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FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1445 H / 2024 M

**THE INFLUENCE OF TEACHERS' CREATIVITY ON
STUDENTS' LEARNING ACHIEVEMENT AT MTS
AL-MUTTAQIN PEKANBARU**



UIN SUSKA RIAU

BY:

FRANKY JONATHAN PUTRA
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Thesis

Submitted in partial fulfillment of the Requirements
For Bachelor Degree of English Education
(S.Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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Certify that this *skripsi* entitled “**The Influence of Teachers’ Creativity on Students’ Learning Achievement at MTs Al-Muttaqin Pekanbaru**” is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others’ opinion findings include in this *skripsi* are quoted in accordance with ethical standards.

Perkanbaru,

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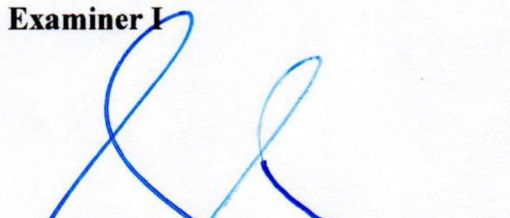
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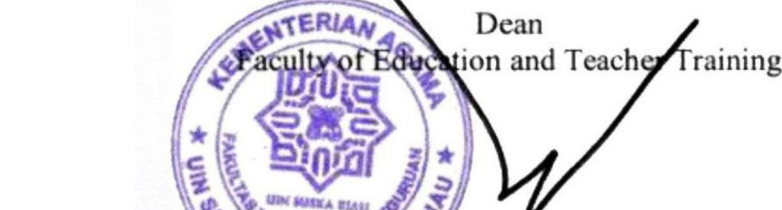


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Pekanbaru, october 24 2023

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ABSTRAK

Franky Jonathan Putra, (2023): “Pengaruh Kreativitas Guru terhadap Hasil Belajar Siswa dalam Pembelajaran Bahasa Inggris di MTs Al-Muttaqin pekanbaru”

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh signifikan kreativitas guru terhadap hasil belajar siswa dalam pembelajaran bahasa inggris pada siswa kelas 8 di MTs Al-Muttaqin pekanbaru. Metode penelitian ini adalah kuantitatif dengan pendekatan asosiatif yang mana membuktikan hubungan antara variabel independen (Kreativitas Guru) dan variabel dependen (Hasil Belajar Siswa). Dari 26 siswa sebagai populasi yang terdiri dari 6 kelas. Peneliti memilih satu kelas yang terdiri dari 40 siswa kelas 8 MTs Al-Muttaqin Pekanbaru sebagai sampel yang menggunakan purposive sampling. Dalam pengambilan data, peneliti menggunakan angket dan dokumentasi nilai siswa dari guru bahasa inggris. Angket terdiri dari 20 item pertanyaan sebagai instrumen. Dalam menganalisi data, peneliti menggunakan deskriptif statistik, analisis regresi linear sederhana dan formula korelasi pearson product moment. Data di analisis menggunakan bantuan program SPSS. Berdasarkan hasil nya, diperoleh nilai mean pada kreativitas guru sebesar 74.93. sedangkan, nilai mean pada hasil belajar siswa adalah 79.62. hasil pada analisis regresi linear sederhana menunjukkan koefisien positif dengan nilai regresi nya pada variabel kreativitas guru 0.568. yang artinya H_0 ditolak dan H_a diterima. Dapat disimpulkan bahwa ada pengaruh yang signifikan pada kreativitas guru terhadap hasil belajar siswa dalam pembelajaran bahasa inggris di MTs Al-Muttaqin Pekanbaru.

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ABSTRACT

Franky Jonathan Putra, (2023): “The Influence of teachers’ Creativity on Students’ Learning Achievement in Learning English at MTs Al-Muttaqin pekanbaru”

The purpose of this study was to find out the significant influence of teachers’ creativity on students’ learning achievement in learning English in the eight-grade students of MTs Al-Muttaqin Pekanbaru. The design of this research was correlation research. From 226 students’ of the population which consisted of 6 classes. The researcher took one class which amounted to forty of eight-grade students’ of MTs Al-Muttaqin Pekanbaru as the sample by using purposive sampling. In collecting the data, the researcher used questionnaire and documentation of students’ score from the English teacher. The questionnaire was consists of 20 item statements as the instrument. In analyzing the data, the researcher used descriptive statistic, simple linear regression analysis and pearson product moment correlation formula. The data was analyzed by using SPSS program. Based on the result, it was found that the mean score of teachers’ creativity was 74.93. While, the mean score of students’ learning achievement was 79.62. The result of pearson correlation showed that the probably level is 0.032. It can be stated that $0.032 < 0.05$. The result of the simple linear regression analysis showed that the regression coefficient for the teachers’ creativity as variable X is equal to 0.568. Which mean H_0 was rejected and H_a was accepted. Thus, it can be concluded that there is significant influence of teachers’ creativity on students’ learning achievement in learning English at MTs Al-Muttaqin Pekanbaru.

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ملخص

فرانكي جوناثان بوترا (2023): "تأثير إبداع المعلم على نتائج تعلم الطلاب في تعلم اللغة الإنجليزية في مدرسة المتقين بيكانبارو"

الغرض من هذا البحث هو تحديد التأثير الكبير لإبداع المعلم على نتائج تعلم الطلاب في تعلم اللغة الإنجليزية لطلاب الصف الثامن في مدرسة المتقين بيكانبارو. أسلوب البحث هذا هو بحث كمي ذو منهج ترابطي يثبت العلاقة بين المتغير المستقل (إبداع المعلم) والمتغير التابع (مخرجات تعلم الطالب). من 26 طالبا وعدد السكان يتكون من 6 فصول. اختار الباحث فصلاً يتكون من 40 طالباً من طلاب الصف الثامن في مدرسة المتقين بيكانبارو كعينة باستخدام العينة الهادفة. وفي جمع البيانات، استخدم الباحثون الاستبيانات وتوثيق درجات الطلاب من معلمي اللغة الإنجليزية. يتكون الاستبيان من 20 فقرة سؤال كأداة. في تحليل البيانات، استخدم الباحثون الإحصاء الوصفي، وتحليل الانحدار الخطي البسيط، ومعادلة الارتباط اللحظي لمنتج بيرسون. وتم تحليل البيانات باستخدام برنامج SPSS. وبناء على النتائج كان متوسط درجات إبداع المعلم 74.93. وفي الوقت نفسه، فإن متوسط درجات نتائج تعلم الطلاب هو 79.62. أظهرت نتائج تحليل الانحدار الخطي البسيط وجود معامل إيجابي بقيمة انحدار على متغير إبداع المعلم قدرها 0.568. مما يعني أن H_0 مرفوض و H_a مقبول.

يمكن أن نستنتج أن هناك تأثير كبير على إبداع المعلم على نتائج تعلم الطلاب في تعلم اللغة الإنجليزية في مدرسة المتقين بيكانبارو.

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LIST OF CONTENT

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRAK	v
ABSTRACT	vi
ملخص	vii
LIST OF CONTENT	viii
LIST OF TABLE	x
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Problem of the Research	5
1. Identification of the Problem	5
2. Limitation of the Problem	5
3. Formulation of the Problem	5
C. Objectives and Significance of the Research.....	6
1. Objective of the Research	6
2. Significance of the Research.....	6
D. Definition of the Terms	7
CHAPTER II LITERATURE REVIEW	9
A. Theoretical Framework	9
1. Teacher Creativity.....	9
2. Learning Achievement	13
B. Relevant Research.....	20
C. Operational Concept.....	22
D. Assumption and Hypothesis.....	25
CHAPTER III METHOD OF THE RESEARCH	26

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A. The Research Design.....	26
B. Time and Place of the Research.....	27
C. Research Subjects and Objects.....	27
D. Population and Sample.....	28
E. Data Collection Techniques	29
F. Data analysis technique.....	34

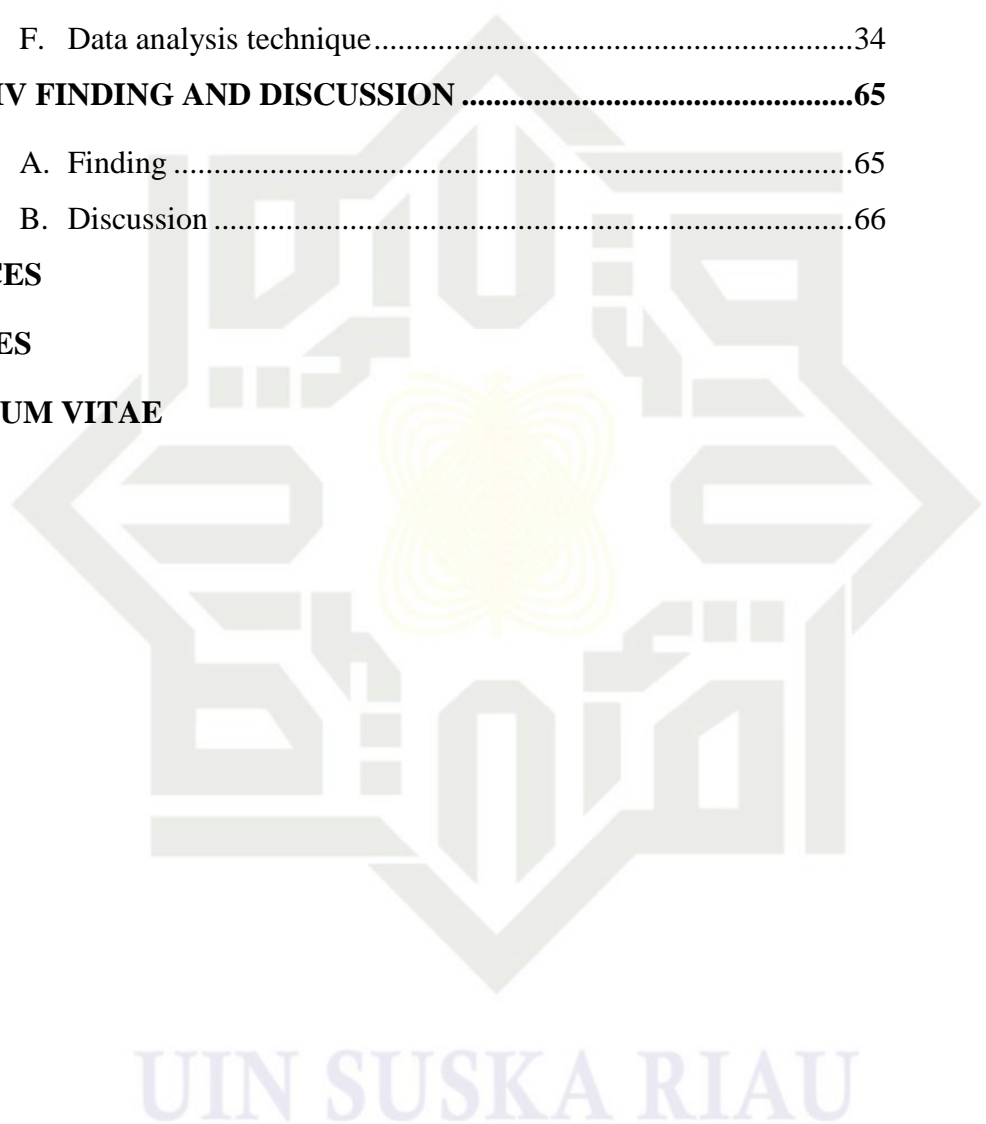
CHAPTER IV FINDING AND DISCUSSION65

A. Finding	65
B. Discussion	66

REFERENCES

APPENDICES

CURRICULUM VITAE



LIST OF TABLE

Table III. 1 The Total Population of The Second-grade of MTs Al-Muttaqin Pekanbaru	28
Table III. 2 The Total Sample of The Second-grade of MTs Al-Muttaqin Pekanbaru ..	29
Table III. 4 Blue Print of Teachers' Creativity Questionnaire	30
Table III. 5 The Likert Scale Rating	30
Table III. 6 Questionnaire validity	32
Table III. 7 The Level of Reliability	33
Table III. 8 Reliability statistic	33
Table III. 9 The Classification of Questionnaire Category	34
Table IV. 1 Teachers often look for the materials through internet about the material to be taught.	40
Table IV. 2 The teacher reproduces reading materials / books about the material to be taught.	40
Table IV. 3 The teacher make questions that able to increase student motivation.	41
Table IV. 4 Teachers provide opportunities for students to provide feedback, ideas and answers in the teaching and learning process.	41
Table IV. 5 The teacher provides a solution to the problem faced by students	41
Table IV. 6 The teacher tells stories or shares experiences with students so that students can observe how to solve the same problems as those he faced.	42
Table IV. 7 Teachers use a variety of learning methods	42
Table IV. 8 Teachers use a variety of learning media according to the material to increase students learning interest	43
Table IV. 9 The teacher appreciates the ideas that arise from students so that students are more enthusiastic in expressing their opinion.	43
Table IV. 10 The teacher accepts the criticism conveyed by students	43
Table IV. 11 Teachers use free time besides teaching for productive activities related to his job.	44
Table IV. 12 The teachers provide many ways or suggestions to do any things.	44
Table IV. 13 The teacher is able to connect the subject with student knowledge.	45
Table IV. 14 Teachers are open to new ideas.	45

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Table IV. 15 Teachers are able to demonstrate things that have not happen.	45
Table IV. 16 The teacher gives ideas to answer the existing questions.	46
Table IV. 17 Teachers teach in a fun way so that students enthusiasm for learning.	46
Table IV. 18 The teacher responds to questions asked by students.	47
Table IV. 19 The teacher always gives enlightenment to students.	47
Table IV. 20 The teacher conveys new information, for example additional material according to the level of students learning abilities.	47
Table IV. 21 Frequency of teachers' creativity questionnaire	48
Table IV. 22 The Result of Teachers' Creativity Questionnaire.....	50
Table IV. 23 Recapitulation of Teachers' Creativity	51
Table IV. 24 The Classification of Questionnaire Category	52
Table IV. 25 The Result of Students' English Achievement	54
Table IV. 26 Frequency of Students' English Achievement.....	55
Table IV. 27 Table IV. 28 Descriptive Statistics	56
Table IV. 29 Test of Normality	57
Table IV. 30 ANOVA	58
Table IV. 31 Coeficients	59
Table IV. 32 The Index of Correlation Coefficient.....	61
Table IV. 33 Correlations.....	62

CHAPTER I

INTRODUCTION

A. Background of the Research

Education is the most important element in building human resources quality for a country. Education is a human effort to expand the horizons of knowledge in order to form values, attitudes and behavior as an effort, not only producing great benefits, education is also one of the basic of human needs that is often feels unexpected.

The teaching and learning process is an event that involves two inputs, namely teachers and students. Both aim to achieve a good end result. But they are different, students focus on learning activities, how to master the subject matter provided by the teacher in order to improve optimal learning achievement. While the teacher focuses on how to teach the subject matter so that students can understand it. Therefore, in carrying out their duties and responsibilities, teachers are required to have a high level of education and good competence in order to be able to increase the understanding of their students who are performing. In RI Law No. 14 (2005) it is stated that:

“Teachers are required to have academic qualifications, competencies, educational certificates, and have the ability to realize national education goals. And article (9), the academic qualifications as referred to in article 8 are obtained through higher education, undergraduate programs or four diploma programs.

Yudhi Munadi (2008, p. 1) stated the revolution in science and technology, changes in society, understanding of children's learning, progress of communication and information media gives meaning to educational activities. Education must be able to aligning the needs of students with the development of the era that always changing. Students need supplies of knowledge, experience, and skills to deal with future challenges. This should be prepared in advance so that education can produces capable and creative children. To achieve this purpose, the management of education and learning needs to be designed as good as possible to create a quality education.

Moh. Uzer Usman (1998, p. 4) stated there are several factors that influence the existence of good education quality. One of the factors is the teacher. As a designer and implementer learning activities, the teacher is someone who directly know how the learning process occurs. Teaching and learning process is the core of the overall educational process with the teacher as the main role holder. So, various skills and competence of the teachers are needed in creating learning situations and conditions that fun in class.

One of the problems that facing the world of education is fostering teacher creativity. According to Munandar (1992) creativity is the ability to create new combinations, based on existing data, information or elements. James J. Gallagher (1985) "Creativity is a mental process by which an individual creates new ideas or products, or recombines existing ideas and products, in fashion that is novel to him or her. So, creativity can be interpreted as the ability to create new products, both completely new and the result of modifications or changes by developing things that already exist. So, in this case it is associated with the

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creativity of teachers in teaching. , the teacher concerned may be able to create a teaching strategy that is completely new and original (original creation itself), or modification of various existing learning strategies to produce new formations.

In this life creativity is very important, because creativity is an ability that means a lot in the process of human life. Indeed, until now there is no regulation in Indonesia that states teachers must be creative. Starting from the Regulation of the Minister of Education and Culture (Permendikbud), Government Regulation (PP), Presidential Regulation (Perpres) to the Law (UU) nothing emphasizes that teachers must have this potential.

The facts prove that the development of human civilization is largely determined by creative people. Thomas Alva Edison invented the incandescent lamp, Wilbur Alright invented the airplane, Graham Bell invented the telephone and many other inventions. If we look at all the creativity of the inventors, actually creativity has two characteristics. First, creativity produces something that has not existed before. Second, creativity is done by modifying something that already exists and then producing something new. In essence, creative people always create something. Therefore, creativity can be stated as one of the potentials of self-potential.

Based on the interview that was done by researcher with the English teacher at MTs Al-Muttaqin Pekanbaru, and after observating to the school, the researcher found that some of the students still get low scores in English lesson, it showed by the number of students those got the remedial in the mid semester examination in the first semester on academic year 2022-2023. Which is showed that some students got scores less than 7.5 in the mid semester examination as the

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KKM that has determined by the school. Some of students told that they were not interested to study English, and also they did not understand about the materials that explained by the teacher. So, it made them bored when the English subjects happened and also some of the students felt sleepy when joined the English class. But other students get a good score in English subject, they told that they very like English, and always waited for the English class happen. So it is mean that not all the students got difficulties in English score, some of the can enjoy the class, and have a good capability in English.

In some of the preliminary research those told us about creativity in education, the most problem is fostering teachers' creativity. In the research that was conducted by Suwartono (2016) entitled "Teachers' Creativity in ELT", he told that Creativity is considered an important thing to achieve the success in all aspects of life, including English language teaching. In teaching English in Indonesia, it is a foreign language here, teachers' creativity is more crucial. This paper highlights the significance of teachers' creativity in English language teaching, suggests approaches to developing teachers' creativity, and shares examples of classroom practices, notably the use of creativity in English language teaching. If we see from the research above, and compare with this research, both have similar problem that is the teachers' creativity.

How the problems those arise in connection with the low level of formal education of teachers have recently been in the spotlight for the world of education. There are still many teachers who do not master their teaching materials because they are not in accordance with their academic qualifications.

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In addition, there are still many teachers who do not master learning methods which in turn have an impact on the low success of student learning.

Based on the description above, it is clear that research on the influence of teachers' creativity on students' achievement needs to be done in scientific research to make a real contribution to the development of our local education in the future.

B. Problem of the Research**1. Identification of the Problem**

Based on the background above the researcher identified the research problems as follows:

- a. Some of students feel boring in English learning.
- b. Some of students do not interested to study English.
- c. Some of students still get low scores in English learning.
- d. Some of students have low motivation in learning English.

2. Limitation of the Problem

Based on the identification of the problems above. The researcher limits the research on the influence of teachers' creativity on students' English learning achievement at MTs Al-Muttaqin Pekanbaru?

3. Formulation of the Problem

Based on the problem limited above, the problems formulated in the following research questions: "Is there any significant influence of

teachers' creativity on students' learning achievement at MTs Al-Muttaqin Pekanbaru? “

C. Objectives and Significance of the Research

1. Objective of the Research

The writer carried out this research for several objectives to determine the significant influence of teachers' creativity on students' learning achievement at MTs Al-Muttaqin Pekanbaru.

2. Significance of the Research

Related to the objective of the research above, the significances of the research are as follow:

Theoretically, this research is expected to enlarge the writer's knowledge about teachers' creativity toward students' learning achievement at MTs Al-Muttaqin Pekanbaru, as well as provide helpful information for the readers in conducting the research

Practically, this research is useful for Teacher, Student, School, and also the Researcher. This research can be used as a positive contribution for teachers and prospective teachers to grow up the creativity in teaching and can reach the goal of the education. For students it can use to grow up the interest and motivation of students towards the learning so that they have enthusiasm and more spirit. And for the school can be used as a feedback for the schools to make improvements of the learning in order to improving the quality of education. And the last is for the Researcher, it useful to adding

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insight, knowledge and ideas related to the important of creativeness and provide motivation to continue to work and create new products.

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D. Definition of the Terms

The definition of the problem that the concept researcher aims to make it easier to understand the title above and to avoid the occurrence of misunderstanding of the title. The definition of the problem from the title above is as follows:

1. Teacher Creativity

According to Downing (1997) Creativity can be defined as a "process" for generate something new from an existing element with rearrange the elements. Creativity related to three main components, namely the ability to think creative, expertise (technical, procedural, and intellectual knowledge), and motivation. In this case, creativity is the ability to create new products that have characteristic of others as a result of his ability to process the power of thought and expertise it.

2. Learning Achievement

According to Syamsu Mappa (1997:2) "Learning achievement is the result achieved by students in certain fields of study by using tests as a means of measuring student learning success". In this case, learning achievement implies the quality of behavior (knowledge, skills, and values) that happen to the students in the learning process that can be measured based on the students' report card value as the output of their learning process.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Teacher Creativity

a. Understanding Teacher Creativity

A teacher is the main factor for developing students' potentials to become human beings who believe and fear Allah God, noble, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. According to Usman a professional teacher is a person who has special abilities and expertise in the field of teaching, so that they can do their duties and functions as a teacher. Hamzah and Nurdin (2011, p.154) stated that creativity is often describes as the abilities to think critically, having lots of ideas, able to combine ideas that did not combined before and the ability to find ideas to solve problems.

From the understanding above, the researcher can limit and conclude creativity is: 1. Creativity is a process of change. 2. Change is more about individuals than groups

Creativity is something that is important in daily activities. Almost all humans are related to the process of creativity, which is developed through art or new inventions. Traditionally, creativity is seen as something mysterious, inborn, which can be lost at any time

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In this regard, according to Ngalimun (2013) creativity is also defined as the characteristics by individuals that mark their ability to create something completely new or a combination of works that have existed before, become something new that through interaction with the environment to deal with problems, and look for alternative solutions through divergent thinking

Based on the definition above, teacher creativity can be interpreted as the teacher's ability to create new ideas and to find solutions of the problems that appears in the educational process, especially in teaching and learning. Creative teachers will always develop teaching ability and pedagogic ability in the process of learning.

b. Characteristics of Creative Teachers

According to Fitranty Adirestuty (2008) Teacher creativity is the teacher's ability to teach in order to create a comfortable and calm learning atmosphere by creating new ideas that can make students feel challenged in learning. Those ability are:

- 1) Ability to think fluently
 - a) Teachers create many ideas in teaching English lessons;
 - b) Teachers help students to solve problems in the process of teaching and learning activities;
 - c) Teachers give a lot of descriptions related to learning.

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- 2) Ability to think flexibly
 - a) Teachers give different questions to students;
 - b) Teachers look for alternatives to carry out the learning process based on the classroom atmosphere;
 - c) Teachers answer the students' questions with various answers.
- 3) The ability to think rationally
 - a) The teacher displays pictures related to the material with unique views;
 - b) Teachers are able to provide a new atmosphere every time they carry out Indonesian language learning;
 - c) The teacher arranges benches and student chairs with unique formations.
- 4) The ability to detail or elaborate
 - a) The teacher explains the subject matter by using an animated video he made himself;
 - b) The teacher helps students to understand the ideas that have been conveyed;
 - c) The teacher makes props from used goods.
- 5) The ability to assess or evaluate
 - a) The teacher carries out the words that have been spoken to students;
 - b) The teacher determines the benchmark for self-assessment in carrying out learning activities;

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c) The teacher asks questions to students to find out the competencies mastered by students.

6) The ability to provide variety in learning

a) Teachers use a variety of learning methods;

b) Teachers use learning media that vary according to the material to arouse students' enthusiasm;

c) Teachers are able to connect the subject matter with student knowledge.

c. The Aspects Affecting Creativity

According to Martini Jamaris (2013) the aspects that influence teacher creativity, include:

1) Cognitive aspect

Cognitive ability (thinking ability) is one of the aspects that influence the emergence of person's creativity. Thinking ability that can develop creativity is the ability to think divergently, which is an ability to create various alternative solutions to solve the problem.

2) Intuitive and imaginative aspects

Creativity is related to the activity of the right part of the brain. Therefore, imagination and imaginativeness is another aspects that influence the emergence of vreatiivity.

3) Sensory Aspect

Creativity is influenced by aspects of the ability in sensing, namely the ability to use the five senses sensitively. This sensitivity

causes a person to be able to find something that cannot be seen or thought by other people.

4) Aspect of Emotional intelligence

is related to tenacity, patience, and stability in facing the uncertainty, in facing the uncertainty and various problems related to creativity..

2. Learning Achievement

a. Understanding the Learning Achievement.

Suryabrata, Sumad (1984, p.252) states that learning achievement in general comes from two terms, namely achievement and learning. Learning achievement has the meaning of a standard test to measure a person's skills or knowledge in one or more lines of the work or study.

Alwi Hasan (2005) stated learning achievement according to the Big Indonesian Dictionary means:

- 1) Mastery of knowledge or skills developed by subjects, usually indicated by test scores or scores given by the teacher,
- 2) Ability that really exists or can be observed (actual ability) and which can be measured directly with certain test.

Sumadi Suryabrata (2006) stated that achievement can also be defined as follows: "the value is the final formulation that can be given by the teacher regarding the progress/achievement of student learning during a certain period". So, achievement is the result of students' efforts during a certain period of doing activities.

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According to Hutabarat (1995) that learning outcomes are divided into four groups, namely:

- 1) Knowledge, namely in the form of information materials, facts, ideas, beliefs, procedures, laws, rules, standards, and other concepts.
- 2) Ability, namely in the form of the ability to analyze, reproduce, create, organize, summarize, make generalizations, think rationally and adapt.
- 3) Habits and skills, namely in the form of behavioral habits and skills in using all abilities.
- 4) Attitude, namely in the form of appreciation, interest, consideration and taste.

From the opinion above, it can be concluded that learning achievement is the result of students' efforts that can be achieved in the form of mastery of knowledge, habitual abilities and skills and attitudes after following the learning process which can be proven by test results. Learning achievement is something that students need to know the abilities they have obtained from an activity called learning.

If an activity can satisfy a need then there is a great tendency to repeat it. Sources of learning reinforcement can be extrinsic (values, recognition, rewards) and can be intrinsic (excitement to investigate, interpret situations).

Slameto (2003, p.10) stated that Learning achievement is a change that achieved by someone after following the learning process. These changes include overall behavioral changes in attitudes, skills

and knowledge. From this definition it can be concluded that the notion of learning achievement is the result of effort, work or study that shows a measure of the skills achieved in the form of values.

b. The Purposes of Learning Achievement

To gain knowledge it is characterized by the ability to think, because between the ability to think and the selection of knowledge can't be separated. The ability to think cannot be developed without knowledge and vice versa, the ability to think will enrich knowledge.

- 1) Concept cultivation and skills Concept cultivation requires skills, both physical skills and spiritual skills. Physical skills are skills that can be observed so that it will focus on the appearance or movement skills of someone who is learning, including in this case a problem of technique or repetition. While spiritual skills are more complicated, because they are more abstract, involve issues of appreciation, thinking skills and creativity to complete and formulate a concept.
- 2) Formation of attitudes the formation of mental attitudes and behavior of students will not be separated from the matter of inculcating values, based on values, students will be able to grow awareness and ability to practice everything they have learned. Taxonomy Bloom and Simpson develop a learning goal that must be achieved by someone who learns, so that changes occur in him.

Sukmadinata, Nana Syaodih (2007, p.180-182) states that change occurs in three domains, namely:

- a) Cognitive Aspect,

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It is about knowledge and intellectual skill and ability

b) Affective Aspect,

It is about learning achievement that related to the feel, attitude, interested, and the value.

c) Psychomotor Aspect

About physical abilities such as motor and neural skills, object manipulation, and neural coordination.

From the opinions of these experts, it can be concluded that the learning objectives are the behavior of learning outcomes that are expected to occur, be owned, or controlled by students after participating in certain learning activities. Learning objectives are formulated in the form of specific, actual, and measurable competency behaviors that are expected to occur, be possessed, or mastered by students after participating in certain learning activities.

c. Important Elements that Describe the Characteristics of Learning.

Sri Rumini (1995, p.60) suggests that the purpose of learning is a behavior changed, this can be identified as the characteristics of learning, there are several important elements that describe the characteristics of learning:

- 1) In learning there is a change in behavior, both observable behavior and non-observable behavior.
- 2) In learning, behavioral changes include cognitive, affective, psychomotor and mixed behavior.

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- 3) In learning, changes in behavior that occur due to miracles, hypnosis, supernatural things, growth processes, maturation, disease or physical damage, are not considered as a result of learning.
- 4) In learning, changes in behavior become something that is relatively permanent. If someone learns to be able to read, then the ability to read will still be owned.
- 5) Learning is a business process, which means that learning takes place over a long period of time. Learning outcomes in the form of behavior can sometimes be observed, but the learning process itself cannot be observed directly.
- 6) Learning occurs because there is interaction with the environment. Learning achievement is a problem that is perennial (eternal) in human history because of its life span, humans always pursue achievements in accordance with their respective fields and abilities.

d. The Function of Learning Achievement

The function of learning achievement according to M. Ngalim Purwanto (2003, p.155) are:

- 1) Learning achievement as an indicator of the quality and quantity of students' knowledge. Learning achievement achieved by students shows the extent to which students are able to understand and master teaching materials or material that has been delivered by the teacher. By looking at the learning achievement, it can be immediately evaluated the things that cause students to not understand or master the teaching materials or subject matter.

- 2) Learning achievement as an institution of satisfaction of curiosity. Psychologists usually refer to this as a tendency of curiosity and is a general human need, including a student who wants to achieve satisfaction by obtaining good learning achievements.
- 3) Learning achievement as information material and educational innovation. The assumption is that learning achievement can be used as a driving force for students to improve science and technology and act as an evaluation material in order to improve the quality of education.
- 4) Learning achievement as an internal and external indicator. As an internal indicator, it means that learning achievement that has been achieved can be used as a benchmark for the level of productivity of an educational institution. Meanwhile, as an external indicator, it means that the level of learning achievement can be used as an indicator of student success in society.

e. Factors those Affect Learning Achievement

According to Muhibbin Syah (2006, p.144) Poor student learning achievement is not always because the student is stupid or has a low IQ. Student achievement can be influenced by many factors. Teachers and parents are educators at school and at home must be able to know and identify the various obstacles faced by students. Student achievement is influenced by at least three factors, namely:

- 1) Internal factors,

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Namely factors that exist in individuals who are learning, internal factors consist of:

- a) Physical factors which include health and disability
 - b) Psychological factors which include the level of intelligence, attention, interests, talents, motives, maturity and readiness
 - c) Fatigue
- 2) External Factor,

Namely factors from outside the individual. External factors consist of:

- a) Family factors are the way parents educate the relationship between family members, home atmosphere, family economic situation, understanding of parents and cultural background.
 - b) Factors from the school environment, namely teacher teaching methods, curriculum, teacher-student relations, student-student relations, school discipline, learning tools, school time, learning standards above size, state of the building, learning methods and homework.
 - c) Community factors, namely student activities in the community, close friends, and forms of community.
- 3) Life Factors of Learning Approach

Namely the type of student learning effort which includes the strategies and methods used by students to carry out learning activities of learning materials.

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Ahmad Tafsir (2008) stated that learning achievement is basically the final result that is expected to be achieved after a person learns. The learning outcome or the expected form of behavior change is a target or learning goal which includes 3 (three) aspects, namely:

- a) knowledge (knowing);
- b) skilled in carrying out or doing what he knows (doing); and
- c) carried out what he knows regularly and consistently (being).

So it can be concluded that learning achievement indicators are classified into three domains, namely: cognitive domain, affective domain and psychomotor domain.

From the opinion above, it is explained that the factors that influence students come from themselves and can come from outside the students. In connection with this, teachers and parents must be able to understand and help solve problems faced by students so that their learning achievement can be optimal. Teachers and parents should not assume that poor performance is caused by stupid students, as educators at home and at school, teachers and parents must understand that the abilities of each student and their environment are not the same.

B. Relevant Research

Syafi'i (2017) said that relevant research is required to observe some previous researchers that conducted by other researchers in which they are relevant to our study. Thus, relevant research has essential point that help the researcher to avoid plagiarism toward the designs and findings of the previous researchers.

There are some related researches that are relevance with the influence of English teacher creativeness towards student learning achievement in English class. First, the research that was conducted by Suwartono (2016) entitled “Teachers’ Creativity in ELT”, Creativity is considered an important thing to achieving success in all fields of life, including English language teaching. In the teaching of English in Indonesia, here it is a foreign language, teachers' creativity is more crucial. This paper highlights the significance of teachers’ creativity in English language teaching, suggests approaches to developing teachers' creativity, and shares examples of classroom practices, notably their use of creativity in English language teaching.

Second, the research that was conducted by Danielle E. Kaplan (2019) entitled “Creativity in Education: Teaching for Creativity Development”. This research involves the study of creativity in education, specifically through the training of teachers and future teachers to apply theories of creativity in instructional design. Teacher Education students were exposed to creativity theory and conditioned to apply theory in developing learner creativity in lesson and project design. Creativity theories were included in an online course in cognition and critical thinking in education as foundational psychological frameworks to apply in educational practice and in the design of creative activity in the course. Participants studied and applied creativity frameworks in instruction and learning design in the form of lessons and projects. Lesson Designs were full-length lessons with applications of creativity theory. Project Designs were group projects incorporating creativity theory into an educational

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resource. Uses of creativity theory in lessons and projects were analyzed for understanding and application of theory.

Third, the research that was conducted by Muhammad Hifdil Islam & Mohammad Hilmy Baihaqy Yussof (2019) entitled “Teacher Creativity in Forming Character Education”. Based on the research, told us that if a teacher is more creative in implementing the character education at schools, the higher successful of character education for students can be reached. Based on the conclusion, the researcher suggest that every teacher has to increase the creativity to apply the character education at schools.

In line of these relevance research, the researcher concludes that there are some similarities and differences between those researchers with this research. The similarities are the researcher also use creativity as the independent variable while doing this research, then it also effects teachers’ creativity and how they manage when teaching in the classroom. Furthermore, the differences are the subject of the research, and the methodology of the research. In this research the participants are the teachers and the students in MTs Al-Muttaqin Pekanbaru.

C. Operational Concept

The Operational Concept shows the influence of teachers’ creativity on students’ learning achievement. According to Creswell (2012) that the section will concept the literature in the researcher’s mind. In order to clarify the theories that are used in this research, the researchers want to explain about the variable of this research. In this operational concept, several indicators that will be used by the author in conducting research will be presented. Indicators that are discussed in this study, those are:

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1. Teacher Creativity

According to Fitranty Adirestuty (2008) Teacher creativity (Variable X) is the teacher's ability to teach in order to create a comfortable and calm learning atmosphere by creating new ideas that can make students feel challenged in learning. The operational indicators are as follows: those are:

a. Ability to think fluently

- 1) Teachers create many ideas in teaching English ;
- 2) Teachers help students to solve problems in teaching and learning process ;
- 3) Teachers give descriptions related to the learning materials.

b. Ability to think flexibly

- 1) Teachers give different questions to students;
- 2) Teachers look for alternatives to carry out the learning process according to the classroom atmosphere;
- 3) Teachers answer the student questions with various answers.

c. The ability to think rationally

- 1) Teacher display pictures related to the material with unique views ;
- 2) Teachers are able to provide a new atmosphere in every English learning process ;
- 3) Teacher arrange the students' seat with unique formations.

d. The ability to detail or elaborate

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- 1) Teachers explain the subject by using their animated video that made by themself ;
 - 2) Teachers help students to understand the ideas that have been explained ;
 - 3) Teachers make props from used goods.
- e. The ability to assess or evaluate
- 1) The teacher carries out the words that have been spoken to students ;
 - 2) Teachers give score for self-assessment in learning activities based on standard of the school ;
 - 3) Teachers ask students to measure their competencies of the materials.
- f. The ability to provide variety in learning
- 1) Teachers use a variety of learning methods ;
 - 2) Teachers use variety of learning media that according to the material to increase the students' enthusiasm ;
 - 3) Teachers are able to connect the subject with student knowledge.
2. Students Learning Achievement

Sukmadinata, Nana Syaodih (2007, p.182) states that change occurs in three domains, namely:

a. Cognitive Aspect,

It is about knowledge and intellectual skill and ability

b. Affective Aspect,

It is about learning achievement that related to the feel, attitude, interested, and the value.

c. Psychomotor Aspect

About physical abilities such as motor and neural skills, object manipulation, and neural coordination.

In this research, based on the suggestions from the English teacher at the MTs al-Muttaqin Pekanbaru, the learning achievement indicators that used in this research are the students' result of their last examination or the scores.

D. Assumption and Hypothesis

1. Assumption

In this research, the research assumes that students' learning achievement in learning English will be better when the teachers' creativity is better.

2. Hypothesis

Based on the formulation of the problem above, the following hypotheses can be put forward:

H₀: There is no significant effect of teacher creativity in learning on student achievement;

H_a: There is a significant effect of teacher creativity in learning on student achievement.

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CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

The design of this research is quantitative research. According to Sugiyono (2013, p.14), the quantitative method rests on the positivism philosophy used to research the population or particular sample. This research is quantitative non-experimental research that describes things that have occurred and examine the relationship between things without any direct manipulation of condition (McMillan & Schummacher, 2006, p.24). In addition, Anderson (2006, p.3), in qua, the researcher attempts to find the answer to the research problems in quantitative research design is suitable for this research since it fulfills the characteristics of quantitative research. There are ten features of quantitative research: objective, test theory, facts are value-free and unbiased, measurable, statistical report analysis; which means that the essential element of analysis number, the researcher is separate, hypothesis, establish relationships or causation, use instruments, strive for generalization; it implies that generalizations leading to prediction, explanation, and understanding.

The correlational research design was used in this research. According to Gay et al (2012), a correlational study is done by collecting data to determine what degree a relationship occurs between two or more variables. In correlational research design, Creswell (2012) indicates that

we use statistical inferences to test and measure the relationship between two or more variables and a set of scores. Therefore, there were two variables investigated in this research. This research analyzed the influence of teachers' creativity on students' learning achievement at MTs Al-Muttaqin Pekanbaru. In this study, the independent variable or the variable that explained and affected another variable was "Teachers' Creativity" or usually known as X variable. For the dependent variable or the variable that being affected by the independent one was "Students Learning Achievement" or usually known as Y variable.

B. Time and Place of the Research

The time of the research carried out in March 2023 to June 2023, the academic year 2022-2023. The research conducted at MTs Al-Muttaqin Pekanbaru, Tuah Karya Street, Kec. Tampan, Pekanbaru, Riau.

C. Research Subjects and Objects

The subjects in this research are English teachers and students at MTs Al-Muttaqin Pekanbaru. The object is the influence of teacher creativity on student's achievement in English subjects at MTs Al-Muttaqin Pekanbaru.

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D. Population and Sample

1. Population of the Research

According to Cresswell (2012), population is group of individuals that have the same characteristics which make them different from others group. The target population of this research is the second-grade students of MTs Al-Muttaqin Pekanbaru in academic year of 2022/2023.

Table III. 1

The Total Population of the Second-grade of MTs Al-Muttaqin Pekanbaru

No	Class	Number of Student
1	VIII 1	40
2	VIII 2	40
3	VIII 3	37
4	VIII 4	36
5	VIII 5	38
6	VIII 6	37
TOTAL		226

2. Sample of the Research

According to Creswell (2012) sample is the sub group of the target population that researchers plan to study for generalizing about the target of the population. The sample of this study was taken by using purposive sampling technique. Purposive sampling (judgmental sampling) is used in both qualitative and quantitative research (Johnson

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& Christensen, 2012, p. 235). This technique was taken because of some purpose. The first is based on student background knowledge the same grade of class, material, and student's way of mind. The second reason, because as the English teacher said the most of problem that happened was in eight-grade. So, it was recommendation from the English teacher at the school to suggest in taking the sample.

Table III. 2
The Total Sample of the Second-grade of MTs Al-Muttaqin Pekanbaru

No	Class	Number of student
1	VIII 2	40
TOTAL		40

E. Data Collection Techniques

Data collection techniques used in this study are:

1. Questionnaire, in this research, the first instrument that the researcher used was questionnaire in the form of statement to be filled by the respondents. According to Sugiyono (2016), questionnaire is data collection technique by giving a set of statements or written questions to the respondents to answer. This questionnaire based on indicator of Fitranty Adirestuty (2008) consisted of 6 indicators:

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Table III. 3**Blue Print of Teachers' Creativity Questionnaire**

No	Indicator	No item
1	Ability to think fluently	1, 2, 3
2	Ability to think flexibly	4, 5, 6
3	Ability to think rationally	7, 8, 9
4	Ability to detail or elaborate	10, 11, 12
5	Ability to assess or evaluate	13, 14, 15, 16
6	Ability to provide variety in learning	17, 18, 19, 20
Total		20

The questionnaire deals with respondent's opinions in responding to following options based on the rating scale. In a rating scale, the individual is asked to rate learning motivation using a numerical scale similar to a Likert scale (Gay, p. 157, 2012):

Table III. 4**The Likert Scale Rating**

Options	Score
Always	4
Often	3
Sometimes	2
Never	1

2. Documentation, in this research, the second instrument was used by the researcher, namely school document in the form of data from the final exam English score of eleventh grade students at MTs Al-

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Muttaqin Pekanbaru. This instrument was used to get the students' achievement in learning English. The researcher takes final exam of students' English achievement from English Teacher.

To determinate the classification of students' English score, the researcher used the classification of students' score according to the Direktorat Pembinaan Sekolah Menengah Atas (2017, p. 23);

Table III. 5
The Classification of Students' Achievement Score

Score	Category
90-100	Very Good
76-89	Good
65-75	Average
< 65	Low

a. Validity Test

Validity test is a measure that shows the level of validity of an instrument. The provisions of the validity of the instrument are valid if the r count is greater than the critical r (0.30). The validity test also aims to test whether each item or instrument is really able to reveal the factors to be measured, the internal consistency of each measuring instrument item in measuring a factor.

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Table III. 3
Questionnaire validity

Item	r_{observed}	r_{table}	Status
1	0.4006	0.361	Valid
2	0.3976	0.361	Valid
3	0.4245	0.361	Valid
4	0.4695	0.361	Valid
5	0.4139	0.361	Valid
6	0.4585	0.361	Valid
7	0.4569	0.361	Valid
8	0.4367	0.361	Valid
9	0.3777	0.361	Valid
10	0.5053	0.361	Valid
11	0.4876	0.361	Valid
12	0.3619	0.361	Valid
13	0.7011	0.361	Valid
14	0.3753	0.361	Valid
15	0.3636	0.361	Valid
16	0.3808	0.361	Valid
17	0.6339	0.361	Valid
18	0.4274	0.361	Valid
19	0.3761	0.361	Valid
20	0.3656	0.361	Valid

b. Reliability Test

In Fraenkel, Wallen & Hyun (2012, p.154) “reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another”. Sugiyono (2016, p.173) states, a reliable instrument is

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an instrument which, when used several times to measure the same object, will produce the same data. In this research in calculated the reliability coefficient, the researcher used the Cronbach's Alpha method. To simplify the reliability measurements in this study, the researcher used SPSS The guidelines for interpreting the level of reliability of Cronbach's Alpha coefficients were explained in the table below:

Table III. 4
The Level of Reliability

Coefficient reliability	Category
0,00-0,20	Very low
0,21-0,40	Low
0,41-0,60	Moderate
0,61-0,80	High
0,81-1,00	Very high

Source: Arikunto (2010:89)

Here the result of reliability of Interest in Learning English Questionnaire.

Table III. 5
Reliability Statistic

Cronbach's Alpha	N of Items
.774	20

Based on table above, it can be seen that the value of Cronbach's Alpha is 0.774 which is higher than 0.6. It can be concluded that, the instrument of Interest in Learning English Questionnaire is reliable and it is in level of reliability is high

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F. Data analysis technique

Learning achievement using simple linear regression analysis. Simple linear regression is based on a functional or causal relationship of one independent variable to one dependent variable.

The data that has been obtained first is searched for the percentage of answers to the question items of each variable with the formula:

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

Information:

P: Percentage figures

F: Frequency

N: Number of frequency/number of individuals

Ridwan (2014, p.88) indicated the scale for classifying the gained percentage of questionnaire as follows:

Table III. 6

The Classification of Questionnaire Category

No	Score	Category
1	81-100%	Very high level
2	61-80%	High level
3	41-60%	High enough level
4	21-40%	Low level
5	0-20%	Very low level

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Before entering the statistical formula, the data obtained in the form of ordinal data from the questionnaire was converted into interval data using the following formula:

$$T_i = 10 \frac{(x_i - x)}{SD}$$

Where:

X_i = Variable data

ordinal = Mean (average)

SD = Standard Deviation

The data is then entered into a simple linear formula that is useful for finding the effect of the X variable on the Y variable. To get accurate results, the author uses the SPSS 16.0 application to assist in analyzing the data.

The general equation for simple linear regression is

$$Y = a + bX$$

Information

y: Subjects in the predicted dependent variable

a: Constant price (when price $X=0$)

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b: Regression coefficient

X: Value of independent variable

The prices of a and b can be found by the following formula:

$$a = \frac{(\sum y)(\sum y^2) - (\sum X)(\sum xy)}{N\sum X^2 - (\sum X)^2}$$

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

Where:

X_i = Variable data

ordinal = Mean (average)

SD = Standard Deviation

Then the data entered into a simple linear formula that is useful for finding the effect of the X variable on the Y variable. To get accurate results, the author uses the SPSS 16.0 application to assist in analyzing the data.

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b: Regression coefficient

X: Value of independent variable

The prices of a and b can be found by the following formula:

Formula:

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

The next step is entered into the product moment correlation formula to test the research hypothesis, namely:

Description: r_{xy} = Correlation index number "r" Product moment

N = Number of samples

XY= Sum of product of x variable and y variable

X= Sum of all scores x

Y= Sum of all scores

Furthermore, to interpret the magnitude of the correlation coefficient by using the "r" product moment value table.

Df = N-nr

Where:

N = Number of cases

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Nr = Number of correlated taeb1

Comparing r_0 (r observation) from the calculation results with r_t (r table) with the following conditions:

1. If $r_0 > r_t$ then H_a is accepted H_o is rejected.
2. If $r_0 < r_t$ then H_o is accepted H_a is rejected.

Calculate the contribution of variable X to variable Y with the formula:

$$KD = R^2 \times 100\%$$

Where: KD = Coefficient of Determination / Coefficient of Determination

$$R^2 = R \text{ Square}$$

In processing the data, the author uses the help of the device through the SPSS (statistical product and service solution) version 16.0 for Windows program.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the researcher conducted the research and data analysis for the data obtained in the framework of the discussion of the thesis entitled “The Influence of Teachers’ creativity on Students’ Learning Achievement in Learning English at MTs Al-Muttaqin Pekanbaru”, it could be concluded that:

1. The results of teachers’ creativity at MTs Al-Muttaqin Pekanbaru are categorized as high level with percentage 74.93 %.
2. The results of students’ learning achievement of eight grade students at MTs Al-Muttaqin Pekanbaru are categorized as good level with mean score of 79.62
3. Based on explanation above, there was a significance influence of teachers’ creativity on students’ learning achievement in learning English of eight grade student of MTs Al-Muttaqin Pekanbaru with the level of significance 0.568.

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B. Suggestion

Based on the conclusion derived from the given information, the following suggestions can be made for:

1. For teacher

In the development of the era that always changing teachers as the implementer of teaching and learning process have to realize the importance of the creativity. Therefore, the researcher suggests to give more attentions to increase this self-potential.

2. For students

By realizing how the important of English skill is, the researcher suggests to all of students to learn English more, and increasing their capability in mastering English. Which is, this English capability can help them to facing the development of technology and also facing the world crisis that may be happen in the future.

3. For Further Researcher

For further research, this research can be a stepping stone that other researcher wants to conduct a study relates to teachers' creativity and students' learning achievement. Also, if the same research is going to be conducted, additional instruments of data collection techniques.

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APPENDIX 1

Instrument of the Research

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APPENDIX 2

Result of the Instrument

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Ace 15/2023 ef.

**ANGKET INSTRUMEN PENELITIAN PENGARUH KREATIVITAS GURU
TERHADAP HASIL BELAJAR SISWA**

1. Identification Responden

Nama : KENZA OLIVIA
Kelas/Semester : IXB / 1
Hari/Tanggal : Senin - 7/8 2023

2. Petunjuk Pengisian Angket

- a. Tulis lah identitas responden sesuai dengan kelas dan nama anda
- b. Angket ini berisi 48 pernyataan. Pernyataan dibawah ini menggambarkan keadaan sekolah anda **terutama selama pembelajaran Bahasa Inggris**
- c. Silahkan mengisi dengan jujur dan benar berdasarkan anda dan sesuai dengan yang anda alami
- d. Ini bukan tes. Setiap butir pernyataan bertujuan memberi pemahaman-pemahaman baru dan tidak berpengaruh terhadap nilai dan reputasi anda di sekolah ini
- e. Jawablah dengan memberikan tanda ceklis (✓) pada salah satu pilihan alternatif pada kolom yang telah disediakan

Keterangan Pilihan Alternatif

S : Selalu
S : Sering
KK : Kadang-kadang
TP : Tidak Pernah

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No	Uraian Pernyataan	S	S	KK	TP	
1	Teachers often look for the materials through internet about the material to be taught. (Guru sering mencari bahan pelajaran melalui internet mengenai materi yang akan di ajarkan).				✓	1
2	The teacher reproduce reading materials / books about the material to be taught. (Guru memperbanyak bahan bacaan / buku mengenai materi yang akan di ajarkan).			✓		2
3	The teacher make questions that able to increase student motivation. (Guru membuat pertanyaan yang mampu membangkitkan motivasi belajar siswa).		✓			3
4	Teacher provide opportunities for students to provide feedback, ideas and answers in the teaching and learning process. (Guru memberikan kesempatan kepada siswa untuk memberikan tanggapan, ide dan jawaban dalam proses belajar mengajar).		✓			3
5	The teacher provide a solution to the problem faced by students. (Guru memberikan solusi terhadap masalah yang di hadapi siswa).	✓				4
6	The teacher tells stories or shares experiences with with students so that students can observe how to solve the same problems as those he faced. (Guru bercerita atau berbagi pengalaman kepada siswa agar siswa dapat mengamati bagaimana memecahkan masalah yang sama dengan yang dihadapinya Guru bercerita atau berbagi pengalaman kepada siswa agar siswa dapat mengamati bagaimanamemecahkan masalah yang sama dengan yang dihadapinya).		✓			4
7	Teachers use a variety of lerning methods. (Guru mnggunakan metode belajar yang bervariasi sesuai materi).		✓			4
8	Teachers use a variety of learning media according to the material to increase students learning interest.		✓			4

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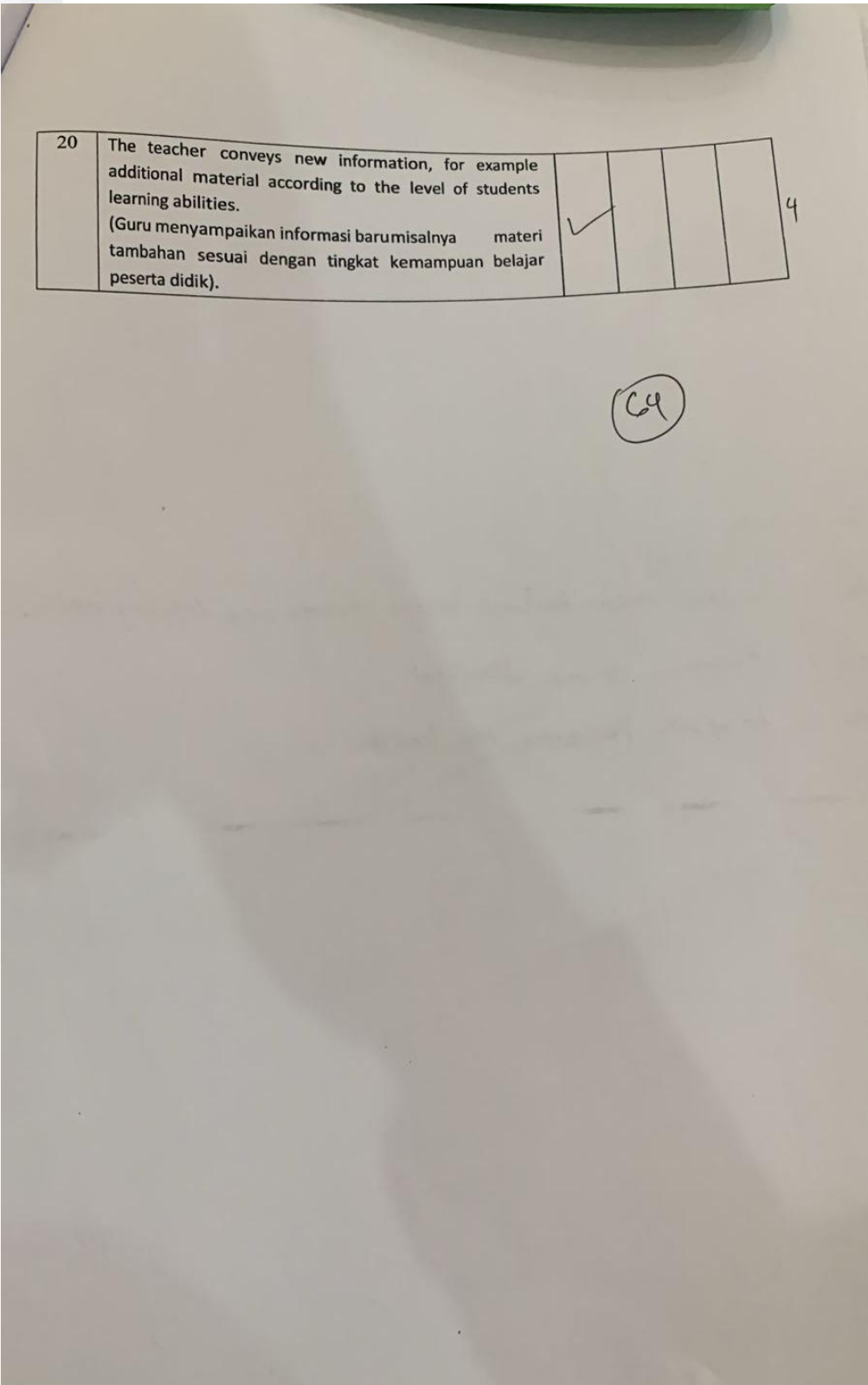
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	(Guru menggunakan media belajar yang bervariasi sesuai materi guna membangkitkan minat belajarsiswa).					
9	The teacher appreciates the ideas that arise from students are more enthusiastic in expressing them opinion. (Guru menghargai gagasan yang muncul dari siswasupaya siswa lebih semangat dalam mengemukakan pendapat).	✓				4
10	The teacher accepts the the criticism conveyed by students. (Guru menerima kritikan yang disampaikan oleh siswa).			✓		2
11	Tecahers use free time besides teaching for productive activities related to his job. (Guru memanfaatkan waktu luang selain mengajar untuk kegiatan yang produktif terkait dengan tugasnya).	✓				4
12	The teacher provide many ways or suggestions to do any things. (Guru memberikan banyak cara atau saran untuk melakukan berbagai hal).	✓				4
13	The teacher is able to connect the subject with student knowledge. (Guru mampu menghubungkan materi pelajaran dengan pengetahuan siswa).			✓		3
14	Teachers are open to new ideas. (Guru bersikap terbuka terhadap gagasan-gagasan baru).	✓				4
15	Tecahers are able to demonstrate things that have not happen. (Guru mampu memperagakan hal-hal yang belum terjadi).			✓	✓	1
16	The teacher gives ideas to answer the existing questions. (Guru mencetuskan gagasan-gagasan jawaban atas pertanyaan yang ada).			✓		3
17	Teachers teach in a fun way so that students enthusiasism for learning. (Guru mengajar dengan menyenangkan supaya siswa semangat dalam belajar).			✓		3
18	The teacher responds to question asked by students. (Guru menanggapi pertanyaan yang diajukan siswa).			✓		3
19	The teacher always gives enlightment to students. (Guru selalu memberikan pencerahan kepada siswa).	✓				4



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APPENDIX 3 **The Guidance Activity**

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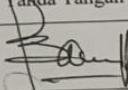
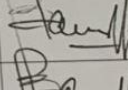
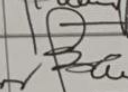
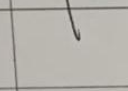
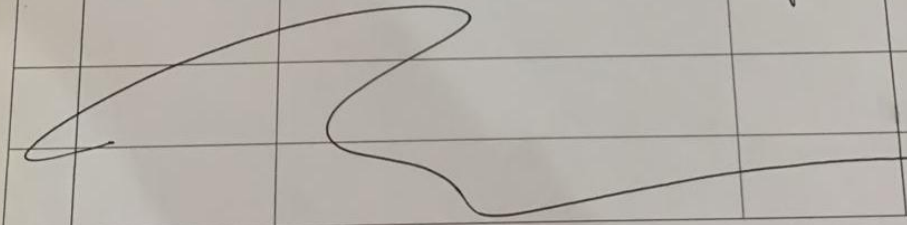
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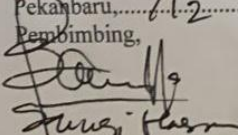
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FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Proposal
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Drs. Samsi Hasan M.H.Sc
 - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Franky Jonathan Putra
4. Nomor Induk Mahasiswa : 11810410590
5. Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.		Perbaiki Judul dan Bab I		
2.		Penulisan dan Perbaiki Bab II		
3.		Penentuan Metode Penelitian		
4.	5/12 2022	Acc for attending seminar		
				

Pekanbaru, 5/12/2022
 Pembimbing,

 Samsi Hasan



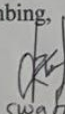
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SKRIPSI MAHASISWA

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2. Judul :
3. Nama Pembimbing :
 - a. Nomor Induk Pegawai (NIP) :
4. Nama Mahasiswa : Franky Jonathan Putra
5. Nomor Induk Mahasiswa : 11810410590
6. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	13/10/2023	Bimbingan Instrumen	dk	
2.	15/10/2023	Bimbingan Olah Data	dk	
3.	16/10/23	Bimbingan bab IV	dk	
4.	23/10-23	Bimbingan bab V	dk	
5.	24/10/23	Acc	dk	
6.				

Pekanbaru, 24 / 10 / 2023
 Pembimbing,


 Roswati, M.Pd.


NIP.

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كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No 155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telep. (0761) 561647
Fax (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/18984/2023 Pekanbaru,06 Oktober 2023
Sifat : Biasa
Lamp. : -
Hal : **Pembimbing Skripsi (Perpanjangan)**

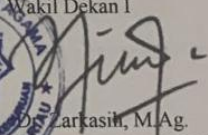
Kepada
Yth. Roswati, S.Pd.I., M.Pd.


Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh
Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Franky Jonathan Putra
NIM : 11810410590
Jurusan : Pendidikan Bahasa Inggris
Judul : The Influence of Teachers' creativity on Students' Learning Achievement in Learning English at MTs Al-Muttaqin Pekanbaru
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
an Dekan
Wakil Dekan I

D. Larkasih, M.Ag.
P. 19721017 199703 1 004



Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



APPENDIX 4 **Research Letter**

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State Islamic University of Sultan Syarif Kasim Riau


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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
 Email : dpmtsp@riau.go.id

REKOMENDASI
 Nomor : 503/DPMTSP/NON IZIN-RISET/57631
 TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/9808/2023 Tanggal 15 Juni 2023**, dengan ini memberikan rekomendasi kepada:


1. Nama	: FRANKY JONATHAN PUTRA
2. NIM / KTP	: 11810410590
3. Program Studi	: PENDIDIKAN BAHASA INGGRIS
4. Jenjang	: S1
5. Alamat	: PEKANBARU
6. Judul Penelitian	: THE INFLUENCE OF TEACHERS' CREATIVITY ON STUDENTS' LEARNING ACHIEVEMENT
7. Lokasi Penelitian	: MTS AL-MUTTAQIN PEKANBARU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 26 Juni 2023




Ditandatangani Secara Elektronik Melalui :
 Sistem Informasi Manajemen Pelayanan (SIMPEL)
**DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU
 PROVINSI RIAU**

Tembusan :
Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
 Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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**YAYASAN PENDIDIKAN AL-MUTTAQIN PEKANBARU (YPMP)
MADRASAH TSANAWIYAH AL – MUTTAQIN PEKANBARU
AKREDITASI A**
 NSM : 121214710013 NPSN : 10499311 KODE POS : 28294
 Jl. HR. Subrantas KM. 13,5 Tampan – Pekanbaru

Nomor : 220/MTs/ YPMP/III/2023
 Lampiran : 1(satu) Berkas
 Hal : **Izin Riset**

Kepada Yth.
 Dekan Fakultas Tarbiyah dan Keguruan
 UIN Sultan Syarif Kasim Riau

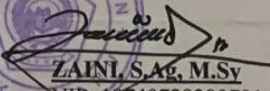
Di
 Pekanbaru


Assalamualaikum Wr, Wb

Sehubungan dengan surat saudara dengan Nomor. Un.04/F.II.4/PP.00.9/490/2023 perihal Izin Pelaksanaan Riset/ penelitian Mahasiswa Program Strara satu (S1) Tahun 2023, maka dengan surat ini kami menyatakan bersedia untuk memberikan izin Pelaksanaan Riset kepada:

Nama : **Franky Jonathan Putra**
 NIM : **11810410590**
 Fak/Jur : **Tarbiyah dan Keguruan UIN Suska Riau**


Demikianlah surat ini kami berikan, untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 15 Maret 2023
 Kepala Madrasah

ZAINI, S. Ag. M.Sy
 NIP. 49740729200701 1 020



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Nomor : Un.04/F.II/PP.00.9/9808/2023 Pekanbaru, 15 Juni 2023 M
 Sifat : Biasa
 Lamp. : 1 (Satu) Proposal
 Hal : **Mohon Izin Melakukan Riset**

Kepada
 Yth. Gubernur Riau
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu
 Provinsi Riau
 Di Pekanbaru


Assalamu'alaikum warahmatullahi wabarakatuh
 Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Franky Jonathan Putra
NIM	: 11810410590
Semester/Tahun	: X (Sepuluh)/ 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Influence Of Teachers' Creativity On Students' Learning Achievement
 Lokasi Penelitian : MTs Al-Muttaqin Pekanbaru
 Waktu Penelitian : 3 Bulan (15 Juni 2023 s.d 15 September 2023)

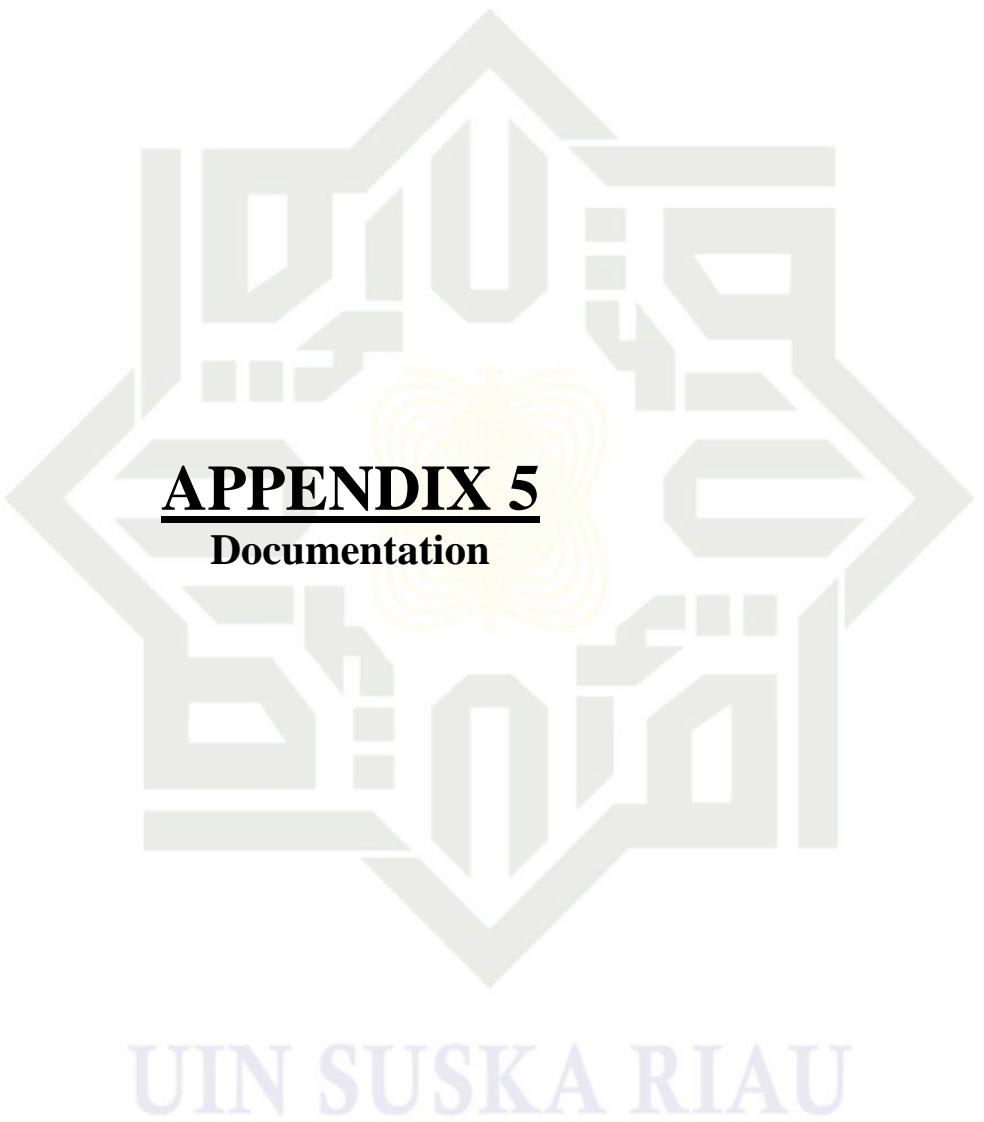
Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



a.n. Rektor
 Dekan
Dr. H. Kadar, M.Ag.
 NIP.19650521 1994021 001

Tembusan :
 Rektor UIN Suska Riau



APPENDIX 5 **Documentation**

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BULAN : Januari		No. Daftar Induk											
No. Urut	NAMA MURID	1	2	3	4	5	6	7	8	9	10	11	12
1	Aleeya Mel Charm
2	Alya Tanita Syabila	.	.	.	.	.	.	.	.	.	.	.	.
3	Cantik Zahara Putri	.	.	.	.	.	.	.	.	.	.	.	.
4	Chama azhari Nerya billa	.	.	.	.	.	.	.	.	.	.	.	.
5	Cindy Amelia	.	.	.	.	.	.	.	.	.	.	.	.
6	Fanny Juliana Busman	.	A	.	.	.	.	S	.	.	.	.	.
7	Syifa Nairani	.	S	.	.	.	.	.	.	.	.	.	.
8	Febriana Putri	.	.	.	.	.	.	S	.	.	.	.	.
9	Hani Nur Mahdiyyah	.	.	.	.	.	.	.	.	.	.	.	.
10	Haura Husna Madiya	.	.	.	.	.	.	.	.	.	.	.	.
11	Kaisya Aulia Zuhro	.	A	.	.	.	.	.	.	.	.	.	.
12	Kelsya Desrika Putri	.	.	.	S	.	.	.	.	.	.	.	.
13	Keniarysa	.	.	.	.	.	.	.	.	.	.	.	.
14	Kenza Olivia	.	.	.	.	.	.	.	.	.	.	.	.
15	Melati Junita Iestari	.	.	S	.	.	.	.	.	.	.	A	.
16	Nabila Permata Mulia	.	.	.	.	.	.	.	.	.	.	.	.
17	Nabila Zahira	.	.	.	.	.	.	.	.	.	.	.	.
18	Nadiva Mutiara Firel	.	.	.	.	.	.	.	.	.	.	.	.
19	Naifa Shafiqah Naura	.	.	.	.	.	.	.	.	.	.	.	.
20	Nayia Putri	.	.	.	.	.	.	.	.	.	.	.	.
21	Neysa Aulia Syafila	.	.	.	.	.	.	.	A	.	.	.	.
22	Nurui Nayia Husna	.	A	.	S	.	.	.	.	I	.	.	.
23	Nurui Saima	.	.	.	.	.	.	.	.	.	.	.	.
24	Rahma Aprilia	.	.	.	.	.	.	.	.	.	.	S	.
25	Rahmi Afika Ghani	.	.	.	.	.	.	.	.	.	.	.	.
26	Rara Humaira	.	.	.	.	.	.	.	.	.	.	.	.
27	Salimah Putri Dasmianti	.	.	.	.	.	.	.	.	.	.	.	.
28	Saima Damayanti	.	.	.	.	.	.	.	.	.	.	.	.
29	Saskia Kurnia Ilahi	.	.	.	.	.	.	.	.	.	.	.	.
30	Shafira Sakinah Irfana	.	.	.	.	.	.	.	.	.	.	A	.
31	Sintia Aura	.	.	.	.	.	.	.	.	.	.	.	.
32	Sovia Ratu Ananda	.	.	.	.	.	.	.	.	.	.	.	.
33	Suci Putri Ramadhani	.	.	.	.	.	.	.	.	.	.	.	.
34	Suci Tri Ramadhani	.	.	.	.	.	.	.	.	.	.	.	.
35	Syatlin Cintyia Saputra	.	.	.	.	.	.	.	.	.	.	.	.
36	Syelsa Purnama Ningrum
37	Syifa Marzuah
38	Syifa Naura	S
39	Tasya Billa Isriami Putri



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CURRICULUM VITAE



Franky Jonathan Putra is the first child of Mr Jonedi, He was born in Palembang, on may 04th 2001, He graduated from SDN 03 Kotabatu. He also finished his study at MTsN 03 Oku Selatan at 2015 and MAS Serambi Mekkah Padaang Panjang 2018.

In 2018, he was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On August 2021, he was doing *KKN (Kuliah Kerja Nyata)* program in Kota Pekanbaru. Then, on October 2021, he was doing Pre-Service Teacher Practice (*PPL*) program at MTs Muhammadiyah 02 Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, he conducted the research by the thesis entitled **“THE INFLUENCE OF TEACHERS’ CREATIVITY ON STUDENTS’ LEARNING ACHIEVEMENT AT MTS AL-MUTTAQIN PEKANBARU”**.

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Riau

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