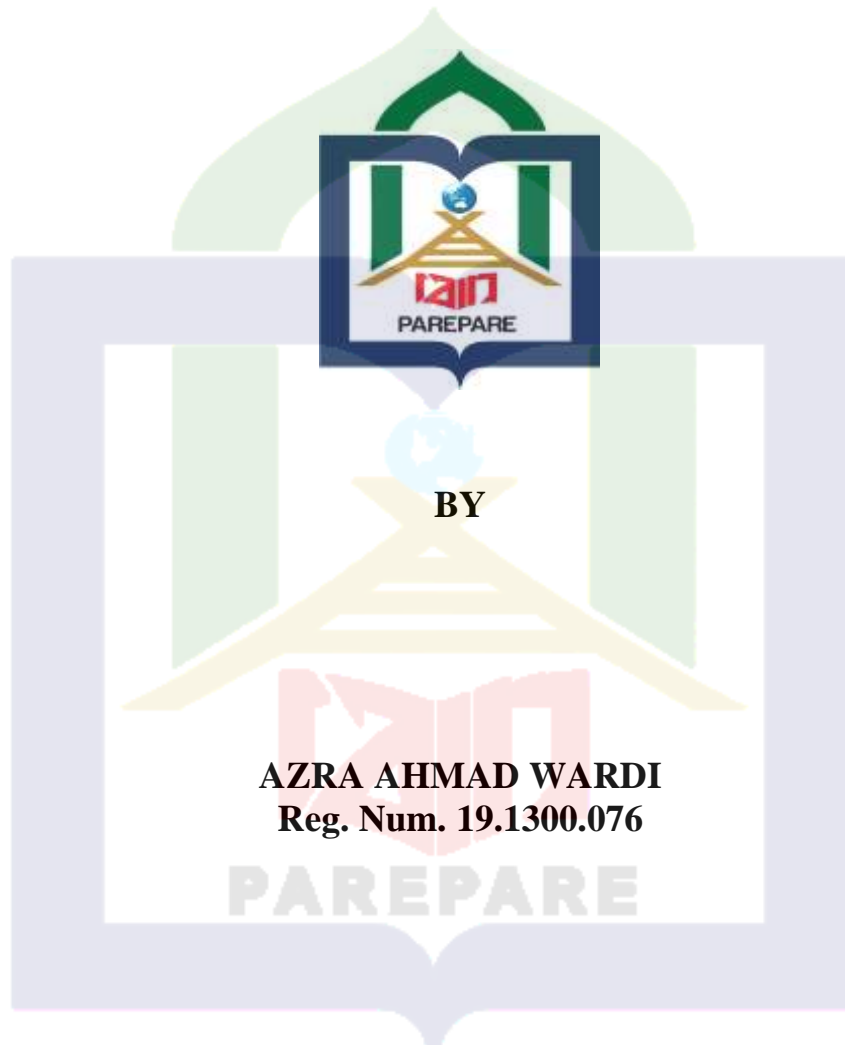


A THESIS

**THE EFFECT OF TEACHERS' CREATIVITY ON STUDENTS
INTEREST IN LEARNING ENGLISH IN THE SECOND
GRADE OF SMP NEGERI 4 PITU RIAWA SIDRAP**



BY

**AZRA AHMAD WARDI
Reg. Num. 19.1300.076**

PAREPARE

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
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2024

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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to

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2024

SUPERVISORY COMMISSION APPROVAL

Thesis Title : The Effect of Teachers' Creativity on Student Interest Learning English in the Second Grade of SMP 4 Pitu Riawa Sidrap

Student Name : Azra Ahmad wardi

Student Reg.Number : 19.1300.076

Study Program : English Department

Faculty : Tarbiyah

Basis for Supervisor Determination : Dean of the Faculty of Tarbiyah Decree Nomor : 4035 Tahun 2022

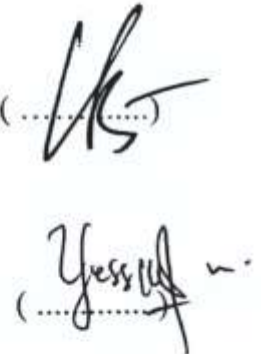
Approved By:

Principal Supervisor : Dr. Abd. Haris Sunubi, S.S, M.Pd. (.....)

NIP : 197503082006041001

Co-Advisor : Yessicka Noviasmy, M.Pd.

NIDN : 2029119004



Knowing:

Dean of the Faculty of Tarbiyah



Dr. Zulfah, M.Pd.

NIP. 19830420 200801 2 010

APPROVAL OF THE EXAMINING COMMISSION

Thesis Title : The Effect of Teachers' Creativity on Student Interest Learning English in the Second Grade of SMP 4 Pitu Riawa

Student Name : Azra Ahmad Wardi

Student Reg. Number : 19.1300.076

Study Program : English Education

Faculty : Tarbiyah

Basis for Assigning Examiners : B.372/In.39/FTAR.01/PP.00.9/01/2024

Date of Graduation : January 19th, 2024

Approved By:

Dr. Abdul Haris Sunubi, S.S, M. Pd. (Chair)

(.....)

Yessicka Noviasmy, M.Pd. (Secretary)

(.....)

Dr. Magdahalena Tjalla, M.Hum. (Member)

(.....)

Muh. Yusuf, M.Pd. (Member)

(.....)

Knowing:

Dean of the Faculty of Tarbiyah



Dr. Zulfah, M.Pd.

NIP. 19830420 200801 2 010

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 أَجْمَعِينَ أَمَّا بَعْدُ

In the name of Allah, The Beneficent and The Merciful

Alhamdulillah Rabbil Alamin. First of all, the researcher would like to express her grateful to the lord Allah swt. The highest and the master of the universe while the creator of the everything in this world who still lend the researcher good health, blessing, mercy so she can finish this thesis. Salam and Salawat Strongly Agree be sent to the prophet Muhammad saw. Peace be upon him. Who has guided us from uneducated person to be educated person.

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Parepare, July 24th 2023
6 Muharram 1445 H

The researcher



Azra Ahmad Wardi
Reg Num. 19.1300.076

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

Name : Azra Ahmad Wardi
Student Reg. Number : 19.1300.076
Place and Date of Birth : Bulucenrana, 04th Maret 2000
Study Program : English Education
Faculty : Tarbiyah Faculty
Tittle of Skripsi : The Effect of Teachers' Creativity On Students
Interest In learning English In The Second Grade of
SMP Negeri 4 Pitu Riawa Sidrap

Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 24 July 2023

6 Muharram 1445 H

The researcher



Azra Ahmad Wardi
Reg Num. 19.1300.076

ABSTRACT

Azra Ahmad Wardi. *The effect Of Teachers' Creativity On Students Interest In Learning English In The Second Grade Of SMP negeri 4 Pitu Riawa Sidrap.* (Supervised by Abd. Haris Sunubi and Yessicka Noviasmy)

This research is aimed to find out the effect of teachers' creativity. The Effect Of Teachers' Creativity On Students Interest in Learning English in The Second Grade SMP Negeri 4 Pitu Riawa Sidrap. The problem statements are two namely: how is students' perceptions of learning English?, and What are the effect of teachers' creativity on students' interest in learning English at SMP Negeri 4 Pitu Riawa Sidrap ?. this research was descriptive qualitative. The population is the second grade student SMP Negeri 4 Pitu Riawa Sidrap which consist of 25 students. The sample taken from A class of SMP Negeri 4 Pitu Riawa Sidrap. The instrument use are interview and questionnaire.

However, the subjects of this research were 25 students of the second grade at SMP Negeri 4 Pitu Riawa Sidrap. The researcher employed Descriptive qualitative method and the instrument of this research were conducted through interview and questionnaire.

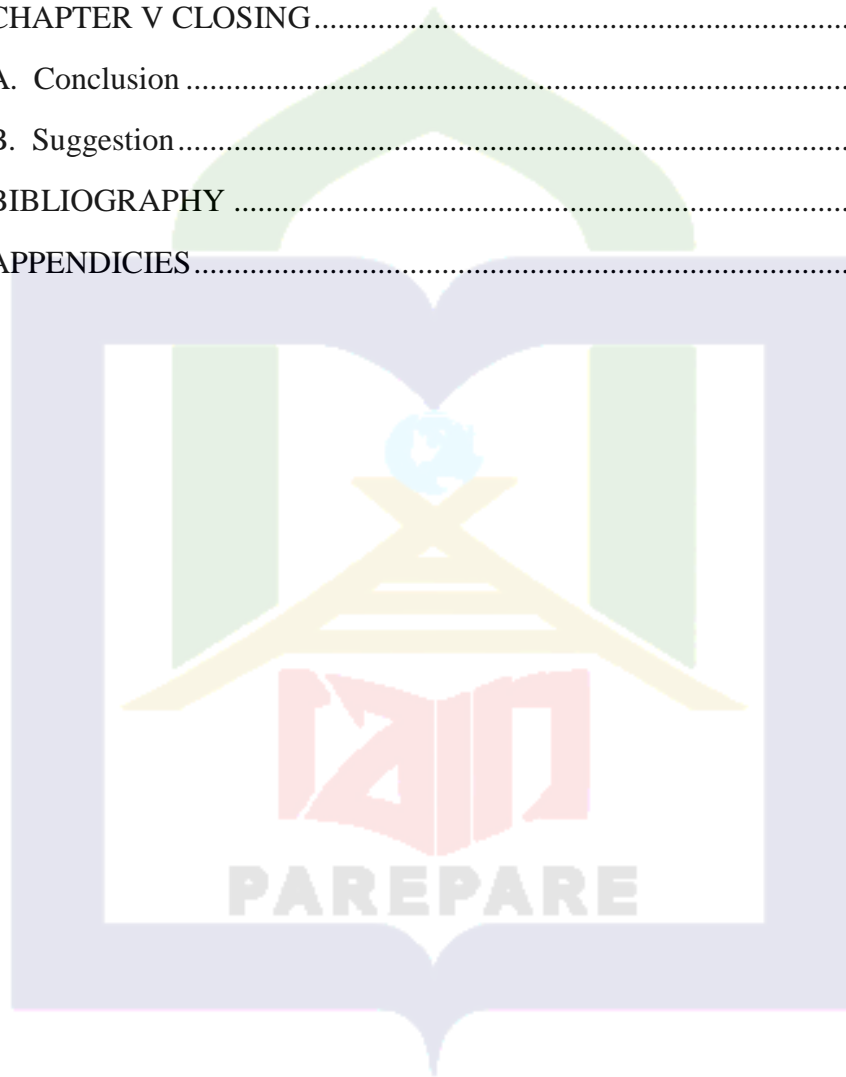
As a result of the questionnaire and interview, most of the students' positive responses to teachers' creativity on students interest in learning English. The students claimed that teachers' creativity on students interest in learning English very important for them, such as encourages students to be more excited and motivated to learn English. Students, can interest in learning English. The percentage results show that almost all students strongly agree with the opinion that the effect of teachers' creativity on student interest in learning English, Based on the data obtained, the research concludes that students gave positive responses to the teachers' creativity on students interest in learning English to received the material.

Keywords: effect, Teachers' Creativity, Interest in learning English.

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CHAPTER I INTRODUCTION

A. Background

Creativity is considered as a form of imaginative activity that can produce original thing. Although there is a scientific recognition of the importance of creativity, until now very little research has been done. This is due to the difficulty of the methodology and the workings of the brain. Creativity experts, such as through the Hemisphere Theory say that the human brain is actually divided into two hemispheres: the left hemisphere and the right hemisphere. The left hemisphere of the brain leads to a convergent thinking, while the right hemisphere leads to divergent thinking. Although humans use both hemispheres, one side generally tends to dominate in each individual's brain. Ideally, the brain is managing and developing its capacity in such a way as to have a good relationship between the two hemispheres, so that they can feel in advance what is needed under particular situation and then use the right way to handle it. However, they tend to remain in the comfort zone of the dominant hemisphere and process the situation according to the right or left brain preference.¹

Media is something that can be use to stimulate someone's thoughts, feelings and actions that can facilitate the process of learning. However, media is not always appropriate in all school. It is because not all schools have the technology as supporting tools in the learning process such as the school lack of language laboratories, textbooks, and LCD projector. These factors make difficulties for teacher to join the development. Therefore, teacher creativity is the thing needed in learning process and knowledge development.

Education, creativity is innovation. Innovation is a creativity which is defined as an ability to create a new product, modification or changes things that already exist. In other perception, creativity is an ability to solve the problem, which gives individuals create original ideas adaptive function in full usefulness to thrive on.

¹F. N. Biduri, "The Effect of Teacher's Creativity on Native Indonesian Students'success in Learning Chinese Language.," *Okara: Jurnal Bahasa Dan Sastra*, 11-2, 243-252, (2017).

According to Kunandar. Education can be done formally in schools and non-formally in institutions outside of school. In formal education situations in schools, teachers are very influential people in the teaching and learning process. Therefore, teachers must really bring their students to the goals achieved."²

As an educator, the instructor must be creative in managing the classroom, providing materials, and employing teaching strategies in order to truly engage the students and spark their interest in learning. According to Ricvhard's perspective, a creative teacher seeks out novel approaches to lesson design and makes use of instructional resources such as textbooks. This is another way of saying that being creative is making an effort to change and adapt lessons so they better meet the needs of the learners.

Indeed, individual teacher creativity varies, with some teachers being original and others needing training and skills to bring out creative ideas. A creative teacher will tend to be more flexible and flexible during the learning process. Because when they encounter a problem, creative teachers will quickly move from one approach to another, from one method to another, so they don't find many difficulties. It is different if teachers who are not creative, when they get a problem, they find it difficult to find a solution. Due to not having much insight into learning methods that can be applied when one learning methods that can be applied when one learning method used is not successful or finds problems.

Teachers are figures who function to educate and teach their students to gain knowledge both in the form of knowledge in the subject matter and knowledge gained outside the subject matter. Teachers are also the real educators and even a

teacher is a key in the learning process. A creative teacher is a teacher who is able to actualise and express optimally all the abilities he has in order to foster and educate students properly. So that the role of a creative teacher in presenting learning materials in the classroom will greatly affect students in the learning process. With

²Kunandar, "Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) Dan Persiapan Menghadapi Sertifikasi Guru,"h. 46, (*Jakarta: Elsas, 2006*).

the creativity of the teacher, varied learning models, interesting approaches, there will be a growing interest in student learning and a positive response in following the process.

Teaching is also described as an art and a science. Teaching as an art requires a level of intuition that is rarely required by other professional fields. The intuitive aspect of teaching develops through a process of reflection that is automatic, continuous, and that takes in the full range of visual and sensory-related behaviours from the many stimuli that come from student and teacher interactions in a specific context. As teachers practice their art and reflect on the outcomes and practices, they create a framework for intuitive and spontaneous actions that advance student learning. Teaching as a science is evident in the strategies that teachers learn to use to achieve desired outcomes in student learning.

One of the best lessons for incorporating creativity into the classroom is English. Given the aforementioned issues, it is quite unfortunate if the pupils don't know any English. Moreover it also worries that pupils no longer has an interest and assumption that English language instruction is challenging. As everyone knows, interest is a strong inclination and desire for anything. As was said in the previous discussion, there are additional factors that contribute to students' lack of interest in studying English, such as a lack of media. Ignorance or a lack of intelligence are not the main causes. Furthermore, creativity would continue to exist and provide understanding even in the absence of the media..³

Be focusing on how teacher success, the teacher is expected to be able to give their creativity for making students feel interested and can be effective the long term. The more creative teacher is the higher students' understanding in learning

English will be. Teacher's creativity is also very important to encourage the students' creativity, because with the existence of teachers; creativity the students will also learn to be creative. Thus, creativity is needed in realizing the of education,

³Gene E. Hali, dkk, "Mengajar Dengan Senang (Menciptakan Perbedaan Dalam Pembelajaran Siswa), h. 362-364, (Jakarta: PT. Indeks, 2008).

Student interest in English lessons is very lack, the cause maybe because of the presentation of the material in the class that is the teacher, this is related to the creativity of the teacher in delivering the material. Students mostly find English language lessons difficult, because writing with different readings. So the both points will greatly affect the ability of students in English language learning. If an interesting teacher in delivering the material have a very good effect on students, students motivated to learn, so students will find English lessons easy and will increase their enthusiasm for learning, which will have the same effect on knowledge later. So that the expected learning out comes or goals can be achieved.

Until now, most of the learning methods used by teachers are just lectures, without considering the role of student activeness. Teachers tend to provide learning through a boring process so that students seem bored and lack enthusiasm in participating in learning. So that it becomes the task of a teacher to be able to make the classroom atmosphere better and the learning process becomes more interesting and makes students able to directly play an active role in the learning provided. Do not let teaching become just a burden and responsibility, so that there is no sense of responsibility to the students.

Therefore, researcher want to observe the teacher's creativity in handling the lack of media problems. So it can attract the students' interest. Referring to the previous discussion, researcher is interested in conducting an observation with the title "The Effect Of Teachers' Creativity On Students Interest In learning English In The Second Grade Of SMP Negeri 4 Pitu Riawa Sidrap".

B. Research Questions

Based on the background above, the research formulates research question as a follows:

1. How is students' perceptions of learning English?
2. What are the effects of teachers' creativity on students' interest in learning English at SMP Negeri 4 Pitu Riawa Sidrap?

C. The Objective of the Research

1. Students' perceptions of learning English
2. The effects of teachers' creativity on students' interest in learning English at SMP Negeri 4 Pitu Riawa Sidrap

D. Significant of the Research

The significances of this research are expected to be useful contributions to:

a. For Students

1. Provide a very valuable experience in terms of development of potential interests and talents through fun learning learning that is fun.
2. Providing motivation to love learning, so that the learning process is more focused on the material being studied. Students are more focused on the material being studied.

b. For the Teacher

1. As a material to improve the quality of self and be motivated to perform their duties properly, so as to become a professional teacher and can increase the interest of learning in order to achieve learning goals.
2. To get an overview and make an alternative learning techniques to improve student learning achievement students.
3. To be an encouragement to further improve the quality of education by implementing meaningful learning. meaningful learning.

c. Research

As a positive contribution to find out more about the Effect of teaching style on students interest in learning English at SMP Negeri 4 Pituriawa SIDRAP.

d. Future Researchers

As a reference material to develop this research by looking for a different research focus.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Findings

The first research written by Rifda Nimury, The purpose of this study was to determine how much influence between teacher creativity on student interest in learning economics subjects at State Senior High School 14 Pekanbaru. This study is motivated to see how influence of teacher creativity on student interest in learning. The subject of this research is class X students at State Senior High School 14 Pekanbaru. While the object is the influence of teacher creativity on student interest in learning. The population in this study were economics teachers and grade X students totalling 143 people, while for the sample were economics teachers and 105 students, the authors took samples with random sampling techniques, namely sampling techniques randomly from researchers. Data collection in this study the authors used two techniques namely questionnaires, and documentation. The data collected was then analysed using the SPSS (Statistica Program Society Science) Version 25.0 with simple linear regression techniques and entered into the Product Moment formula.⁴

The second research, written by Rike Delta Utari, the purpose of this study was to determine how the influence of Teacher Creativity in Increasing Learning Interest in class V at MI PLUS Ja-alHaq Bengkulu City. which is located at MI PLUS Ja-alHaq Bengkulu City. this study uses a sample of 48 respondents using the product moment formula. Data collection techniques using questionnaires, observation, interviews and documentation. The data analysis technique used is simple linear regression. This research uses validity test, reliability test, followed by hypothesis testing.⁵

⁴Diajikan Untuk et al., "Hubungan Antara Kreativitas Guru Dengan Prestasi Belajar Murid Sd Negeri 54 Batuleppa Kabupaten Sinjai Skripsi," 2017.

⁵Fiqih Di, M T S Negeri, and Tangerang Ii, "Peran Guru Kreatif Dalam Mengembangkan Prestasi Belajar Siswa Pada Pembelajaran Fiqih Di Mts Negeri Tangerang Ii Pamulang," 2015.

Nadiah Bima Martadinata, Purpose The purpose of this study was to determine whether or not there is an effect of teacher creativity on student interest in learning at SMK Negeri 26 Jakarta. The method used in this research is descriptive analytical correlation. The analysis technique used is the Product Moment coefficient.⁶

Septi Maya Sari, This study aims to measure the effect of teacher creativity in learning on the learning outcomes of Islamic Religious Education subjects of class VIII students of SMP Negeri 3 Batanghari. The hypothesis that the researcher proposes is Ha: There is an influence of teacher creativity in learning on the learning outcomes of Islamic Religious Education subjects of class VIII students of SMP Negeri 3 Batanghari. The method used in this research is questionnaire as the main method and documentation as a supporting method.⁷

This study aims to determine the effect of teacher creativity on English learning interest of seventh grade students of SMP Negeri 4 Pitu Riawa Sidrap. This research is descriptive qualitative. The population was class VII students of SMP Negeri 4 Pitu Riawa Sidrap which totalled 25 students. The sample was taken from class VII A SMP Negeri 4 Pitu Riawa Sidrap. The instruments used were interview and questionnaire. The researcher used descriptive-qualitative method and the instrument of this research was conducted through interviews and questionnaires.

B. Some Pertinent Ideas

1. Concept of Teacher Creativity

a. Definition of Teacher Creativity

Teacher creativity needed in the classroom as a space to manage the process of learning. Mainly, organizing and maintaining class must be done by teacher to make the classroom physically being neat, clean, healthy, moist, fairly light illuminated. There are some teacher approaches need to be done such as :

⁶Nina Tri Daniati, "Implementation of Ako for Improving Learning Quality of the Basic of Creativity for Teachers and Students in SMKN 3 Kasihan Bantul," *Ideguru: Jurnal Karya Ilmiah Guru* 4, no. 1 (2019): 60–67, <https://doi.org/10.51169/ideguru.v4i1.83>.

⁷Jurnal Manajemen, Madrasah Aliyah, and Negeri Man, "A n a z h i M" 5 (n.d.): 475–88, 2020.

maintaining order through the use of disciplined classroom atmosphere (authoritarian approach) create and maintain order through a classroom atmosphere of intimidation (bullying approach), to maximize the freedom of students (permissive approach), following the established guidelines, dan quality learning plan implemented good (Instructional approach), learners develop behavior desired by reducing unwanted behavior (behavior Changing approach), develop a good relationship interpersonal and socio emotional climate of positive class (socio emotional climate Creation approach), foster and maintain effective classroom organization (Social Systems approach).⁸

Teacher creativity needed to create and maintain a classroom environment and atmosphere so that teaching and learning can take place effectively and efficiently. Teachers create and develop relationships with students and teachers make productive group rules. Teacher Creativity will know and adjust the internal factors and external factors of students. Internal factors associated with problem student's emotions, thoughts, and behavior. External factors associated with problem students learning atmosphere, student placement, grouping of students, number of students, and so on. Problem number of students in the class will color class dynamics. The more the number of students in the class will be more prone to conflict. This conflict can be prevented by a creative teacher because the teacher would always think about how to attract the attention of students to focus on learning.

There are plenty of definition of the word creativity that have been suggestion by the researchers in learning. Creative is the ability to bring new ideas that are surprising and valuable in many ways. creativity is said to novelty, to the power to make something, to implement new forms, to get lots of imaginative skills or to form something that already exists into something new.⁹

⁸A. Husin, "Teacher creativity in The Classroom Management. In Sriwijaya University Learning and Education International Conference, (Vol. 2, No. 1, pp. 185-94 , (2016, September).

⁹J. Kamylyis, P. G., & Valtanen, "Redefining Creativity—Analyzing Definitions, Collocations, and Consequences. The Journal of Creative Behavior, 44(3), 191-214, (2010).

Oxford Dictionary defined that “creativity is use of imagination or originality ideas to make something”. Creativity is an ability to make a new combinations, information or elements that already exist. While according defines creativity is the skills that bring something new and valuable to the people to do more new things and break away from old styles.¹⁰

According to Talajan that, teacher creativity in learning is part of a lesson a system that is inseparable from education and education. The role of teacher creativity is not just to help with one aspect only the human self, but includes other aspects, namely cognitive, psychomotor and affective¹¹

Teacher creativity can be illustrated by using an imaginative approach or approaching students who basically do not like it when reprimanded, but when through the approach these students can change and want to hear orders from the teacher. to make the learning process more interesting, motivating, interesting, thrilling and effective. In other words, it is stated that creative teaching can be considered as teaching that aims to make students learn more interesting and more effective through the use of imaginative approaches.. Creativity of the teacher can be see when they teaching and we can know that how the creativity of teacher interest in learning English. One thing that we cannot deny is that many factors make

it teachers become creative educators” one of the supporting factors to simulate improving naughty when always give good direction that is gentle with the term approach can trigger student change. And that will be one of the successes of a teacher in educating students.

Teachers who teach creatively use imaginative approaches to create learning interest and effective. To make learning experienced relevant to students, they ensure that the curriculum and pedagogy are relevant to students. I getting students to encourage in learning, teachers might also prioritize strategies or adapt the strategies

¹⁰S. Subur, “Early Childhood, Characteristic and Creative-Social Development. *Ijtimā’iyya: Journal of Muslim Society Research*,” 2(1), 129-152, 2017.

¹¹ Talajan, Guntur, *Menumbuhkan Kreativitas & Prestasi guru*. (Yogyakarta: LaksBang PRESSindo, 2012), Page. 54.

to the appropriate age range, context, and individual. Also, creative teaching encompasses teacher's effort in making teaching and learning relevant and in encouraging student ownership of learning.

Furthermore, teacher creativity defined as quality on new ideas development in teaching. This idea is response such as good problem organizer, maximal on classroom mastery, and understand students need. Thus, creative teaching is a teachers' ability on handle the class and will make students comfortable in learning.

b. Classroom Management

Classroom management is all the activities of the teacher to make the class and all related classes to achieve a comfortable and effective learning. Classroom management is a series of teacher behavior in its efforts to create and maintain a classroom environment that allows students to learn well. that perform the necessary classroom management a teachers' creativity in managing all physical and non-physical components involved in the learning process. Creativity is a person's ability to create new things, new ideas from the ideas of the new, modified, association, combination to be a new thing.¹²

A teacher does different things to organize students, space, time, and materials so that student learning can happen. A set of strategies and skills that let a teacher to manage students effectively in order to create a positive learning environment for all students Here, classroom explained management more precisely.¹³

Classroom management is defined as actions which teachers apply to create a supportive environment for the academic and social-emotional learning of students. Believe that teachers should be able to apply appropriate creativity to contribute

¹²e. I. i. z. a. b. e. t. h. Aljughaiman, A., & Mowrer- Reynolds, "Teachers' Conceptions of Creativity and Creative Students. *The Journal of Creative Behavior*, 39(1), 17-34, 2005.

¹³R. J. Williams, W. M., & Sternberg, "How Parents Can Maximize Children's Cognitive Abilities. *Handbook of Parenting Volume 5 Practical Issues in Cognitive Heuristics in Design: Parenting,*")168. (2002).

students with behavior problems. express that effective classroom management improves student behavior.¹⁴

Mostly English teachers“ are can manage and control their classes. Their management strategies are different. They must know how arrange class that how students are placed in suitable place. In addition, they must be aware how to communicate with students and how deliver the lessons and also they must be able to recognize students' weaknesses and strengths. To have the abilities, creativity can be an effective factor. A creative teacher can generate something beneficial and new and perform his/her ideas appropriately in classroom. They can apply some helpful tools such as; videos, mobiles, cameras, educational software, music, games to improve learners' language proficiency. Therefore, classroom management is a significant factor in English teaching and learning.

Several of Cooper's suggested classroom management techniques are presented here. He suggested that in order to have a successful class, English teachers should set and communicate high standards for behavior. It is necessary to set clear guidelines and protocols, and a strong educator must be able to explain to pupils the consequences of misbehavior.

He makes the argument that, in order to execute certain concepts in the classroom, a teacher must do so quickly, steadily, and fairly from the very beginning of classes. He highlights important tactics in his book, which are briefly discussed below.¹⁵

Make an effort to educate pupils the value of self-discipline; allot time to teaching self-monitoring techniques. Keep up a fast pace when teaching and make sure that activities flow well from one to the next. Observe the goings-on in the classroom and provide pupils with constructive criticism and encouragement for their actions. Provide children, especially those who struggle with behavior issues, the

¹⁴D. McCuin, “Teachers Working with Social Emotional Competence: Students’ Perspectives on the Positive Effects (Doctoral Dissertation, Colorado State University. Libraries).,” 2012.

¹⁵B. Cooper, “Empathy, Interaction and Caring: Teachers’ Roles in a Constrained Environment. *Pastoral Care in Education*,” 22(3), 12-21, (2004).

chance to succeed in both their academic and social behavior. found kids who appear to understand the concept of personal efficacy and helped them develop an internal locus of control. When applicable, consider cooperative learning groups. Use humor when appropriate to pique students' attention or ease tensions in the classroom. Thus, by implementing these tactics, educators can effectively oversee classrooms and exercise creative control over their learning environments.

Regarding creativity in education, it has been discovered that an atmosphere that values freedom, self-motivation, teamwork, intercultural diversity, and even failure can boost creative output. Teachers should "approve and encourage creative thinking, tolerate dissent, encourage students to trust their own judgments, underline that everyone is capable of this creativity and attend to a stimulus for creative thinking through brainstorming and modeling," according to Torrance and Myers, in order to create this kind of environment. An instructor needs to be creative since it can influence students' interest in learning and information in a way that can pique their curiosity.¹⁶

Overall, a variety of elements, including assessment, culture, curriculum, individual skills, teaching and learning style, national policies, educators, technology, and tools, influence creativity in the educational setting. Rahimi and Mirzaee. As was previously noted, several scholars come to the conclusion that teaching and learning are fundamentally based on creativity. The majority of scientists used creativity in various contexts to achieve their objectives. In my personal experience as a teacher, I have seen firsthand the value and advantages of creativity in the classroom.¹⁷

While classroom discipline focuses on the particular control of student behavior, classroom management refers to the routine procedures followed in the

¹⁶S. Fisher, "Developing Creativity from School and Home Experiences: How Parents and Educators Influence Students' Creative Literacy Practices (Doctoral Dissertation, Rutgers University-Graduate School of Education).," (2013).

¹⁷M. Mirzaee, A., & Rahimi, "An Investigation on Relationship between Iranian EFL Teachers' Creativity and Classroom Management Strategies and Learners' Improvement. *Journal of Advances in English Language Teaching*," 5(4), pp-31, (2017).

classroom. "Discipline is distributed according to behavior; classroom management is distributed according to how things are done." Procedures, protocols, and structure must also be used to establish classroom management; discipline is about impulse control and self-control. It is the teacher's obligation to control the classroom; it is the students' responsibility to be disciplined. Effective classroom management can significantly boost teachers' ability to engage students in the learning process. When a teacher sets up the classroom correctly before beginning the teaching and learning process, students will feel at ease and the teacher will feel comfortable imparting knowledge..¹⁸

Delceva, J.D & Dizdarevik stated that classroom management is a process that's includes different activities done by teacher and students alike, but also teaching subjects that have to be aligned with both the needs and abilities of the students, and the previously established teaching goals

Based on the explanation above, it is known that there are many definitions and some principles of good classroom management formulated by expert. In short, it can be said that classroom management is strategies teachers to maintain, organize, and it is important ability that every student-teachers should have in order to make students achieve the learning goals. Classroom management diminish students' misbehaviour and make student more controlled. It has a big role for success of teaching..¹⁹

c. The Role of Teacher in Managing class

The teacher has a major role in determining how well students learn in the classroom. Teaching and class dancing are the two main activities that teachers engage in in the classroom. Student achievement is directly motivated by instructional activities. In order for teaching activities to take place successfully and efficiently, government class activities establish and preserve a classroom

¹⁸T. Garrett, "Student-Centered and Teacher-Centered Classroom Management: A Case Study of Three Elementary Teachers. *The Journal of Classroom Interaction*, 34-47.," (2008).

¹⁹Delceva, J. D, & Dizdaverik. 2014. Classroom Management. *International Journal of Cognitive Research in Science, Engineering and Education*, Vol. 2, No.1.

environment. Activities in the classroom include giving out rewards right away, fostering positive relationships between teachers and students, and creating game rules for group projects. Class management is the deliberate effort to plan, organize, carry out, and supervise programs and activities in the classroom in order to facilitate systematic, effective, and efficient teaching and learning and to maximize each student's potential.²⁰

Teacher is an important actor to manage, to guide and to improve student's ability and make classroom and the goal of classroom management is to create a conducive classroom atmosphere to interact in English in meaningful ways. It occurs through meaningful interaction that students can make progress in learning English. Besides, the teacher serves as role model who shape and influence their student's knowledge, student's achievement and student's behavior. Moreover, managing a classroom can be difficult and demanding for the teacher as educators because it is not easy to manage or control the students in teaching learning process. Sometimes in teaching learning process, the teacher does not concern on the students in classroom to control students when teaching learning. In this case, the teacher must give something that is interesting to the students to make students not bored or lazy to study, and the teacher must use strategy, ways and roles depend on situation to make students enjoy in learning.

Therefore, teacher should play a role to create a community of learners where students play an active part in forming their environment, understand the student's roles, and learn how to work effectively as an individual and with peers. The teacher has many roles to help students to learn. The role may change from one activity to another, or from one stage of an activity to another, it depends on situation and activity in class.

Furthermore, there are many types of teacher's roles that can be used by the teacher in managing classroom. According to Harmer, there are the roles of teacher : the teacher as controller, the teacher as prompter, the teacher as participant, the

²⁰Z. R. Devi, "Teachers' Strategy in Managing the Socio Emotional Classroom Environment in Teaching English at SMPN 1 Siman Ponorogo (Doctoral Dissertation, IAIN Ponorogo).," 2019.

teacher as resource, the teacher as tutor. All of the roles are important to support the student's activities in the classroom. The aims of all the roles are to facilitate the student's progress in some ways or other it is very useful to help students when doing activity during teaching learning.²¹

Teachers creativity can be directed in two components in classroom learning that

- 1) Classroom management is activity teachers for manage classroom to dynamic, organizing existing resources and planning good learning activities which done in classroom. In the case the teachers creativity of classroom management to directed :
 - a. To help of learners in order class learn related collaborative and cooperative.
 - b. Creating a conducive academic environment in the learning process.
- 2) Creativity in utilization learning media Learning media is a tool that can be support in the learning process. The function media is help of learners in understand taught to abstract concept, Increase motivation to learners in the learning process, reduce misunderstanding, Increase motivation to teachers for skill developing. In the context as teacher in media that:
 - a. Reduce things to abstract in a lesson.
 - b. To help of students for the integration of learning materials in situation.

There are some need various of component understood and developed to good function.

Through effective classroom management, teachers may foster a positive and enjoyable learning environment in the classroom by getting to know their students. This will make it easier for them to support and promote each other's excitement for learning. Fun learning occurs when learning environments are created that are conducive to learning through the interaction of the teacher and students, the physical

²¹ Harmer, Jeremy. (2007). *The Practice of English Language Teaching*. (4th ed.). Longman: Pearson

surroundings, and the atmosphere. Students that are in a positive learning environment won't get bored or be scared to participate in the learning process. Throughout the learning process, the instructor must establish a supportive environment, and students must actively participate in coming up with original questions, challenging concepts that come up in the classroom, and expressing their.

This means that every time you meet face to face, the teacher must use a variety of methods and models.

d. Characteristics of Teacher Creativity

There are several condition to be creative teacher. Professional, means well grounded in teaching, mastering various technique and learning models, thoughtful, have the ability to manage individual and groups learning activities, mastering various techniques and research models. Have personalities, mean accept to new things, understand children development, attentive, have tolerance, high creativity and being curious. Social relationships, means lovely with talented children, can adapt, sociable, and be able to understand others behaviour quickly.²²

Teacher's creativity in teaching process include how is the teacher implementing learning process. Creative teacher prioritized methods and techniques that support the creativity development. In this terms, questioning skill play an important role. Creative teacher will emphasize divergent question and this question will bring students in an active learning environment.

A teacher must indeed be required to be creative, professional and fun. Creativity in learning is very important in terms of developing the potential of students. Creativity among its characteristics is something that is rare and not everyone is able to do it. Creativity is not something that is easy to do. But creativity must be cultivated and created continuously. The characteristics of creativity can be divided into cognitive characteristics and Non cognitive. Cognitive characteristics are the same as the four characteristics of creative thinking, namely:

²²L. Rahmahati, J., Sholihin, H., & Rusyati, "The Effect of Flap Poster towards Students' creativity in Learning Human Respiratory System. List of Article Science Education.," 2015.

originality, flexibility, fluency, and elaboration. Meanwhile, Non cognitive traits include motivation, attitude, and creative personality. Non cognitive traits are just as important as cognitive traits, because without being supported by a personality that is suitable a person's creativity

According to Abdullah, R., creative teachers who carry out learning by optimizing their knowledge and expertise are called Teacher Scholar. According to him, if learning is done well, in essence it is creative. Teachers always communicate to their students old ideas and new ideas in new forms. Furthermore, Brown formulated the characteristics or characteristics of a teacher scholar as follows:

1. He has a curious soul, wants to always ask about everything he still doesn't clearly understand.
2. Everything is analyzed first, then filtered, qualified to be studied and understood, and then deposited in the "store" of knowledge.
3. Intuitively, teachers have the subconscious ability to connect old ideas to form new ideas or ideas. This intuition lies above logic, and therefore in it depends on discovery as well.
4. Have high self-discipline. This implies that creative teacher scholar has the ability to make considerations between analysis and intuition to make a final decision.
5. Will not be satisfied with temporary results. Creative teachers do not just accept any unsatisfactory results.
6. Having a strong personality, it is not easy to be given instructions without thinking.²³

The characteristics or characteristics of creative teachers, as stated by hakim, are as follows:

1. Creative teachers have great curiosity, thus encouraging a teacher to find out new things related to their activities and work as a teacher.

²³ Abdullah, R. (2016). Learning in the Perspective of Teacher Creativity in the Utilization of Learning Media. *Lantanida Journal*, 4(1), 35-49

2. Creative teachers have an extroverted attitude or are more open to accepting new things and always want to try to do them, and can accept input and suggestions from anyone related to their work, and think that these new things can be new experiences and lessons. for himself.
3. Creative teachers usually do not lose their minds in dealing with certain problems, so they are very creative and "resourceful" to find solutions to any problems that arise. And even more likely to like heavy and difficult tasks because it will create a sense of satisfaction after being able to complete the task.
4. Creative teachers are highly motivated to discover new things both through observation, experience and direct observation and through research activities. This is because creative teachers tend to seek broad answers satisfying scientifically.²⁴

Some of the characteristics of these creative teachers are indeed rather difficult to find, so that it becomes the responsibility of the teacher personally to be able to develop their potential so that they can be more creative in carrying out their professional duties as a teacher.

e. Criteria for Creativity

The teaching profession as a specialised field of work is required to have a commitment to improving the quality of education. Therefore, the value of excellence that teachers must have is creativity. Creativity is identified into 4 dimensions, namely:

- 1) Person, often said to be a creative personality.
 - a) Able to see problems from all directions;
 - b) Great curiosity;
 - c) Be open to new experiences;
 - d) Love challenging tasks;

²⁴Hakim, M. A. R. (2017). Teachers' Strategies in Teaching Speaking Lessons on Introvert Students in Madrasah Aliyah (MA) Ja-alHaq Bengkulu. Madania: Jurnal Kajian Keislaman, 21(1), 23-30.

- e) Broad insight;
 - f) Appreciate the work of others.
- 2) Process, any product that results from that process is considered to be as a creative product. There are 4 stages in creativity, namely:
- a) Preparation phase: gather information on the causes of perceived problems in the activity;
 - b) The illumination stage, when inspiration/problem-solving ideas arise;
 - c) The verification stage, the clinical testing stage based on reality.
- 3) Product, shows the results of a person's performance or work in the form of goods or ideas. The product dimension of creativity is described as follows. "*Creativity to bring something new into existence*", Which is shown from the trait:
- a) New, unique, useful true and valuable;
 - b) Heuristic nature, featuring methods that have not been done before.

Creativity has a lot of definitions. The definition of creativity also depends on the theoretical basis on which the experts refer. Wahyuni defines creativity as the ability to create something new to make students active more until they are understand what teacher meaning.²⁵

Webster further stated two ways of thinking, namely convergent and divergent ways of thinking. Convergent thinking is a private way of brooding about something with the view that there's just one correct answer. While cerebration is that the ability of people who seek alternative answers to problems. In regard to creativity, Webster stressed that creative people have more divergent ways of thinking than convergents. Most definitions of creativity specialise in one in every of these four P's or their combinations. The four P's are interrelated: artist who engages

²⁵H. Wahyuni, S., & Yulindrasari^o, “) Creativity And Innovation To) Compete In The Century,” 21, 2018.

within the creative process, and with the support and encouragement (press) of the environment, produces creative products.²⁶

Otherwise, according Agustina Putri the creativity can be divided into two, namely: cognitive characteristic (aptitude) and non cognitive characteristics (non-aptitude). Cognitive characteristics (aptitude) consist of originally, flexibility, fluency and elaborative.²⁷

So Creativity are correlate with a varies of behaviors and mental characteristics, including associations between ideas and distant contexts, the applying of assorted perspectives, and curiosity, likewise as flexibly in idea and action, rapid generation of qualitatively different solutions and answers to problems and questions, and determine tolerance for ambiguity and uncertainty, and also the use of surprising objects. so a teacher doesn't feel the name of profound confusion within the lesson. with the creativity of a tutor can make students have a small increase within the learning process There are some characteristic of creativity.

In creativity of teacher when teach, teacher must be able make changing for students. For example when studying, students must active more than teacher and their must be understand what they studied. All individuals with healthy brains have some level of creative potential, but individuals differ in how much newness they produce. creative that has creativity measures such as psychometrics based on hypotheses can be stated that the ability to make general in all areas of activity (art, business, music, technology, etc.) can lead to something useful and stable over time. This view imply that someone whose creativity is above generally in one domain can also be expected above generally in another domain as well and has a positive impact on others.

a. Creativity as Process

²⁶P. R. Webster, "Creativity and Music Education: Creative Thinking in Music: Advancing a Model. Creativity and Music Education," 1, 33, 2002.

²⁷Y. Agustina Putri, A., & Arini, "A Correlational Study between Students'creativity and Vocabulary Mastery toward Their English Achievement at the Eighth Grade of Smp Muhammadiyah Al-Kautsar Pk Kartasura in the Academic Year 2017/2018 (Doctoral Dissertation, Iain Surakarta).," (2018).

Creativity as a process is how students can understand about the subject and their can give be better to teacher, in order that teacher to know about students skill. The fact that the human mind can produce new concepts and ideas requires a proof, as an example by being curious, people will definitely know until they get what they're searching for or need. Cognitive psychologists aim to deduce relevant mental processes from observations about how individuals solve problems that need creativity. The minds of creative people spontaneously produce an oversized number of combinations of random ideas, producing several ideas which will make the generation go and a few selected combinations expressed in behavior. Alternative hypothesis is that an original person is can override the constrain influence of past experiences and hence consider a large range of actions and possibilities.

b. Creativity and Education

Talking about creativity and education it very important for students, because without it's not balance. Because in teaching learning process there are creativity and education.it is not know to what lead an individual's ability to create can be enhance. Most training programs assume that creativity is a general ability or process. Creative individuals are individuals who are able to provide change as the next generation even though they often get negative reactions from others without violating social norms and expectations. In the school environment, attention must be given to creative students from students so as not to cause disruption due to emotional or social problems. Creative students who have difficulty in this case tend to be involved in individual projects, the solution that can be given is students need a motivation so that when he is working on a project it can be a reference for him. In short, high creativity suits social and individualistic lifestyles; one result is healthy and beneficial. Based on the definitions explained by the psychology figures above, the creative definition is the ability to produce ideas with various alternatives and some creative processes supported by the surrounding environment.

The development of creative and innovative individuals is an important aspect of education, and teachers are encouraged to develop student creativity,

creativity is therefore an important competency and typically involves the development of work that is both original and beneficial. Aspects of learning directly related to creativity include problem solving, divergent thinking and the synthesis of information. Thus creativity is important for all academic disciplines and all student levels. Previous research demonstrates that training programmes can improve creative ability the multifaceted nature of creativity suggests that interventions may increase creativity in a range of ways. Although these programmes typically focus on the value of creativity for educational success, the development of creativity may also have longterm positive effects such as the promotion of psychological well-being, and additional research in this area is required. The focus on creative teaching and learning has increased in recent years and, according to Ken Robinson, 'Creativity now is as important in education as literacy and we should treat it with the same status. The value placed on creativity is reflected in education policy. For example, the All Our Futures argued that creative education promotes social inclusion and supports the development of an innovative and productive workforce. An additional relevant initiative includes Creativity.

Fostering creativity in education is intended to address many concerns. As a summary, this includes dealing with ambiguous problems, coping with the fast changing world and facing an uncertain future. Perhaps the most dominant current argument for policy is the economic one. The role of creativity in the economy is being seen as crucial to assist nations for attaining higher employment, economic achievement and to cope with increased competition. It is for this reason that creativity cannot be "ignored or suppressed through schooling" or its development be left to "chance and mythology". It is predominantly for this reason that there is a call for its inclusion in education as a "fundamental life skill" which needs to be developed to prepare future generations so that they can "survive as well as thrive in the twenty-first century". Developing children's creativity during their years in education is the start of building "human capital" upon which, according to Adam Smith and successive commentators, depends the "wealth of nations".

f. Procedure of Teaching

A creative teacher according to Oxford Advanced Learners Dictionary, strategy is a plan that is intended to achieve a particular purpose, the method of designing something or putting a plan into operation in an exceedingly skillful way, and also the skill of designing the movement of during a battle or war, an example of doing this. Strategy may be a guidance to realize the determined goals. If this term is associated with the teaching and learning, strategy can mean describing the teacher and therefore the student's activity in teaching and learning to attain a determined goal. In education, strategy means an idea, method or series of activities designed to effect a selected educational goal.

Teacher has a big role to make their students successful in learning. Therefore, more strategies in the teaching process are needed. There are some strategies in teaching English that can be used to teach young learners.

1) Communicative Language Teaching (CLT)

Cooperative learning may be a teaching strategy involving child participation in small group learning activities that promote positive interaction. The function of cooperative learning is to assist the youngsters in helping one another once they face some problems in learning English. In cooperative learning terms, low-achieving students can make a contribution to a bunch and knowledge success, and every one student can increase their understanding of ideas by explaining them to others.

Communicative Language Teaching (CLT) is a language teaching method that emphasizes communication as the main goal of learning. In this method, students are focused on learning language by having actual social interactions, such as conversations, presentations and discussions.

CLT considers that communicative skills (listening, speaking, reading, and writing) are competencies that must be developed in language learning. Therefore, teachers provide realistic and enjoyable communicative situations for students, so that students can learn and apply the language learned in real situations.

Teachers in CLT also provide content related to real life, such as social, political, economic and cultural topics, so that students can learn the language in a relevant context.

CLT also emphasizes developing language skills holistically, namely by developing all communicative skills (listening, speaking, reading and writing) simultaneously and interrelatedly.

2) Audio Lingual Method

Audio lingual method are a method of teaching foreign languages that emphasizes listening comprehension, speaking, reading and writing.

The Audiolingual Method is a method for foreign language teaching which emphasized the teaching of listening and speaking before reading and writing. This method is combination between behavioral psychology and linguistic. It's also called "Army Method" because this method is appeared since the World War II for the American armies who had to learn language quickly and intensively. The structural theory of language constituted its backbone. Structural linguistic view language as a system of structurally related elements for the expression of meaning. These elements are phonemes, morphemes, words, structures and sentence types. The language teaching theoreticians and methodologists is behavioral psychology which is an empirically based approach to the study of human behavior. Behaviorism tries to explain how an external even (a stimulus) caused a change in the behavior of an individual (a response) without using concept like "mind" or "idea".

In the Audiolingual Method, the students first hear a language. Later, they speak the language and after that, they read and write in it. Mother tongue is discouraged in the classroom when this method is used. The Audiolingual Method does not learn lots of vocabulary. Rather, the teacher drills speaking and grammar because in this method, grammar is most important for the student. In other word, the student must repeat grammar pattern after the teacher.

3) Metode suggestopedia

Provides suggestions and motivation to students to understand the learning material more easily. Based on expert opinions, the Suggesopedia Method is a learning method that makes students feel relaxed, relaxed and eliminates feelings of tension in learning. Students are invited to concentrate by the teacher through the suggestions of the learning environment created.

Creating a learning environment is very necessary to support learning. Relax, relax is needed in this method. Seating, media, facilities, rooms are designed in such a way as to create a relaxed but effective learning atmosphere. The use of soft music to accompany learning is a characteristic of the Suggesopedia Method.

How is the Suggesopedia Method applied According to Georgi Lozanov, there are 4 stages in its implementation. First is presentation. In this stage, they are relaxed and given positive suggestions that learning is easy and fun. This is intended to make teachers and students more enthusiastic. The second stage is an active concert. Active concert activity in learning, in introducing new material. Introducing new material by listening to the material dramatically while playing soft accompanying music. Movements or demonstrations really help students understand new material.

The third stage is repetition. The teacher gives students the opportunity to understand the activities during the concert. They were also given activities to repeat the material provided. Music can still be heard. The final stage is practice. Students are given repeated exercises, which can be combined with fun games. Hope it is useful.

4 . Metode pembelajaran Silent Way

The Silent Way learning method is a learning method where students are active in the learning process. The teacher is mostly silent, but the teacher actively uses movement, images and designs to provoke and form reactions. The teacher creates an environmental atmosphere that encourages students to experiment and provides facilities in the learning process.

Students are given ample opportunity to think without too tight teacher control. And in my opinion, teacher control that is too tight can reduce students' creativity in the thinking process and dissatisfaction arises. This dislike can be expressed through expression, anger, and even rebellion.

Namely, the teacher takes a red pencil and shows it to the students, then the teacher says "a red pencil". Then the teacher tries one more time with another color, then says "a black pencil". Next, the teacher takes another pencil with a different color, then the teacher gives a signal to the students to guess.

5. Grammar Translation Method (GTM)

Grammar Translation Method is a method of learning any foreign language by the practice of translating or converting the sentences of the native language into the target language or vice versa. In GTM classes, students learn grammar rules of the foreign language and try to apply those rules to the native language to convert it into the foreign one.

Advanced classes of GTM enable students to convert the whole paragraph even, word to word, and to advance their intellectual development. Basically, learning any foreign languages and mental discipline and Language translation has a goal of enabling the students to learn the foreign literature in its original form. In this article, the concept of the grammar translation method will be discussed and some techniques or approaches used in translation will be thoroughly explained.

In addition, the method views language learning as consisting of memorizing a set of grammar rules and trying to understand and manipulate the morphology and syntax of the target language. Another feature of the method is that the mother tongue is maintained as the reference system in the acquisition of the second language. It is the vehicle of language teaching.

6. Total Physical Response (TPR)

Total Physical Response (TPR) is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process mimics the way that infants learn their first language, and it reduces student

inhibitions and lowers stress. The purpose of TPR is to create a brain link between speech and action to boost language and vocabulary learning.

TPR stands for Total Physical Response and was. It is based upon the way that children learn their mother tongue. Parents have 'language-body conversations' with their children, the parent instructs and the child physically responds to this. The parent says, "Look at mummy" or "Give me the ball" and the child does so. These conversations continue for many months before the child actually starts to speak itself. Even though it can't speak during this time, the child is taking in all of the language; the sounds and the patterns. Eventually when it has decoded enough, the child reproduces the language quite spontaneously. TPR attempts to mirror this effect in the language classroom.

7. Direct method atau metode langsung

The direct method is a way of presenting Arabic lesson material where the teacher directly uses the language as the language of instruction, and without using the students' language at all in teaching. If there are words that are difficult for students to understand, the teacher can interpret them by using props, demonstrating, illustrating, etc. This method is based on understanding, teaching a foreign language is not the same as teaching exact sciences or natural sciences. If teaching exact sciences, students are required to be able to memorize certain formulas, think and remember, in language teaching, students or students are trained to practice directly saying certain words or sentences. This is the case if we look at a mother teaching language to her children at first by training her children directly by teaching them to guide them in saying word by word, sentence by sentence and the child obeys even though it looks funny. In principle, this direct method is very important in teaching Arabic, because through this method students can directly practice their tongue skills without using their mother tongue (the language of their environment). Even though at first it seems difficult for students to imitate, this method is interesting for students.

8. Community Language Learning (CLL)

Community Language Learning (CLL) is a language teaching method that involves psychological aspects where students work together to develop the language skills they want to learn. It can be concluded that this method wants to create a sense of security in the students' learning environment so that they dare to be actively involved in class. A teacher must pay attention to his students.

There are five stages that students go through in using this approach. First, the Embryonic/birth stage is the stage where students still use their first language to convey their hopes and desires (students' dependence on their teacher is 100 or close to 100%).

Second, the Self-Assertion Stage is the stage where students have received moral support from their peers or from their teachers so that students begin to dare to use their second language in the classroom, even in a simple form.

Third, the Separate-Existence Stage, which is when students gradually begin to reduce the use of their mother tongue and dare to express various things in their second language, and assume that everyone in the class understands these expressions.

Fourth, the Reversal Stage where students begin to get used to using the second language freely and communication relationships occur with other students (in the learning process students are no longer silent and are actively talking).

Fifth, the Independent Stage, namely the stage where students have mastered all the material that will be discussed, and students can expand their language and can become mentors to guide second languages to other students.

2. Concept of Students Interest

a. Definition of Student Interest

The definition of interest is a sense of preference, a sense of interest. Widyawati & Usman, Interest has a positive influence towards academic learning,

domains of knowledge and specific fields of study for individuals.²⁸ (Hidi, Berndoff, and Ainley), believe that interest affects three important aspects in one's knowledge that attention, purpose and learning levels.²⁹

In addition, Slameto, states interest is persisting tendency to pay attention to and enjoy some activity and content. It means that, interest is a tendency to pay attention and remember some activity. Students who have an interest will pay attention and feel enjoy to something and get satisfaction from that. Interest will rise if get a stimulus from the outside and feel pleasure through something. This feels arising from the environment or from the object of interest. It can be seen, if a teacher want to success in doing teaching and learning activities should be able to provide stimulus to the students, so that they are interested in participating in the learning process. From the explanation above, the researcher can conclude that interests are closely related with attention. Interest is something that is shown by the students to participate and learn well. It means that, if the teacher want to success in doing teaching and learning process, should give the stimulus to the students in order to their interest in following the teaching and learning process.³⁰

Interest in learning is defined when someone is interested towards a lesson then he will have a sense of interest within the lesson. He will study diligently and still understand all the sciences associated with him therein field, he will follow the teachings enthusiastically and with none burden in him.

Attention is the concentration or activity of one's soul towards observation, understanding or others with the exclusion of other things than that. So students will have attention in learning, if their souls and thoughts are focused with what he learned. Motivation is an effort or a driving force carried out consciously to carry out learning actions and manifest behavior directed for the achievement of the expected

²⁸O. Widyawati, A., & Usman, "The Effect of Learning Media, Family Environment, and Teacher Creativity Toward Student Learning Interests. Family Environment, and Teacher Creativity Toward Student Learning Interests," 2020.

²⁹ Renninger, K. A., & Hidi, S., "Student Interest and Achievement: Developmental Issues Raised by a Case Study. In Development of Achievement Motivation (Pp. 173-195). Academic Press., 2002.

³⁰ Slameto. 2003. Belajar Dan Faktor- Faktor Yang Mempengaruhinya. Jakarta: Rineka Cipta

goals in a learning interaction situation. Knowledge means that if someone is interested in a lesson then will have extensive knowledge about these lessons and how the benefits of learning in everyday life.

b. Interest

Some of interest explanations presented by many experts and with different viewpoints. Interest is the attitude of the person's life, including the three functions of the soul (cognition, desire, emotions), which focused on something, and in that connection elements strong feelings. According to psychology dictionary, interest meant by paying attention and important, or an impulse behaviours that lead to one goal. Whereas, interest within etymology meaning seen as a boost of person's behaviour that leads to a goal. So that the interest of learners can be interpreted as a boost in self-learners study a subject matter.

Interest is a kind of consciousness accompany and stimulat, attention, a feeling pleasant or painful directing attention. So that, interest is the desire or willingness that accompanied by deliberate attention and liveliness that eventually gave fun behaviour changing, all in the form of knowledge, attitudes and skills. Besides, interesting in learning is a feeling of wanting to learn more about something or to be involved in something that feel fun and enjoy. In order to perform the act of learning, teacher is required to be able to stimulate interest in learning through a variety of ways. Interest is a feeling that attracts your attention and makes you want to learn more about something without someone ordered.

From the definitions above, a conclusion can be drawn that:

1. Interest is the soul's tendency towards something which consists of feelings of pleasure, attention, sincerity, motives and interest in something, all of which are oriented towards achieving a goal.
2. Interest gives rise to a feeling of pleasure or interest in an object, which makes someone pay attention to the object they like.

3. Interest arises after knowledge about the object, thus interest is seen as an awareness of an object on the basis of a need or the possibility of meeting a need.

There are some indicators that showing the someone is interested in something, such.

- 1) Having concentration, they pay attention intensely about something or doing something.
- 2) Having sympathy with object, they support and approval to the object.
- 3) Having desires, they have strong wish to do something.
- 4) Having enthusiasm in participation, they are enthusiast in doing something.
- 5) Having curiosity, they are eager to know or learn about something.

3. Concept of Effect in English Learning

a. Effect of Teacher And Student in English Learning

According to Suwandhini & Usman factors that influence Learning success can be divided into two major parts namely internal factors and external factors.

- 1) Factors from within students, which include abilities possessed, motivation to learn, interest and attention, attitude and study habits, perseverance, social economy, physical factors and psychic. As for what is included in internal factors, for example physical factors (physiological), and psychological factors. Which includes physical factors, for example health factors and physical disabilities. Meanwhile, including psychological factors, for example intelligence factors, interest, attention, talent, motivation, maturity and readiness and others etc.
- 2) Factors that come from outside students or environmental factors, especially the quality of teaching. The learning process is driven by students' intrinsic motivation. Besides that, process learning can also occur, or become stronger, when encouraged by student environment. In other words, learning activities can increase if the program learning is well structured. Learning program as

engineeringTeacher education in schools is an external factor of learning.External are all factors that exist outside the student who provides itinfluence on activities and learning outcomes achieved by students³¹

While other factors that influence the process and learning outcomes according to Darmaji as follows:

1) Environmental factor

The environment is part of the students. All this time students' lives cannot avoid themselves from the environment natural and socio-cultural environment. Therefore the second this environment will be discussed one by one in the description following:

a) Natural environment

The environment is the environment where children live educate, live and try in it. Pollution the environment is disastrous for children who are live in it. Polluted air is a pollution can interfere with breathing.

b) Socio-cultural environment

As members of the community, students cannot break away from social ties. Social system which is formed binding the behavior of students to submit to social norms, ethics, and laws that applywithin Public. Likewise, at school students must obey and comply with the rules and regulations which is made by the school, of course, violates the students it will get sanki.

2) Instrumental factors

Every school has goals that are achieved. That purpose of course at the institutional level. In order to smooth out that direction requires a set of scarcity in variety shape and type. Everything is obtained empowered according to the function of each school equipment. Curriculum can used by teachers in planning teaching programs. School programs can be used as a reference to improve quality of teaching

³¹ Suwandhini, T. A., & Usman, O. "Influence Learning Motivation, SocioEconomic Status of Parents and Peer Environment to Interest in Continuing Education to College. Socio-Economic Status of Parents and Peer Environment to Interest in Continuing Education to College," (July 5, 2019).

and learning. Facilities available should be best utilized to be efficient and successful in order for the progress of students in school.

3) physiological conditions

Physiological conditions in general are very influential to one's learning abilities. Deep person fresh physical state will be different learning from people who is in a state of exhaustion. Children who are deficient nutritional learning abilities under children who do not who are not malnourished. Physiological review is definite policies cannot be ignored in determining large small, high and low chairs and tables as a device seating students in receiving lessons from the teacher 16 in the classroom. This seat device affects the comfort and convenience of students when they are receive lessons in class.

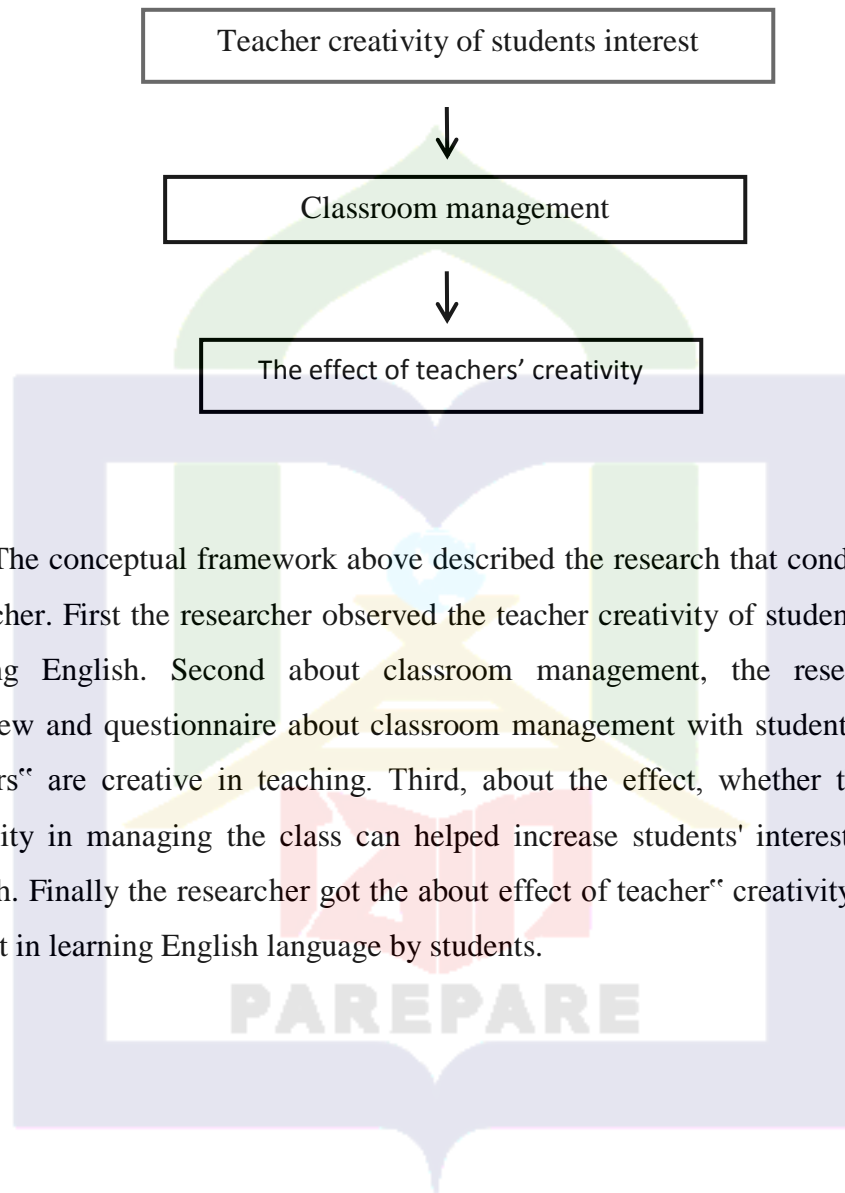
4) Psychological conditions Learning is essentially a psychological process.

By therefore, all psychological states and functions are of course affect one's learning. Therefore interest, intelligence, talent, motivation, and abilities cognitive is the main psychological factor influencing student learning processes and outcomes.

Based on above discussion it can be concluded that which is influencing student learning outcomes is the ability of students in get the learning experience, there are learning outcomes decreases if the learning outcomes increase, and that influenced by students themselves and from outside students. If they have abilities, talents, extensive knowledge, then the learning outcomes continue to increase and vice versa if the ability is low, the results can be ascertained his learning continues to decline it is caused by various things not support it. Learning outcomes are largely influenced by the students themselves, because they relate to their ability to learn or gain experience study it.³²

³²D. Darmaji, "The Role of Project-Based Learning Method in Improving the Students' speaking Skill at Smkn 1 Kraksaan (Doctoral Dissertation, University of Muhammadiyah Malang).," 2018.

C. Conceptual Framework



The conceptual framework above described the research that conducted by the researcher. First the researcher observed the teacher creativity of students interest in learning English. Second about classroom management, the researcher gave interview and questionnaire about classroom management with students about how teachers" are creative in teaching. Third, about the effect, whether the teachers" creativity in managing the class can helped increase students' interest in learning English. Finally the researcher got the about effect of teacher" creativity on students interest in learning English language by students.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of the research was descriptive qualitative research method. The researcher used this qualitative research because it can help the researcher to understand the situation in the field deeply. In addition, qualitative research is an inquiry process aimed at understanding human behaviour by complex building occurs. Thus this research aimed to analyse and describe the teaching process, to identify the teachers' creativity in teaching English and how students' interest in learning English.

B. Location and Time

1. Research Location

The research subject in this research took one class, 25 students who involved in the social situation in the form of existing areas in school SMP Negeri 4 Pitu Riawa Sidrap which includes teachers, students, and all of its activities. The research participants that the researcher chooses are the class VIII students of SMP Negeri 4 Pitu Riawa Sidrap.

2. Research Time

The time needed to complete this research is approximately one month which is adjusted to the needs of the research.

C. Fokus of the Research

In conducting this research, it is necessary to have a research focus to clarify the description of what will be researched. The purpose of this study was to determine the effect of teacher creativity on students' interest in learning English in the first grade of SMP Negeri 4 Pitu Riawa Sidrap. The focus of the research lies on the researcher who wants to know: how students' perceptions of English

learning, and what is the effect of teacher creativity on students' interest in learning English at SMP Negeri 4 Pitu Riawa.

D. Data Types and Sources

The type of data is divided into two, namely primary data and secondary data. Primary data is original data and data directly from objects and their data sources, while secondary data or additional data comes from sources outside the object.

As for the data used is data that includes materials that are primary and secondary

1. Primary Data

Primary data is data taken directly from sources in the field with the aim that this research will obtain clearer and more accurate information. The technique used in determining the sources is to determine the number of sources to be interviewed to obtain information.

2. Secondary Data

Secondary data is data obtained from external sources and internal sources. In this study the authors obtained data from literature books, the internet, journals, related theses and other data that can help provide data relevant to the theme of this research. Secondary data is a source of research data obtained indirectly and through intermediary media.

E. Instrument

In obtaining data, the researcher uses two types of instrument, namely interview and questioner.

1. Questionnaire

Questionnaire was information gather technique that allows analysts to learn attitudes, beliefs, behavior, and characteristics of some key people in the organization who can be affected by the proposed system or by an existing system. Questionnaires are also known as questionnaires. The questionnaire was a list of questions that must be filled or answered by respondents or people to be measured.

2. Interview

Interview was one of the studies that are used to collected data about opinions, beliefs, and feelings about debate in their own words. Interview conducted

to answer the research problem. That's about students' interest learning and teachers' creativity.

3. Documentation

Documentation is a way of collecting data that produces important records related to the problem under study, so that complete, valid and not based on estimates will be obtained. Documentation is used as a complement in data collection, while the author uses data from sources that provide information, in this case teachers and students. Such as documentation in the teaching and learning process, teacher preparation before teaching, and student participation in improving student competence in English.

F. Data Validity Test

This research in testing the validity of the data in qualitative research in the following way:

1. Credibility Test

How to match the findings with what is being observed. In achieving credibility, among others, extending observations, increasing research, organizing discussions with friends and lecturers, analyzing negative cases.

2. Transferability

Where is the test with external validity that shows the degree of accuracy or application of the research results to the population where the sample was taken and the data collected.

3. Dependability

This test is related to the consistency between the research results and the data collected to determine the problems that occur.

G. Technique of Data Analysis

After collecting data, researcher analyze the data used several steps, namely:

1) Data from questionnaire

1) Scoring

The process of data analysis in this research was used qualitative (questionnaire). The result was gave score for each students. The data that obtained from this research used the analysis by Liker scale procedure that indicate whether 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Undecided (U), 2 for Disagree (D) and 1 for Strongly Disagree (SD) for each statement.

2) The Likert Scale and Scoring

Scale	Score
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

(Sugiyono,2008:135)

The researcher analyzes the data by used the percentage technique, the researcher is use the following formula:

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

Explanation:

P = Percentage

F = The Frequency of Items

N = Total Respondent

(Gay et al,2012)

- 3) After the researcher administrating the fulfilled questionnaire, the researcher count the total answer for each answer category which existed in each aspect.
- 4) Then, the data obtain from the questionnaire analyze by used the percentage technique.

5) In addition, after the researcher had finished calculating the percentage distributions. The researcher made descriptions on each statement based on the data.

To analyze the data from interview, the researcher applied the procedures as follow:

1. Transcribing

Transcribing was the process of converting data from recording onto the sentence form. So, the researcher listened the result of the interview and wrote down what the students said.

2. Classifying

The information from interview collected correctly. When the data was collected, the researcher classified the data between the data needed and the data that is not need.

3. Concluding Furthermore, the researcher also made a summary from the result of the interview and questionnaire to know the effect of teachers' creativity on Students Interest in Learning English in the second grade SMP Negeri 4 Pitu Riawa

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher described the result of the data analysis based on the problem statement mentioned in chapter 1. The findings of this research deals with scoring classification of students' interview and questionnaire. The aimed of this study to know The Effect of Teachers' Creativity On Students Interest In Learning English In The Second Grade SMP Negeri 4 Pitu Riawa Sidrap. After the data is collected, the researcher analyzed.

The data from questionnaire and interview used the formula in this chapter three to know percentages of the students, and the aimed was to know the students perception in the effect of teachers' creativity on student interest in learning English. There were 20 question of students', the result data from the interview and questionnaire that obtained by the researcher:

1. Questionnaire

The questionnaire was a sheet containing a question about personal opinion. One example was to gave a teacher a score in teaching. In the answered options, whether you strongly agree, agree, disagree, undecided, or strongly disagree. The researcher presentage the effect of teachers' creativity on student interest in learning English through several students. Then the researcher used a Likert scale to be able to found the result of the student's answered.

Table 5.1 Students interest of the teacher uses media in the classroom

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	19	76%

2	Agree	6	24%
3	Undecided		
4	Disagree		
5	Strongly Disagree		
Total		25	100

The table show that there were 25 students, the result show that 19 students or 76% choose strongly agree with the statement, 5 or 24% of the students who answer agree, Meanwhile no one of the students answered undecided, disagree and strongly disagree with the statement.

Table 5.2 Students interest in learning English when the teacher explains clearly and kindly

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	14	56%
2	Agree	11	44%
3	Undecided		
4	Disagree		
5	Strongly Disagree		
Total	25	100	

The table show that there were 25 students, the result show that 14students or 56% choose strongly agree with the statement, 11 or 44% of the students who answer

agree. Meanwhile, no one of the students answered undecided, disagree, and strongly disagree with the statement.

Table 5.3 I Students interest in learning English when the teacher divides the group well

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	10	40%
2	Agree	13	52%
3	Undecided	2	8%
4	Disagree		
5	Strongly Disagree		
	Total	25	100

The table show that there were 25 students, the result show that 10 students or 40% choose strongly agree with the statement, 13 or 52% of the students who answer agree, and there were 2 student or 8% answer undecided. Meanwhile no one of the students answered disagree and strongly disagree with the statement

Table 5.4 I am always excited to follow the English learning process when learning begins with warming up.

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	8	32%

2	Agree	11	44%
3	Undecided	3	12%
4	Disagree	3	12%
5	Strongly Disagree		
Total		25	100

The table show that there were 25 students, the result show that 8 students or 32% choose strongly agree with the statement, 11 or 44% of the students who answer agree, there were 3 student or 12% answer undecided and there were 3 student or 12% answer disagree. Meanwhile no one of the students answered strongly disagree with the statement

Table 5.5 I feel interested in learning English if the teacher shows slides of songs related to the subject.

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	11	44%
2	Agree	11	44%
3	Undecided	2	8%
4	Disagree	1	4%
5	Strongly Disagree		
Total		25	100

The table show that there were 25 students, the result show that 11 students or 44% choose strongly agree with the statement, 11 or 44% of the students who answer agree, there were 2 student or 8% answer undecided and there were 1 student or 4% answer disagree. Meanwhile no one of the students answered strongly disagree with the statement

Table 5.6 I feel uncomfortable when the teacher shows the slides only once.

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	3	12%
2	Agree	10	40%
3	Undecided	6	24%
4	Disagree	5	20%
5	Strongly Disagree	1	4%
	Total	25	100

The table show that there were 25 students, the result show that 3 students or 12% choose strongly agree with the statement, 10 or 40% of the students who answer agree, there were 6 student or 24% answer undecided and there were 5 student or 20% answer disagree. Meanwhile no one of the students answered strongly disagree with the statement.

Table 5.7 I feel happy learning English when my teacher gives me the opportunity to learn outside the classroom.

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	9	39%
2	Agree	14	56%
3	Undecided	1	4%
4	Disagree	1	4%
5	Strongly Disagree		
Total		25	100

The table show that there were 25 students, the result show that 9 students or 39% choose strongly agree with the statement, 14 or 56% of the students who answer agree, there were 1 student or 4% answer undecided and there were 1 student or 4% answer disagree. Meanwhile no one of the students answered strongly disagree with the statement.

Table 5.8 I Students interest in learning English when the teacher divides the group well

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	15	60%
2	Agree	9	36%
3	Undecided		

4	Disagree	1	4%
5	Strongly Disagree		
Total		25	100

The table show that there were 25 students, the result show that 15 students or 60% choose strongly agree with the statement, 9 or 36% of the students who answer Disagree, and there were 1 student or 4% answer undecided. Meanwhile no one of the students answered Undecided and strongly disagree with the statement

Table 5.9 I feel uncomfortable learning English when the teacher comes late to class

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	15	60%
2	Agree	10	40%
3	Undecided		
4	Disagree		
5	Strongly Disagree		
Total		25	100

The table show that there were 25 students, the result show that 15 students or 60% choose strongly agree with the statement, 10 or 40% of the students who answer agree, Meanwhile no one of the students answered undecided, disagree and strongly disagree with the statement.

Table 5.10 I feel comfortable learning English when the learning media is appropriate to the material being taught.

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	6	24%
2	Agree	13	52%
3	Undecided	4	16%
4	Disagree	2	8%
5	Strongly Disagree		
Total		25	100

The table show that there were 25 students, the result show that 6 students or 24% choose strongly agree with the statement, 13 or 52% of the students who answer agree, there were 4 student or 12% answer undecided and there were 2 student or 8% answer disagree. Meanwhile no one of the students answered strongly disagree with the statement.

Table 5.11 I really enjoy learning English when the teacher shuffles the roll call numbers to answer questions.

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	3	12%
2	Agree	8	32%

3	Undecided	4	16%
4	Disagree	6	24%
5	Strongly Disagree	4	16%
Total		25	100

The table show that there were 25 students, the result show that 3 students or 12% choose strongly agree with the statement, 8 or 32% of the students who answer agree, there were 4 student or 16% answer undecided and there were 6 student or 24% answer disagree. Meanwhile no one of the students answered strongly disagree with the statement.

Table 5.12 I feel happy when teachers design and implement learning activities that encourage students to learn according to their individual learning skills and patterns.

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	9	36%
2	Agree	15	60%
3	Undecided	1	4%
4	Disagree		
5	Strongly Disagree		
Total		25	100

The table show that there were 25 students, the result show that 9 students or 36% choose strongly agree with the statement, 15 or 60% of the students who answer agree, and there were 1 student or 4% answer undecided. Meanwhile no one of the students answered disagree and strongly disagree with the statement.

Table 5.13 I am very interested in learning English when the teacher provides many opportunities for learners to ask questions, practise and interact with other learners.

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	10	40%
2	Agree	12	48%
3	Undecided	3	12%
4	Disagree		
5	Strongly Disagree		
Total		25	100

The table show that there were 25 students, the result show that 10 students or 40% choose strongly agree with the statement, 12 or 48% of the students who answer agree, and there were 3 student or 12% answer undecided. Meanwhile no one of the students answered disagree and strongly disagree with the statement.

Table 5.14 I really enjoy learning English when teachers use teaching aids, and/or audio-visuals to increase learners' motivation to achieve learning objectives.

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	16	64%
2	Agree	8	32%
3	Undecided	1	4%
4	Disagree		
5	Strongly Disagree		
Total		25	100

The table show that there were 25 students, the result show that 16 students or 64% choose strongly agree with the statement, 8 or 32% of the students who answer agree, and there were 1 student or 4% answer undecided. Meanwhile no one of the students answered disagree and strongly disagree with the statement.

Table 5.15 I enjoy learning English using learning media

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	13	56%
2	Agree	11	44%
3	Undecided	1	4%
4	Disagree		

5	Strongly Disagree		
Total		25	100

The table show that there were 25 students, the result show that 13 students or 44% choose strongly agree with the statement, 11 or 52% of the students who answer agree, and there were 1 student or 4% answer undecided. Meanwhile no one of the students answered disagree and strongly disagree with the statement.

Table 5.16 I feel happy learning English when the teacher uses various techniques to motivate learners' willingness to learn.

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	11	44%
2	Agree	13	52%
3	Undecided	1	4%
4	Disagree		
5	Strongly Disagree		
Total		25	100

The table show that there were 25 students, the result show that 11 students or 44% choose strongly agree with the statement, 13 or 52% of the students who answer agree, and there were 1 student or 4% answer undecided. Meanwhile no one of the students answered disagree and strongly disagree with the statement.

Table 5.17 I really enjoy learning English when teachers use teaching aids, and/or audio-visuals to increase learners' motivation to achieve learning objectives.

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	7	28%
2	Agree	11	44%
3	Undecided	2	8%
4	Disagree	5	20%
5	Strongly Disagree		
Total		25	100

The table show that there were 25 students, the result show that 7 students or 28% choose strongly agree with the statement, 11 or 44% of the students who answer agree, there were 2 student or 8% answer undecided and there were 5 student or 20% answer disagree. Meanwhile no one of the students answered strongly disagree with the statement.

Table 5.18 I feel disappointed when I can't answer my English teacher's questions.

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	3	12%
2	Agree	8	32%

3	Undecided	8	32%
4	Disagree	4	16%
5	Strongly Disagree	2	8%
Total		25	100

The table show that there were 25 students, the result show that 7 students or 28% choose strongly agree with the statement, 11 or 44% of the students who answer agree, there were 2 student or 8% answer undecided and there were 5 student or 20% answer disagree. Meanwhile no one of the students answered strongly disagree with the statement.

Table 5.19 I feel happy when my teacher motivates me and increase my enthusiasm in learning English

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	9	36%
2	Agree	15	60%
3	Undecided	1	4%
4	Disagree		
5	Strongly Disagree		
Total		25	100

The table show that there were 25 students, the result show that 9 students or 36% choose strongly agree with the statement, 15 or 60% of the students who answer agree, and there were 1 student or 4% answer undecided. Meanwhile no one of the students answered disagree and strongly disagree with the statement.

Table 5.20 I am very interested in learning English when the teacher gives many opportunities for learners to ask questions, practise and interact with other learners.

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	10	40%
2	Agree	12	48%
3	Undecided	3	12%
4	Disagree		
5	Strongly Disagree		
Total		25	100

The table show that there were 25 students, the result show that 10 students or 40% choose strongly agree with the statement, 12 or 48% of the students who answer agree, and there were 3 student or 12% answer undecided. Meanwhile no one of the students answered disagree and strongly disagree with the statement.

Based on the statement above, the researcher can conclude that the answered from students can help researcher in solving problem statement number 2 that students choose to strongly agree more than agree, disagree, undecided, and strongly disagree. The researcher can concluded that student answered have a very positive

effect on teacher creativity in used media when teaching process.

2. Interview

The Effect of Teachers' Creativity On Students Interest In Learning English Based on the result of students' interviewed, the researcher found that there were effects of teachers' creativity on students interest in learning English in the second grade SMP Negeri 4 Pitu Riawa Sidrap. The following interview result of students.

a. Do you like it when the teacher use learning media when teaching English?

Explain!

(Apakah kamu senang ketika guru menggunakan media pembelajaran saat **mengajar bahasa inggris?Jelaskan!**)

The first question was asked by the researcher related to the teacher used learning media when teaching english. .The student A answered:

S:Ya, saya sangat senang karena sebagai siswa kami lebih cepat memahami pelajaran bahasa Inggris ketika guru menggunakan bantuan berupa media pembelajaran di dalam kelas (Yes, I am very happy because as students we understand English lessons faster when teachers use learning media in the classroom).

The student B answered

S:Ya, saya bahagia dan juga puas dengan adanya media belajar dan pembelajaran sehingga kelas menjadi aktif dan lingkungan belajar yang baik dan efektif, sehingga siswa yang lain juga lebih mudah memahami pelajaran. (Yes, I am happy and also satisfied with the learning media and learning so that the class becomes active and the learning environment is good and effective, so that other students also understand the lesson more easily).

The student C answered:

S:Kalau saya puas dan sangat setuju kak belajar bahasa Inggris apalagi ketika

guru lebih banyak memberikan latihan di bandingkan menjelaskan pembelajaran kenapa seperti itu kak, supaya terlatih cara pengucapan pada saat belajar bahasa inggris jika lebih banyak latihan.

That answer was very represented the student's feeling in the classroom that sometimes students were bored and need some interesting thing to attract the students' attention and the learning media used by the teacher was very success in making the students to feel happy and can increase students interest in learning English.

- b. In your opinion, what kind of English material do you like? (Menurutmu , materi bahasa inggris seperti apa yang kamu suka?)

The researcher asked about opinion students what kind of English material their like. Several answers from the students showed :

S: Menurut saya pribadi semua materi bahasa inggris saya suka, apalagi tentang waktu atau jam, Saya sangat senang saat guru memberikan tugas sekolah untuk di kerjakan di rumah untuk membuatkan satu paragraf mengenai waktu atau jam. (I personally like all English materials, especially about time or hours, I am very happy when the teacher gives school assignments to do at home to make a paragraph about time or hours).

The other student answered :

S: Materi yang paling saya suka itu seperti buat dialog cerita mengenai teman baru di sekolah karena bisa saling membantu teman kemudian dan bisa menambah kosa kata dan pengucapan, kelas menjadi lebih aktif. (The material that I like the most is like making a dialogue story about new friends at school because we can help each other then and can increase vocabulary and pronunciation, the class becomes more active).

The other student's answer also supported the others' answer :

S: Saya lebih suka materi bahasa Inggris seperti simple present tense saat guru memberikan soal yang berbahasa Inggris mengenai tempat tinggal dan aktifitas lainnya. (I prefer English materials such as simple present tense when the teacher gives questions in English about places to live and other activities).

All students answered were almost the same that they were very happy to learn English about making sentences and even making dialogues. So that when they learn about the material, their vocabulary can increase even it can made one of the class more activated.

c: What do you think about teacher creativity in teaching using learning media? (Bagaimana pendapatmu tentang kreativitas guru dalam mengajar menggunakan media pembelajaran)

The next question from the researcher was related about teacher when teaching English in the class and about students perception about teachers' creativity in teaching used learning media. Some students answered the question from the researcher as followed :

S: Saya sangat senang, karena sangat penting untuk mempermudah proses belajar dan karena lebih mudah untuk memahami pelajaran tersebut. (I am very happy, because it is very important to facilitate the learning process and because it is easier to understand the lesson).

The other student answered :

S: Sangat bermanfaat membantu saya dan siswa lain pada saat proses belajar mengajar dan kami pun lebih mengerti pelajaran yang disampaikan oleh guru. (It is very useful to help me and other students during the teaching and learning process and we understand the lessons delivered by the teacher better).

The next student said :

: Menurut saya, kreativitas guru dalam mengajar menggunakan media pembelajaran sangat membantu membuat siswa lebih tertarik dalam belajar bagi siswa yang masih bingung dengan penjelasan guru. (In my opinion, the teacher's creativity in teaching using learning media is very helpful in making students more interested in learning for students who are still confused by the teacher's explanation).

The researcher found that almost all students have the same perception of teacher creativity in teaching English. This made them more enthusiastic about learning English, then they have positive energy that encourages students' enthusiasm and enjoyed in the learning process.

d: What is the attitude of the teacher when students give their opinion? (Bagaimanakah sikap guru saat siswa memberikan pendapat?)

The next question was about attitude of the teacher when student gave opinion. how the teacher can made students actived in giving opinions Some students answered the question from the researcher as followed :

S: Sikap guru sangat baik, karena guru mampu menghargai jawaban dari kami sebagai siswa. (The teacher's attitude is very good, because the teacher is able to respect our answers as students).

The other student answered :

S: Guru selalu bersikap baik, ramah dan menghargai setiap pendapat kami sebagai siswa. (teachers are always kind, friendly and respect our opinions as students).

One of them said that :

S: Sikap guru ketika kami memberikan pendapat itu Alhamdulillah sangat baik, ramah, dan selalu menasehati kami agar tetap rajin belajar, banyak

memnbcu buku, merespon pendapat kami dengan sangat baik dan tutur bahasanya yang lembut yang kadang membuat kami rindu ketika guru kami tidak masuk mengajar. (The teacher's attitude when we give opinions is Alhamdulillah very good, friendly, and always advises us to keep studying diligently, read a lot of books, respond to our opinions very well and his gentle language sometimes makes us miss when our teacher is absent).

Researchers found positive things in some of the students' answered. Even the teacher does not only gave grades, but in between the opinions that students convey to the teacher, there were some suggestions, such as reading a lot of books and studying diligently. they were also very happy to gave opinions because of the friendly and very kind attitude of the teacher.

e: Do teachers always motivate students to interest in learning English? Give an example! (Apakah guru selalu memberikan motivasi kepada siswa untuk minat belajar bahasa inggris?Berikan contohnya!)

The last question was related to the motivation of the teacher that is gave to students at the end of each meeting or during the teaching process Some students answered the question from the researcher as followed :

S:Ya selalu, apalagi di setiap akhir pembelajaran sebelum ibu menutup pelajaran, dia tidak pernah bosan mengingatkan kami untuk selalu belajar dirumah, memperbanyak menghafal kosa kata dan lebih sering mendengarkan lagu yang berbahasa inggris (Yes, always, especially at the end of each lesson before the mother closes the lesson, she never gets bored reminding us to always study at home, memorize vocabulary more and listen to songs in English more often.)

The other student answered :

S: Iya selalu, guru kami selalu mengingatkan kami untuk selalu belajar menghafal kosa kata lebih banyak, meskipun sekarang kami masih

belajar dirumah tetapi guru kami selalu mengingatkan kami untuk belajar (yes always, our teachers always remind us to always learn to memorize more vocabulary, even though now we are still studying at home but our teachers always remind us to learn)

The next student said :

S: Ya guru selalu memberikan motivasi kepada kami agar kami selalu belajar dan mengulangi pelajaran dirumah. Selalu memotivasi kami untuk memperbanyak menghafal kosa kata dengan mendengarkan lagu-lagu yang berbahasa inggris. (yes the teacher always motivates us so that we always learn and repeat lessons at home. Always motivate us to increase our vocabulary by listening to songs in English.)

The researcher found the motivation gave by the teacher to students. Tuse in this study research is liker scale. Liker scale used to measure students „perception about the effect of teachers“ creativity on students interest in learning English.

Based on the data from questionnaire showed that mostly students felt that a teacher's creativity is very important because it can increase their enthusiasm for receiving the material.

According Fasko suggested that motivation is important for creative thinking and that, in their model, problem finding would facilitate intrinsic motivation in individuals. In other words, students will be more motivated when they choose their own tasks. This would make the task meaningful to the individual. They further suggested that educators devote more time to problem-finding skills to communicate to students that this ability is as important as problem solving. Often, though, extrinsic motivators must be used to foster intrinsic motivation.

According Newton small creativity children must also be creative in the absence of a teacher. In other words, they should develop tendencies and behaviours which increase the likelihood that they created unaided. Creativity seems then to acquire its full meaning only after a successful process of communication between

the creator (or the product) and the judges or audience, even though its essence lies in the communication between the creator and the product. Innovation seems to be more appropriate to designate the resulting attribution made by the audience apropos the product. Teacher's creativity in teaching process include how is the teacher implementing learning process. Creative teacher will prioritize methods and techniques that support the creativity development. In this terms, questioning skill play an important role. Creative teacher emphasized divergent heteacher even always reminds students to learn the lessons that the teacher has given. the teacher also reminds students to memorize vocabulary. so that their knowledge of English is increased by memorizing vocabulary.

Based on the results of the interviewed above, the researcher can concluded that the answered from students can helped researcher in solving problem statement number 1 is about student perception of learning English. that one that really help students in increasing student interest in learning was how the teacher attracted students' attention in learning supported by the creativity that the teacher has. So that these students can be more comfortable in receiving the material and easily understand the explanation from the teacher. The researcher can concluded that student answered have a very positive effect on teacher creativity on student interest in learning English.

B. Discussion

The discussion of the research detects to gave the interviewed and questionnaire the researcher collected the data to be analysis than classified the answered by the interview and questionnaire. The problem statement in this research were How is student perception of learning English, and What are the effects of teachers' creativity on students' interest in learning English at SMP Negeri 4 Pitu Riawa Sidrap. To be able to measure the problem statement, the researcher used 2 instruments, namely an interview and questionnaire. in problem statement number 1 the researcher used an interview, then to measure problem statement number 2 the

researcher used a questionnaire. So the two instruments can help researcher in know the extent to which the effect of teachers' creativity on students interest in learning English. The researcher used formula arrange the study in questionnaire. The scale use in this study research is liker scale. Liker scale used to measure students „perception about the effect of teachers“ creativity on students interest in learning English.

Based on the data from questionnaire showed that mostly students felt that a teacher's creativity is very important because it can increase their enthusiasm for receiving the material.

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question and this question will bring students in an active learning environment.

According to Rhodes (in Munandar, the definition of creativity can be viewed from four aspects or called the Four P's of Creativity, namely:

- a. Personal: creativity reflects the uniqueness of the individual in interaction with its environment.
- b. Drivers: internal and external conditions that encourages a creative personality. Internal conditions may include internal conditions can be internal motivation to produce something while external conditions come from encouragement and support from the environment.
- c. Process: a creative endeavour that demonstrates fluency, flexibility (Fleksibilitas), and originality in thinking and behaviour. in thinking and behaviour. The creative steps include preparation, incubation, illumination and verification.
- d. Product: a work can be said to be creative if is a creation that is new or original and meaningful to the individual and his/her environment. meaningful to the individual and their environment.

The four concepts above are interrelated with each other, so that in looking at creativity, it cannot be can't be separated from the unity of the concept or not either. can be seen with just one 'P'. The four factors or the 'P' concept have different foci of discussion, but still interrelated. The relationship between the four aspects by focusing on the creative process, the type of person, environment and product produced will be very important. the type of person, the environment and the resulting product will greatly influence, such as self-confidence and independence is one type of person that will support the creative process, an environment that is not

creative process, an environment that does not bind to divergent thinking, and new divergent thinking, and new products that have use value both in the form of problem-solving and in the form of both in the form of problem solving and in material form.

According to Reeve, Deci and Ryan (inOlusola), a person's interpersonal behaviour, where he is involved and helps maintain internal motivation and support

the will and another individual's will and initiative to behave is called also called autonomy-support. Teachers or teachers who teach using autonomy-support, can help students develop harmony between their behaviour in the classroom, their ideas and their internal motivation. In autonomy-support, the teacher does not directly give students directly give students freedom, but encourages and holds them by identifying their ideas and their views. Students will be given the opportunity to express their ideas in the classroom activities, students with an autonomy-supportive autonomy supportive teachers, not only experience a feelings of autonomy but also feel a sense of activity, students' emotions, creativity, intrinsic motivation increased and the classroom psychology becomes positive.

According to Yamamoto, in Palaniappan. Creativity is very important to develop because creativity can improve academic achievement. So, the higher the creativity a person has, the higher the academic achievement. From several studies on creativity, it shows that creativity is very important to develop, because creativity holds an important influence in a person's life. Children, in this case early childhood who have high creativity in school should not be ignored, but these abilities must be fully developed and supported both in the school and family environment, so that children can explore their abilities.

Based on finding above interviewed and questionnaire that have been carried out, it can be concluded that students' strong gave the positive effect about teachers' creativity on students interest in learning English. Students strongly support teacher creativity in their interest in learning English and students were more comfortable when teachers used media because it can increase their enthusiasm in receiving material.

A creative teacher must have the ability to develop or increase students' interest in learning in the classroom through methods and strategies in teaching that are fun so as not to cause students' difficulties in capturing learning material. Then the use of learning tools or learning media is also very important to increase student interest in learning, so that the facilities and infrastructure available at school can be

used as well as possible or the teacher is able to create something new to be used as a fun learning media so that student interest in learning can develop or increase. In accordance with the concept of a creative teacher, which must be able to create something new in learning. There are several indicators of students who have a high interest in learning, this can be known through the learning process in class and at home. Several ways to find out that students' interest in learning has increased, namely students have feeling happy when learning, students are enthusiastic in learning, students always pay attention to learning, student grades are increasing.



CHAPTER V

CONCLUSION AND SUGGESTION

Based on the result of data analysis and discussion in previous chapter, the researcher would like to put forward the following conclusion and suggestion of the research finding.

A. Conclusion

Based on data gathered and analyzed from questionnaire and speaking test, the researcher conclude the result of the study as follows:

1. As the first research topic related to the survey results, most of the students think that teachers' creativity to increase students' interest in learning through learning media is very important for them as educators, because their attention can trigger something new that is needed in teaching and learning and can broaden the knowledge horizons at the time of learning. The percentage results show that almost all students strongly agree that teacher creativity affects students' interest in learning English. English is greatly influenced when teachers incorporate creative ideas into lessons, such as introducing media or other interesting things, so that students are focused and satisfied when receiving the material taught by the teacher.
2. The following results are related to the problems of other researchers interview test A teacher's teaching creativity is the skill of a teacher Fixed development material or subject matter and its parts Create an interesting and peaceful atmosphere and be able to turn it into a lesson Creativity in

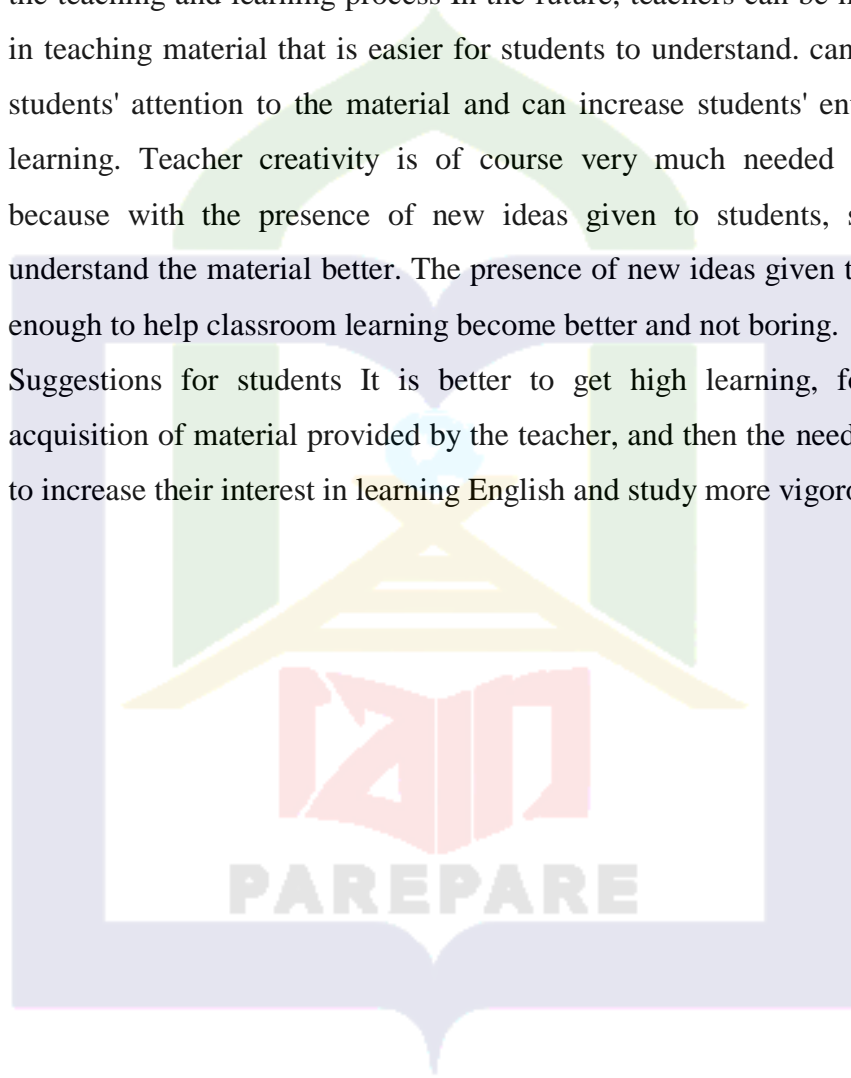
learning is also very important and for that teachers must show and demonstrate the process of creativity. One way for schools to do this is to create effective, efficient and creative learning. This can be seen from the ratings of the students surveyed. They indicated that they agree and feel comfortable when teachers teach using learning media and also with a comfortable and serene learning environment so that they can easily

understand the material.

B. Suggestion

Based on the conclusion above, the researcher suggest the following things:

1. Suggestions for teachers related to teacher creativity in the classroom during the teaching and learning process In the future, teachers can be more creative in teaching material that is easier for students to understand. can attract your students' attention to the material and can increase students' enthusiasm for learning. Teacher creativity is of course very much needed by students, because with the presence of new ideas given to students, students can understand the material better. The presence of new ideas given to students is enough to help classroom learning become better and not boring.
2. Suggestions for students It is better to get high learning, focus on the acquisition of material provided by the teacher, and then the need for students to increase their interest in learning English and study more vigorously.



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APPENDICIES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jl. Amal Bakti No. 8 Soreang 91131 Telp. (0421)21307**

**VALIDASI INSTRUMEN PENELITIAN
PENULISAN SKRIPSI**

Name Mahasiswa : Azra Ahmad wardi
Reg Number : 19.1300.076
Faculty : Tarbiyah
Title : The Effect of Teachers' Creativity On Students Interest In learning English In The Second Grade of SMP Negeri 4 Pitu Riawa Sidrap

APPENDIX I

**The result of interview of student
(A 2023)**

R : Do you like it when the teacher uses learning media when teaching English? Explain!

S :(Yes, I am very happy because as students we understand English lessons faster when teachers use learning media in the classroom).

R : In your opinion, what kind of English material do you like?

S :(I personally like all English materials, especially about time or hours, I am very happy when the teacher gives school assignments to do at home to make a paragraph about time or hours).

R:What do you think about teacher creativity in teaching using learning media?

S :(I am very happy, because it is very important to facilitate the learning process and because it is easier to understand the lesson).

R:What is the attitude of the teacher when students give their opinion?

S : (The teacher's attitude is very good, because the teacher is able to respect our answers as students).

R: Do teachers always motivate students to interest in learning English?

S : (Yes, always, especially at the end of each lesson before the mother closes the lesson, she never gets bored reminding us to always study at home, memorize vocabulary more and listen to songs in English more often.)

(B 2023)

R : Do you like it when the teacher uses learning media when teaching English? Explain!

S : (Yes, I am happy and also satisfied with the learning media and learning so that the class becomes active and the learning environment is good and effective, so that other students also understand the lesson more easily).

R : In your opinion, what kind of English material do you like?

S : (The material that I like the most is like making a dialogue story about new friends at school because we can help each other then and can increase vocabulary and pronunciation, the class becomes more active).

R : What do you think about teacher creativity in teaching using learning media?

S : (It is very useful to help me and other students during the teaching and learning process and we understand the lessons delivered by the teacher better).

R : What is the attitude of the teacher when students give their opinion?

S : (teachers are always kind, friendly and respect our opinions as students).

R : Do teachers always motivate students to interest in learning English? Give an example!

S : (yes always, our teachers always remind us to always learn to memorize more vocabulary, even though now we are still studying at home but our teachers always remind us to learn).

(C 2023)

R: Do you like it when the teacher uses learning media when teaching English? Explain!

S:(If I'm satisfied and very much agree with you about learning English, especially when the teacher gives you more practice than explaining the lesson, why is it like that, sis, so that you can practice pronunciation when learning English with more practice).

R: In your opinion, what kind of English material do you like?

S:(I prefer English materials such as simple present tense when the teacher gives questions in English about places to live and other activities).

R:What do you think about teacher creativity in teaching using learning media?

S:(In my opinion, the teacher's creativity in teaching using learning media is very helpful in making students more interested in learning for students who are still confused by the teacher's explanation).

R: What is the attitude of the teacher when students give their opinion?

S:(The teacher's attitude when we give opinions is Alhamdulillah very good, friendly, and always advises us to keep studying diligently, read a lot of books, respond to our opinions very well and his gentle language sometimes makes us miss when our teacher is absent).

R: Do teachers always motivate students to interest in learning English? Give an example!

S:(yes the teacher always motivates us so that we always learn and repeat lessons at home. Always motivate us to increase our vocabulary by listening to songs in English.)

APPENDIX II**Percentage of statement**

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	19	76%
2	Agree	6	24%
3	Undecided	-	-
4	Disagree	-	-
5	Strongly Disagree	-	-
Total		25	100%

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	8	32%
2	Agree	11	44%
3	Undecided	3	12%
4	Disagree	3	12%
5	Strongly Disagree	-	-
Total			

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	11	44%
2	Agree	11	44%
3	Undecided	2	8%
4	Disagree	1	4%
5	Strongly Disagree	-	-
Total		25	100%

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	3	12%
2	Agree	10	40%
3	Undecided	6	24%
4	Disagree	5	20%
5	Strongly Disagree	1	4%
	Total	25	100%

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	9	36%
2	Agree	14	56%
3	Undecided	1	4%
4	Disagree	1	4%
5	Strongly Disagree		
	Total	25	100%

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	15	60%
2	Agree	9	36%
3	Undecided	1	4%
4	Disagree		
5	Strongly Disagree		
	Total	25	100%

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	15	60%
2	Agree	10	40%
3	Undecided		
4	Disagree		
5	Strongly Disagree		
	Total	25	100%

APPENDIX III

Interview

1. Do you like it when the teacher uses learning media when teaching English? Explain!
2. In your opinion, what kind of English material do you like?
3. What do you think about teacher creativity in teaching using learning media?
4. What is the attitude of the teacher when students give their opinion?
5. Do teachers always motivate students to interest in learning English? Give an example!

APPENDIX IV

Questionnaire

A. Petunjuk Pengisian

1. Tulislah data identitas Anda secara lengkap.
2. Bacalah semua pernyataan dan pilih salah satu jawaban sesuai dengan penilaian anda sendiri.
3. Berilah skor pada butir-butir pernyataan dengan cara member tanda check list (√). pada kolom skor (5, 4, 3, 2, 1) sesuai dengan criteria sebagai berikut. 5= sangat setuju, 4= setuju, 3= kurang setuju, 2= tidak setuju, 1= sangat tidak setuju.
4. Sebelum Anda kembalikan kepada peneliti, periksalah kembali kuesioner Anda apakah semua pertanyaan telah dijawab.
5. Tidak ada jawaban yang benar atau salah, jawaban yang jujur sangat diharapkan.

B. Data Responden

1. Nama :
2. Kelas :

No	Pernyataan	Skor				
		5	4	3	2	1
1	Saya merasa tertarik jika guru menggunakan media dalam kelas sehingga saya bisa belajar bahasa inggris					
2	Saya selalu bersemangat mengikuti proses pembelajaran bahasa inggris ketika pembelajaran diawali dengan warming up					
3	Saya merasa tertarik belajar bahasa inggris jika guru menampilkan slide lagu yang berhubungan dengan mata pelajaran					
4	Saya merasa tidak nyaman ketika guru menampilkan slide hanya sekali					
5	Saya merasa senang belajar bahasa inggris ketika guru memberikan kesempatan belajar di luar kelas					
6	Saya merasa tertarik belajar bahasa inggris ketika guru membagi kelompok dengan baik					
7	Saya merasa tidak nyaman belajar bahasa inggris ketika guru terlambat datang ke kelas					
8	Saya merasa senang ketika guru mengatur kelas dengan baik					
9	Saya merasa nyaman belajar bahasa inggris ketika media (Adapted from Ra'is.2014) pembelajaran sesuai dengan materi yang diajarkan					
10	Saya sangat senang belajar bahasa inggris saat guru menyajikan materi tentang mendiskripsikan sesuatu					
11	Saya merasa tertarik belajar bahasa inggris saat guru menjelaskan dengan jelas dan ramah					

12	Saya sangat senang belajar bahasa inggris saat guru mengacak nomor absen untuk menjawab pertanyaan					
13	Saya merasa senang saat guru memberikan saya motivasi dan meningkatkan semangat saya dalam belajar bahasa inggris					
14	Saya merasa senang ketika guru merancang dan melaksanakan aktivitas pembelajaran yang mendorong peserta didik untuk belajar sesuai dengan kecakapan dan pola belajar masing-masing					
15	Saya sangat tertarik belajar bahasa inggris ketika guru memberikan banyak kesempatan kepada peserta didik untuk bertanya, mempraktekkan dan berinteraksi dengan peserta didik lain.					
16	Saya sangat senang belajar bahasa inggris ketika guru menggunakan alat bantu mengajar, dan/atau audio-visual untuk meningkatkan motivasi belajar peserta didik dalam mencapai tujuan pembelajaran.					
17	Saya senang belajar bahasa inggris dengan menggunakan media pembelajaran					
18	Saya merasa senang belajar bahasa inggris ketika guru menggunakan berbagai teknik untuk memotivasi kemauan belajar peserta didik.					
19	Saya tidak senang ketika guru menjelaskan dengan cepat					
20	Saya merasa kecewa ketika saya tidak dapat menjawab pertanyaan guru bahasa inggris					

Appendix V. Administration from


KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 4035 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
 b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
 5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
 7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
 b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

MEMUTUSKAN

Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**


Kesatu : Menunjuk saudara, 1. Dr. Abd. Haris Sunubi, M.Pd.
 2. Yessicka Noviasmy, M.Pd.
 Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
 Nama : Azra Ahmad Wardi
 NIM : 19.1300.076
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Creativity Of The Teachers In Teaching English Post-Pandemic Covid-19 (Case Study At SMPN 4 Pitulawa)

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
 Pada Tanggal : 26 September 2022
 Dekan,





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 98 Sonang Parepare 91132 ☎ 0421) 21307 Fax.24404
PO Box 909 Parepare 91106, website: iaainparepare.ac.id, email: mail@iaainparepare.ac.id

Nomor : B.3062/In.39/FTAR.01/PP.00.9/06/2023

10 Juli 2023

Lampiran : 1 Bundel Proposal Penelitian

H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Sidrap

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

di,-

Kab. Sidrap

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Azra Ahmad Wardi
Tempat/Tgl. Lahir : Bulucenrana, 4 Maret 2000
NIM : 19.1300.076
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Dusun 1, Desa Bulucenrana, Kec. Pitu Riawan, Kab. Sidrap

Bermaksud akan mengadakan penelitian di wilayah Kab. Sidrap dalam rangka penyusunan skripsi yang berjudul **"The Effect Of Teachers' Creativity On Students Interest In Learning English In The Second Grade Of SMP Negeri 4 Pitu Riawa Sidrap"**. Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai bulan Agustus Tahun 2023. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan

Dr. Zulrah, M.Pd.
NIP. 19830420 200801 2 010

Tembusan:

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG
PROVINSI SULAWESI SELATAN
Telepon (0421) - 3590005 Email : ptsp_sidrap@yahoo.co.id Kode Pos : 91611

IZIN PENELITIAN

Nomor : 357/IP/DPMTSP/7/2023

- DASAR
1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
 2. Surat Permohonan **AZRA AHMAD WARDI** Tanggal **12-07-2023**
 3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis **IAIN PAREPARE**
Nomor **B.3062/In.39/ftar.01/pp.00.9/06/202** Tanggal **10-07-2023**

MENGIZINKAN

KEPADA
 NAMA : **AZRA AHMAD WARDI**
 ALAMAT : **DSN I BULUCENRANA, DESA BULU CENRANA, KEC. PITU RIAWA**
 UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

NAMA LEMBAGA / UNIVERSITAS : **IAIN PAREPARE**
 JUDUL PENELITIAN : **THE EFFECT OF TEACHERS' CREATIVITY ON STUDENTS' INTEREST IN LEARNING ENGLISH IN THE SECOND GRADE OF SMP NEGERI 4 PITU RIAWA SIDRAP**

LOKASI PENELITIAN : **SMP NEGERI 4 PITU RIAWA**

JENIS PENELITIAN : **KUALITATIF**
 LAMA PENELITIAN : **13 Juli 2023 s.d 25 Juli 2023**

Zin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : Pangkajene Sidenreng
Pada Tanggal : 12-07-2023



Biaya : Rp. 0,00

- Tembusan :
1. KEPALA SEKOLAH SMP NEGERI 4 PITU RIAWA
 2. DEKAN FAKULTAS TARBIYAH
 3. PERTINGGAL



**PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 4 PITURIAWA**

Alamat : Jln Sungai Bulucenrana Desa Bulucenrana Kecamatan Pituriawa Kabupaten Sidrap KP. 91683

**SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 421.3/136/SMPN4-PR/2023**

Yang bertanda tangan di bawah ini :

Nama : MUHAMMAD IRVAN, S.Pd.
NIP : 19720805 200604 1 022
Jabatan : Kepala UPT SMP Negeri 4 Pituriawa
Unit Kerja : UPT SMP Negeri 4 Pituriawa

Dengan ini menerangkan bahwa mahasiswa berikut :

Nama : AZRA AHMAD WARDI
NIM : 19.1300.076
Program Studi : Pendidikan Bahasa Inggris
Universitas : IAIN PAREPARE

Telah selesai melakukan penelitian di UPT SMP Negeri 4 Pituriawa Kecamatan Pituriawa Kabupaten Sidenreng Rappang pada tanggal 13 Juli s.d 15 Juli 2023 untuk memperoleh data dalam rangka penyusunan skripsi berjudul :

"THE EFFECT OF TEACHER CREATIVITY ON STUDENTS INTEREST IN LEARNING ENGLISH IN THE SECOND GRADE OF SMP NEGERI 4 PITURIAWA KABUPATEN SIDENRENG RAPPANG"

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Ditetapkan di : Bulucenrana
Pada tanggal : 15 Juli 2023



MUHAMMAD IRVAN, S.Pd.
Jabatan : Pembina Tk.I
NIP : 19720805 200604 1 022

Appendix VI. Documentation





CURRICULUM VITAE



Azra Ahmad Wardi, the researcher was born on March 4 2000 in Bulucenrana. He is the second of three children in her family, her father's name is Ahmad Wardi and his mother's name is Hamsia. She is a student of the English Language Education Program, Faculty of Tarbiyah, State Islamic Institute (IAIN) Parepare. Her educational background, he started his studies in 2005 in kindergarten PGRI Bulucenrana and graduated in 2007, then She continued to SD Negeri 2 Otting, and graduated in 2012. Then continued his studies at SMP Negeri 4 Pitu Riawa and graduated in 2015. After that the writer continued is studies at SMK Negeri 6 Sidrap and graduated in 2019. Then continued his studies at the Tarbiyah Faculty of IAIN Parepare in 2019 and completed his studies with the title "The Effect of Teachers' Creativity on Student Interest Learning English in the Second Grade of SMP 4 Pitu Riawa Sidrap"

