal* sampai dengan selesainya skripsi saya, saya akan *menyusun sendiri skripsi saya*, tidak dibuatkan oleh siapapun.

2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.

3. Saya tidak akan melakukan *penjiplakan* (plagiat) dalam menyusun skripsi ini.

4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar,   Februari 2018

Yang membuat perjanjian

Fitriani
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MOTTO DAN PERSEMBAHAN

Jauh sebelum kita terlahir di dunia, Allah telah menentukan TUJUAN HIDUP

kita

(QS. AD DZARIYAT: 56)

Dunia adalah tempat bekerja & berusaha bukan tempat bersantai-santai

sebagaimana yang Allah katakan dalam

QS. AT TAUBAH : 105

Dan katakanlah"Bekerjalah kamu maka Allah akan melihat pekerjaanmu,

begitu juga Rasul-Nya dan orang-orang mukmin, dan kamu akan dikembalikan

kepada Allah yang mengetahui yang ghaib dan yang nyata , lalu

diberitakannya kepada kamu apa yang telah kamu kerjakan".

BERUSAHA UNTUK ISTIQOMAH DALAM KEBAIKAN dan
MENJADI ORANG YANG BERMANFAAT BAGI ORANG LAIN

Thanks for my family

Thanks for my Murobbiyah and Mudarrisatul Qur'an

Thanks for my akhwatifillah

ABSTRACT

Fitriani, 2018. This final project is about *The Correlation between Students'
Creativity and English Learning Achievement (A Descriptive Research at the
Eighth Grade of SMP Wahdah Islamiyah Makassar).* A thesis of English
Education Department, the Faculty of Teachers Training and Education, Makassar
Muhammadiyah University, guided by Erwin Akib and Ratu Yulianti Natsir.

This research aimed in finding out the correlation between students'
creativity and students' learning achievement.

The research applied correlational research design. The sample of the
research was four classes with 121 students by using cluster random sampling
technique. The instrument of the research were questionnaire and documentation
of students' test result. The population of the research was the eighth grade
student of SMP Wahdah Islamiyah and the number of sample was 30 students.

The result of reserach about correlation between students' creativity and
English learning achievement at the eighth grade student of SMP Wahdah
Islamiyah showed in the following explanation. Based on the data analysis of
students' creativity and English Learning achievement found the value of
correlation coefficient 0.535. Based on r value of product moment, it is in
medium correlation. So statistics hypothesis $r_o > r_t$ which mean (H_1) was
significant correlation.

Based on the result findings, it was concluded that the students' creativity
has a significant correlation with students' English learning achievement.

Key words : Students' creativity, English learning achievement

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ
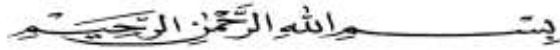
Alhamdulillah the greatest gratitude is to Almighty *Allah Subhanahu Wa'ala* and Prophet *Muhammad Sallallahu 'Alaihi Wasallam* for the guidance, blessing so that the researcher is finally able to write thesis entitled "*The Correlation between Students' Creativity and Students' Learning Achievement at SMP Wahdah Islamiyah*". Without blessing and guidance from Allah, it is impossible for the researcher to complete this thesis. This thesis is submitted in partial fulfillment of the requirement for the education degree in English. However, without the assistance of the following number of people who have a great contribution and influences on the writing of this thesis, it seems it is very difficult for the researcher to finish her work.

Especially for the researchers to thank the parents and my sister who love to give prayer, spirit, with unconditional sincerity as well as the highest appreciation and acceptance of love is delivered with respect to:

1. Dr. H Abd. Rahman Rahim SE., MM Rector Of University Muhammadiyah Makassar
2. Erwin Akib S.Pd., M. Pd., Ph,D as the Dean of Faculty of Teacher Training and Education (FKIP) University Muhammadiyah Makassar
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The research realized that there still some lacking in this thesis, because of limitation knowledge and ability. So that, the researcher receives criticism and some suggestions from whoever for the improvement of it. Furthermore, researcher expected that the thesis might be useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

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CHAPTER I

INTRODUCTION

A. Background

English is an important language. It becomes the international communication language. In Indonesia, English is the first foreign language. Because English has an important position, it is taught from the kindergarten (TK), elementary school (SD), Junior High School (SMP), and Senior High School (SMA) even until to university as one of the compulsory subject. Therefore, the mastery of English is imperative for Indonesian students. English becomes a subject tested in UAN (Ujian Akhir Nasional). It means that English score has to satisfactory. In this condition all of students should have a good competence in English language learning which is marked by great achievement.

The purpose of education is a set of educational outcomes achieved by learners after conveying educational activities. The entire educational activity, namely the guidance of teaching and training geared to achieving goals of educational. Thus the learning outcomes it is important to determine whether the purpose of education is achieved optimally. According to Winkel (1983: 48) that every kind of learning activity would produce a special change, namely learning outcome which is shown in an achievement given by the students, such as calling the letters in alphabets consecutively. It means that achievement is the result of students gain after following an instructional process or learning process. Students' learning outcomes can see from the test results and submit within a certain period, namely in the form of report cards or test score.

In order to reach the goal above, many experts of education try to reveal the problems of English learning. To overcome the problems, they try to carry out different attempts to improve English in teaching learning process. The curriculum, approach, method and technique of English teaching are always revised and improved in order to meet the goals of the teaching learning process.

Based on Undang-Undang Sistem Pendidikan Nasional No. 20 Tahun 2003, learning is the process of interaction between students and teachers and the source of study in learning environment. Based on this view, learning process is the help which is given by the teacher to the students to gain education such as knowledge, attitudes, experience, etc. In other words, learning is the process to help the students study well. In this case, the teachers have an important role in teaching learning process to support students' success in education.

As an educator, teacher always demands to create an atmosphere of learning that will positively impact the achievement of learning outcomes optimally. According to Sofiah (1998: 5) the success of the English teaching learning process at schools depends on the teachers for they are key figures in the classroom. Teachers must be able to teach properly, effectively and efficiently to help increase learning and improve student achievement in the learning process. It is considered that if the teachers do not have good competence in teaching learning process, the students will not achieve the objectives.

SMP Wahdah Islamiyah Makassar is one of schools in Makassar. The school is trying to print graduates who are ready to work and compete in the world of work. In the face of challenge, SMP Wahdah Islamiyah Makassar strives to

improve the quality of its graduates through increasing learning achievement. Improve learning achievement perform on all subjects especially those of the subjects in English. In this case, based on the result of interview with some teachers who will be a teacher in SMP Wahdah Islamiyah Makassar they have to comply some requirements by following some test such as written test, interview test, qur'an reading test, microteaching test, etc. So, the teacher have to be more creative to teach the students.

In fact, although the teacher is competent enough in teaching learning process, some of the students still have difficulties in learning English and they still get low scores in English subject. According to Citrawati (2008: 8) there is another factor that may influence the students' achievement namely: students' factor. The students as subjects in the learning process have different characteristics. Each students differs in intelligence, sex, socioeconomic background, motivation, attitude, creativity and learning strategies.

The success in education especially teaching learning process not only depend to the teachers but also the students. The teacher success is the students' success. Besides the teachers must be creative in teaching then the students also must be creative in learning. The learning process at the school has a goal that must be achieve especially by the students. It is called by learning outcomes which refers to students' learning achievement. In this case, the students have to study well. They have to carry out and develop all their potential. In other word, how they to be creative in all of their potential aspects such as cognitive, affective and psychomotor. They have to develop them in their learning process. The third

potential aspects are the most important thing in achieving their learning achievement. According to Gronlund (1976: 331) that achievement is what a pupil has learned. It means that achievement is the result of students gain after following an instructional process.

Piirto in Lichtenegger (2014: 25) shares the view and adds that in order to be creative, one needs personality attributes, cognitive ability, talent, environmental factors, motivation and knowledge of the field. Within the English classroom, teachers impact upon the environmental factors, motivation and obviously also have an influence on the knowledge of the field. Talent, cognitive ability and personality attributes like extroversion and introversion come from the students themselves. Based on this view that the students' creativity in learning/instructional process influence their learning achievement.

Considering the importance of creativity in teaching and learning process, especially for the students, the research intends investigate The Correlation between the Students' Creativity and English Learning Achievement at SMP Wahdah Islamiyah Makassar. This research focus on how the students' creativity influence their English achievement in learning process. According to Torrance (1969: 181) that creativity as a whole as a process of identifying problems, finding possible solutions, making hypotheses, evaluating and communicating the result. Creativity make the students sensitive to the problems they have, looking for the solutions and giving the ideas to solve the problem in learning. For example, in English learning, the students always find the difficulties although the teacher has explained the subject and given information

complete. The students having high creativity tend to find the difficulty they have and look for the solution. The creative students will have many alternatives in solving the difficulties in English learning.

B. Problem Statement

Based on the background above, the problem of the research can be formulated as the following question:

How is the correlation between the students' creativity and English learning achievement at SMP Wahdah Islamiyah Makassar?

C. Objective of the Research

Based on the problem formulation stated above, the objectives of the research is:

To find out whether there is any correlation between the students' creativity and English learning achievement at SMP Wahdah Islamiyah Makassar.

D. Significance of the Research

The result of the research is expected to be useful in practical and theoretical.

1. Practically
   a. For students, the teachers can help the students more creative in learning to improve their achievement.
   b. For teachers, it is expected to be able to improve their responsibilities in teaching their students.

  c. For schools, as an input to the schools to find out the teachers and students' creativity in teaching learning process towards the students' achievement, especially in English language lesson.

 2. Theoretically

  a. To increase knowledge about the effect of the students' creativity in learning process towards their learning achievement of study English.

  b. For other researchers, it is expected that the results of this research will help in finding references for further research.

E. Scope of the Research

  The scope of the research is limited to correlation the degree of the students' creativity and students' learning achievement. In this research, the creativity is categorized in three aspects: cognitive, affective and psychomotor. The researcher wants to find the correlation between students' creativity and learning achievement in English subject.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related of Research Findings

Anwar (2012) found that in education, creative thinking varies from completely new ideas to new ways of considering and solving problems. It has been said that creativity is not the ability to create out of nothing, but the ability to generate new ideas by combining, changing or reapplying existing ideas. Creative thinking is a way of generating ideas that can in some way be applied to the world. This often involves problem solving utilizing particular aspects of intelligence, for example linguistic, mathematical and interpersonal. Creative thinking involves creating something new or original. It involves the skills of flexibility, originality, fluency, imagery, associative thinking, attribute listing, metaphorical thinking and forced relationships. In learning process the students face many challenge and difficulties and they have to generate ideas that can be applied to solve their problem. To solving each problem or difficult in their learning will support their academic achievement. If the students more creative in many aspect so they will be more easy to solve their academic problem. Academic achievement can be predicted through creativity testing it means that creative thinking influenced academic achievement.

Kincal (2016) found that creativity is central to geography just as it is to every other subject in the curriculum and it can be supported by well designed creative thinking activities. There are lots of different ways of going about it as putting "creative teaching" and "creative learning" processes into practise.

Technology is another powerful force that is serving to move creativity to the forefront the educational agenda and can help these processes to cultivate. This study which aims to investigate the pre test - post test scores according to creative thinking skills shows that creative thinking skills of the experiment and control group have been increased significantly. This highlights that creativity can be improved thanks to education. According to findings in this study, it has been observed that academic achievement of the experiment and control group increased. Creativity is required to put forward the different and unique functional ideas by different approaches of individuals. It is an important evaluation in this study that different and unique functional ideas reflect learner's academic achievement positively.

Another research conducted by Mkpanang (2016). He found that creativity is a process where there is an interplay among several interactive cognitive and affective elements. It is the ability to generate new ideas that will contribute substantially to an intellectual domain. It can involve a person's ability to think and be highly imaginative. The creative style of adaptive-innovative creative style orientation is factor that explain or predicts students achievement in physics. The individual differences exist between creative styles and that creative styles are achievement oriented. Thus, the adaptive creative style students are superior to the innovative creative style students in academic achievement.

The previous researchers above are similar with this research. They describe that the students' creative thinking, creative activity and creative style are most influenced thing in teaching and learning process. So, for the study "The

Correlation between Students' Creativity and English Learning Achievement at SMP Wahdah Islamiyah Makassar", the researcher focuses on the students' creativity and English learning achievement. The students' creativity will influence to students' achievement.

B. The Concept of English Learning Achievement

1. Definition of Learning Achievement

Learning is the process of study that student do in the school where they will gain the result of that process that is called achievement. There are some definition of learning achievement according to experts. According to Winkel (1983: 53) defines learning as a psychology activity that holds in active interaction with the environment, which produces many changes of knowledge, skills and attitude. The changes are gained by the effort that holds in long time relatively and it is a result of experiences.

According to Subino in Purwanto (2013: 43) states that in generally, the aims of education can be included in one of three domains namely cognitive, affective and psychomotor. In this case, learning is an activity done by human being as an effort to get knowledge (cognitive), to create attitudes (affective), and to raise concept and skills (psychomotor) as a result of the interaction with the environment. In learning process, the dominant activity is the interaction between teacher and the students (Sardiman in Isabella, 2008: 7).

More specifically, Brown (1987: 6) breaks down the definition of learning into some items. They are:

1) Learning is acquisition or getting.

2) Learning is retention of information or skills.

3) Retention implies storage system, memory, cognitive organization.

4) Learning involves active, conscious focus on and acting upon event inside or outside the organism.

5) Learning is relatively permanent.

6) Learning involves some forms of practice.

7) Learning is a change in behavior.

Meanwhile, the concept of achievement has defined by some expert. According to Gronlund (1976: 331) that achievement is what a pupil has learned. It means that achievement is the result of students gain after following an instructional process.

Meriam–Webster Collegiate Dictionary in Sari (2012: 11) asserts that there are three definitions about achievement:

a. Achievement is the act of achieving , accomplishment

b. Achievement is the result gained by effort and achievement is a great or heroic deed

c. Achievement is the quality and quantity of a students' work.

Based on definition of learning and achievement above, the researcher includes that learning achievement can be meant the result achieved by students after following learning process. In this study, the learning achievement refers to the students' achievement in English subject in the eighth grade students of SMP Wahdah Islamiyah Makassar.

2. Factors Influencing the Students' English Learning Achievement

There are many factors that influence the students' learning achievement. Suryabrata (1997: 1) states that factors influencing students' learning achievement are factors that come from students' external and internal side. External factors include environmental and instrumental factors while internal factors cover psychology and physical factors. Instumental factors include curriculum program, facilities and teachers. Meanwhile physical factors cover general physical condition and psychological factors consist of interest, intelligence, creativity, aptitude, motivation, cognitive ability and personality.

Roijakkers in Sofiah (1998: 13) proposes that learning achievement is influenced by two factors:

1. The first is concerned with factors that come from students (students' factors) include motivation, attention toward subject, ability to apply what has been learned.

2. The second is concerned with factors that come from teachers (teachers' factors) include the abilities to establish students and teacher communication, encourage students' interest and motivation, transfer material, response to the students' ability.

3. Measurement of Learning Achievement

There are some experts that explain how to measure the students' learning achievement. According to Kerlinger in Sari (2012: 13) explains that achievement tests measure present proficiency, mastery and understanding of

general and specific areas of knowledge. For the most part, they are measures of the effectiveness of instruction and learning.

According to Alkin (1992: 6-8) states that there are many technique that can be used to measure students' learning:

1. Choice Type Questions

   The typical multiple choice item presents a statement or question followed by several alternative responses or answers.

2. Short Answer Items

   Short answer items typically require a single word, phrase or numerical answer. It requires students to construct a response rather than simply recognizing a best answer and it reduce or eliminates the possibility of getting the right answer by guessing.

3. Performance Assessments

   The recent growth in interest in essay examinations is part of a larger movement that is calling for construction of performance assessments that mere closely, mirror long-term instructional objectives.

C. The Concept of Students' Creativity

1. Definition of Creativity

There are a number of opinions about the concept of creativity found in literature. These seem from different viewpoints. Some of these opinions are represented in this section.

According to Harris (1998: 150) says creativity is an ability, attitude and process. Creativity as an ability is the ability to produce new ideas. Creativity as

an attitude is the ability to see the change and always want to do good and new change. Creativity as process is continue activity in produce new idea, apply the ideas, find the solutions and always produce creation. According to Torrance (1969: 181) views creativity as a whole as a process of identifying problems, finding possible solutions, making hypotheses, evaluating and communicating the results. Torrance also adds that this process includes the creation of original ideas, diversity of views, out of habits, the combination of new ideas and looking at relationships between ideas.

Campbell in Mangunhardjana (1986: 11) defines that creativity is the activity which produced the result whose natures are following:

1. novel: innovative, interesting, fresh and surprising

2. useful: practice, solving the problem and producing the good result

3. understandable: the same result can be understandable and can be produced at the other time.

A review of the literature on creativity shows that creativity as a multidimensional concept can be defined in terms of product, person and process. It may be also be defined in terms of personal and environmental conditions that press an individual toward creative behavior. Munandar (1995: 45-46) has referred to the definition of creativity as the P's of creativity: product, person, press and process.

In terms of product, Munandar (1995: 46) states that creativity is defined as an ability to produce a new product. This product should not be entirely a new product; it can be a combination from the previous elements. It means that

creativity is a making idea. This new idea can be absolutely new thing or combination which is produced before.

Creativity as a person, Hulbeck in Munandar (1995: 20) says that creative action is an imposing of one's own whole personality on the environment in a unique and characteristic way. It can be concluded that creativity is a personality aspect which can be developed through his environment.

In terms of press, according to Munandar (1995: 37) the conditions needed for creative growth should be seriously considered in order to develop creativity. Press refers to internal (within himself) and external or his environment condition. Press can motivate the individual to perform his creativity.

Creativity as a process, according to Semiawan in Sari (2012: 17) refers to thinking various ideas in managing a problem. It means that creativity is thinking process to get the answers in solving a problem from many ideas. Meanwhile, Torrance in Munandar (1995: 21) defines that creativity is the process of 1) sensing difficulties, problems, gaps in information, missing elements, something asked; 2) making guesses and formulating hypotheses about these deficiencies; 3) evaluating and testing these guesses and hypotheses; 4) possibly revising and retesting them; and finally 5) communicating the results.

According to Blagg in Khan (2012: 57), in an educational setting creativity is designed to bring new, different and unexpected responses to a situation and enhances fluency, flexibility and originality in students. Furthermore, creative tasks motivate students to work together to develop social and interpersonal skills. Grainger in Khan (2012: 57) believes that creativity

encompasses both individual and collaborative activities. According to Torrance in El-Sayed (2012: 89) views creativity as a rational cognitive domain process that focused on cognitive abilities, creative thinking and creative problem solving.

According to Anderson in El-Sayed (2012: 91) Bloom classified educational objectives into the following three domains with different levels of objectives in each:

a. Cognitive (thinking skills)

1) Knowledge: information gathering without necessarily understanding, using, or altering it

2) Comprehension: understanding the gathered information without necessarily relating it to anything else

3) Application: using the general concept gained through comprehension to solve a problem

4) Analysis: disassembling something down into its fundamental elements

5) Synthesis: creating something new by integrating different elements

6) Evaluation: differentiating the subtle differences in objects or methods

b. Affective (values and emotions)

1) Receiving: Awareness and willingness to receive

2) Responding: Willingness to actively participate in responding (motivation)

3) Valuing: Attaching different worth or value to a particular object or action

4) Organizing: Setting priorities, comparing, relating, and synthesizing different values

5) Internalizing: Behaving based on internalized value system:

c. Psychomotor (movement skills)

1) Perception: Guiding motor activity using sensory cues

2) Set: Getting ready to act mentally, physically, and emotionally

3) Guided Response: Starting to learn complex skills through imitation and trial and error

4) Mechanism: Gaining confidence and proficiency in learning complex skills

5) Complex Overt Response: Performing complex movement skillfully

6) Adaptation: modifying movement patterns to fit specific requirements

7) Origination: creating new movement patterns

Whatever the definition of creativity, the researcher concludes that creativity refers to how someone to be creative in thinking and creative in acting so he/she produce the creative product. To be a creative person is not easy. For the students in the school, they have to follow and face many challenge in learning process in the class and also out of class. Suitable with the purpose of education, they learn to be creative students in three aspects i.e. knowledge (cognitive), attitude (affective) and skill (psychomotor). These creativities have an important role in their achievement.

2. Characteristics of Creative Person

Ruggiero in Sari (2012: 21) states that there are five most prominent characteristics of a creative person. They are as follows:

a. Creative people are dynamic. Unlike most people, creative people do not allow their minds to become passive, easy to accept ideas.

b. Creative people are daring. They are willing to face unpleasant experience, apply their curiosity and learning, and learn from their experiences. As a result, they are less likely to repeat their failure.

c. Creative people are resourceful. Resourcefulness refers to ability to cut effectively and conceptualize the approach that solves the problem.

d. Creative people are hardworking. They are not afraid of making the failure.

e. Creative people are independent. They do not fear to have new ideas different from others.

According to Seltzer in Ayob (2013: 9) creativity is the application of knowledge and skills to produce a new method to achieve a certain outcome. Therefore a student has to have four quality criteria which are:

a. Ability to identify new problems, and not depend on others,

b. Ability to transfer knowledge that they obtained from a certain context to another in solving problems,

c. Belief that learning is a multilevel process, where repetition will produce success,

d. Capacity to focus in achieving an outcome.

According to Piirto in Rifai (2011: 19), someone can be called a creative person, if they have these characteristics:

a. Think Creatively

1) Use a wide range of idea creation techniques (such as brainstorming)

2) Create new and worthwhile ideas (both incremental and radical concepts)

3) Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

b. Work Creatively with Others

1) Develop, implement and communicate new ideas to others effectively

2) Be open and responsive to new and divers perspectives; incorporate group input and feedback in to the work

3) Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

4) View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

c. Implement Innovations

1) Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur when people speak or think of creativity, they mistakenly think of it as having only to do with the visual

Considering all the notions and opinions about creativity, the writer generalizes the characteristics of creative person as follows:

1. Having preference to do difficult and hard work

2. Having rich knowledge

3. Having high desire to study things

4. Being imaginative

5. Being open to new experiences

6. Being brave in expressing ideas

7. Having ability to analyze and synthesize

8. Being self-confident

9. Having high initiative

10. Being active

3.   Measurement of Creativity

According to Munandar (1995: 68-73) there are some instruments to measure creativity, which have been developed and used in Indonesia since 1977. They are:

a. The Verbal Creativity Test

This instrument is taken from Guilford's structure of intellect model as conceptual framework. This creativity test battery consists of six verbal subtests, namely word beginnings, anagrams, three-word-sentences, thing categories, unusual uses, and consequences. The primary traits measured in this test are ten years upward. The sum of the standard scores on each subtest can be converted into a creativity quotient.

b. Torrance's Circle Test

This test is useful for the assessment of creative potential in young children (from pre-school Upward). It provides measures in fluency, flexibility, originality, and elaboration. This test is in the form of figural items. It has been used to identify gifted children in the elementary school.

c. Test for Creative Thinking-Drawing Production (TCT-DP)

This test is introduced by Jellen and Urban to assess creative potentials. This instrument consists of six figural fragments and requires the tester to complete the drawing. This product is then evaluated according to 11 criteria of creativity. Jellen and Urban have applied the TCT-DP to ten years old children from 9 countries including Indonesia.

d. A Scoring Scheme and Ideal Pupil Checklist

A Scoring Scheme has been developed to assess writing ability in composition. Meanwhile, Ideal Pupil Checklist was intended to provide information on teachers' and parents' perception on the ideal students to be compared with experts' perceptions.

e. The Creative Attitude Scale (CAS)

CAS developed in 1977 by Munandar in Sutrisno (2007: 15). It cosisted of 32 items to assess the creative characteristics in individual. In her study, this test has been implemented to the students in Indonesia especially in Jakarta. Munandar's CAS is adopted for used in this study with some modifications and adaptations felt necessary. The writer decided to use this instrument because it can be modified according to students' condition, e.g. elementary, junior, or senior high students.

D. Conceptual Framework

The conceptual framework has to be the basic from the research visualize in figure below. The figure shows the correlation between the students' creativity and their leaning achievement. The component of figure describe as follow:

```
┌─────────────────────────┐
│     Learning English    │
└─────────────────────────┘
             │
             ▼
┌─────────────────────────┐
│    Students' Creativity  │──────────────────┐
└─────────────────────────┘                   │
        │     │     │                          │
        ▼     ▼     ▼                          ▼
┌──────────┐ ┌──────────┐ ┌──────────────┐ ┌─────────────┐
│ Cognitive│ │ Affective│ │  Psychomotor │ │ Correlation │
└──────────┘ └──────────┘ └──────────────┘ └─────────────┘
        │     │     │                          │
        ▼     ▼     ▼                          │
┌─────────────────────────┐                   │
│   Learning Achievement   │◄──────────────────┘
└─────────────────────────┘
```
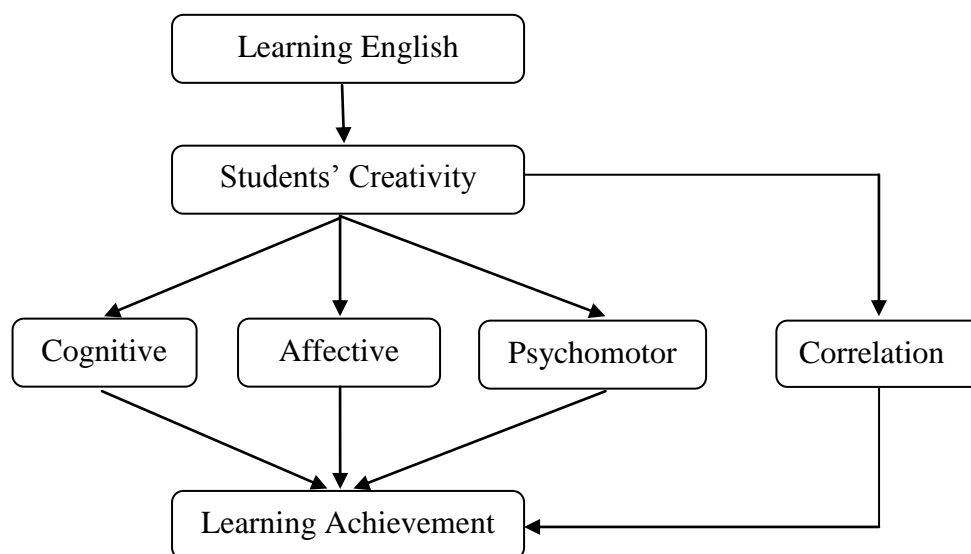
2.1 Scheme Conceptual framework

Based on the conceptual framework above, the students are the subject in learning process. In learning process, the students do all of learning activity that will practice their potential. During the learning process they have to be creative students in all aspect of creativity such as cognitive, affective and psychomotor aspect. Cognitive aspect deals with the knowledge/intelligence and thinking ability. Affective aspect deals with attitude, moral value and appreciation. Psychomotor aspect deals with the application or skills. The third aspects will support and influence the students' learning achievement. From the figure conceptual framework, it will be seen the correlation between the students' creativity and their learning achievement in English learning process. The researcher will use correlational research to find out any correlation between students' creativity and their learning achievement.

C. Hypothesis

H_1: There is significant correlation between students' creativity and students' learning achievement.

H_0: There is no significant correlation between students' creativity and students' learning achievement.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research conducted in quantitative research method i.e correlational research. The data collected through observation, questionnaire and documentation. The data tabulated and put the percentage. Finally, the researcher analyzed the data of students' creativity and their learning achievement.

B. Population and Sample

1. Population

The population of this research was eighth grade students of SMP Wahdah Islamiyah Makassar. The population consists of four classes: VIII.B1 (31 students), VIII.B2 (30 students), VIII.B3 (30 students) and VIII.B4 (30 students). Therefore, the total number of population were 121 students.

2. Sample

In this research the researcher used Stratified Random Sampling Technique in selecting a sample. The sample of this research were 30 students of the eighth grade students of SMP Wahdah Islamiyah Makassar.

C. Research Instrument

The researcher collected the data by using two instruments, those were:

1. Questionnaire

The questionnaire distributed to find out students' creativity in learning English. The researcher used closed questionnaire for this research. There were twenty five items with five choices that the students answered.

The choices consists of strongly agree, agree, undecided, disagree and strongly disagree.

2. Documentation

Documentation/archive is a paper or set of papers with written or printed information. This instrument used to gain the students' English achievement data. In this instrument, the researcher used the students' test result to gain their English achievement

D. Data Collecting Procedure

For this quantitative research, the researcher applied questionnaire and documentation in collecting data. The researcher collected the data by the following procedure:

1. The researcher asked permission to the teacher first in order to join in the class.

2. The researcher collected the data by giving the questionnaire. The questionnaire distributed to the students to gain the data about the students' creativity in teaching and learning process. After the students answered the questionnaire, the researcher collected it as a primary data.

3. For the documentation, the researcher got the data about students' English achievement. It was obtained from the students' score in their test result that took from the teachers' documentation. After all of data was gathered, the researcher analyzed it.

E. Technique of Data Analysis

This research data analysis is going to find out the correlation between the students' creativity and their English learning achievement. The data was obtained from questionnaire and documentation of students' English learning achievement. The questionnaire analyzed by using Creative Attitude Scale. To score the scale, the response options were credited 5, 4, 3, 2 and 1 from strongly agree to strongly disagree statements.

1. To calculate the questionnaire data, the formula is:

Table 3.1 Questionnaire Score of Likert Scale

Statements	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)
Positive	5	4	3	2	1
Negative	1	2	3	4	5

$$Score = \frac{total\ score}{total\ question} \times 100$$

(Sugiyono, 2012: 135)

To analyze rate percentage of students' creativity in teaching and learning process, the following formula use:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency of the correct answer

N = Total number of student

(Sudjana and Ibrahim, 2001: 129)

Then, the researcher categorized the scores resulted from calculation into the following criteria:

Table 3.2. The score classification of students' creativity

Score classification	Category
84%-100%	Very high
68%-83%	High
52%-67%	Fair
36%-51%	Low
20%-35%	Very low

(Yohanes in Sutrisno, 2007: 27)

2. Learning Achievement Measurement

The data of the students' achievement in English learning taken from the documentation of students' final score. Then, the researcher analyzed the mean score of students' achievement. The students' English achievement classified into the following criteria:

Table 3.3 The Score Classification of Students' Achievement

Score classification	Category
80-100	Good to Excellent
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

(Arikunto, 2002: 126)

3. Correlation analysis

To find the correlation between students' creativity (variable x) and their English learning achievement (variable y), the researcher used the product-moment correlation coefficient formula.

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

r_{xy} = correlation coefficient between X and Y (Pearson r)

N   = the number of students

X   = the score number of each items

Y   = the score number of each items

ΣX = sum of the scores for the strength of creativity

ΣY = sum of the scores for the students' achievement

ΣX^2 = sum of the square of the strength of creativity

ΣY^2 = sum of the square of the students' achievement scores

ΣXY = total sum of the product multiplying the score for the strength of

        creativity and the scores for the students' achievement

(Arikunto, 1998: 256)

Criteria:If $r_o > r_t$ means there is correlation between students' creativity and the students' English learning achievement. If $r_o < r_t$ means there is no correlation between students' creativity and the students' English learning achievement.

To attest and prove the result of data calculation, Degree of Freedom and its significant critical value was used.

$$df = N - nr$$

To know the correlation of them in 5% and 1% significance, the researcher used r table with *df* formula: *df = N — nr*

df = Degree of Freedom

N = Number of respondent

nr = Number of variable X and Y

$df = N - nr$ *("r" value consultation table)*

(Gay in Rifai, 2011: 28)

The result of correlation coefficient determined by Degree of Pearson Product Moment and its interpretation.

Table 3.4. "r" Value of Product Moment

Product Moment (r)	Interpretation
0.00 – 0.20	Considered as no correlation
0.20 – 0.40	Low correlation
0.40 – 0.70	Medium correlation
0.70 – 0.90	Strong correlation
0.90 – 1.00	Very strong correlation

(Sugiyono, 2012: 184)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research show the data obtained from the result of research about the correlation between students' creativity and students' learning achievement in learning English. The data of students' creativity collected by using questionnaire and the students' achievement collected by taking the documentation of students' score in English test.

1. The Students' Creativity Score

To describe the students' creativity, the following are 25 items analyses of the students responses from questionnaire.

a. Item 1: I like to think and try new steps that I think it practical to learn English (Saya senang memikirkan dan mencoba cara-cara baru yang saya anggap praktis untuk mempelajari bahasa Inggris)

Table 4.1. Frequency Distribution of Item 1 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	11	36.67
2	Agree	11	36.67
3	Undecided	5	16.67
4	Disagree	2	6.67
5	Strongly Disagree	1	3.33
	Total	30	100

Table 4.1 shows that 11 (36.67%) students chose strongly agree (SA), 11 (36.67%) students chose agree (A), 5 (16.67%) students chose undecided (U), 2 (6.67%) students chose disagree (D) and 1 (3.33%) student chose strongly disagree (SD).

b. Item 2: I like responding the game by the teacher (Saya suka merespon/menjawab game yang diberikan oleh guru)

Table 4.2. Frequency Distribution of Item 2 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	7	23.33
2	Agree	5	16.67
3	Undecided	15	50.00
4	Disagree	3	10.00
5	Strongly Disagree	0	0.00
	Total	30	100

Table 4.2 shows that 7 (23.33%) students chose strongly agree (SA), 5 (16.67%) students chose agree (A), 15 (50.00%) students chose undecided (U), 3 (10.00%) students chose disagree (D) and 0 (0%) student chose strongly disagree (SD).

c. Item 3: I like to discuss with my friends about English lesson (Saya suka berdiskusi dengan teman saya tentang pelajaran bahasa Inggris)

Table 4.3. Frequency Distribution of Item 3 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	7	23.33
2	Agree	14	46.67
3	Undecided	6	20.00
4	Disagree	2	6.67
5	Strongly Disagree	1	3.33
	Total	30	100

Table 4.3 shows that 7 (23.33%) students chose strongly agree (SA), 14 (46.67%) students chose agree (A), 6 (20.00%) students chose undecided (U), 2 (6.67%) students chose disagree (D) and 1 (3.33%) student chose strongly disagree (SD).

d. Item 4: I like working with the computer to search reference about English

(Saya suka mencari referensi pelajaran bahasa Inggris di komputer/internet)

Table 4.4. Frequency Distribution of Item 4 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	10	33.33
2	Agree	11	36.67
3	Undecided	8	26.67
4	Disagree	1	3.33
5	Strongly Disagree	0	0.00
	Total	30	100

Table 4.4 shows that 10 (33.33%) students chose strongly agree (SA), 11 (36.67%) students chose agree (A), 8 (26.67%) students chose undecided (U), 1 (3.33%) students chose disagree (D) and 0 (0%) student chose strongly disagree (SD).

e. Item 5: If I get difficult question I do not give up but I study again the material that related with the question (Jika ada soal yang sulit saya selesaikan, saya tidak mau menyerah begitu saja, melainkan saya kembali mempelajari materi pelajaran yang sehubungan dengan soal tersebut)

Table 4.5. Frequency Distribution of Item 5 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	15	50.00
2	Agree	11	36.67
3	Undecided	3	10.00
4	Disagree	1	3.33
5	Strongly Disagree	0	0.00
	Total	30	100

Table 4.5 shows that 15 (50.00%) students chose strongly agree (SA), 11 (36.67%) students chose agree (A), 3 (10.00%) students chose undecided

(U), 1 (3.33%) students chose disagree (D) and 0 (0%) student chose strongly disagree (SD).

f. Item 6: I give the question every English lesson (Saya mengajukan pertanyaan setiap pembelajaran bahasa Inggris)

Table 4.6. Frequency Distribution of Item 6 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	3	10.00
2	Agree	7	23.33
3	Undecided	11	36.67
4	Disagree	9	30.00
5	Strongly Disagree	0	0.00
	Total	30	100

Table 4.6 shows that 3 (10.00%) students chose strongly agree (SA), 7 (23.33%) students chose agree (A), 11 (36.67%) students chose undecided (U), (30.00%) students chose disagree (D) and 0 (0%) student chose strongly disagree (SD).

g. Item 7: If I do not find the solution of my English problem, I ask my teacher (Jika saya tidak menemukan solusi dari masalah bahasa Inggris saya, maka saya bertanya kepada guru.)

Table 4.7. Frequency Distribution of Item 7 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	15	50.00
2	Agree	8	26.67
3	Undecided	6	20.00
4	Disagree	1	3.33
5	Strongly Disagree	0	0.00
	Total	30	100

Table 4.7 shows that 15 (50.00%) students chose strongly agree (SA), 8 (26.67%) students chose agree (A), 6 (20.00%) students chose undecided

(U), 1 (3.33%) students chose disagree (D) and 0 (0%) student chose strongly disagree (SD).

h. Item 8: I Like Join To Discussion Or Activity Contest That Related With The Lesson Because I Hope I Find New Something (Saya suka mengikuti perlombaan diskusi atau kegiatan yang berhubungan dengan pelajaran karena saya berharap ada hal-hal baru yang saya temukan)

Table 4.8. Frequency Distribution Of Item 8 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	6	20.00
2	Agree	7	23.33
3	Undecided	6	20.00
4	Disagree	9	30.00
5	Strongly Disagree	2	6.67
	Total	30	100

Table 4.8 shows that 6 (20.00%) students chose strongly agree (SA), 7 (23.33%) students chose agree (A), 6 (20.00%) students chose undecided (U), 9 (30.00%) students chose disagree (D) and 2 (6.67%) students chose strongly disagree (SD).

i. Item 9: I like watching English cartoon film to add my vocabulary (Saya suka menonton film kartun bahasa Inggris untuk menambah pengetahuan kosa kata bahasa Inggrisku)

Table 4.9. Frequency Distribution of Item 9 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	11	36.67
2	Agree	7	23.33
3	Undecided	8	26.67
4	Disagree	4	13.33
5	Strongly Disagree	0	0.00
	Total	30	100

Table 4.9 shows that 11 (36.67%) students chose strongly agree (SA), 7 (23.33%) students chose agree (A), 8 (26.67%) students chose undecided (U), 4 (13.33%) students chose disagree (D) and 0 (0%) students chose strongly disagree (SD).

j. Item 10: I am active in the class (Saya selalu aktif di kelas)

Table 4.10. Frequency Distribution of Item 10 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	4	13.33
2	Agree	14	46.67
3	Undecided	9	30.00
4	Disagree	2	6.67
5	Strongly Disagree	1	3.33
	Total	30	100

Table 4.10 shows that 4 (13.33%) students chose strongly agree (SA), 14 (46.67%) students chose agree (A), 9 (30.00%) students chose undecided (U), 2 (6.67%) students chose disagree (D) and 1 (3.33%) student chose strongly disagree (SD).

k. Item 11: I like to write the suggestions from the teacher and friends in discussion (Saya suka menulis saran-saran dari guru dan teman-teman dalam diskusi)

Table 4.11. Frequency Distribution of Item 11 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	3	10.00
2	Agree	7	23.33
3	Undecided	12	40.00
4	Disagree	8	26.67
5	Strongly Disagree	0	0.00
	Total	30	100

Table 4.11 shows that 3 (10.00%) students chose strongly agree (SA), 7 (23.33%) students chose agree (A), 12 (40.00%) students chose undecided (U), 8 (26.67%) students chose disagree (D) and 0 (0%) student chose strongly disagree (SD).

l. Item 12: I am lazy to use dictionary in learning English in the class (Saya malas menggunakan kamus dalam belajar bahasa Inggris di dalam kelas)

Table 4.12. Frequency Distribution of Item 12 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	4	13.33
2	Agree	4	13.33
3	Undecided	13	43.33
4	Disagree	5	16.67
5	Strongly Disagree	4	13.33
	Total	30	100

Table 4.12 shows that 4 (13.33%) students chose strongly agree (SA), 4 (13.33%) students chose agree (A), 13 (43.33%) students chose undecided (U), 5 (16.67%) students chose disagree (D) and 4 (13.33%) students chose strongly disagree (SD).

m. Item 13: I like reading English book in library at rest time (Saya suka membaca buku bahasa Inggris di perpustakaan pada jam istirahat)

Table 4.13. Frequency Distribution of Item 13 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	1	3.33
2	Agree	3	10.00
3	Undecided	6	20.00
4	Disagree	6	20.00
5	Strongly Disagree	14	46.67
	Total	30	100

Table 4.13 shows that 1 (3.33%) student chose strongly agree (SA), 3 (10.00%) students chose agree (A), 6 (20.00%) students chose undecided (U), 6 (20.00%) students chose disagree (D) and 14 (46.67%) students chose strongly disagree (SD).

n. Item 14: I finish my task on time (Saya menyelesaikan tugas tepat waktu.)

Table 4.14. Frequency Distribution of Item 14 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	3	10.00
2	Agree	11	36.67
3	Undecided	11	36.67
4	Disagree	5	16.67
5	Strongly Disagree	0	0.00
	Total	30	100

Table 4.14 shows that 3 (10.00%) student chose strongly agree (SA), 11 (36.67%) students chose agree (A), 11 (36.67%) students chose undecided (U), 5 (16.67%) students chose disagree (D) and 0 (0%) student chose strongly disagree (SD).

o. Item 15: If I can not finish my homework, I copy my friends' answer (Jika saya tidak bisa menyelesaikan pekerjaan rumah saya maka saya menyalin jawaban teman)

Table 4.15. Frequency Distribution of Item 15 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	3	10.00
2	Agree	9	30.00
3	Undecided	10	33.33
4	Disagree	5	16.67
5	Strongly Disagree	3	10.00
	Total	30	100

Table 4.15 shows that 3 (10.00%) student chose strongly agree (SA), 9 (30.00%) students chose agree (A), 10 (33.33%) students chose undecided (U), 5 (16.67%) students chose disagree (D) and 3 (10.00%) student chose strongly disagree (SD).

p. Item 16: I like the challenge assignment (Saya suka menerima tugas-tugas yang menantang)

Table 4.16. Frequency Distribution of Item 16 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	8	26.67
2	Agree	6	20.00
3	Undecided	5	16.67
4	Disagree	9	30.00
5	Strongly Disagree	2	6.67
	Total	30	100

Table 4.16 shows that 8 (26.67%) student chose strongly agree (SA), 6 (20.00%) students chose agree (A), 5 (16.67%) students chose undecided (U), 9 (30.00%) students chose disagree (D) and 2 (6.67%) student chose strongly disagree (SD).

q. Item 17: I like give response on my friend's ideas in the discussion (Saya suka merespon ide-ide teman saya dalam diskusi)

Table 4.17. Frequency Distribution of Item 17 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	6	20.00
2	Agree	11	36.67
3	Undecided	10	33.33
4	Disagree	3	10.00
5	Strongly Disagree	0	0.00
	Total	30	100

Table 4.17 shows that 6 (20.00%) student chose strongly agree (SA), 11 (36.67%) students chose agree (A), 10 (33.33%) students chose undecided (U), 3 (10.00%) students chose disagree (D) and 0 (0%) student chose strongly disagree (SD).

r. Item 18: I like practice English with my friend in the class (Saya suka memperaktikkan bahasa Inggris dengan teman saya di kelas)

Table 4.18. Frequency Distribution of Item 18 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	4	13.33
2	Agree	6	20.00
3	Undecided	11	36.67
4	Disagree	6	20.00
5	Strongly Disagree	3	10.00
	Total	30	100

Table 4.18 shows that 4 (13.33%) student chose strongly agree (SA), 6 (20.00%) students chose agree (A), 12 (36.67%) students chose undecided (U), 6 (20.00%) students chose disagree (D) and 3 (10.00%) students chose strongly disagree (SD).

s. Item 19: I use bilingual dictionary in the class (Saya menggunakan kamus Indonesia-English dan English-Indonesia)

Table 4.19. Frequency Distribution of Item 19 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	13	43.33
2	Agree	8	26.67
3	Undecided	6	20.00
4	Disagree	3	10.00
5	Strongly Disagree	0	0.00
	Total	30	100

Table 4.19 shows that 13 (43.33%) student chose strongly agree (SA), 8 (26.67%) students chose agree (A), 6 (20.00%) students chose undecided8(U), 3 (10.00%) students chose disagree (D) and 0 (0%) student chose strongly disagree (SD).

t. Item 20: I check my assignment again before I submit it (Saya memeriksa kembali tugas saya sebelum saya mengumpulnya)

Table 4.20. Frequency Distribution of Item 20 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	17	56.67
2	Agree	8	26.67
3	Undecided	4	13.33
4	Disagree	1	3.33
5	Strongly Disagree	0	0.00
	Total	30	100

Table 4.20 shows that 17 (56.67%) student chose strongly agree (SA), 8 (26.67%) students chose agree (A), 4 (13.33%) students chose undecided8(U), 1 (3.33%) student chose disagree (D) and 0 (0%) student chose strongly disagree (SD).

u. Item 21: I like to imitate English speaking on video/television (Saya suka meniru cara berbahasa Inggris di video/televisi.)

Table 4.21. Frequency Distribution of Item 21 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	10	33.33
2	Agree	7	23.33
3	Undecided	8	26.67
4	Disagree	4	13.33
5	Strongly Disagree	1	3.33
	Total	30	100

Table 4.21 shows that 10 (33.33%) student chose strongly agree (SA), 7 (23.33%) students chose agree (A), 8 (26.67%) students chose undecided8(U), 4 (13.33%) student chose disagree (D) and 1 (3.33%) student chose strongly disagree (SD).

v. Item 22: I open dictionary if I find difficult word (Saya membuka kamus jika saya menemukan kata yang sulit.)

Table 4.22. Frequency Distribution of Item 22 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	18	60.00
2	Agree	10	33.33
3	Undecided	0	0.00
4	Disagree	1	3.33
5	Strongly Disagree	1	3.33
	Total	30	100

Table 4.22 shows that 18 (60.00%) student chose strongly agree (SA), 10 (33.33%) students chose agree (A), 0 (0%) student chose undecided8(U), 1 (3.33%) student chose disagree (D) and 1 (3.33%) student chose strongly disagree (SD).

w. Item 23: I like making summary in my English subject (Saya suka membuat ringkasan dalam mata pelajaran bahasa Inggris saya.)

Table 4.23. Frequency Distribution of Item 23 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	2	6.67
2	Agree	6	20.00
3	Undecided	16	53.33
4	Disagree	3	10.00
5	Strongly Disagree	3	10.00
	Total	30	100

Table 4.23 shows that 2 (6.67%) student chose strongly agree (SA), 6 (20.00%) students chose agree (A), 16 (53.33%) students chose undecided8(U), 3 (10.00%) students chose disagree (D) and 3 (10.00%) students chose strongly disagree (SD).

x. Item 24: I like chatting with my friend by use English (Saya suka chating dengan teman saya dengan menggunakan bahasa Inggris.)

Table 4.24. Frequency Distribution of Item 24 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	1	3.33
2	Agree	4	13.33
3	Undecided	11	36.67
4	Disagree	7	23.33
5	Strongly Disagree	7	23.33
	Total	30	100

Table 4.24 shows that 1 (3.33%) student chose strongly agree (SA), 4 (13.33%) students chose agree (A), 11 (36.67%) students chose undecided8(U), 7 (23.33%) students chose disagree (D) and 7 (23.33%) students chose strongly disagree (SD).

y. Item 25: I am shy speak English in front of class (Saya malu berbahasa Inggris di depan kelas)

Table 4.25. Frequency Distribution of Item 25 Response

No	Alternative	Frequency	Percentage
1	Strongly Agree	6	20.00
2	Agree	9	30.00
3	Undecided	8	26.67
4	Disagree	4	13.33
5	Strongly Disagree	3	10.00
	Total	30	100

Table 4.25 shows that 6 (20.00%) student chose strongly agree (SA), 9 (30.00%) students chose agree (A), 8 (26.67%) students chose undecided 8(U), 4 (13.33%) students chose disagree (D) and 3 (10.00%) students chose strongly disagree (SD).

From the result of students' responses score , students' creativity can be categorized in the following table:

Table 4.26 Category of Students' Creativity in Learning English

Score Classification	Category	Frequency	Percentage
84%-100%	Very high	0	0
68%-83%	High	7	23
52%-67%	Fair	14	47
36%-51%	Low	9	30
20%-35%	Very low	0	0
Total		30	100

From the table above shows that there were 7 students (23%) were categorized as students who have high creativity in learning English. There were 14 students (47%) were categorized as students who have fair creativity in learning English. There were 9 students (30%) were categorized as students who have low creativity in learning English.

Based on the result of students' creativity, there was no students who got very high and very low categories. It means that the second grade students of SMP Wahdah Islamiyah have fair creativity in learning English.

2. The Students' Achievement Score

Table 4.27 Students' Achievement Test Result

No.	Score	Frequency	Percentage
1	80	5	17
2	90	1	3
3	98	1	3
4	58	1	3
5	87	1	3
6	95	2	7
7	61	1	3
8	75	3	10
10	56	1	3
11	83	1	3
13	53	1	3
14	77	2	7
15	72	1	3
16	78	1	3
17	67	1	3
18	60	1	3
19	96	1	3
22	76	1	3
23	79	2	7
28	69	1	3
29	68	1	3
Total		30	100

Source: Nilai Ujian Semester Ganjil Tahun Pelajaran 2017-2018 SMP Islam
    Terpadu Wahdah Islamiyah

From the table of students' achievement score above can be categorized in the following table:

Table 4.28 Category of Students' Achievement

Score classification	Category	Frequency	Percentage
80-100	Good to Excellent	12	40
60-79	Average to Good	15	50
50-59	Poor to Average	3	10
0-49	Poor	0	0
Total		30	100

From the table above shows that there were 12 students (40%) was categorized as students who have good to excellent achievement in learning English. There were 15 students (50%) was categorized as students who have average to good achievement in learning English. There were 3 students (10%) was categorized as students who have poor to average achievement in learning English.

Based on the result of students' achievement, there was no students who had poor category. It means that the second grade students of SMP Wahdah Islamiyah have average to good achievement in learning English.

3. **The Correlation between Students' Creativity and English Learning Achievement**

The data to compute the correlation between the students' creativity and students' achievement can be obtained in appendix. From the table in appendix found the correlation coefficient between students' creativity and learning achievement is 0.535. From the correlation coefficient, $r_{xy} = 0.535$ and df = 28, if we compare with the table of "r" values at the degree of significance of 5% and 1%, then the correlation

between students' creativity and students' learning achievement is significant (r_{xy}= 0.535>0.361; r_{xy} = 0.535 < 0.463).

Based on the "r" value of Product Moment, it can be seen that the correlation index (r_{xy} = 0.535) is in the interval of $0.40 - 0.70$, this means that the correlation belong to "medium correlation". In the other words, there is a positive correlation between students' creativity and students' learning achievement.

B. Discussion

The research uses quantitative data and analyzing data using statistics. The data are the students' creativity getting from the questionnaire score and the students' achievement getting from students' test score.

1. Students' Creativity

On the previous chapter explained about creativity. Some experts proposed their view about creativity. According to Harris (1998) says creativity is an ability, attitude and process. Creativity as an ability is the ability to produce new ideas. Creativity as an attitude is the ability to see the change and always want to do good and new change. Creativity as process is continue activity in produce new idea, apply the ideas, find the solutions and always produce creation. According to Torrance (1965: 181) views creativity as a whole as a process of identifying problems, finding possible solutions, making hypotheses, evaluating and communicating the results. Torrance also adds that this process includes the creation of original ideas, diversity of views, out of habits, the combination of new ideas and looking at relationships between ideas.

Based on the data analysis of students' creativity collected through questionnaire, it was found that the majority of the students chose undecided on positive and negative statement. It indicates that the level of students' creativity in learning English was categorized fair. It showed that majority of the students when they find the problem in English lesson, they creative enough to find ideas or solution to solve their problem that was implemented in their process or effort in learning.

The description of the data was collected through questionnaire as explained in the previous section. The result showed that the students had fair level of creativity in learning English. It showed at the percentage of students' creativity, the researcher found the biggest percentage was in fair category of students' creativity.

2. Students' English Achievement

Learning is a principal activity in the school. It relevant with the aim of education is a set of educational outcomes achieved by learner after following educational activity. On the other word, the student following instructional/learning process to gain the result that called achievement. According to Gronlund in Firmani (2009: 10) that achievement is what a pupil has learned.

Based on the result of data analysis of students' achievement, it was found that students' achievement in learning English was categorized on level average to good. Students' achievement not only value from their

intelligence/cognitive but also from their attitude and skill in teaching learning process in the school.

The description of the data was collected through documentation of students English test result. The result of statistical analysis showed that the students' achievement was average to good. It showed at the percentage of student achievement, the researcher found that the biggest percentage was in average to good category of students achievement.

3. **Correlation between Students' Creativity and English Learning Achievement**

Previous findings showed us that the creative thinking that involves the ability to generate new ideas and creativity is process where there is an interplay among several interactive cognitive and affective element are most influenced thing toward students' achievement. Therefore, the creativity in cognitive, affective and skill/psychomotor aspect are most important thing in teaching learning process. It means that the teacher and students have to creative in teaching and learning process so that the purpose of education can be reached optimally.

Based on the previous explanation, the result showed us that there was significant correlation between students' creativity and students' achievement at the eighth grade of students at SMP Wahdah Islamiyah Makassar in learning English. It showed at the result of correlation analysis that $r_{xy} / r_o > r_t$. If we compare r_{xy} / r_o with "r" Value of Product Moment, the correlation interval is in the medium correlation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of data analysis and findings in the previous chapter, the following is the score comparison of the result percentage of students' creativity and students' achievement in learning English. The result of data analysis showed that student average creative in English learning and students also average have good English achievement. It showed that when the student creative in learning English then they will gain good achievement too. It can be concluded that there is correlation between students' creativity and English learning achievement at SMP Wahdah Islamiyah Makassar.

B. Suggestions

Based on the result of the data analysis and conclusion, the researcher suggests as follow:

1. The teacher and students' creativity are the most important thing that they have to have and improve in teaching and learning process.

2. Students should increase their creativity in learning English to improve their English achievement.

3. The teachers are expected help the students more active in the class so that it can appear the students' potential in teaching and learning process.

4. This is the responsibility of the candidate of English teachers in the future to pay more attention to the creativity and the English achievement of the students in order that they can reach the target of the teaching.

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APPENDICES

APPENDIX

A

A.1 Instrument of Questionnaire

A.1 Instrument of Questionnaire

INSTRUMENT OF QUESTIONNAIRE

Name   :

Class   :

Petunjuk : Isilah table di bawah ini dengan memberikan tanda ceklist (√) pada setiap kolom dengan keterangan sebagai berikut:

Strongly Agree(SA)   : Sangat Setuju

Agree(A)   : Setuju

Undecided(U)   : Ragu-ragu

Disagree(D)   : Tidak Setuju

Strongly Disagree(SD) : Sangat Tidak Setuju

No.	Statement	SA	A	U	D	SD
1.	I like to think and try new steps that I think it practical to learn English (Saya senang memikirkan dan mencoba cara-cara baru yang saya anggap praktis untuk mempelajari bahasa Inggris)					
2.	I like responding the game by the teacher. (Saya suka merespon/menjawab game yang diberikan oleh guru)					
3.	I like to discuss with my friends about english lesson. (Saya suka berdiskusi dengan teman saya tentang pelajaran bahasa Inggris)					
4.	I like working with the computer to search reference about English. (Saya suka mencari referensi pelajaran bahasa Inggris di komputer/internet)					
5.	If I get difficult question I do not give up but I study again the material that related with the question.					

	(Jika ada soal yang sulit saya selesaikan, saya tidak mau menyerah begitu saja, melainkan saya kembali mempelajari materi pelajaran yang sehubungan dengan soal tersebut)					
6.	I give the question every English lesson. (Saya mengajukan pertanyaan setiap pembelajaran bahasa Inggris)					
7.	If I do not find the solution of my English problem, I ask my teacher. (Jika saya tidak menemukan solusi dari masalah bahasa Inggris saya, maka saya bertanya kepada guru.)					
8.	I like join to discussion or activity contest that related with the lesson because I hope I find new something (Saya suka mengikuti perlombaan diskusi atau kegiatan yang berhubungan dengan pelajaran karena saya berharap ada hal-hal baru yang saya temukan)					
9.	I like watching English cartoon film to add my vocabulary. (Saya suka menonton film kartun bahasa Inggris untuk menambah pengetahuan kosa kata bahasa Inggrisku)					
10	I am active in the class. (Saya selalu aktif di kelas)					
11.	I like to write the suggestions from the teacher and friends in discussion. (Saya suka menulis saran-saran dari guru dan teman-teman dalam diskusi)					
12.	I am lazy to use dictionary in learning English in the class. (Saya malas menggunakan kamus dalam belajar bahasa Inggris di dalam kelas)					

13.	I like reading English book in library at rest time. (Saya suka membaca buku bahasa Inggris di perpustakaan pada jam istirahat)					
14.	I finish my task on time. (Saya menyelesaikan tugas tepat waktu.)					
15.	If I can not finish my homework, I copy my friends' answer. (Jika saya tidak bisa menyelesaikan pekerjaan rumah saya maka saya menyalin jawaban teman)					
16.	I like the challenge assignment. (Saya suka menerima tugas-tugas yang menantang)					
17.	I like give response on my friend's ideas in the discussion. (Saya suka merespon ide-ide teman saya dalam diskusi)					
18.	I like practice English with my friend in the class. (Saya suka memperaktikkan bahasa Inggris dengan teman saya di kelas)					
19.	I use bilingual dictionary in the class. (Saya menggunakan kamus Indonesia-English dan English-Indonesia)					
20.	I check my assignment again before I submit it. (Saya memeriksa kembali tugas saya sebelum saya mengumpulnya)					
21.	I like to imitate English speaking on video/television. (Saya suka meniru cara berbahasa Inggris di video/televisi.)					
22.	I open dictionary if I find difficult word.					

		(Saya membuka kamus jika saya menemukan kata yang sulit.)					
23.	I like making summary in my English subject. (Saya suka membuat ringkasan dalam mata pelajaran bahasa Inggris saya.)						
24.	I like chatting with my friend by use English. (Saya suka chating dengan teman saya dengan menggunakan bahasa Inggris.)						
25.	I am shy speak English in front of class. (Saya malu berbahasa Inggris di depan kelas)						

APPENDIX B

B.1 Score of Students' Creativity in Learning English

B.2 Category of Students' Creativity in Learning English

B.3 Students' Achievement Test Result

B.4 Category of Students' Achievement

B.5 Data of correlation between Students' Creativity and Students' Learning Achievement

B. 6 Correlation Analysis Formula

B.1 Score of Students' Creativity in Learning English

Students	Items	Scale of Questionnaire Response					Score	Percentage	Category
		SA	A	U	D	SD			
1	25	5	8	8	3	1	85	57	Fair
2	25	1	10	6	4	4	75	50	Low
3	25	12	2	3	2	6	89	59	Fair
4	25	5	11	8	1	0	95	63	Fair
5	25	1	3	5	13	3	58	39	Low
6	25	5	11	6	2	1	88	59	Fair
7	25	0	6	11	7	1	74	49	Low
8	25	8	7	6	4	0	92	61	Fair
9	25	4	5	11	3	2	87	58	Fair
10	25	6	7	6	3	3	79	53	Fair
11	25	7	12	5	1	0	100	67	Fair
12	25	8	12	3	0	2	107	71	High
13	25	5	8	11	1	0	92	61	Fair
14	25	10	8	3	3	1	106	71	High
15	25	3	8	11	1	2	88	59	Fair
16	25	12	8	5	0	0	107	71	High
17	25	14	6	4	1	0	104	69	High
18	25	6	6	11	2	0	87	58	Fair
19	25	16	1	4	2	2	108	72	High
20	25	5	9	7	4	0	88	59	Fair
21	25	10	7	6	2	0	102	68	High
22	25	5	11	9	0	0	94	63	Fair
23	25	2	6	4	12	1	67	45	Low
24	25	4	4	9	8	0	77	51	Low
25	25	7	3	5	4	6	64	43	Low
26	25	1	4	13	5	2	68	45	Low
27	25	1	3	12	8	1	69	46	Low
28	25	12	5	5	0	3	106	71	High
29	25	5	12	7	1	0	88	59	Fair
30	25	7	1	6	6	5	62	41	Low
Total	750	187	204	210	103	46			
Percentage	100	24.93	27.20	28	13.73	6.13			

B.2 Category of Students' Creativity in Learning English

Score Classification	Category	Frequency	Percentage
84%-100%	Very high	0	0
68%-83%	High	7	23
52%-67%	Fair	14	47
36%-51%	Low	9	30
20%-35%	Very low	0	0
Total		30	100

B.3 Students' Achievement Test Result

No.	Score	Frequency	Percentage
1	80	5	17
2	90	1	3
3	98	1	3
4	58	1	3
5	87	1	3
6	95	2	7
7	61	1	3
8	75	3	10
10	56	1	3
11	83	1	3
13	53	1	3
14	77	2	7
15	72	1	3
16	78	1	3
17	67	1	3
18	60	1	3
19	96	1	3
22	76	1	3
23	79	2	7
28	69	1	3
29	68	1	3
Total		30	100

Source: Nilai Ujian Semester Ganjil Tahun Pelajaran 2017-2018 SMP Islam
Terpadu Wahdah Islamiyah Makassar

B.4 Category of Students' Achievement

Score classification	Category	Frequency	Percentage
80-100	Good to Excellent	12	40
60-79	Average to Good	15	50
50-59	Poor to Average	3	10
0-49	Poor	0	0
Total		30	100

B.5 Data of correlation between Students' Creativity and Students' Learning Achievement

No.	X	Y	X^2	Y^2	XY
1	85	80	7225	6400	6800
2	75	90	5625	8100	6750
3	89	98	7921	9604	8722

4	95	58	9025	3364	5510
5	58	87	3364	7569	5046
6	88	95	7744	9025	8360
7	74	61	5476	3721	4514
8	92	75	8464	5625	6900
9	87	75	7569	5625	6525
10	79	56	6241	3136	4424
11	100	83	10000	6889	8300
12	107	80	11449	6400	8560
13	92	53	8464	2809	4876
14	106	77	11236	5929	8162
15	88	72	7744	5184	6336
16	107	78	11449	6084	8346
17	104	67	10816	4489	6968
18	87	60	7569	3600	5220
19	108	96	11664	9216	10368
20	88	95	7744	9025	8360
21	102	77	10404	5929	7854
22	94	76	8836	5776	7144
23	67	79	4489	6241	5293
24	77	80	5929	6400	6160
25	64	80	4096	6400	5120
26	68	79	4624	6241	5372
27	69	75	4761	5625	5175
28	106	69	11236	4761	7314
29	88	68	7744	4624	5984
30	62	80	3844	6400	4960
N = 30	$\Sigma X =$ 2521	$\Sigma Y =$ 2219	$\Sigma X^2 =$ 225527	$\Sigma Y^2 =$ 173791	$\Sigma XY =$ 192623

B. 6 Correlation Analysis

The Following is the result of data calculation of students' creativity and English learning achievement:

N   = 30

ΣX = 2521

$\Sigma Y \quad = 2219$

$\Sigma X^2 \quad = 225527$

$\Sigma Y^2 \quad = 173791$

$\Sigma XY \quad = 192623$

Then value above was put in the formula of Pearson "r" and the result is as following:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$= \frac{30(192623) - (2521)(2219)}{\sqrt{\{30(225527) - (2521)^2\}\{30(173791) - (2219)^2\}}}$$

$$= \frac{5778690 - 5594099}{\sqrt{\{6765810 - 6355441\}\{5213730 - 4923961\}}}$$

$$= \frac{184591}{\sqrt{\{410369\}\{289769\}}}$$

$$= \frac{184591}{\sqrt{118912214761}}$$
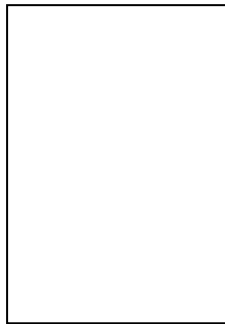
$$= \frac{184591}{344863}$$

$$= 0.535$$

APPENDIX C

C.1 Process of responding questionnaire in the classroom

C.1 Research in the class by distributing questionnaire to students

CURRICULUM VITAE

The researcher, **FITRIANI** was born on March26[st],1992 in Bontopenno. The researcher is the first child from the marriage of her parents Arman and Nur Aeni. In 1999 the researcher registered as student Elementary School in SD Inpres Bontopenno and graduated in 2004.

Then researcher continued study at SMP N 1 Tanete Rilau and graduated 2007. Then in 2007 continued study at SMA N 1 Tanete Rilau and graduated 2010 . Then, in 2013 the researcher continued study at English Education study program at State University Muhammadiyah Makassar in Strata One (S1) Program.

Blessing of **ALLAH** *Subbhana Wata'ala* and Prophet *Muhammad Sallallahu 'Alaihi Wasallam* as well as thanks to *Parent* prayer and research work in 2017 the researcher completed her study in undergraduate program of English Department, Teacher Training and Education Faculty, Muhammadiyah University.