

**THE RELATIONSHIP BETWEEN STUDENTS' CREATIVITY IN
LEARNING ENGLISH AND THEIR ACHIEVEMENT AT THE
SECOND YEAR OF ISLAMIC SENIOR HIGH SCHOOL
MUHAMMADIYAH
PEKANBARU**



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SUPERVISOR APPROVAL

This thesis entitled “*The Relationship Between Students’ Creativity in Learning English and Their Achievement at the Second Year Students of Islamic Senior High School Muhammadiyah Pekanbaru*”, is written by Yunita Sari, NIM. 10614003439. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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The Researcher

YUNITA SARI

ABSTRACT

Yunita Sari (2012) “The relationship between students’ creativity in learning English and their achievement at the second year of Islamic Senior High School Muhammadiyah Pekanbaru”

This research was a correlation research. There were two variables used in this research; students’ creativity as variable X and students’ English achievement as variable Y. The subject of this research was the second year of Islamic Senior High School Muhammadiyah Pekanbaru, while the object of this study was the relationship between students’ creativity in learning English and their achievement.

The research had been conducted to the second year students of Islamic Senior High School Muhammadiyah Pekanbaru. The total number of population was 103 students and the writer took 30 students as sample of this research by using random sampling. In collecting data, the writer used questionnaire to find out the students’ creativity and documentation to identify the students’ English achievement. There were three formulations of the problems presented in this research, they are as follows:

- 1) How is the students’ creativity in learning English at the second year of Islamic senior high school Muhammadiyah Pekanbaru?
- 2) How is the students’ English achievement at the second year of Islamic senior high school Muhammadiyah Pekanbaru?
- 3) Is there any significant correlation between students’ creativity and their English achievement at the second year of Islamic senior high school Muhammadiyah Pekanbaru?

In analyzing the data, the writer used SPSS version 16.00. Based on the data analysis, it can be concluded that the mean score of students’ creativity is 56.7 and the mean score of English achievement is 62.5. The Pearson correlation of this research is 0.660, means that there is a significant correlation between the students’ creativity in learning English and their achievement at the second year of Islamic Senior High School Muhammadiyah Pekanbaru.

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CHAPTER I

INTRODUCTION

A. Background of the Problem.

English is an important language. It becomes the international communication language. In Indonesia, English is the first foreign language. Because English has an important position, it is taught from the kindergarten, elementary school, junior high school (SMP), and senior high school (SMA) as one of the compulsory subjects. In this condition all of students should have a good competence in English language learning which is marked by great achievement. Naderi Habibollah said that achievement is a fundamental aspect of everyday life, affecting people's work, interpersonal relationship, sense of being, and leisure.¹

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

In Islamic Senior High School Muhammadiyah Pekanbaru, the passing score (KKM) of English lesson for second grade students is 7, 3. This school has been applying the KTSP curriculum as a basic in developing teaching learning process. KTSP curriculum describes, there are some goals of teaching and learning English at this school, and one of them is developing students' creativity

¹ Naderi Habibollah, *Creativity, Age And Gender As Predictors Of Academic Achievement Among Undergraduate Students*, (Jurnal of American science 2009), p. 1

in listening, speaking, reading and writing skills to achieve thinking ability.² In learning and teaching process at Islamic Senior High School Muhammadiyah Pekanbaru, the teacher presents various techniques and methods of English lesson. It is purposed to make students more easily to understand the subject, express their idea, and answer the task. As Squires in Zulkifli stated that a teacher has the most influencing figures over students' behavior and supports student's achievement through planning, instruction and classroom management. Moreover, the teacher's behavior supports students' involvement, success and encouragement, so that the students' achievement will improve.³ It is considered that if the teachers do not have good competence in the teaching learning process, the students will not achieve the objectives.

In fact, in Islamic Senior High School Muhammadiyah Pekanbaru, although the teacher has good competence in teaching learning process, some of the students still have difficulties in learning English and they still get low scores in English subject. Some of the students are also still lazy, un attentive, and still afraid of expressing ideas. Of course, it is not from teacher's mistake. In addition, it may be from the students themselves or even from the institution related to education. It is assumed by Citrawati in Sofiah, discussed that there is another factor that may influence the students' achievement, namely: students' factor. The students as subjects in the learning process have different characteristics. Each student differs in intelligence, sex, socioeconomic background, motivation,

² *KTSP Islamic Senior High School Muhammadiyah Pekanbaru*, (2008), p. 76

³ Zulkifli Hasan, *A Correlation Study between Students' English Learning Activities and Their Achievement*, (Pekanbaru: UIN SUSKA 2002), p. 3

attitude, and learning strategies.⁴ These automatically influence their creativity in learning, finally result low achievement.

Shortly, the phenomena which indicate the problems mentioned above can be seen from the following phenomena:

1. Some of the students do not have courage in expressing their ideas during teaching and learning process.
2. Some of the students do not have initiative to prepare themselves when they have English class.
3. The students do not have initiative to do discussion with their friend about materials.
4. Some of the students are difficult to solve their problems in learning English.
5. Some of the students get the low score in English subject.
6. Some of the students are not confident to ask the teacher about the materials being taught in which he or she does not understand.

Based on this view, the writer is interested in knowing what factors actually influence in learning English. It seems that creativity will make the students sensitive to the problem they have, looking for the solutions and giving the ideas to solve the problems in learning. Semiawan states that there are ten most prominent characteristics of a creative person, such as having strong imagination, having high initiative, having large interest, having high curiosity in knowing something, being flexible in thinking, being self confident, being open to

⁴ Utami Sofiah, *Students' Creativity and Its Relation to English Learning Achievement*, (FBS: UNY ,Inc. 1998), p. 2

new experience, being energetic, being brave in taking risks, being brave in expressing ideas.⁵

According to Cicirelli, in Habibollah, academic achievement can be predicted through creativity testing.⁶ 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. That is why the writer is interested in conducting a research entitled: The Relationship between Students' Creativity in Learning English and Their Achievement at the Second Year of Islamic Senior High School Muhammadiyah Pekanbaru.

B. Definition of the Terms

To avoid misunderstanding in comprehending this research topic, the writer gives definition of the terms as follows:

1. Relationship

Hornby in Zulkifli said that correlation is mutual relationship.⁷ Relationship in this study is defined as the investigation of a number of variables to be related to a major.⁸ So, in this research, the writer wants to know the relationship between students' creativity in English learning process and their

⁵ Semiawan C. Utami Munandar, *Memupuk Bakat dan Kreativitas Anak Sekolah Menengah*, (Jakarta: Gramedia 1990), p. 10

⁶ Naderi Habibollah, *Creativity, Age And Gender As Predictors Of Academic Achievement Among Undergraduate Students*, (Jurnal of American science 2009), p. 1

⁷ Zulkifli Hasan, *A Correlation Study Between Students' English Learning Activities and Their Achievement at MTsN Selat Baru Bengkalis*, (Pekanbaru: UIN SUSKA, 2002), p.6

⁸ Rivi Antoni, *The Relationship between Shyainess and Speaking Ability Among The Third Year Students of Islamic Senior High School of Babussalam*, (Pekanbaru: UIN SUSKA, 2005), p. 4

English achievement at the second year of Islamic senior high school Muhammadiyah Pekanbaru.

2. Students' Creativity

Creativity is mental process by which an individual creates new ideas or product, or recombines existing ideas and product.⁹ Creativity is an individual mental process that delivery to the idea, process, method or an effective new product that are imaginative, aesthetic, flexible, succession, discontinuity, and differentiation are versatile in many fields for solving the problem.¹⁰ Creativity is an important element in relation to education and social growth.¹¹ In this research, the writer will see the students' creativity in the way they implement the ideas, methods and imaginations at the second year of Islamic senior high school Muhammadiyah Pekanbaru.

3. Learning

According to Harold in Narisfa, Learning is the process by which an activity originates or is changed through reacting to an encountered situation.¹² Skinner in Nina pertained that learning is a change in performance as the result of practicing.¹³ In this research, the writer will see the students' creativity from

⁹ Yeni R, Euis K, *Strategi Pengembangan Kreativitas pada anak usia taman kanak-kanak*, (Jakarta: Kencana, 2010), p.13

¹⁰ *Ibid*

¹¹ Darnell G. Cole , Heather L. Sugioka, and Lisa C. Yamagata-Lynch, *Supportive Classroom Environments For Creativity*, (Indiana University, 2011), p.3

¹² Narisfa Indra, *The Appropriateness Of Students' Learning Style And Their Learning Strategies In Learning English At Mts N Pangean Kuantan Singingi Regency*, (Pekanbaru: UIN SUSKA, 2009), p.6

¹³ Nina Dewi Rahayu, *The students' interest in Learning English at the Second Year of Madrasah Tsanawiyah Al-Muttaqin Pekanbaru*, (Pekanbaru: UIN SUSKA, 2009), p.5

learning process at the second year of Islamic senior high school Muhammadiyah Pekanbaru.

4. Achievement

Achievement is a test which measures how much of a language someone has learned with reference to a particular course of study or programmed instruction.¹⁴ Mogran in Erfan mentions that achievement is a power to accomplish a test of knowledge or skill. In addition, Hornby mentions that achievement is action of achieving something with effort and skill¹⁵. In this research the writer will see the students' achievement from English teacher at the second year of Islamic senior high school Muhammadiyah Pekanbaru.

C. The Problem

1. Identification of the problem

Based on the background above, it is known that there are many students get the lower scores in their English learning achievement. There are many factors that obstruct this condition. One of them is related to their learning creativity. Therefore, the problems are depicted as follows:

- a. Why do not some of the students have courage in expressing their ideas during teaching and learning process?
- b. Why do not some of the students have initiative to prepare themselves when they have English class?

¹⁴ Underwood. M, *Teaching Listening; Longman Handbooks for Language Teachers*, (New York: Longman inc, 1989), p.3

¹⁵ Hornby A.S, *Advanced Learner's Dictionary and Current English*, Oxford (Oxford: Oxford University, 1995), p.654

- c. Why do not some of the students have initiative to do discussion with their friends about materials?
- d. Why do some of the students have difficulties in solving their problems in English learning process?
- e. Why do some of the students get the lower score when they have English task?
- f. Why are not some of the students confident to ask their teacher when they do not understand about the materials taught by their teacher?

2. Limitation of the Problem

Based on the identification of the problem above, the writer needs to limit the problems in the following questions:

- a. The students' creativity at second year of Islamic Senior High School Muhammadiyah Pekanbaru.
- b. The students' English achievement at the second year of Islamic Senior High School Muhammadiyah Pekanbaru.
- c. The relationship between students' creativity and their English achievement at the second year of Islamic Senior High School Muhammadiyah Pekanbaru.

3. Formulation of the Problem

Based on the background above, the problems will be formulated in the following research questions:

- a. How is students' creativity in learning English at the second year of Islamic Senior High School Muhammadiyah Pekanbaru?
- b. How is students' English achievement at the second year of Islamic Senior High School Muhammadiyah Pekanbaru?
- c. Is there any significant relationship between the students' creativity and their English achievement at the second year of Islamic Senior High School Muhammadiyah Pekanbaru?

D. Objective and Significance of the Research

1. Objective of the Research

The objective of the study can be stated as follows:

- a. To know the students' creativity at the second year of Islamic Senior High school Muhammadiyah Pekanbaru in the academic year 2011-2012.
- b. To know the students English learning achievement at the second year of Islamic Senior High school Muhammadiyah Pekanbaru in the academic year 2011-2012.
- c. To find out whether there is or not any significant relationship between the students' creativity in learning English and their English achievement.

2. Significance of the Research

Theoretically, it could provide information about the students' creativity and learning achievement. Practically, it would be worth considering when people try to improve the English teaching process.

E. The Reason of Choosing the Title

The writer conducts this study in the following reasons:

1. Creativity is one of the psychological aspects that play an important role in a teaching learning process.
2. Creativity is important for the students to improve their English.
3. As foreign language, English is very important and it is not easy to learn it since there are many difficulties involved.
4. As far as the writer is concerned, this problem has never been investigated yet.

F. Organization of the Writing

This research paper is arranged in the following organizations:

Acknowledgement, Preface, Abstract, Content List of Tables.

Chapter I: Introduction (a. The Background, b. The Definition of the Term, c. The Problem, d. The Reason of Choosing the Title, e. The Objective and Significant of the Research).

Chapter II: Overview of Related Literature (a. The Theoretical Framework, b. Relevant Research, c. Operational Concept, d. Assumption and Hypothesis).

Chapter III: Research Method (a. Design of the Research, b. Location of the Research, c. Time of the Research, d. Subject and Object of the Research, e. The Population and the Sample, f. Techniques of Collecting Data, g. Techniques of Data Analysis).

Chapter IV: Presentation and Data Analysis (a. The Data Presentation, b. The Data Analysis).

Chapter V: Conclusion and Suggestion (a. Conclusion, b. Suggestion).

CHAPTER II

OVERVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Concepts of Achievement

The word 'achievement' is derived from 'achieve' which means to succeed in reaching a particular goal, status or standard especially by effort, skill, courage, etc. Hornby.¹

Alkin states that achievement refers to accomplishments and carries the connotation that accomplishments follow a period of study, training or practice.²

Meriam – Webster Collegiate Dictionary asserts that there are three definitions about achievement:

- a. Achievement is the act of achieving , accomplishment
- b. (1). Achievement is the result gained by effort
(2). Achievement is a great or heroic deed
- c. Achievement is the quality and quantity of students' work.³

In conclusion, achievement can be meant as the result achieved by students in learning process. In this study, the achievement refers to the students' achievement in English subject at the second year students of Islamic Senior High School Muhammadiyah Pekanbaru. The teachers have to make some tests to get students' achievement.

¹ Hornby A. S, *Oxford Advanced Learner's Dictionary*, (Oxford University Press,1995), p. 10

² M.C. Alkin, *Encyclopedia Education Research*, (New York: Macmillan Publishing Company, 1982), p. 1

³ Webster N, *Webster's New International Dictionary*, (New York: Pan American Copyright Convention, 2004), p. 10

2. The Factors that Influence Students' English Achievement

There are many factors influencing students' achievement. Suryabrata states that factors influencing students' achievement are factors that come from students' external and internal sides. External factors include environmental and instrumental factors while internal factors cover psychology and physical factors.⁴

In addition, the instrumental factors include curriculum program, facilities, and teachers. Meanwhile, the physical factors cover general physical conditions and five senses and psychological factors that consist of interest, intelligence, aptitude, motivation, cognitive ability, and personality.

Roijakkers as quoted by Sofiah proposes that achievement is influenced by two factors. The first is concerned with factors that come from students and the second from the teachers.⁵ Students' factors include motivation, attention toward subject, ability to apply what has been learned. Meanwhile, the teacher's factors are the abilities to establish students and teacher in communication, encourage students' interest and motivation, transfer material, respond the students' ability.

According to Brown, there are some affective factors determining the success of the learner such as motivation, attitude, risk taking and extroversion.⁶ A student with high motivation will make some effort to achieve his purposes. Good attitude contributes the success of the student, like attitudes towards the

⁴ Suryabrata S, *Pendidikan Belajar Mengajar di Perguruan Tinggi*, (Yogyakarta. Andi Offset, 1983), p. 1

⁵ Sofiah Utami, *Students' Creativity and Its Relation to English Learning Achievement*, (FBS UNY, 1998), p. 13

⁶ H.D Brown, *Principles of Language Learning and Teaching*, (Englewood Cliffs, New Jersey: Prentice Hall, Inc, 1987), p. 104

teacher and target language. Furthermore, Brown states that risk taking is an important characteristic of successful learning of a language.⁷

In conclusion, a student also should take a risk from his unawareness to be successful. Finally, an extroverted student should often participate actually in class discussion.

3. Students' English Learning Achievement

Kerlinger explains that achievement tests measure present proficiency, mastery, and understanding of general and specific areas of knowledge.⁸ For the important part, they measure the effectiveness of instruction and learning.

Brown states that the specifications for an achievement test should be determined by:

- a. The objectives of the lesson, unit, or course being assessed,
- b. The relative importance (or weight) assigned to each objective,
- c. The tasks employed in classroom lessons during the unit of time,
- d. Practically issues, such as the time frame for the test and turnaround time, and
- e. The extent to which the test structure lends itself to formative wash back.⁹

Alkin states that there are many techniques that can be used to measure students' learning.

⁷ *Ibid*

⁸ F. N Kerlinger, *Foundations of Behavioral research*, (Florida: Holt, rein hart & Winston , Inc, 1979), p. 451

⁹ H.D. Brown, *Language Assessment: Principles and Classroom Practices*, (USA: Longman, 2003), p. 48

The techniques are as follows:

a. Choice-Type Questions

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

2. Short-Answer Items

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

3. Performance Assessments

The recent growth in interest in essay examinations is part of a larger movement that is calling for construction of performance assessments that more closely, mirror long-term instructional objectives.¹⁰

In conclusion, teachers in Indonesia commonly use the types of evaluation technique, namely: the assignments and tests. The form of the assignments that the teachers usually give to the students is doing homework. Meanwhile, in tests, the students are commonly asked to answer a number of the questions. In creativity of achievement, the teacher cannot achieve the students in four skills only, but the teacher should be achieving students' performance also. As mentioned in English language curriculum, the expected achievements in English Language Education of creative learners are inside achieving four skills,

¹⁰ M.C. Alkin, *Encyclopedia Education Research*, (New York: Macmillan Publishing Company, 1982), p. 6-8

the teachers must also achieve their performance; respond, expression, imagination, etc.¹¹

In English language Curriculum states that the examples of expected achievements in English language education for creative students.

- a. Learners respond and give expression to experiences, events, characters or issues through creative writing (e.g. writing a poem or a play about the effect of TV on children).
- b. Learners express freely ideas, views or feeling about a range of topics. (e.g. giving a personal response to certain news event in class discussion).
- c. Learners strengthen their creative abilities through reading and listening to a broad range of imaginative texts including poem, novel, short stories, plays, film, jocks, advertisements, songs, radio and television programs, and demonstrate sensitivity in their critical appreciation of these text.
- d. Learners cultivate and demonstrate free and open attitude towards different opinions, ideas, values and culture.
- e. Learners use and apply different creative thinking and problem-solving techniques to explore alternative and speculate on consequences before deciding on the best approach to undertaking an activity or resolving a problem (e.g. discussing the pros and cons of

¹¹ *English Language Curriculum and Assessment Guide*, (Hong Kong: 2007), p. 133

different propose ways or celebrating the last day of the school term).

- f. Learners exercise their creative imagination and independent judgment to set their own learning agenda (e.g. proposing their own topic for a language learning project, and when approved, planning, researching, and carrying out the project).¹²

4. The Concepts of Students' Creativity

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

Campbell as adapted by Mangunhardjana defines that creativity is the activity which produces the result that has natures as in the 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 understood and produced at the other time.¹³

A review of the literature on creativity shows that creativity as a Multidimensional concept can be defined in terms of product, person, and process. It may be also defined in terms of personal and environmental conditions that press an individual toward creative behavior. Munandar has referred to the

¹² *Ibid.*

¹³ Mangunhardjana A. M, *Mengembangkan Kreativitas*, (Yogyakarta: Kanisius, 1986), p. 11

definition of creativity as the four P's of creativity: product, person, press, and process.¹⁴

In terms of product, Munandar states that creativity is defined as an ability to produce a new product.¹⁵ This product should not be entirely a new product; it can be a combination from the previous elements. It means that creativity is a making idea. This new idea can be absolutely new thing or combination which is produced before.

Creativity as a person, Hulbeck as quoted by Munandar says that creative action is imposing one's own whole personality on the environment in a unique and characteristic way.¹⁶ It can be concluded that creativity is a personality aspect which can be developed through his environment.

In terms of press, according to Munandar the conditions needed for creative growth should be seriously considered in order to develop creativity.¹⁷ Press refers to internal (within himself) and external environment condition. Press can motivate the individual to perform his creativity.

Creativity as a process, according to Semiawan, thinking various ideas are ways to manage a problem.¹⁸ It means that creativity is thinking process to get the answers in solving a problem from many ideas. Meanwhile, Torrance as quoted by Munandar defines that creativity is the process of 1) sensing difficulties, problems, gaps in information, missing elements, something asked; 2) making

¹⁴ Utami Munandar ., *Pengembangan Kreativitas Anak Berbakat*, (Jakarta: Rhineka Cipta, 1995), p. 45-46

¹⁵ *Ibid*, p. 46

¹⁶ *Ibid*, p. 20

¹⁷ *Ibid*, p. 37

¹⁸ Semiawan C, *Memupuk Bakat dan Kreativitas Anak Sekolah Menengah*, (Jakarta: Gramedia 1984), p. 6

guesses and formulating hypotheses about these deficiencies; 3) evaluating and testing these guesses and hypotheses; 4) possibly revising and retesting them; and finally 5) communicating the results.¹⁹

In conclusion, from the explanation above, creativity as a Multidimensional concept can be defined in terms of product, person, and process.

1. Measurement of Creativity

There are some instruments to measure creativity, which have been developed and used in Indonesia since 1977 as mentioned by Munandar, 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 fluency, flexibility, and originality in thinking. The test can be used for the age of 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,

¹⁹ Utami Munandar , *Pengembangan Kreativitas Anak Berbakat*, (Jakarta: Rhineka Cipta, 1995), p. 21

flexibility, originality, and elaboration. This test is in the form of figural items. It has been used to identify gifted children in the elementary school.

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

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

d. A Scoring Scheme and Ideal Pupil Checklist

A Scoring Scheme has been developed to assess writing ability in composition. Meanwhile, Ideal Pupil Checklist is 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 as informed by Munandar 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. Munandar's CAS is adopted to be used in this study with some modifications and adaptations felt necessary.²⁰

In this research, the writer decides to use CAS as instrument because it can be modified according to students' condition, e.g. elementary, junior, or senior high school students.

²⁰ Utami Munandar, *Pengembangan Kreativitas Anak Berbakat*, (Jakarta: Rhineka Cipta, 1995), p. 68-73

5. Students' Creativity in Learning English

The word 'learning' has some definitions. In the Encyclopedia of Educational Research, learning is defined as a process of gaining new knowledge or skill. In order to qualify learning rather than just temporary gain, this process must include retention of knowledge or skill, so that it can be displayed in the future.²¹

Chance states that learning is a relatively stable and unspecified change with an organism that makes a change in behavior that is due to experience that cannot be accounted for in terms of reflexes, instincts, or the influence of fatigue, injury, disease, or drug.²² This definition implies that learning refers to the changing of human being which is due to experience or planning, not due to natural growth.

Another experts, Bigge and Shermish state that learning is basic for development of athletic prowess, of tastes in food and dress and of the appreciation of art and music.²³ It contributes to ethnic prejudice, to drug addiction, to fear, and to pathological maladjustment. It produces the miser and the philanthropist, the bigot and the patriot. In short, it influences our lives at every turn, accounting in part for the best and worst of human beings and for the best and worst in each of us.

²¹ M.C. Alkin, *Encyclopedia Education Research*, (New York: Macmillan Publishing Company, 1982), p. 2975

²² Chance, P, *Learning and Behaviour*, (California: Wadworth Publishing Company, 1985), p.17

²³ M.L Bigge, and Shermish S.S., *Learning Theories for Teacher*, (New York: HarperCollins Publishers, 1992), p. 1

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

- a. Learning is acquisition or getting.
- b. Learning is retention of information or skills.
- c. Retention implies storage system, memory, cognitive organization.
- d. Learning involves active, conscious focus on and acting upon event inside or outside the organism.
- e. Learning is relatively permanent.
- f. Learning involves some forms of practice.
- g. Learning is a change in behavior.²⁴

From the definitions above, it can be concluded that learning is a process indicated by people's changes from the interaction between individual and his environment. Learning is done by individual for the better result of the social interaction. The process of learning of individual can happen in one day, one week, one month, or even for many years.

1. Characteristics of a Creative Person

Ruggiero in Utami Munandar states that there are five most prominent characteristics of a creative person. They are as follows:

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

²⁴ H. Douglas Brown, *Principles of Language Learning and Teaching*, (Englewood Cliffs, New Jersey: Prentice Hall, Inc, 1987), p. 6

- 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 solves the problem.
- d. Creative people are hard working. They are not afraid of making the failure.
- e. Creative people are independent. They do not have fear to have new ideas different from others.²⁵

Dellas and Gaier as quoted by Cromptley state that there are nine most prominent characteristics of a creative person. They are as follows;

Independence, dominance, extroversion, openness, breadth of interest, self- acceptance, intuitiveness, flexibility, social poise.²⁶

A creative person, according to Semiawan has ten characteristics: having strong imagination, having high initiative, having large interest, having high curiosity in knowing something, being flexible in thinking, being self confident, being open to new experience, being energetic, being brave in taking risks, being brave in expressing ideas.²⁷

²⁵ Utami Munandar, *Pengembangan Kreativitas Anak Berbakat*, (Jakarta: Rhineka Cipta, 1995), p. 21

²⁶ Cromptley A.J, *Creativity in Higher Education and Learning*, (New Delhi: Crest Publishing House, 2003), p. 60

²⁷ Semiawan C, *Memupuk Bakat dan Kreativitas Anak Sekolah Menengah*, (Jakarta: Gramedia, 1984), p. 10

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

1. Having preference to do difficult and hard work
2. Having rich knowledge
3. Having high desire to study things
4. Being imaginative
5. Being open to new experiences
6. Being brave in expressing ideas
7. Having ability to analyze and synthesize
8. Being self-confident
9. Having high initiative
10. Being active

B. Relevant Research

The research can be accepted, and continued because it is relevant with several writers that had conducted researches before. However, the researches have the same objects but they have different problems. It can be seen from the previous thesis below:

According to Tareq Abdulali Al-Silami, in his research entitled; A Comparison of Creative Thinking and Reflective-Impulsive Style in Grade 10 Male Students from Rural and Urban Saudi Arabia. The research sample comprised grade 10 male students at six secondary schools – three from the city of Makkah (120 students) and three from rural locations (120 students), all ages were

between 15 and 17 years. Based on the obtained research, to evaluate the test used response data, multiple analyses of variance (MANOVA) and one-way ANOVA. The second study utilized a qualitative approach. This study used semi-structured interviews with a selection of education professionals: including 15 male teachers from the rural setting; 15 male teachers from the urban setting; 5 male supervisors from the Makkah IV Department of Education; 6 male principals from rural schools; and 6 male principals from urban schools. The quantitative findings show that students in urban schools scored higher in the TTCT characteristics than rural students. It was also showed that urban students were more reflective than the rural students. It indicates that the Saudi system of education should allocate substantially more resources to rural schools to improve opportunities for the students in these schools to achieve their creative potential.

Another study is “The students’ English leaning activities and their achievement at MTsN SELAT BARU BENGKALIS” written by Zulkifli Hasan in 2002. The writer took all of 74 students. To collect the data of the research, the writer used questionnaire, observation and documentation as instrument. The writer concluded that the students’ English leaning activities and their achievement are classified into good level (0.829).

So, for the study “The relationship between students’ creativity in English learning process and their English achievement at the First Year Students of Islamic Senior High School Muhammadiyah Pekanbaru”, the writer focuses on the students’ creativity and their English achievement.

C. Operational Concept

Operational concept is a concept used to give explanation about theoretical framework to avoid misunderstanding about research. The explanation is to describe the concept used by the writer. In this research, there are two variables; they are X that refers to students' Creativity and Y that refers to students' English achievement.

“**X**” variable can be seen in the following indicators:

1. The students are brave in expressing ideas.
2. The students having large interest in the class.
3. The students are brave in taking risks.
4. The students having high initiative to solve their English problem during English learning process.
5. The students are energetic in the class.

“**Y**” variable can be seen in the following indicators:

1. Students are able to respond and give expression to experiences, events, characters or issues through creative writing.
2. Students are able to express freely ideas, views or feeling about a range of topics.
3. Students are able to employ their task in classroom lesson during the unit of time.
4. Students are able to exercise their creative imagination and independent judgment to set their own learning agenda.

5. Students are able to cultivate and demonstrate free and open attitude towards different opinions, ideas, values and culture.

D. Assumption and Hypothesis

a. The Assumption of Study

Before formulating hypothesis as answer of the problem, the researcher would like to present assumption as follows:

- a) The students have different creativity
- b) Students that have good creativity will have good English achievement
- c) There is a significant correlation between students' creativity and their English achievements

2. The Hypothesis

Ha: There is a significant correlation between students' creativity and their English achievement.

Ho: There is no significant correlation between students' creativity and their English achievement.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

The design of this research is categorized quantitative research. The first variable is students' creativity and the second variable is student's English achievement at the second year of Islamic Senior High School Muhammadiyah Pekanbaru. Wallace, in Fitriana stated that if the research aim is to determine how one thing (a variable) affects another in a population, then it is a correlation.¹

B. Location of the Research

This research was carried out at Islamic Senior High School Muhammadiyah Pekanbaru. This school is located in Lobak Street Pekanbaru.

C. Time of the Research

Research was conducted from 5 March to 5 April 2012;

D. Subject and Object of the Research

The subject of this research was the second year students of Islamic Senior High School Muhammadiyah Pekanbaru, while the Object of this research was correlation between students' creativity and their English achievement.

E. The Population and the Sample

The Population of this research was the second year students of Islamic Senior High School Muhammadiyah Pekanbaru. They consisted of three classes; XI.A, and XI.B, XI.C, all of them were 103 students. Sample is a sub group of the

¹ Fitriana, *A Correlation between Students' English Learning habit and Their Achievement*, (Pekanbaru: UIN SUSKA 2006), p. 29

population. In terms of finding the sample for this research, the writer orientated to Arikunto who states that:

- 1). If the populations are under 100, the writer can take all of them
- 2). If the populations are more than 100, the writer can take 10% to 15% or 20% to 25% as a sample².

In this research, the writer used total random sampling; all of populations were taken to be sample. It can be seen in the following table:

Table III.1: Description of Population and Sample

| No | Class | Population | Sample |
|----|-------|------------|--------|
| 1. | XI. A | 32 | 10 |
| 2. | XI. B | 35 | 10 |
| 3. | XI. C | 36 | 10 |
| | Total | 103 | 30 |

F. Techniques of Collecting Data

In this research, there were two kinds of instruments used by the writer to collect the data, they are:

1. Questionnaire

This technique was used to find out students' creativity in learning English. The questions consisted of 20 items with 5 choices. The choices consisted of always, often, sometimes, seldom and never.

2. Documentation

This technique was used to know the students' English achievement.

² Suharsimi Arikunto, *Prosedur Penelitian: Suatu pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 134

G. Techniques of Data Analysis

In this research, the writer used serial correlation. Hartono says that the serial correlation is used if variables which will be correlated are ordinal and interval.³ The formula is below:

$$r_{\text{ser}} = \frac{\{(Or - Ot)(M)\}}{SD_{\text{tot}} \left\{ \frac{(Or - Ot)^2}{P} \right\}}$$

$$SD_{\text{tot}} = \frac{\frac{fX^2}{N} - \left(\frac{fX}{N} \right)^2}{N}$$

Where:

- r_{ser} : Serial Coefficient Correlation
- O r : Lower Ordinate
- O t : Higher Ordinate
- M : Mean
- SD tot : Total Standard Deviation
- P : Individual proportion in-group

³ Hartono, *Statistik Pendidikan*, Lembaga Studi Filsafat Kemasyarakatan, Kependidikan dan Perempuan (LSFK₂P:Pekanbaru, 2006), p. 118

CHAPTER IV

THE DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

In this chapter, the writer presents the result of the questionnaire and documentation used in the technique of data collection, collected from the second year of Islamic Senior High School Muhammadiyah Pekanbaru. The title of this research is *The Relationship Between Students' Creativity in Learning English And Their Achievement at the Second Year Students Of Islamic Senior High School Muhammadiyah Pekanbaru*. The number of students was 30 students.

There were two variables in this research, independent and dependent variable. The independent variable which was symbolized by "X" students' creativity in learning English and the dependent variable which was symbolized by "Y" students' English achievement; Independent variable referred to students' creativity in learning English, investigated by using questionnaire, there were 20 items given to the students, and every item was measured by using Likert Scale (always, often, sometime, seldom, never) with range score 5-4-3-2-1 for each. The dependent variable referred to the students' English achievement. It was investigated by using documentation from the teacher.

The aim of the research was to investigate the correlation between students' creativity in learning English and their achievement at the second year of Islamic Senior High School Muhammadiyah Pekanbaru.

To calculate the students' score in answering the questionnaires test, the following formula was used:

$$M = \frac{Y}{N} \times 100$$

Where: M: Individual Score

Y: Correct Answer

N: Number of Item

Table IV.1. The Classification of Students' Scores

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

(Arikunto: 1999:126)¹

1. Data of Students' Creativity In Learning English

TABLE IV.2

I am Not Afraid of Making Mistake In My English Lesson.

| NO | ALTERNATIVE | F | T |
|----|-------------|----|--------|
| 1 | Always | 0 | 0% |
| 2 | Often | 8 | 26.66% |
| 3 | Sometimes | 11 | 36.66% |
| 4 | Seldom | 11 | 36.66% |
| 5 | Never | 0 | 0% |
| | Total | 30 | 100% |

The table above shows the various answers of the students: 0 (0%) students choose always, 8 (26.66%) students choose often, 11 (36.66%) students choose sometimes, 11 (36.66%) students choose seldom, and 0 (0%) students

¹ Suharsimi Arikunto. *Prosedur Penelitian Suatu pendekatan Praktik*, (Jakarta: Rineka Cipta, 1999)p.126

choose never. It indicates that most of the second year students of Islamic Senior High School Muhammadiyah Pekanbaru are occasionally not afraid of making mistake in English lesson.

TABLE IV.3

I Prepare Myself For Every Session of The Lesson.

| NO | ALTERNATIVE | F | T |
|----|-------------|----|--------|
| 1 | Always | 2 | 6.66% |
| 2 | Often | 4 | 13.33% |
| 3 | Sometimes | 8 | 26.66% |
| 4 | Seldom | 13 | 43.33% |
| 5 | Never | 3 | 10% |
| | Total | 30 | 100% |

The table above shows the various answer of the students': 2 (6.66%) students choose always, 4 (13.33%) students choose often, 8 (26.66%) students choose sometimes, 13 (43.33%) students choose seldom, and 3 (10%) students choose never. It indicates that most of the second year students of Islamic Senior High School Muhammadiyah Pekanbaru occasionally prepare for every session of the lesson.

TABLE IV.4**I Like Studying English At Home.**

| NO | ALTERNATIVE | F | T |
|----|-------------|----|--------|
| 1 | Always | 0 | 0% |
| 2 | Often | 5 | 16.66% |
| 3 | Sometimes | 22 | 73.33% |
| 4 | Seldom | 3 | 10% |
| 5 | Never | 0 | 0% |
| | Total | 30 | 100% |

The table above shows the various answers of the students: 0 (0%) students choose always, 5 (16.66%) students choose often, 22 (73.33%) students choose sometimes, 3 (10%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year students of Islamic Senior High School Muhammadiyah Pekanbaru occasionally like to study English at home.

TABLE IV.5**I Like Making Summary In My English Subject.**

| NO | ALTERNATIVE | F | T |
|----|-------------|----|--------|
| 1 | Always | 0 | 0% |
| 2 | Often | 2 | 6.66% |
| 3 | Sometimes | 8 | 26.66% |
| 4 | Seldom | 18 | 60% |
| 5 | Never | 2 | 6.66% |
| | Total | 30 | 100% |

The table above shows the various answers of the students: 0 (0%) students choose always, 2 (6.66%) students choose often, 8 (26.66%) students choose sometimes, 18 (60%) students choose seldom, and 2 (6.66%) students

choose never. It indicates that most of the second year students of Islamic Senior High School Muhammadiyah Pekanbaru are seldom making summary in English subject.

TABLE IV.6

I Like Solving My English Problem.

| NO | ALTERNATIVE | F | T |
|----|-------------|----|-------|
| 1 | Always | 0 | 0% |
| 2 | Often | 2 | 6.66% |
| 3 | Sometimes | 18 | 60% |
| 4 | Seldom | 9 | 30% |
| 5 | Never | 1 | 3.33% |
| | Total | 30 | 100% |

The table above shows the various answers of the students: 0 (0%) students choose always, 2 (6.66%) students choose often, 18 (60%) students choose sometimes, 9 (30%) students choose seldom, and 1 (3.33%) students choose never. It indicates that most of the second year students of Islamic Senior High School Muhammadiyah Pekanbaru occasionally solving their English problem.

TABLE IV.7

I Like To Discuss With My Friends About English Lesson.

| NO | ALTERNATIVE | F | T |
|----|-------------|----|--------|
| 1 | Always | 0 | 0% |
| 2 | Often | 8 | 26.66% |
| 3 | Sometimes | 18 | 60% |
| 4 | Seldom | 2 | 6.66% |
| 5 | Never | 2 | 6.66% |
| | Total | 30 | 100% |

The table above shows the various answers of the students: 0 (0%) students choose always, 8 (26.66%) students choose often, 18 (60%) students choose sometimes, 2 (6.66%) students choose seldom, and 2 (6.66%) students choose never. It indicates that most of the second year students of Islamic Senior High School Muhammadiyah Pekanbaru occasionally like to discuss with their friends about English lesson.

TABLE IV.8

I Always Give Attention In The Discussion.

| NO | ALTERNATIVE | F | T |
|----|-------------|----|--------|
| 1 | Always | 0 | 0% |
| 2 | Often | 2 | 6.66% |
| 3 | Sometimes | 17 | 56.66% |
| 4 | Seldom | 8 | 26.66% |
| 5 | Never | 3 | 10% |
| | Total | 30 | 100% |

The table above shows the various answers of the students: 0 (0%) students choose always, 2 (6.66%) students choose often, 17 (56.66%) students choose sometimes, 8 (26.66%) students choose seldom, and 3 (10%) students choose never. It indicates that most of the second year students of Islamic Senior High School Muhammadiyah Pekanbaru occasionally give attention in the discussion.

TABLE IV.9**I Open Dictionary If I Find Difficult Word.**

| NO | ALTERNATIVE | F | T |
|----|-------------|----|--------|
| 1 | Always | 0 | 0% |
| 2 | Often | 3 | 10% |
| 3 | Sometimes | 18 | 60% |
| 4 | Seldom | 7 | 23.33% |
| 5 | Never | 2 | 6.66% |
| | Total | 30 | 100% |

The table above shows the various answers of the students: 0 (0%) students choose always, 3 (10%) students choose often, 18 (60%) students choose sometimes, 7 (23.33%) students choose seldom, and 2 (6.66%) students choose never. It indicates that most of the second year students of Islamic Senior High School Muhammadiyah Pekanbaru occasionally open dictionary if they find difficult word.

TABLE IV.10**I Give Attention To The Teacher Who Explains The Lesson.**

| NO | ALTERNATIVE | F | T |
|----|-------------|----|--------|
| 1 | Always | 1 | 3.33% |
| 2 | Often | 7 | 23.33% |
| 3 | Sometimes | 13 | 43.33% |
| 4 | Seldom | 7 | 23.33% |
| 5 | Never | 2 | 6.66% |
| | Total | 30 | 100% |

The table above shows the various answers of the students: 1 (3.33%) students choose always, 7 (23.33%) students choose often, 13 (43.33%) students choose sometimes, 7 (23.33%) students choose seldom, and 2 (6.66%) students

choose never. It indicates that most of the second year students of Islamic senior high school Muhammadiyah Pekanbaru occasionally give attention to the teacher who explains the lesson.

TABLE IV.11

I Am Always Active In The Class.

| NO | ALTERNATIVE | F | T |
|----|-------------|----|--------|
| 1 | Always | 2 | 6.66% |
| 2 | Often | 8 | 26.66% |
| 3 | Sometimes | 15 | 50% |
| 4 | Seldom | 3 | 10% |
| 5 | Never | 2 | 6.66% |
| | Total | 30 | 100% |

The table above shows the various answers of the students: 2 (6.66%) students choose always, 8 (26.66%) students choose often, 15 (50%) students choose sometimes, 3 (10%) students choose seldom, and 2 (6.66%) students choose never. It indicates that most of the second years students of Islamic Senior High School Muhammadiyah Pekanbaru are occasionally active in the class.

TABLE IV.12

I Like Responding Teacher's Questions.

| NO | ALTERNATIVE | F | T |
|----|-------------|----|--------|
| 1 | Always | 0 | 0% |
| 2 | Often | 1 | 3.33% |
| 3 | Sometimes | 16 | 53.33% |
| 4 | Seldom | 8 | 26.66% |
| 5 | Never | 5 | 16.66% |
| | Total | 30 | 100% |

The table above shows the various answers of the students: 0 (0%) students choose always, 1 (3.33%) students choose often, 16 (53.33%) students choose sometimes, 8 (26.66%) students choose seldom, and 5 (16.66%) students choose never. It indicates that most of the second year students of Islamic Senior High School Muhammadiyah Pekanbaru occasionally respond teacher's question.

TABLE IV.13

I Like Responding The Game By The Teacher.

| NO | ALTERNATIVE | F | T |
|----|-------------|----|--------|
| 1 | Always | 0 | 0% |
| 2 | Often | 3 | 10% |
| 3 | Sometimes | 14 | 46.66% |
| 4 | Seldom | 9 | 30% |
| 5 | Never | 4 | 13.33% |
| | Total | 30 | 100% |

The table above shows the various answers of the students: 0 (0%) students choose always, 3 (10%) students choose often, 14 (46.66%) students choose sometimes, 9 (30%) students choose seldom, and 4 (13.33%) students choose never. It indicates that most of the second year students of Islamic Senior High School Muhammadiyah Pekanbaru occasionally respond the game by the teacher.

TABLE IV.14**I Am Not Afraid of Asking My Teacher About Material.**

| NO | ALTERNATIVE | F | T |
|----|-------------|----|--------|
| 1 | Always | 0 | 0% |
| 2 | Often | 8 | 26.66% |
| 3 | Sometimes | 13 | 43.33% |
| 4 | Seldom | 7 | 23.33% |
| 5 | Never | 2 | 6.66% |
| | Total | 30 | 100% |

The table above shows the various answers of the students: 0 (0%) students choose always, 8 (26.66%) students choose often, 13 (43.33%) students choose sometimes, 7 (23.33%) students choose seldom, and 2 (6.66%) students choose never. It indicates that most of the second year students' of Islamic Senior High School Muhammadiyah Pekanbaru are not occasionally afraid of asking their teacher about material.

TABLE IV.15**I Am Not Lazy To Do My English Task.**

| NO | ALTERNATIVE | F | T |
|----|-------------|----|--------|
| 1 | Always | 1 | 3.33% |
| 2 | Often | 5 | 16.66% |
| 3 | Sometimes | 16 | 53.33% |
| 4 | Seldom | 6 | 20% |
| 5 | Never | 2 | 6.66% |
| | Total | 30 | 100% |

The table above shows the various answers of the students: 1 (3.33%) students choose always, 5 (16.66%) students choose often, 16 (53.33%) students choose sometimes, 6 (20%) students choose seldom, and 2 (6.66%) students

choose never. It indicates that most of the second year students of Islamic Senior High School Muhammadiyah Pekanbaru are not occasionally lazy to do their English tasks.

TABLE IV.16

I Like To Repeat My Lesson At Home.

| NO | ALTERNATIVE | F | T |
|----|-------------|----|--------|
| 1 | Always | 0 | 0% |
| 2 | Often | 6 | 20% |
| 3 | Sometimes | 16 | 53.33% |
| 4 | Seldom | 7 | 23.33% |
| 5 | Never | 1 | 3.33% |
| | Total | 30 | 100% |

The table above shows the various answers of the students: 0 (0%) students choose always, 6 (20%) students choose often, 16 (53.33%) students choose sometimes, 7 (23.33%) students choose seldom, and 1 (3.33%) students choose never. It indicates that most of the second year students of Islamic Senior High School Muhammadiyah Pekanbaru occasionally repeat their lesson at home.

TABLE IV.17

I Dislike Repeating My Failure.

| NO | ALTERNATIVE | F | T |
|----|-------------|----|--------|
| 1 | Always | 0 | 0% |
| 2 | Often | 6 | 20% |
| 3 | Sometimes | 19 | 63.33% |
| 4 | Seldom | 4 | 13.33% |
| 5 | Never | 1 | 3.33% |
| | Total | 30 | 100% |

The table above shows the various answers of the students: 0 (0%) students choose always, 6 (20%) students choose often, 19 (63.33%) students choose sometimes, 4 (13.33%) students choose seldom, and 1 (3.33%) students choose never. It indicates that most of the second year students of Islamic Senior High School Muhammadiyah Pekanbaru occasionally dislike repeating their failure.

TABLE IV.18

I Like Finishing My English Task.

| NO | ALTERNATIVE | F | T |
|----|-------------|----|--------|
| 1 | Always | 2 | 6.66% |
| 2 | Often | 16 | 53.33% |
| 3 | Sometimes | 7 | 23.33% |
| 4 | Seldom | 5 | 16.66% |
| 5 | Never | 0 | 0% |
| | Total | 30 | 100% |

The table above shows the various answers of the students: 2 (6.66%) students choose always, 16 (53.33%) students choose often, 7 (23.33%) students choose sometimes, 5 (16.66%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year students of Islamic Senior High School Muhammadiyah Pekanbaru often finishing their English tasks.

TABLE IV.19**I Like Give Response On My Friend's Ideas In The Discussion.**

| NO | ALTERNATIVE | F | T |
|----|-------------|----|--------|
| 1 | Always | 1 | 3.33% |
| 2 | Often | 3 | 10% |
| 3 | Sometimes | 15 | 50% |
| 4 | Seldom | 10 | 33.33% |
| 5 | Never | 1 | 3.33% |
| | Total | 30 | 100% |

The table above shows the various answers of the students: 1 (3.33%) students choose always, 3 (10%) students choose often, 15 (50%) students choose sometimes, 10 (33.33%) students choose seldom, and 1 (3.33%) students choose never. It indicates that most of the second year students of Islamic Senior High School Muhammadiyah Pekanbaru occasionally give response their friend's ideas in the discussion.

TABLE IV.20**I Like To Study Before We Start Our Lesson.**

| NO | ALTERNATIVE | F | T |
|----|-------------|----|--------|
| 1 | Always | 1 | 3.33% |
| 2 | Often | 6 | 20% |
| 3 | Sometimes | 13 | 43.33% |
| 4 | Seldom | 6 | 20% |
| 5 | Never | 4 | 13.33% |
| | Total | 30 | 100% |

The table above shows the various answers of the students: 1 (3.33%) students choose always, 6 (20%) students choose often, 13 (43.33%) students choose sometimes, 6 (20%) students choose seldom, and 4 (13.33%) students

choose never. It indicates that most of the second year students of Islamic Senior High School Muhammadiyah Pekanbaru occasionally study before they start the lesson.

TABLE IV.21

I'm Not Playing with My Classmate during the Lesson

| NO | ALTERNATIVE | F | T |
|----|-------------|----|--------|
| 1 | Always | 1 | 3.33% |
| 2 | Often | 5 | 16.66% |
| 3 | Sometimes | 8 | 26.66% |
| 4 | Seldom | 11 | 36.66% |
| 5 | Never | 5 | 16.66% |
| | Total | 30 | 100% |

The table above shows the various answers of the students: 1 (3.33%) students choose always, 5 (16.66%) students choose often, 8 (26.66%) students choose sometimes, 11 (36.66%) students choose seldom, and 5 (16.66%) students choose never. It indicates that most of the second year students of Islamic Senior High School Muhammadiyah Pekanbaru seldom play with their classmates during the lesson.

Table IV.22
Descriptive Test of Students' Creativity In Learning English

| No | Items | The scale of indicating frequency of the students' Responses | | | | | |
|----|--|--|--------|-------|-----------|--------|-------|
| | | Total of students | Always | Often | Sometimes | Seldom | Never |
| 1 | I am not afraid of making mistake in my English lesson. | 30 | - | 8 | 11 | 11 | - |
| 2 | I prepare myself for every session of the lesson. | 30 | 2 | 4 | 8 | 13 | 3 |
| 3 | I like studying English at home. | 30 | - | 5 | 22 | 3 | - |
| 4 | I like making summary in my English subject. | 30 | - | 2 | 9 | 18 | 1 |
| 5 | I like solving my English problem. | 30 | - | 2 | 19 | 9 | - |
| 6 | I like to discuss with my friends about English lesson. | 30 | - | 8 | 18 | 2 | 2 |
| 7 | I always give attention in the discussion. | 30 | - | 2 | 17 | 8 | 3 |
| 8 | I open dictionary if I find difficult word. | 30 | - | 3 | 18 | 7 | 2 |
| 9 | I give attention to the teacher who explains the lesson. | 30 | 1 | 7 | 13 | 8 | 1 |
| 10 | I am always active in the class. | 30 | 2 | 8 | 15 | 3 | 2 |
| 11 | I like responding teacher's questions. | 30 | - | 1 | 16 | 9 | 4 |
| 12 | I like responding the game by the teacher. | 30 | - | 4 | 14 | 8 | 4 |
| 13 | I am not afraid of asking my teacher about material. | 30 | - | 8 | 13 | 8 | 1 |
| 14 | I am not lazy to do my English task. | 30 | 1 | 5 | 16 | 6 | 2 |
| 15 | I like to repeat my lesson at home. | 30 | - | 6 | 16 | 7 | 1 |
| 16 | I dislike repeating my failure. | 30 | - | 6 | 19 | 4 | 1 |
| 17 | I like finishing my English task. | 30 | 2 | 16 | 7 | 5 | - |

| | | | | | | | |
|----|--|-----|------|-------|-----|-------|----|
| 18 | I like giving response on my friend's ideas in the discussion. | 30 | 1 | 3 | 15 | 11 | - |
| 19 | I like to study before we start our lesson. | 30 | 1 | 6 | 13 | 6 | 4 |
| 20 | I am not playing with my classmate during the lesson. | 30 | 1 | 5 | 8 | 11 | 5 |
| | TOTAL | 600 | 11 | 109 | 287 | 157 | 36 |
| | PERCENTAGE | 100 | 1.8% | 18.1% | 48% | 26.1% | 6% |

Table IV.23

Level of Students' Creativity in Learning English

| Level of Students' creativity in learning English | Frequency | Percent (%) |
|--|------------------|--------------------|
| Low Level (20-47) | 4 | 13.3% |
| Middle Level (48-74) | 26 | 86.7% |
| High Level (75-100) | | 0% |
| Total | 30 | 100.% |

2. Data of Students' Achievement

Table IV.24
Student Achievement Test Result

| Students | Score |
|-----------------|--------------|
| 1 | 74 |
| 2 | 76 |
| 3 | 81 |
| 4 | 65 |
| 5 | 85 |
| 6 | 78 |
| 7 | 75 |
| 8 | 72 |
| 9 | 56 |
| 10 | 72 |
| 11 | 72 |
| 12 | 56 |
| 13 | 72 |
| 14 | 45 |

| | |
|----------------|-------------|
| 15 | 52 |
| 16 | 47 |
| 17 | 64 |
| 18 | 56 |
| 19 | 45 |
| 20 | 50 |
| 21 | 64 |
| 22 | 58 |
| 23 | 56 |
| 24 | 58 |
| 25 | 50 |
| 26 | 64 |
| 27 | 68 |
| 28 | 60 |
| 29 | 54 |
| 30 | 52 |
| Average | 62.5 |

From the table above, we can classify students' achievement at the second year of Islamic Senior High School Muhammadiyah Pekanbaru in the following table:

Table IV.25
The Score of Students' English Achievement

| No | Classification | Score | Frequency | Percentage |
|--------------|-----------------------|--------------|------------------|-------------------|
| 1 | Good | 80 – 100 | 2 | 6.6% |
| 2 | Average to good | 60 – 79 | 14 | 46.7% |
| 3 | Poor to Average | 50 – 59 | 11 | 36.7% |
| 4 | Poor | 0 – 49 | 3 | 10% |
| Total | | | 30 | 100% |

B. The Data Analysis

Based on the data presentation, the writer analyzed three formulation parts, how students' creativity in learning English is, how students' achievement is, and there is any correlation between students' creativity in learning English and their achievement. This analysis was begun by analyzing statistic of students' creativity in learning English.

1. Analysis on Students' Creativity in Learning English.

The analysis was based on the mean score of the questionnaire; the computation is shown through the following table:

Table IV.26
The Mean Score of Questionnaire

| Score | Frequency | FX |
|-------|-----------|---------|
| 59 | 3 | 177 |
| 40 | 1 | 40 |
| 57 | 1 | 57 |
| 55 | 2 | 110 |
| 58 | 1 | 58 |
| 46 | 1 | 46 |
| 61 | 2 | 122 |
| 62 | 1 | 62 |
| 66 | 4 | 264 |
| 53 | 2 | 106 |
| 33 | 1 | 33 |
| 44 | 1 | 44 |
| 69 | 1 | 69 |
| 64 | 2 | 128 |
| 71 | 1 | 71 |
| 51 | 1 | 51 |
| 50 | 1 | 50 |
| 49 | 1 | 49 |
| 54 | 1 | 54 |
| 52 | 1 | 52 |
| 60 | 1 | 60 |
| Total | N = 30 | FX=1703 |

$$\begin{aligned} MX &= \frac{1703}{30} \\ &= 56.7 \end{aligned}$$

Based on the first formulation of the problem, the result of computation is **56.7**. It is classified into poor to average. Therefore, the statistic of students' creativity in learning English of the second year of Islamic Senior High School Muhammadiyah Pekanbaru can be classified poor to average level.

2. Analysis on students' achievement

The analysis based on the mean score of the document, the computation is shown through the following table:

Table IV. 27
The Mean Score of the Documentation

| Score | Frequency | FY |
|-------|-----------|----------|
| 74 | 1 | 74 |
| 76 | 1 | 76 |
| 81 | 1 | 81 |
| 65 | 1 | 65 |
| 78 | 1 | 78 |
| 75 | 1 | 75 |
| 72 | 4 | 288 |
| 56 | 4 | 224 |
| 45 | 2 | 90 |
| 52 | 2 | 104 |
| 47 | 1 | 47 |
| 64 | 3 | 192 |
| 50 | 2 | 100 |
| 58 | 2 | 116 |
| 68 | 1 | 68 |
| 60 | 1 | 60 |
| 54 | 1 | 54 |
| 85 | 1 | 85 |
| Total | N = 30 | FY= 1877 |

$$\begin{aligned} MX &= \frac{1877}{30} \\ &= 62.5 \end{aligned}$$

Based on the second formulation of the problem, the result of computation is 62.5 it is classified into average to good. Therefore, the statistic of students' achievement can be classified average to good.

This research was used to obtain the correlation between two variables namely: the students' creativity in learning English as the independent variable (X) and the students' achievement as the dependent variable (Y). The writer used questionnaire to find out the students' creativity in learning English and documentation was used to find out students' achievement.

The high correlation between variables was stated in correlation coefficient. Correlation coefficient can be positive (+) and negative (-). Correlation coefficient is positive (+) when there is positive correlation between two variables. While correlation coefficient is negative (-) means that there is negative correlation between two variables. Although, positive (+) or negative (-) does not influence high or low score of correlation coefficient, the sign only shows direction of correlation both of them.

3. Analysis on Students' Creativity In Learning English and English Achievement.

Table IV.28

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|----------------------|----|---------|---------|-------|----------------|
| Student's Creativity | 30 | 33 | 71 | 56.77 | 8.744 |
| English Achievement | 30 | 45 | 85 | 62.57 | 11.199 |
| Valid N (listwise) | 30 | | | | |

Table IV.29

Correlations

| | | Student's Creativity | English Achievement |
|----------------------|---------------------|----------------------|---------------------|
| Student's Creativity | Pearson Correlation | 1 | .660** |
| | Sig. (2-tailed) | | .000 |
| | N | 30 | 30 |
| English Achievement | Pearson Correlation | .660** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 30 | 30 |

** . Correlation is significant at the 0.01 level (2-tailed).

From the table IV.28 above, the variable of correlation coefficient of the students' creativity in learning English and their English achievement = 0.660, sig. (2tailed) = 0.000, the interpretation is as follows:

- a. The score of correlation coefficient is 0.660 0.361 in significant standard 5% and 0.463 in significant standard 1% (see table product moment). It means that H_a is accepted which indicates that there is a moderate correlation between students' creativity in learning English and students' English achievement.

- b. The probability score or sig. (2- tailed) is $0.000 < 0.05$. It means that H_a is accepted. On the other hand, there is a significant correlation between students' creativity in learning English and their English achievement.
- c. The outputs above show that there is a sign which means there is a significant correlation between students' creativity in learning English and their English achievement.
- d. Direction of correlation between two variables is positive. It means that the higher the students' creativity in learning English is, the higher their English achievement will be. On the contrary, the lower the students' creativity in learning English, the lower, their English achievement will be.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the result of the research conducted toward the relationship between students' creativity in learning English and their achievement at the second year of Islamic Senior High School Muhammadiyah Pekanbaru, the writer would like to draw some conclusion from had been discussed in previous chapter and recommended into some suggestions related to the relationship between students' creativity in learning English and their achievement at the second year of Islamic Senior High School Muhammadiyah Pekanbaru.

A. Conclusion

From the data finding, the writer concludes that the relationship between students' creativity in learning English and their achievement at the second year of Islamic Senior High School Muhammadiyah Pekanbaru categorized into positive correlation. Why? Because the mean score of students' creativity is 56.7 and the mean score of English achievement is 62.5. The Pearson correlation of this research is 0.660, means that there is a significant correlation between the students' creativity in learning English and their achievement at the second year of Islamic Senior High School Muhammadiyah Pekanbaru.

From the data gathered, the writer concludes that the relationship between students' creativity in learning English and their achievement was positive. It means that the higher the students' creativity in learning English is, the higher their English achievement will be. On the contrary, the lower the students' creativity in learning English, the lower, their English achievement will be.

B. Suggestion

Based on the result of the research, the writer founds that both of the variables are in the average level where average students were creative in learning English and average students also got good English achievement. It seems that both of the variables were correlated with each other. The writer has believed that there was a possibility that if the students increased their creativity in learning English, their English achievement would be increased too. In order to reach this, the writer would like to give some suggestion as follows:

1. Students should increase their creativity in learning English to improve their English achievement.
2. Teacher should help the students to increase their creativity. This can be done by giving information, allowing them time to think, rewarding their creative efforts, teaching them creative thinking techniques, having discussions, express their ability in English, trying to help the students to investigate and solving their problem in learning English.
3. This is the responsibility of the candidate of English teachers in the future to pay more attention to the creativity and the English achievement of the students in order that they can reach the target of the teaching.

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