

**THE CORRELATION BETWEEN CREATIVITY AND ENGLISH
LEARNING ACHIEVEMENT AMONG THE TENTH GRADE
STUDENTS OF MA DARUL FATIHIN NW GERINTUK , EAST
LOMBOK THE ACADEMIC YEAR 2021/2022.**



By:

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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
2021/2022**

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Thesis of Sarjana

**Presented as Partial Requirements at Mataram State Islamic University
for The Attainment of The Sarjana Degree in Study Program of
EnglishLanguage Education**



By:

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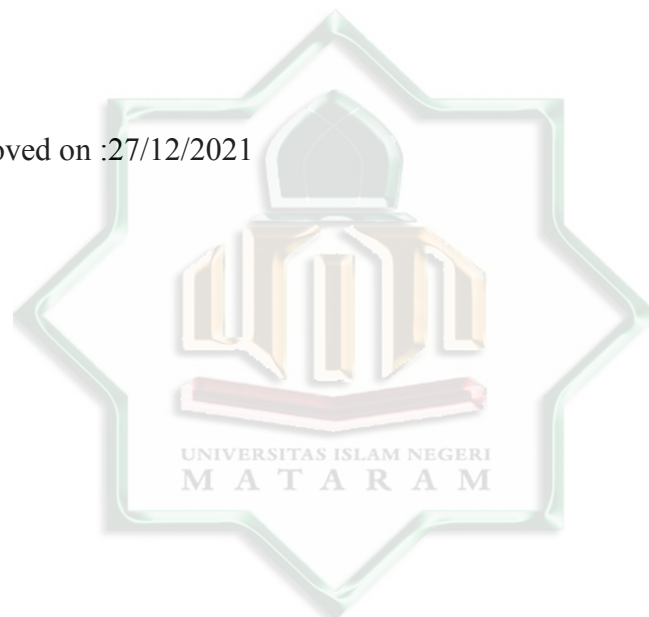
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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
2021/2022**

APPROVAL

Thesis by Hikmatussa'adah, students number (NIM): 160107104 entitle “The correlation between creativity and english learning achievement among the tenth grade students of MA Darul Fatihin NW Gerintuk East Lombok the academic year 2021/2022)” has fulfilled the requirement and has been approved to be examined.

Approved on :27/12/2021



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Therefore, we hope that this will be tested soon.

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Is her own writing and is true and correct that there is no other's work or statement that is referred in the references. All cited works were quoted in accordance with the ethical code of academic writing.

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MOTTO

“life is a journey to be experienced, not a problem to be solved”

-Winnie The Pooh-

“ everyone thinks of changing the world, but no one thinks of changing themselves”



Perpustakaan UIN Mataram

DEDICATION

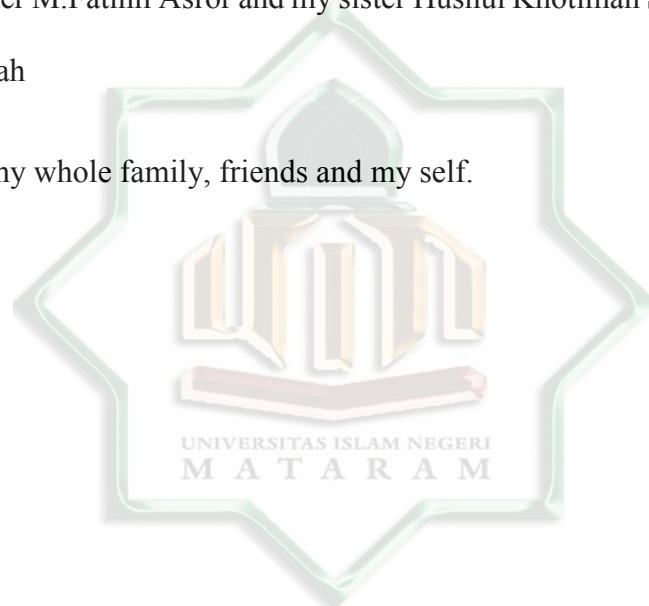
I dedicate this thesis for my almamater, lecturers,

beloved father Mahyudin and mother Nurmayanti,

my brother M.Fatihil Asror and my sister Husnul Khotimah S.Pd and Azminatuz

Zohrah

and for my whole family, friends and my self.



Perpustakaan UIN Mataram

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Finally, I realize that this thesis might still need some improvements. Therefore, I hope this thesis will be useful for all readers.

Mataram,

The Researcher

HIKMATUSSA'ADAH

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UNIVERSITAS ISLAM NEGERI
M A T A R A M

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ABSTRACT**THE CORRELATION BETWEEN CREATIVITY AND ENGLISH
LEARNING ACHIEVEMENT AMONG THE TENTH GRADE
STUDENTS OF MA DARUL FATIHIN NW GERINTUK , EAST
LOMBOK THE ACADEMIC YEAR 2021/2022****HIKMATUSSA'ADAH****160107104**

This final project is about the correlation between creativity and english learning achievement among the tenth grade student of MA Darul Fatihin NW Gerintuk. this research aimed in finding out the the correlation between creativity and english learning achievement among the tenth grade student of MA Darul Fatihin NW Gerintuk. the research appiled correlation statistict . The sample of research was 1 class with 30 students by using correlation statistict technique. The instrument of the research were quesstionnaire and documentation of student's test result. The population of the research was the tenth grade student's of MA Darul Fatihin NW Gerintuk. and the number of sample was 30 student's. the result of research about correlation between student's creativity and English learnng achievent at the tenth grade student's of MA Darul Fatihin NW Gerintuk showed in the following explanation. Based on the data analysis of student's creativity and English learning achievement found the value of correlation coefficient 5,3184 based on 'r' value of product moment, it is in medium correlation. So statistics

hypotesis ro>rt which mean (H1) was significant correlation. Based on the result findings, it was concluded that the student's creativity has a significant correlation with student's English learning achievement.

Key words : student's creativity, English learning achievement



Perpustakaan UIN Mataram

ABSTRAK**HUBUNGAN ANTARA KREATIVITAS DENGAN PRESTASI
BELAJAR BAHASA INGGRIS PADA SISWA KELAS X MA
DARUL FATIHIN NW GERINTUK LOMBOK TIMUR TAHUN
AJARAN 2021/2022.****HIKMATUSSA'ADAH****160107104**

Penelitian ini bertujuan untuk mengetahui hubungan antara kreativitas dengan prestasi belajar bahasa inggris pada siswa kelas x MA Darul Fatihin NW Gerintuk. penelitian ini menggunakan statistik korelasi. Sampel penelitian menggunakan 1 kelas dengan 30 siswa dan menggunakan tehnik statistik korelasi. Instrument penelitian berupa angket dan dokumentasi hasil tes siswa. Populasi dalam penelitian ini adalah siswa kelas X MA Darul Fatihin NW Gerintuk dan jumlah sampel adalah 30 siswa. Hasil penelitian tentang hubungan kreativitas siswa dengan prestasi belajar bahasa inggris pada siswa kelas X MA Darul Fatihin NW Gerintuk terlihat pada penjelasan berikut. Berdasarkan analisis data kreativitas siswa dengan prestasi belajar bahasa inggris diperoleh nilai koefisien korelasi, 5,3184 berdasarkan nilai ‘r’ product moment berada pada korelasi sedang. Jadi statistik hipotesis $r_0 > r_t$ yang berarti (H_1) adalah korelasi yang signifikan. Berdasarkan hasil temuan, disimpulkan bahwa kreativitas siswa memiliki hubungan yang signifikan dengan prestasi belajar bahasa inggris siswa

Kata kunci : kreativitas siswa, prestasi belajar bahasa inggris.

CHAPTER 1

INTRODUCTION

A. Background of research

Language is important because it is as a media to communicate with other people. It is also used to express feeling and ideas. Henry sweet, an English phonetician and language scholar, in Britannica states “language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of idea into thoughts¹”. In addition, the U.S. linguists, Bloch and Trigger in Frank ell, formulated “A language is a system of arbitrary vocal symbols by means of which a social group cooperates”. By using language, people can keep in contact each other in their society.

Most people in many parts of the world use English for communicating. They can interact by using this language though they are in the different country and have different mother tongue. They can also share about information or knowledge in many sections with others. Such as business, economy, health, and education. Because of these reasons, English becomes the most important language to people all over the world. English is also as the international language.

In English learning process, the students usually are asked to make sentence and paragraph. They also are asked to practice conversation with his friend spontaneously, tell story in front of the class, and answer directly the questions or

¹ Sweet, Henry: *A manual of current Shorthand, Orthographic and Phonetic* (Oxford: Claredon, 1892).

challenges given by teacher. The teacher sometimes also gives them an assignment and asks them to discuss it in a group. The students should generate idea first to do those activities. To generate idea which is different from others and arrange the words, the students should involve their creativity².

Based on National education system law No.20 of 2003, learning is the Process of interaction between students and teacher and the sure 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 education³.

The success in education especially teaching learning process not only depends to the teachers but also the students. The teacher success is the student's 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 active 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.

² Fraenkel, Jack R and Norman E Wallen. **How to Design and Evaluate Research in Education**. United States: McGraw-Hill. 2009.

³ 'UU Nomo 20 Tahun 2003 *Tentang system pendidikan Nasional- Refrensi HAM*, Wikipedia, 2017 -11-15.

According to Tami Menander creativity the ability to reflect the Fluency, Flexibility, and the Originality, in thinking and the ability to collaborate an idea. Fluency is the ability to generate many ideas against a problem. The flexibility is the ability to see a problem from various angles. Orsinality is the ability to look for various possible troubleshooters in a way that may not be thought of others. Elaboration is the ability to decipher solution to structured and detailed steps. Creativity is not the thing that is taken from birth; basically every individual is able to realize itself as a creative person. In this case creativity does not happen, but creativity should be in training one of them with the process of learning activities⁴.

Torrance, Quetzals and Jackson, and Yamamoto in Menander concluded that students who have high creativity are not different with students who have high intelligence in the scope of MATHEMATICS achievement. Furth more, Menander showed that creativity is as legitimate as intelligence as the predictor of academic achievement. It means the correlation between creativity and academic achievement is substantial. People who have high creativity in showed that creativity is as legitimate as intelligence as the predictor of academic achievement. It means the correlation between creativity and academic achievement is substantial. People who have high creativity in learning have better chance to be success on their learning and it can improve their achievement, especially in

⁴ Utami, munandar: *mengembangkan bakat kreativitas anak sekolah*, : penuntun bagi guru dan orang tua, Jakarta: Gramedia, 1987.

English. Creativity is in every individual, because naturally they are creativity creature. Menander stated creativity is a result of interaction between individual and environment. An individual influences and is influenced by the environment wherever he is, and its environment can support or hamper the creativity⁵.

Nwazuoke, Olatoye, and Oyundoyi, in Barnisaye O.A. argued that environment where a child finds himself/ herself could foster or inhibit creativity. If people don't get environment which can support it, their creativity can't be develop maximally. Learning achievement, some experts argue that the emergence is a process that begins at the individual and itself continues until the end of his life in learning to occur change of behavior of the beneficial. The study process will be obtained by the response patterns that will improve the pattern of behavior as a whole. The process of learning on the essentially is most important thing of an overall education process. In the learning process will occur with behavior of designed internationally and aware to lead the achievement of a particular goal, namely the educational goals⁶.

Based on the observations that researchers do in the class tenth senior high school Darul Fatihin NW Gerintuk from January 23, 2021 in the information that in English lessons, teacher still use the lecture method, which make students look bored and make some student's sleep in class, in addition, still meets the students

⁵Jack, C. Richards and Willy Renandya, *Methodology in Language Teaching*, (Cambridge: Cambridge University Press. 2002), p, 255.

⁶Bamisaye, O.A, *Buku panduan Internalisasi Pendidikan karakter di sekolah*. Indian university: 2014

who are less actively participating in the learning that is given by teacher, there are still students who talk to my friend as the teacher is giving the explanation of the material.

Teachers often provide questions to provoke student's activity in learning. However, only some initiative students replied while other students are only silent. In addition students have not been able to connect what they learned with who the knowledge they get will be used or in use, so the actives and creativity in solving student's problems are limited to the instructions given by the teacher.

The result of interviews with English-teacher, English-speaking, English class, revealed that students feel difficulty working on. Most of many students are less active in actions when learning is on. Students also tend to solve about the way it is what they are given before. The statement is supported by some students get the results of daily replications for English lessons, still under KKM.

Seeing this reality, the researcher suspects that the student's learning outcomes are subject to English materials, relating to students creativity. According to Clark In Hosanna , the characteristics of students creativity are students actively involved in learning activates, have a greet curiosity, believing in self, having a high independence, dare to express his opinion and his belief and have the divergent thinking ability. Thinking divergent is the ability of individuals to find various alternative answers to a problem. Students who have high creativity will

try to success in learning, and whereas students who have low creativity will be reluctant to strive to succeed in learning⁷.

Considering the importance of creativity in teaching learning process, especially for the students, the research intends investigate the relationship between the students' creativity and English learning Achievement at senior high school Darul Fatihin NW Gerintuk east Lombok. This research focus on how the students' creativity influence their English achievement in learning process. According to Torrance that creativity as a whole as a process of identifying problem, 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.

In addition to the creativity factor, there are still many affect the success of students learning. These factors have different impacts for students. However, in this study researchers are interested in conducting research on the correlation between creativity and English learning achievement for tenth class students

⁷ Hosana, *pendekatan Saintifik dan Kontekstual dalam pembelajaran*, Jakarta,2016:394

senior high school Darul Fatihin NW Gerintuk East Lombok in academic 2021/2022 years⁸.

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 creativity and English learning achievement among the tenth grade students of MA Darul Fatihin NW Gerintuk East Lombok in Academic 2021/2022 years.?

C. Objective of the research

Based on the problem formulation stated above, the objective of the research is: To find out whether there is any correlation between the students creativity and English learning achievement at MA Darul Fatihin NW Gerintuk East Lombok in Academic 2021/2022 years.

D. Significance of the research

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

1. 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 future research.

⁸ Torrance, E. P. *Creativity: What research says to the teacher*. Series no.28, National Education Association, Washington, DC. (1969).

2. 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 school, as an input to the school to find out the teachers and students' creativity in teaching learning process toward the students' achievement, especially in English language lesson.

E. Definition of key terms

In order to clarify the key terms used in this study, some definitions are put forward:

1. Creativity, is the ability owned by individuals in self-actualizing to create something new or a combination of existing elements, into a new work done through interaction with the environment to deal with problems, and seek various troubleshooting alternative. According to Baron Creativity is the ability to create something new or a combination of the elements that have existed clarity. Students are request to be able, to be creative in learning to get optimal learning achievement. There are two ways of thinking that is card through convergent and divergent thinking. The convergent way of thinking is the individual of thinking about something with a view that there is only one

correct answer, while the divergent thinking is the ability of the individual to find different alternative answers to a problem.

2. English achievement, Achievement is something done successfully, with effort and skill it can be said at the learning result in the school in standardized series of educational test to describe what the student has learned and done with their effort and skill. According to Subbing in Purwanto 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

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Review of Previous Research

The researcher uses the previous study research dealing with the topic of the researcher's study as the reference. The first researcher took a research. by Anwar conducted the research entitled: A Correlation between student's Creativity and students English Achievement of tenth grade of SMA Negeri 1 Bayat in the Academic year of 2015/2016. This study stratified random sampling and took 56 students as the sample.

The population was 216 students. The technique of collecting data was questionnaire and documentation. The questionnaire was for students' creativity and document was for students' English achievement. The techniques used to analyze data were person product moment formula and sample linier regressions which counted manually. The result of the study showed that there is a positive correlation between students' creativity and students' English achievement because the coefficient of correlation robtained is higher than rtable ($0.246 > 0.216$) and the tobtained is higher than ttable ($1.8650 > 1.67356$). It could be conducted that student's creativity have positive correlation with students English achievement.

The differences of this first previous study the research compared with the research are the technique sampling and the way counting the data. The first previous study used stratified random sampling and counted the data manually, whereas the research used total population sampling and counted the data using SPSS. The

similarities are the grade students, technique of collecting and analyzing the data. This previous study and the research were carried out the tenth grade, used questionnaire and documentation to collect data, and used Pearson product moment formula and sample linear regressions to analyze.⁹

The second researcher also took other research by Kin cal conducted research entitle the correlation between students Attitude in learning and their English Achievement at the first grade of SMA never Colorado in the academic 2015/2016 year.

This study used cluster random sampling and took 38 students as the sample. The technique of collecting data was questionnaire, test, and documentation. The questionnaire was for student's attitude in learning, the test was for creativity, and document scoring was for student's English achievement. The techniques used to analyze data were simple and multiple linear regressions. The result of the study showed that there is a positive correlation between students' attitude in learning and their English achievement because the coefficient of correlation obtained is higher than ratable ($0.677 > 0.320$). There is a positive correlation between students' creativity and English achievement because the coefficient of correlation robtained is higher than rtable ($0.821 > 0.320$). There is a positive correlation between students' attitude in creativity and learning English achievement because the coefficient of correlation robtained is higher than rtable ($0.841 > 0.320$).

⁹ Anwar, Muhammad Nadeem et al. *correlation of Creative Thinking with the Academic Achievements of Secondary School Students*. International Interdisciplinary Journal of Education 2012, Volume 1, Issue 3.

The differences of this second previous study compared with the research are the grade of students and technique sampling. This previous study was carried out tenth grade and user cluster random sampling, while the research carried out eleventh grade students and used total population sampling. The similarities are using questionnaire, test, and documentation for collecting data and use multiple linier regressions for analyzing the data.¹⁰

The third research also took a journal by MKpanang, conducted research entitled: The relationship between creativity and academic achievement. This study used cluster random sampling and took 72 students are the sample. The technique of collecting data was questionnaire and documentation. The questionnaire was for creativity and documentation was for academic achievement. The technique used to analyze data was person product moment using SPSS. The result of the study showed that there is positive significant relation between creativity and academic achievement ($r=0.769, sig\ 0.00<0.01$).

The difference the research compared with this journal is technique sampling. This journal was used random sampling. The similarities are using questionnaire and documentation for collecting data and used Pearson product moment using SPSS for analyzing the data.

The similarity whit this research, they describe that the student's creative thinking, creative activity and creative style are most influenced thing in teaching and learning

¹⁰ Kincal, Remzi Y et al. (2016). *The Effects Of Creative Thinking Activities on Learners' Creative Thinking Skills and Academic Achievement*. Journal of Theoretical Educational Science 2016, 9(1), 15-37.

process. So, for the study “ The Correlation between creativity and English learning Achievement at senior high school MA Darul Fatihin NW Gerintuk East Lombok “ The research focuses on the students creativity and English learning Achievement. The students creativity will influence to students achievement.¹¹

B. The Concepts 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.

Harris 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 continues activity in produce new idea, apply the ideas, find the solutions and always produce creation. According to Torrance views creativity as a whole as a process of identifying problems, finding possible solutions, making hypotheses, evaluating and communicating the result. Torrance also add 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 ideas¹².

¹¹ Mkpang, John T. (2016). *Influence of Creative Style and Gender on Students’ Achievement in Physics*. Journal of Education and Practice 2016, 7(12).

¹²Harris ,R. (1998). Introduction to Creative Thinking. [online], (<http://www.virtualsatt.com>) accessed February 5, 2018.

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

- a. Novel : innovative, interesting, fresh and surprising.
- b. Useful: practice, solving the problem and producing the good result.
- c. 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 term 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 is reference to the definition of creativity as P's of creativity: product, person, press and process¹³.

In terms of product, Menander 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 before¹⁴.

Creativity as a person, Halleck in Menander says that creative action is an imposing of one's own whole personality on the environment in a unique and

¹³ Mangunhardjana, A. M. (1986). *Mengembangkan Kreatifitas*. Yogyakarta: Kanisius

¹⁴ Munandar, U. (1995). *Pengembangan Kreativitas Anak Berbakat*. Jakarta: Rineka Cipta.

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 Menander 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 Semi wan in Sari 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 Menander 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 results¹⁵.

According to Bragg in Khan, 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 skill. Grainger in Khan believes that creativity encompasses both individual and collaborative activities. According to Torrance in El-Saied views creativity as a

¹⁵Munandar, U. (1995). *Pengembangan Kreativitas Anak Berbakat*. Jakarta: Rineka Cipta.

rational cognitive domain process that focused on cognitive abilities, creative thinking and creative problem solving¹⁶.

According to Anderson in El-Saied 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

¹⁶ Khan, Humaira Irfan. (2012). *English Teachers' Perceptions about Creativity and Teaching Creative Writing in Pakistan*. American International Journal of Contemporary Research March 2012, Vol.2 No.3.

- 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.¹⁷

Whatever the definition of creativity, the researcher concludes that creativity refers 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 knowledge (cognitive), attitude (affective)

¹⁷ El-Sayed, Mohamed & El-Sayed, Jacqueline. (2012). *Importance of Psychomotor Development for Innovation and Creativity*. <http://processeducation.org/ijpe/2012/psychomotor.pdf> accessed September 9, 2017.

and skill (psychomotor). These creativities have an important role in their achievement.

2. Characteristics of Creative Person

Ruggeri in Sari states that here 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 others¹⁸.

According to Seltzer in Aye creativity is the application of knowledge and skill to produce a new method to achieve a certain outcome. Therefore students have to have four quality criteria which are:

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

¹⁸ Sari, Yunita. (2012). *The Relationship between Students' Creativity in Learning English and their Achievement at The Secon Senior High School Muhammadiyah Pekanbaru*. Thesis, University of Sultan Syarif Kasim Riau Pekanbaru.

- b. Ability to transfer knowledge that they obtained from a certain context to another in solving problem,
- c. Belief that learning is a multilevel process, where repetition will produce success.
- d. Capacity to focus in achieving an outcome.¹⁹

According to Porto in Raffia, someone can be called a creative person, if they have these characteristics:

- a. thinking 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

¹⁹ Ayob, Afida et al. (2013). *A Review of Research on Creative Teachers in Higher Education*. *Journal of International Education Studies* 2013, 6(6).

- 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

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, the mistakenly think of it has only to do with the visual.

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

- a) Having preference to do difficult and hard work
- b) Having rich knowledge
- c) Having high desire to study things
- d) Being imaginative
- e) Being often to new experiences
- f) Being brave in expressing ideas.
- g) Having ability to analyze and synthesize.
- h) Being self-confident.
- i) Having high initiative
- j) Being active.²⁰

3. Measurement of Creativity

²⁰ Rifai, Ria Rizky, *Students' Creativity and Its Relation To Students' Writing Ability*. Thesis of FKIP Unismuh Makassar. (2011).

According to Menander there are some instruments to measure creativity, which have been developed and used in Indonesia since 1997 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 Jelled and Urban to assess creative potential. 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. Jelled 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, idea 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 Menander in Sutras. It consisted 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. Menander's CAS is adopted for used in this study with some modifications and adaptations felt necessary. The writer decided to use this because it can e modified according to student' condition, e.g. elementary, junior, or senior high students²¹.

C. 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 is some definition of learning achievement according to experts. According to Winkle defines learning as a psychology activity that holds in active interaction with the environment, which produces many changes of knowledge, skill and attitude. The changes are gained by the effort that holds in long time relatively and is a result of experiences²².

²¹ Sutrisno. *Students' Creativity and its Relation To English Learning Achievement (A case study of the tenth grade students of SMA N 1 Brebes in the academic year 2006/2007)*. Thesis of UNNES. (2007).

²² Winkel, W. S. (1983). *Psikologi Pendidikan dan Evaluasi Belajar*. Gramedia.

According to Subbing in Purwanto 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 students²³.

More specifically, Brown breaks down the definition of learning into some item.

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 behavior²⁴.

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

²³ Purwanto. *Evaluasi Hasil Belajar*. Yogyakarta: Pustaka Pelajar. (2014).

²⁴ Brown, H. D. *Principles of Language Learning and Teaching*. Englewood Cliffs, New Jersey: Prentice Hall, Inc. (1987).

Merriam-Webster collegiate Dictionary in sari asserts that there are there 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 tenth grade student of MA Darul Fatihin NW Gerintuk East Lombok in academic 2021/2022 years²⁵.

2. Factor Influencing the Students English Learning Achievement

There are many factors that influence the students learning achievement. Suryabrata 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. Instrumental 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.²⁶

²⁵ Gronlund, Norman E. (1976). *Measurement and Evaluation in Teaching*. New York: Macmillan Publishing.

²⁶ Suryabrata, S. (1997). *Psikologi Pendidikan*. Jakarta: Rajawali Press

Roijackers in Sofiah 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 ability²⁷.

3. Measurement of Learning Achievement

There are some experts that explain how to measure the students learning achievement. According to Ker linger in Sari explains that achievement tests measure present proficiency, mastery and understanding of general and specific areas of knowledge. For the most party, they are measures of the effectiveness of instruction and learning.

According to Akin 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.

²⁷ Sofiah, Utami. (1998). *Students' Creativity and Its Relation to Learning English*. FBS UNY.

2. Short answer items

Short answer items typical 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 large movement that is calling for construction of performance assessments that mere closely, mirror long-term instructional objectives²⁸.

D. Theoretical Framework

Creativity is one of factors that have the result of student learning in English lesson. According to Baron Creativity is the ability to create something new or a combination of the elements that have existed clarity. Students are request to be able, to be creative in learning to get optimal learning achievement. There are two ways of thinking that is card through convergent and divergent thinking. The convergent way of thinking is the individual of thinking about something with a view that there is only one correct answer, while the divergent thinking in the ability of the individual to find different alternative answer to a problem.

²⁸ Alkin, M. C. *Encyclopedia of Education Research (Vol.3)*. Macmillan. (1992).

Students who have high creativity in English lesson. Meanwhile, students with low creativity in English lesson tend to get less than learning achievement. Those researchers aspect that there is no correlation between creativity to English learning achievement.²⁹

E. Research Hypothesis

Based on the theory hypothesis of this research are formulated as following :

Hi: There is significant correlation between student's creativity and English learning achievement

Ho : There is no significant correlation between student's creativity and English learning achievement³⁰.

Perpustakaan UIN Mataram

²⁹ Baron, Hosnan.2016:245

³⁰ Utami, Munandar. *Kreativitas dan Keterbakatan: Strategi Mewujudkan Potensi Kreatif dan Bakat*. Jakarta: PT Gramedia Pustaka Utama 1999

CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

The method of investigation is held through a quantitative research. Jonson states quantitative is connected with the amount or number or something rather than with how it is. Meanwhile, according best quantification is defined as a numerical method of describing observations of materials or characteristics. In this term of quantitative data, the writer use statistical analysis to calculate the numeral data that are gathered and to analyze them by use of correlation analysis. The correlation coefficient do then interpreted to find out the correlation between student's creativity and their achievement in English learning.

In constructing research, the writer use one-shot case study. This research belongs to experimental design. Points out that one-shot case study means there is no control group or pretest in the research.³¹

B. Population and Sample

Based on the definition above, population is all individuals from whom the data are collected. The population of the study are the tenth grade student's of MA Darul Fatihin NW Gerintuk East Lombok Academic 2021/2022 Year. The population there are 1 classes which consists of 30 students. In this research the researcher used correlation statistic technique in selecting a sample. The sample of this research are

³¹ Jonson & Christensen. *Educational Research : Quantitative ,Qualitative and Mixed Approaches*,2nd Ed.Boston:Allyn&Bacon.(2004).p.25

30 students of the tenth grade students of MA Darul Fatihin NW Gerintuk East Lombok.³²

C. Setting and Time of Research

This research is carried out at Islamic Senior High School Darul Fatihin NW Gerintuk. This school is located in Bungtiang Distric East Lombok. Research will be conducted from 15 March to 15 april 2021;

D. Variable of Research

Variables refer to everything state by research to learn in case that the researcher can gain information about it, and then it can be inferred or draw a conclusion. There are two variables that appear in this research, as follows:

- a). the independent variable is if one variable depends or is a consequence of others. Thus, the independent variable of this study is Creativity.
- b). the dependent variable is antecedent to the dependent variable is termed as an independent variable. Thus, the dependent variable of this study is learning achievement.

E. Instrument of Research

A research instrument is a tool that is using to measure phenomena that will be observed. In particular, all phenomena are called research variables. In this study, the Researcher is use the form of questionnaire, and documentation

³²Ur, Penny. *A Course in Language Teaching: Practice and Theory*. United Kingdom: Cambridge University Press 1991.

1. questionnaire

The questionnaire distributed to find out students creativity in learning English. The researcher use close questionnaire for this research. There are twenty five items with five choices that the students answer.

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

- 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).
- b. Item 2 : I like responding the game by the teacher (saya suka merespon/ menjawab game yang diberikan oleh guru)
- c. Item 3 : I like discuss with my friends about English lesson (saya suka berdiskusi dengan teman saya tentang pelajaran bahasa inggris)
- d. Item 4 : I like working with the computer to search reference about English (saya suka mencari refrensi pelajaran bahasa inggris di computer)
- e. Item 5 : If 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) .

2. Documentation

Documentation is a way to get data or information through notes, transcripts, books. It means documentation is used to collect data through printed material. It provides information to support the available data. The researcher took the student's scores of English final exam in the second semester. The researcher got the data from tenth grade English teacher of MA Darul Fatihin NW Gerintuk. Named Ms. Solatiah S.Pd.³³

F. Procedure of Data Collection

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.
3. The questionnaire distributed to the students to gain the data about the students' creativity in teaching and learning process.

After the students answer the questionnaire, the researcher collected it as a primary data. For the documentation, the researcher got the data about students' English achievement. It is obtained from the students' score in their test result that

³³ Bambang Setiadi, *Metode Penelitian untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p, 14.

took from the teachers documentation. After all of data is gathered, the researcher analyzed it.³⁴

G. The technique of Data Analysis

This research data analysis is going to find out the correlation between the students creativity and their English achievement. The data is 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 statement.

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

Table.3.1. Questionnaire score like scale

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

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

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

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

³⁴ Lichtenegger, *Century Skill – Status QUO in Austrian HLW EFL Classrooms and Implications for Teaching. Thesis, University of Wien. Beate. 21st (2014).*

Where :

P =percentage

F = Frequency of the correct answer

N = Total number of student

Then, the researcher categorized the scores resulted from calculation into the following table ³⁵ :

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

2. Learning Achievement Measurement

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:

³⁵ Iteman. *User's Manual for Iteman 4.3*. Woodbury, MN: *Assessment Systems Corporation*. 2013.

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

3. Correlation analysis

To find the correlation between student's creativity (variable X) and their English learning achievement (variable Y), the researcher used the product-moment correlation coefficient formula.

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

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

N = the number of students

X = sum of the scores for the strength of creativity

Y = sum of the scores for the students achievement

XY = total sum of the product multiplying the score for the strength of creativity and the scores for the students achievement.³⁶

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.

³⁶ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2017), p, 173.

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

$$db = N-2$$

To know the correlation of them in 5% significance, the researcher used r table with df formula: $db = N-2$

db = Degree of Freedom

N = Number of Respondent

Nr= Number of Variable X and Y

db= $N- Nr$ ('r' value consultation table)

the result of correlation coefficient determined by Degree of Pearson Product Moment and its interpretation.³⁷

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

³⁷ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabet, 2017), p, 124.

H. Validity and Reliability

1. Validity

The validity of a measuring instrument refers to the extent to which the measurement results can describe the actual reality. In this study, we were used to constructing validity to find out whether the instrument is valid by the assessment expert. The instrument of this research is clarified validly after the expert examines the research instrument. from the validation activities, the researcher has given input from the validation experts to determine the validation from the use of the Relationship between creativity and English learning achievement among the tenth grade student's of MA Darul Fatihin NW Gerintuk East Lombok in academic 2021/2022 year.

2. Reliability

A reliable instrument is an instrument that is used several times to measure the same object, was produced the same data. Based on the explained above that simply reliability is the consistency of a measuring instrument or the extent to which the measuring instrument can measure the same subject at different times but shows relatively the same results .³⁸.

³⁸ Isabella, Paramita. Students' Learning Achievement with Traditional Assessment and Portfolio Assessment. Thesis, University of Jambi. (2008).

CHAPTER IV

FINDING AND DISCUSSION

In this part the researcher provided the result of process data collection and data analyses to answer the research problems. It divided into some sub topics such as data description, data analysis and discussion. Hence, at the end, for a more complete explanation about three sub topics that had been mentioned before, the researcher started from data description of the result of research firstly such as following :

A. Findings

The findings of the research show the data obtained from the result of research about the correlation between student's creativity and student's learning achievement in learning English.³⁹

There were two variables in this research, independent and dependent variable. The independent variable which was symbolized by "X" student's creativity in learning English and the dependent variable which was symbolized by "Y" student's English achievement; independent variable referred to student's creativity in learning English, investigated by using questionnaire, there were 25 items given to the student's, and every item was measured by using likert scale (strongly agree, agree, undecided, disagree, strongly disagree) with range score 5-

³⁹ Husen, T., Post Letherwaite, T. N. 1985. The International Encyclopedia of Education. Oxford: Pergamon Press.

4-3-2-1 for each. The dependent variable referred to the student's English achievement. It was investigated by using documentation from the teacher.

The aim of the research was to investigate the correlation between student's creativity and English learning achievement at the tenth grade student's of MA Darul Fatihin NW Gerintuk East Lombok.

To calculate the student's score in answering the questionnaires test, the following of table:

1. The Student's Creativity Score

Table 4.1. I like to think and try new step that I think it practical to learn English.

NO	Alternative	Frequency	Percentage
1	Strongly Agree	8	26.67
2	Agree	14	46.67
3	Undecided	6	20.00
4	Disagree	1	3.33
5	Stongly Disagree	1	3.33
Total		30	100

From the Table 4.1 shows that 8 (26.67%) student's chose stongly Agree (SA), 14 (46.67%) student's chose Agree (A), 6 (20.00%) Student's chose undecided (U), 1 (3.33%) Student's chose Disagree (D), 1 (3.33%) Student's chose Strongly Disagree (SD).

Table 4.2. I like responding the game by the teacher

NO	Alternative	Frequency	Percentage
1	Strongly Agree	7	23.33
2	Agree	15	50.00
3	Undecided	4	13.33
4	Disagree	3	10.00
5	Stongly Disagree	1	3.33
Total		30	100

From the Table 4.2 shows that 7 (23.33%) student's chose stongly Agree (SA), 15 (50.00%) student's chose Agree (A), 4 (13.33%) Student's chose undecided (U), 3 (10.00%) Student's chose Disagree (D), 1 (3.33%) Student's chose Strongly Disagree (SD).

Table 4.3. I like to discuss with my friends about English lesson.

NO	Alternative	Frequency	Percentage
1	Strongly Agree	12	40.00
2	Agree	10	33.33
3	Undecided	4	13.33
4	Disagree	2	6,67
5	Stongly Disagree	2	6,67
Total		30	100

From the Table 4.3 shows that 12 (40.00%) student's chose stongly Agree. (SA), 10 (33.33%) student's chose Agree (A) 4 (13.33%) Student's chose undecided (U), 2 (6.67%) Student's chose Disagree (D), 2 (6,67%) Student's chose Strongly Disagree (SD).

Table 4.4. I like working with the computer to search refrence about English.

NO	Alternative	Frequency	Percentage
1	Strongly Agree	7	23.33
2	Agree	13	43.33
3	Undecided	3	10.00
4	Disagree	5	16.67
5	Stongly Disagree	2	6.67
Total		30	100

From the Table 4.4 shows that 7 (23.33%) student's chose stongly Agree. (SA), 13 (43.33%) student's chose Agree (A) 3 (10.00%) Student's chose undecided (U), 5 (16.67%) Student's chose Disagree (D), 2 (6,67%) Student's chose Strongly Disagree (SD).

Table 4.5. If I get difficult question I do not give up but I study again the material that related with the question.

NO	Alternative	Frequency	Percentage
1	Strongly Agree	12	40.00
2	Agree	10	33.33
3	Undecided	6	20.00
4	Disagree	1	3.33
5	Stongly Disagree	1	3.33
Total		30	100

From the Table 4.5 shows that 12 (40.00%) student's chose stongly Agree. (SA), 10 (33.33%) student's chose Agree (A) 6 (20.00%) Student's chose undecided (U), 1 (3.33%) Student's chose Disagree (D), 1 (3.33%) Student's chose Strongly Disagree (SD).

Table 4.6. I give the question every English lesson.

NO	Alternative	Frequency	Percentage
1	Strongly Agree	2	6.67
2	Agree	10	33.33
3	Undecided	14	46.67
4	Disagree	3	10.00
5	Stongly Disagree	1	3.33
Total		30	100

From the Table 4.6 shows that 2 (6.67%) student's chose stongly Agree. (SA), 10 (33.33%) student's chose Agree (A) 14 (46.67%) Student's chose undecided (U), 3 10.00%) Student's chose Disagree (D), 1 (3.33%) Student's chose Strongly Disagree (SD).

Table 4.7.If I do not find the solution of my English problem, I ask my teacher.

NO	Alternative	Frequency	Percentage
1	Strongly Agree	12	40.00
2	Agree	13	43.33
3	Undecided	3	10.00
4	Disagree	1	3.33
5	Stongly Disagree	1	3.33
Total		30	100

From the Table 4.7 shows that 12 (40.00%) student's chose stongly Agree. (SA), 13 (43.33%) student's chose Agree (A) 3 (10.00%) Student's chose undecided (U), 1 (3.33%) Student's chose Disagree (D), 1 (3.33%) Student's chose Strongly Disagree (SD).

Table 4.8. I like join to discussion or activity contest that related with the lesson because I hope I find new something.

NO	Alternative	Frequency	Percentage
1	Strongly Agree	5	16.67
2	Agree	7	23.33
3	Undecided	12	40.00
4	Disagree	5	16.67
5	Stongly Disagree	1	3.33
Total		30	100

From the Table 4.8 shows that 5 (16.67%) student's chose stongly Agree. (SA), 7 (23.33%) student's chose Agree (A) 12 (40.00%) Student's chose undecided (U), 5 (16.67%) Student's chose Disagree (D), 1 (3.33%) Student's chose Strongly Disagree (SD).

Table 4.9. I like watching English cartoon film to add my vocabulary

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

From the Table 4.9 shows that 3 (10.00%) student's chose stongly Agree. (SA), 16 (53.33%) student's chose Agree (A) 2 (6.67%) Student's chose undecided (U), 6 (20.00%) Student's chose Disagree (D), 3 (10.00%) Student's chose Strongly Disagree (SD).

Table 4.10. I am active in the class

NO	Alternative	Frequency	Percentage
1	Strongly Agree	17	56.67
2	Agree	9	30.00
3	Undecided	1	3.33
4	Disagree	2	6.67
5	Stongly Disagree	1	3.33
Total		30	100

From the Table 4.10 shows that 17 (56.67%) student's chose stongly Agree. (SA), 9 (30.00%) student's chose Agree (A) 1 (3.33%) Student's chose undecided (U), 2 (6.67%) Student's chose Disagree (D), 1 (3.33%) Student's chose Strongly Disagree (SD).

Table 4.11. I like to write suggestion from the teacher and friends in discussion.

NO	Alternative	Frequency	Percentage
1	Strongly Agree	5	16.67
2	Agree	14	46.67
3	Undecided	8	26.67
4	Disagree	1	3.33
5	Stongly Disagree	2	6.67
Total		30	100

From the Table 4.11 shows that 5 (16.67%) student's chose stongly Agree. (SA), 14 (46.67%) student's chose Agree (A) 8 (26.67%) Student's chose undecided (U), 1 (3.33%) Student's chose Disagree (D), 2 (6.67%) Student's chose Strongly Disagree (SD).

Table 4.12. I am lazy to use dictionary in learning English in the class.

NO	Alternative	Frequency	Percentage
1	Strongly Agree	1	3.33
2	Agree	3	10.00
3	Undecided	6	20.00
4	Disagree	13	43.33
5	Stongly Disagree	7	23.33
Total		30	100

From the Table 4.12 shows that 1 (3.33%) student's chose stongly Agree. (SA), 3 (10.00%) student's chose Agree (A) 6 (20,00%) Student's chose undecided (U), 13 (43.33%) Student's chose Disagree (D), 7 (27.33%) Student's chose Strongly Disagree (SD).

Table 4.13. I like reading English book in library at rest time.

NO	Alternative	Frequency	Percentage
1	Strongly Agree	1	3.33
2	Agree	10	33.33
3	Undecided	11	36.67
4	Disagree	4	13.33
5	Stongly Disagree	2	6,67
Total		30	100

From the Table 4.13 shows that 1 (3.33%) student's chose stongly Agree. (SA), 10 (33.33%) student's chose Agree (A) 11 (36,67%) Student's chose undecided (U), 4 (13.33%) Student's chose Disagree (D), 2 (6.67%) Student's chose Strongly Disagree (SD).

Table 4.14. I finish my task on time

NO	Alternative	Frequency	Percentage
1	Strongly Agree	7	23.33
2	Agree	11	36.67
3	Undecided	9	30.00
4	Disagree	2	6.67
5	Stongly Disagree	1	3.33
Total		30	100

From the Table 4.14 shows that 7 (23.33%) student's chose stongly Agree. (SA), 11 (36.67%) student's chose Agree (A) 9 (30,00%) Student's chose undecided (U), 2 (6.67%) Student's chose Disagree (D), 1 (3.33%) Student's chose Strongly Disagree (SD).

Table 4.15. If I can not finish my homework I copy my friends answer

NO	Alternative	Frequency	Percentage
1	Strongly Agree	2	6.67
2	Agree	13	43.33
3	Undecided	9	30.00
4	Disagree	5	16.67
5	Stongly Disagree	1	3.33
Total		30	100

From the Table 4.15 shows that 2 (6.67%) student's chose stongly Agree. (SA), 13 (43.33%) student's chose Agree (A) 9 (30,00%) Student's chose undecided (U), 5 (16.67%) Student's chose Disagree (D), 1 (3.33%) Student's chose Strongly Disagree (SD).

Table 4.16. I like the challenge assignment

NO	Alternative	Frequency	Percentage
1	Strongly Agree	8	26.67
2	Agree	7	23.33
3	Undecided	11	36.67
4	Disagree	5	16.67
5	Stongly Disagree	1	3.33
Total		30	100

From the Table 4.16 shows that 8 (26.67%) student's chose stongly Agree. (SA), 7 (23.33%) student's chose Agree (A) 11 (36,67%) Student's chose undecided (U), 5 (16.67%) Student's chose Disagree (D), 1 (3.33%) Student's chose Strongly Disagree (SD).

Table 4.17. I like give response on my friends ideas in the discussion

NO	Alternative	Frequency	Percentage
1	Strongly Agree	3	10.00
2	Agree	18	60.00
3	Undecided	5	16.67
4	Disagree	2	6.67
5	Stongly Disagree	2	6.67
Total		30	100

From the Table 4.17 shows that 3 (10.00%) student's chose stongly Agree. (SA), 18 (60,00%) student's chose Agree (A) 5 (16,67%) Student's chose undecided (U), 2 (6.67%) Student's chose Disagree (D), 2 (6.67%) Student's chose Strongly Disagree (SD).

Table 4.18. I like practice English with my friend in the class.

NO	Alternative	Frequency	Percentage
1	Strongly Agree	5	16.67
2	Agree	12	40.00
3	Undecided	7	23.33
4	Disagree	3	10.00
5	Stongly Disagree	3	10.00
Total		30	100

From the Table 4.18 shows that 5 (16.67%) student's chose stongly Agree. (SA), 12 (40.00%) student's chose Agree (A) 7 (23,33%) Student's chose undecided (U), 3 (10,00%) Student's chose Disagree (D), 3 (10.00%) Student's chose Strongly Disagree (SD).

Table 4.19. I use bilingual dictionary in the class

NO	Alternative	Frequency	Percentage
1	Strongly Agree	9	30.00
2	Agree	15	50.00
3	Undecided	3	10.00
4	Disagree	2	6.67
5	Stongly Disagree	1	3.33
Total		30	100

From the Table 4.19 shows that 9 (30.00%) student's chose stongly Agree. (SA), 15 (50.00%) student's chose Agree (A) 3 (10.00%) Student's chose undecided (U), 2 (6.67%) Student's chose Disagree (D), 1 (3.33%) Student's chose Strongly Disagree (SD).

Table 4.20. I check my assignment again before I submit it.

NO	Alternative	Frequency	Percentage
1	Strongly Agree	12	40.00
2	Agree	10	33.33
3	Undecided	6	20.00
4	Disagree	1	3.33
5	Stongly Disagree	1	3.33
Total		30	100

From the Table 4.20 shows that 12 (40.00%) student's chose stongly Agree. (SA), 10 (33.33%) student's chose Agree (A) 6 (20.00%) Student's chose undecided (U), 1 (3.33%) Student's chose Disagree (D), 1 (3.33%) Student's chose Strongly Disagree (SD).

Table 4.21. I like to imitative English speaking on vidio/ television.

NO	Alternative	Frequency	Percentage
1	Strongly Agree	8	26.67
2	Agree	14	46.67
3	Undecided	3	10.00
4	Disagree	4	13.33
5	Stongly Disagree	1	3.33
Total		30	100

From the Table 4.21 shows that 8 (26.67%) student's chose stongly Agree. (SA), 14 (46.67%) student's chose Agree (A) 3 (10.00%) Student's chose undecided (U), 4 (13.33%) Student's chose Disagree (D), 1 (3.33%) Student's chose Strongly Disagree (SD).

Table 4.22. I open dictionary if I find difficult word.

NO	Alternative	Frequency	Percentage
1	Strongly Agree	10	33.33
2	Agree	17	56.67
3	Undecided	1	3.33
4	Disagree	1	3.33
5	Stongly Disagree	1	3.33
Total		30	100

From the Table 4.22 shows that 10 (33.33%) student's chose stongly Agree. (SA), 17 (56.67%) student's chose Agree (A) 1 (3,33%) Student's chose undecided (U), 1 (3.33%) Student's chose Disagree (D), 1 (3.33%) Student's chose Strongly Disagree (SD)

Table 4.23. I like making summary in my English subject.

NO	Alternative	Frequency	Percentage
1	Strongly Agree	11	36.67
2	Agree	11	36.67
3	Undecided	1	3.33
4	Disagree	6	20.00
5	Stongly Disagree	1	3.33
Total		30	100

From the Table 4.23 shows that 11 (36.67%) student's chose stongly Agree. (SA), 11 (36.67%) student's chose Agree (A) 1 (3,33%) Student's chose undecided (U), 6 (20.00%) Student's chose Disagree (D), 1 (3.33%) Student's chose Strongly Disagree (SD).

Table 4.24. I like chatting with my friend by use English.

NO	Alternative	Frequency	Percentage
1	Strongly Agree	9	30.00
2	Agree	11	36.67
3	Undecided	5	16.67
4	Disagree	3	10.00
5	Stongly Disagree	2	6.67
Total		30	100

From the Table 4.24 shows that 9 (30.00%) student's chose stongly Agree. (SA), 11 (36.67%) student's chose Agree (A) 5 (16.67%) Student's chose undecided (U), 3 (10.00%) Student's chose Disagree (D), 2 (6.67%) Student's chose Strongly Disagree (SD).

Table 4.25. I am shy speak English in front of class.

NO	Alternative	Frequency	Percentage
1	Strongly Agree	8	26.67
2	Agree	7	23.33
3	Undecided	9	30.00
4	Disagree	5	16.67
5	Stongly Disagree	1	3.33
Total		30	100

From the Table 4.25 shows that 8 (26.67%) student's chose stongly Agree. (SA), 7 (23.33%) student's chose Agree (A) 9 (30,00%) Student's chose undecided (U), 5 (16.67%) Student's chose Disagree (D), 1 (3.33%) Student's chose Strongly Disagree (SD).

Based on the result of students creativity, there was no students who got very high and very low categories. It means that the tenth grade students of MA Darul Fatihin NW Gerintuk East Lombok, have fair creativity in learning English.

From the result of student's responses score, student's 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.

2. Score of students' achievement in English learning.

the method of scores English learning used achievement test. The achievement test used multiple-choice test. The score of the right answer is 1 and the score of the wrong one is 0. The result of achievement test is presented as following table :

Table. 4.27 Score of the students achievement in English learning

NO	Student	Score
1	Siti Hindun	75

2	M .Zainul Ali Akbar	67
3	M.Sulpi Kurniawan Al- Buruj	78
4	M. Riski	68
5	Ayu Wardiana	60
6	Andika	53
7	Evi Zulpiana	63
8	Inka Masyurtika Wira Sarina	75
9	Idiatul Husna	78
10	M. Adrian Anugrah	78
11	Nurul Hidayatul Hikmah	80
12	Anharudin	83
13	Tia Widia	88
14	Jumadil	88
15	Silaturrohmi Jalilah	93
16	Safinatunnaja Husaini	95
17	Juliana Hastuti	63
18	M. Jumadil Samsir	63
19	Yudia Khaeroni	75
20	Nurul Apriliani Astri	63
21	Reniatul Izzati	83
22	Hamzah Japar	68
23	M . Majid Rahmatullah	78
24	Munaini Tuhro	73
25	Mutiara Rahmah	85
26	Siti Nurhaliza	88
27	Siti Nurhalimah	88
28	Patin Najwa	90
29	M. Hendra Wijaya	83
30	Yusani	73

Source : Nilai Ujian semester genap tahun ajaran 2020/2021 MA Darul Fathin NW Gerintuk.

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 excellent	12	40
60-79	Average to good	9	30
50-59	Average	9	30
0-49	Poor	0	0
Total		30	100

The table above shows that there were 12 students (40%) was categorized as students who have good excellent achievement in learning English. There were 9 students (30%) was categorized as students who have Average to good achievement in learning English. there were 9 students (30%) was categorized as students who have poor to average achievement in English.

Based on the result of student's achievement, there were no students who had poor category. It means that the tenth grade students of MA Darul Fatihin NW Gerintuk East Lombok , have average to good achievement in English.⁴⁰

3. The correlation between student's creativity and English Achievement

The data to compute the correlation between the student's creativity and student's achievement can be obtained in table. From the table found the correlation coefficient between student's creativity and learning achievement is 5,3184. From the correlation coefficient, $r_{xy} = 5,3184$ and $db = 28$, if we compare

⁴⁰ Suharsimi, Arikunto, 2006, *Prosedur Penelitian: Suatu pendekatan Praktik*. Jakarta: PT. Rineka Cipta

with the table of 'r' values at the degree of significance of 5% then the correlation .

Between student's creativity and student's learning achievement is significant ($r_{xy} = 5,3184 > 1,701$)

Then value above is put in the formula of Pearson 'r' and the result is a following:

$$r_{xy} = \frac{n \cdot (\sum x \cdot y) - (\sum x) \cdot (\sum y)}{\sqrt{\{n \cdot \sum x^2 - (\sum x)^2\} \cdot \{n \cdot \sum y^2 - (\sum y)^2\}}}$$

$$r = \frac{(30) \cdot (166592) - (2157) \cdot (2295)}{\sqrt{\{(30) \cdot (156567) - (2157)^2\} \cdot \{(30) \cdot (178933) - (2295)^2\}}}$$

$$r = \frac{4997760 - 4950315}{\sqrt{\{4697010 - 4652649\} \cdot \{5367990 - 5267025\}}}$$

$$r = \frac{47445}{\sqrt{\{44361\} \cdot \{100965\}}}$$

$$r = \frac{47445}{\sqrt{\{4478908365\}}}$$

$$r = \frac{47445}{66924,6469}$$

$$r = 0,7089$$

$$KP = r^2 \times 100\%$$

$$KP = (0,7089)^2 \times 100\%$$

$$KP = 50,25\%$$

Meaning : the effect of the student's creativity and english learning achievement by 50,25% and the remaining 49,75% .

$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t_{hitung} = \frac{0,7089\sqrt{30-2}}{\sqrt{1-(0,7089)^2}}$$

$$t_{hitung} = \frac{3,7511}{\sqrt{1-(0,7089)^2}}$$

$$t_{hitung} = \frac{3,7511}{\sqrt{1-(0,5025)^2}}$$

$$t_{hitung} = \frac{3,7511}{\sqrt{0,4974}}$$

$$t_{hitung} = \frac{3,7511}{0,7053}$$

$$t_{hitung} = 5,3184$$

based on the above calculation with the provisions of the terms is $\alpha = 0,05$; $db = N - 2 = 30 - 2 = 28$ is $t_{tabel} 1,701$.

From computation above, it is found that the correlation coefficient is $t_{hitung} 5,3184$; whereas the critical value of "r" with 50,25% significant level and the number of subject 30 ($db: 30 - 2 = 28$) is $t_{tabel} 1,701$. Thus, the critical value is lower than the value resulted from the computation above. It means that hypothesis was accepted. So, there is a positive and significant correlation between the students' creativity and their English learning achievement. It can be interpreted that there is positive and strong correlation between the students' creativity and their English learning achievement.

Based on the ‘r’ value of product moment, it can be seen that the correlation index ($r_{xy} = 5,3184$) 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 student’s creativity and student’s learning achievement.⁴¹

B. Discussion

The research uses quantitative data and analyzing data using statistics. The data are the student’s creativity getting from the questionnaire score student’s achievement getting from student’s test score.

1. Student’s Creativity

On the previous chapter explained about creativity. Some experts proposed their view about creativity. According to Harris says creativity is an ability, attitude and process. Creativity as ability to product 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 continues activity in produce new idea, apply the ideas, find the solutions and always produce creation. According to Torrance views creativity as a whole as a process of identifying problems, finding possible solutions, making hypotheses, evaluating and communicating the result. Torrance also adds that this process includes the

⁴¹ Guildford ,J.P.(1956). *Fundamental Statistics in psychology and Education*. (p.145). New York: McGraw Hill.

creation of original ideas, diversity of views, out of habits, the combination of view ideas and looking at correlation between ideas⁴².

Based on the data analysis of student's creativity collected through questionnaire, it was found that the majority of the student's chose undecided on positive and negative statement. It indicates that the level of student's creativity in learning English was categorized fair. It showed that majority of the student's 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 data was collected through questionnaire as explained in the previous section. The result showed that the student's had fair level of creativity in learning English. It showed at the percentage of student's creativity, the researcher found the biggest percentage was in fair category of student's creativity.

2. Student's English Achievement

Learning is a principal activity in the school. It relevant with the aims of educationist a set of educational outcomes achieved by learner after following educational activity. On the other word, the student's following instructional learning process to gain the result that called achievement. According to Greenland in Farman that achievement is what a pupil has learned.

⁴² Harris, R. (1998). Introduction to Creative Thinking. [online], (<http://www.virtualsatt.com>) accessed February 5, 2018.

Based on the result of data analysis of student's achievement, it was found that student's achievement in learning English was categorized on level average to good. Student's achievement not only value from their intelligence or 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 student's English test result. The result of statistical analysis showed that the student's achievement was average to good. It showed at the percentage of student's achievement, the researcher found that the biggest percentage was in average to good category of student's achievement⁴³.

3. Correlation between Student's Creativity and English Learning Achievement.

Previous finding 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 student's achievement. Therefore, the creativity in cognitive, affective, and skill or psychomotor aspect is most important thing in teaching learning process. It means that the teacher and student have to creative in teaching and learning process so that purpose of education can be reached optimally.

⁴³ Gronlund, Norman E. (1976). *Measurement and Evaluation in Teaching*. New York: Macmillan Publishing.

Based on the previous explanation, the result showed us that there was significant correlation between student's creativity and student's achievement at the tenth grade of students at MA Darul Fatihin NW Gerintuk East Lombok in learning English. It showed at the result of correlation analysis that $r_{xy} / t_{hitung} > t_{table} 5,384 > 1,701$. If we compare r_{xy} with "r" value of product moment, the correlation interval is in medium correlation.



Perpustakaan UIN Mataram

CHAPTER V

CONCLUSION 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 student's creativity and student's achievement in learning English. The result of data analysis showed that student's average creative in English learning and students also average have good English achievement. It showed that when the student's creative in learning English then they will gain good achievement too. It can be concluded that there is correlation between student's creativity and English learning achievement at MA Darul Fatihin NW Gerintuk East Lombok.

B. Suggestions

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

1. The teacher and student's creativity are the most important thing that they have to have and improve in teaching and learning process.
2. Student's 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 student's 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 student's in order that they can reach the target of the teaching.



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APPENDIX 1

1.1 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	S D
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 Inggris)					
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 mempraktikkan 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 chatting dengan teman saya dengan menggunakan bahasa Inggris.)					
25.	I am shy speak English in front of class. (Saya malu berbahasa Inggris di depan kelas)					

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APPENDIX B

APPENDIX 2.1. Score of Student's Creativity in Learning English

No	Score	Student's
1	73	Siti Hindun
2	70	M .Zainul Ali Akbar
3	70	M.Sulpi Kurniawan Al- Buruj
4	60	M. Riski
5	55	Ayu Wardiana
6	63	Andika
7	65	Evi Zulpiana
8	70	Inka Masyurtika Wira Sarina
9	75	Idiatul Husna
10	76	M. Adrian Anugrah
11	77	Nurul Hidayatul Hikmah

12	74	Anharudin
13	75	Tia Widia
14	78	Jumadil
15	83	Silaturrohmi Jalilah
16	73	Safinatunnaja Husaini
17	70	Juliana Hastuti
18	67	M. Jumadil Samsir
19	55	Yudia Khaeroni
20	70	Nurul Apriliani Astri
21	75	Reniatul Izzati
22	72	Hamzah Japar
23	76	M . Majid Rahmatullah
24	73	Munaini Tuhro
25	77	Mutiara Rahmah
26	81	Siti Nurhaliza
27	81	Siti Nurhalimah
28	83	Patin Najwa
29	67	M. Hendra Wijaya
30	73	Yusani
	$\Sigma x=2157$	

APPENDIX 2.2. Category of Student's Creativity in Learning English

Score Classification	Category	Frequency	Percentage
84% - 100%	Very High	0	0
68% - 83%	High	24	80
52% - 67%	Fair	3	10
36% - 51%	Low	3	10
20% - 35%	Very Low	0	0
TOTAL		30	100

APPENDIX 2.3 Student's Achievement Test Result

No	Student's	Score
1	Siti Hindun	75
2	M .Zainul Ali Akbar	67
3	M.Sulpi Kurniawan Al- Buruj	78
4	M. Riski	68
5	Ayu Wardiana	60
6	Andika	53
7	Evi Zulpiana	63
8	Inka Masyurtika Wira Sarina	75
9	Idiatul Husna	78
10	M. Adrian Anugrah	78
11	Nurul Hidayatul Hikmah	80
12	Anharudin	83
13	Tia Widia	88
14	Jumadil	88
15	Silaturrohmi Jalilah	93
16	Safinatunnaja Husaini	95
17	Juliana Hastuti	63
18	M. Jumadil Samsir	63
19	Yudia Khaeroni	75
20	Nurul Apriliani Astri	63
21	Reniatul Izzati	83
22	Hamzah Japar	68
23	M . Majid Rahmatullah	78
24	Munaini Tuhro	73
25	Mutiara Rahmah	85
26	Siti Nurhaliza	88
27	Siti Nurhalimah	88
28	Patin Najwa	90
29	M. Hendra Wijaya	83
30	Yusani	73
		$\Sigma y = 2295$

Source : nilai ujian semester genap tahun pelajaran 2021/2022 MA Darul Fatihin
NW Gerintuk Lombok Timur.

APPENDIX 2.4. Category of Student's Achievement

Score classification	Category	Frequence	Percentage
80 – 100	Good to Excellent	12	40
60- 79	Average to Good	9	30
50 -59	Poor to Average	9	30
0 – 49	Poor	0	0
TOTAL		30	100

APPENDIX 2.5. Data of Correlation between Student's Creativity and Student's Learning Achievement .

NO	X	Y	X ²	Y ²	X.Y
1	73	75	5329	5625	5475
2	70	67	4900	4489	4690
3	70	78	4900	6084	5460
4	60	68	3600	4624	4080
5	55	60	3025	3600	3300
6	63	53	3969	2809	3339
7	65	63	4225	3969	4095
8	70	75	4900	5625	5250
9	75	78	5625	6084	5850
10	76	78	5776	6084	5928
11	77	80	5929	6400	6160
12	74	83	5476	6889	6142
13	75	88	5625	7744	6600
14	78	88	6084	7744	6864
15	83	93	6889	8649	7719
16	73	95	5329	9025	6935
17	70	63	4900	3969	4410
18	67	63	4489	3969	4221
19	55	75	3025	5625	4125

20	70	63	4900	3969	4410
21	75	83	5625	6889	6225
22	72	68	5184	4624	4896
23	76	78	5776	6084	5928
24	73	73	5329	5329	5329
25	77	85	5929	7225	6545
26	81	88	6561	7744	7128
27	81	88	6561	7744	7128
28	83	90	6889	8100	7470
29	67	83	4489	6889	5561
30	73	73	5329	5329	5329
TOTAL (n)	$\Sigma x=2157$	$\Sigma y=2295$	$\Sigma x^2=156567$	$\Sigma y^2=178933$	$\Sigma x.y=166592$

APPENDIX 2.6. Correlation Analysis Formula

$$r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{\{n \Sigma x^2 - (\Sigma x)^2\} \cdot \{n \Sigma y^2 - (\Sigma y)^2\}}}$$

$$r = \frac{(30) \cdot (166592) - (2157) \cdot (2295)}{\sqrt{\{(30) \cdot (156567) - (2157)^2\} \cdot \{(30) \cdot (178933) - (2295)^2\}}}$$

$$r = \frac{4997760 - 4950315}{\sqrt{\{4697010 - 4652649\} \cdot \{5367990 - 5267025\}}}$$

$$r = \frac{47445}{\sqrt{\{44361\} \cdot \{100965\}}}$$

$$r = \frac{47445}{\sqrt{\{4478908365\}}}$$

$$r = \frac{47445}{66924,6469}$$

$$r = 0,7089$$

$$KP = r^2 \times 100\%$$

$$KP = (0,7089)^2 \times 100\%$$

$$KP = 50,25\%$$

$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t_{hitung} = \frac{0,7089\sqrt{30-2}}{\sqrt{1-(0,7089)^2}}$$

$$t_{hitung} = \frac{3,7511}{\sqrt{1-(0,7089)^2}}$$

$$t_{hitung} = \frac{3,7511}{\sqrt{1-(0,5025)}}$$

$$t_{hitung} = \frac{3,7511}{\sqrt{0,4974}}$$

$$t_{hitung} = \frac{3,7511}{0,7053}$$

$$t_{hitung} = 5,3184$$



Perpustakaan UIN Mataram

BIOGRAPHY

Self-identity

Name : Hikmatussa'adah

Date and Place of birth : Bungtiang, 24 April 1998

Address : Bungtiang Village, Sakra, East Lombok, West Nusa Tenggara

Mother's name : Nurmayanti

Father's name : Mahyudin

Educational Background

Graduation year of Elementary school : Madrasah Ibtidaiyah Hidayatul Ikhwan
NW Bungtiang

Graduation year junior high school : MTs Hidayatul Ikhwan NW Bungtiang

Graduation year senior high school : MA MU'ALLIMAT NW ANJANI
LOMBOK TIMUR.

APPENDIX 3. Process of Responding Questionnaire in the classroom

3.1. research in the class by using distributing questionnaire to student's



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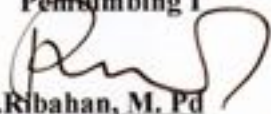
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Pembimbing II : Kasyfur Rahman M. Pd

Judul Skripsi : The Correlation Between Creativity and English Learning Achievement Among the tenth grade student's of MA Darul Fatihin NW Gerintuk, East Lombok the Academic 2021/2022 year.

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1	11/10/21	Chapter IV & V	RS
2	17/11/21	Chapter IV & V	RS
3	19/11/21	Chapter IV & V + Discussion + Appendix	RS
4	22/12/21	Chapter IV & V & Data Display + Analysis	RS
5	27/12/21	Acc: Ready for exam	RS

Mataram, 27-12-2021
Pembimbing I


Dr. Ribahan, M. Pd
 NIP. 197907232003121002



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 Pembimbing II : Kasyfur Rahman M. Pd
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2.	11/10/2021	data analisis	
3.	18/11/2021	data interpretasi	
4.	28/11/2021	thesis found	
5.	27/12/2021	dan	

Mataram, 2021
 Pembimbing II

Kasyfur Rahman, M.Pd
 NIP.198612282018011001



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 Hal : Permohonan Rekomendasi Penelitian

Kepada :
 Yth. Kepala Bakesbangpoldagri Provinsi NTB
 di_
 Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

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 NIM : 160107104
 Fakultas : Tarbiyah dan Keguruan
 Jurusan : TBI
 Tujuan : Penelitian
 Lokasi Penelitian : MA DARUL FATIHIN NW GERINTUK, LOTIM
 Judul Skripsi : **THE CORRELATION BETWEEN CREATIVITY AND ENGLISH LEARNING ACHIEVEMENT AMONG THE TENTH GRADE STUDENTS OF MA DARUL FATIHIN NW GERINTUK EAST LOMBOK THE ACADEMIC YEAR 2021/2022.**

Rekomendasi tersebut digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan

Wakil Dekan Bidang Akademik



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 NIP. 197811112005011009



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1 Dasar

- a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian
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 Alamat : Bagek Berende RT/RW 000/000 Kel/Desa Bungiang Kec. Sakra Barat Kab. Lombok Timur
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 Lamanya : September - Oktober 2021
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Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Darul Fatihin NW Gerintuk Desa Boyemare Kecamatan Sakra Barat Kabupaten Lombok Timur :

Nama : TGH. Wildan Hasan, S.Pd.I
 Jabatan : Kepala Madrasah
 Nama Madrasah : MA Darul Fatihin NW Gerintuk

Menerangkan dengan sebenarnya bahwa:

Nama : **HIKMATUSSA'ADAH**
 NIM : 160107194
 Semester : **XI (Sebelas)**
 Tahun : 2021/2022
 Program Studi : **S -1 / Tadris Bahasa Inggris**

Yang bersangkutan benar telah melaksanakan Penelitian di MA Darul Fatihin NW Gerintuk, pada tanggal 30 Agustus s/d 12 September 2021, dalam rangka melengkapi penyusunan skripsi yang berjudul : *"The Correlation Between Creativity and English Learning Achievement Among the Tenth Grade Student's of MA Darul Fatihin NW Gerintuk East Lombok the Academic Year 2021/2022"*.

Demikian keterangan ini dibuat, untuk diketahui dan dipergunakan sebagaimana mestinya.

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