"CORRELATION BETWEEN STUDENTS' CREATIVITY AND LEARNING OUTCOMES IN ENGLISH AT THE SMAN 2 IV KOTO "

A THESIS

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language. Many people use English to communicate in the world. Moreover, foreign-made technology and also various information from many country in the world use English. That is why English is very important to learn. This is the reason that makes the Indonesian government make English as one of the main subjects in junior and senior high school.

In Indonesia, teaching English aims to develop students' communicative abilities. So that it is hoped that students can communicatein English at the end of the learning. To achieve these aims, it is necessary to increase the quality of education. As explained in the laws of the Republic of Indonesia No. 20 of 2003 concerning the National Education system article 1 paragraph (1) which states that:

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess religious spiritual power, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and country"[1]

[1]Anas Salahudin and Irwanto Alkrienciehie, *pendidikan karakter pendidikan berbasis agama dan budaya bangsa,* (Bandung:Pustaka Setia,2013),p.41

Through the education, it is expected that the quality of young people are intelligent, creative, innovative and independent can be realized. But, this time the creativity of students is growing slowly and the learning frequency of students is lacking. One of the reason is the education system is always dependent on the teachers, so students are less eager to achieve high learning achievement. The Students don't have critical behavior, even the way of thinking to produce innovative ideas seems slow.

Creativity in learning is the ability of students to create something new in their learning to develop the ability from the teacher in teaching and learning process such as knowledge to make new combination in learning. Something new does not mean that it must be completely new, but it can also be a combination of elements that already existed before . Creativity is also the development of both hemispheres of the brain, namely the right brain and the left brain . With creativity students are able to solve problems that arise when learning and able to solve difficult problems in their own way. Then, the obstacles experienced during the learning process can be minimized.

In learning language like English, it generally consists of several aspects of skills, namelyaspect of listening , aspects of speaking, aspects of reading, and aspects of writing. Some of these aspects are related to creativity.For example, in writing, creativity is needed because students must have many ideas to develop one sentence to be a paraghraph. Then,

Students are expected to be able tohavecreative thingking in solving learning problem, like find out learning strategy for themselves.For instance, to memorize the vocabulary easily they make small note that is colorful and danced on the wall of their room .this really helps them in remembering many vocabulary .Creativity has a positive realationship between creativity and language proficiency.[2]

Students are also expected to be able to express ideas, concept, solutions, unusual ways of working, or find ways to work faster and more precisely so that the assignments given in learning English are in accordance with what is expected and in accordance with what is needed at the present time. Therefore, the creativity of students is very expected in the process of learning English. To realize it,the teacher is needed to be able to develop students' creativity. In this case the teacher acts as a facilitator to develop students' creativity which is able to learn independently and can express new ideas in learning.

According to Utami in Mulyadi creativity if someone have self-confidence, tenacity in learning, curiosity, interest in challenges, daring to be criticized by others, not easily discouraged, appreciating beauty, having a sense of humor, wanting to find new experiences, and be able to be a person other.[3]It is owned by creative students. In this case the role of the teacher is needed to build a creative learning attitude.

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[2] Abbas Ali Rezaei, *Creativity, Language Learning Strategies and Language Proficiency*.(Pazhuhesh Zabanha-ye Khareji, No. 32, Special Issue, English, 2007)p. 70

[3]Seto Mulyadi, *Psikologi Pendidikan,* (Jakarta : PT Rajagrafindo), p. 248

Based on the preliminary researchat the SMA N 2 IV KOTO, the researcher found some problem. First,some students were less creative in learning. Some students only could solve assignment that was the same with the one given by teacher before. But, when the teacher gave assignment that was different tothe example that teacher gave before, the students could not solve it. The students were not able to solve the assignment in various way. Second, some students were difficultto doing tasks that were composing because they found it difficult to find varied ideas to write. Third, the students did not have specific strategy that they used by themselves to their English in home.As explained by Abbas that creativity is closely related to the selection of learning strategies used by students.[4] It made the progress of their English was not significant. Therefore, creativity is needed to help the students to choose and apply the right strategy to solve the problems correctly. Fourth, some students also rarely look for other reading sources to add to their understanding of the lessons, they are still many students' scores are below the minimum competency criteria.

According to Slameto, one of the influence on students' success in learning (learning out comes) is the creativity of the students themselves.[5] Therefore, the researcherconductedthisresearch to find out how big the correlation between students'creativity and students' learning

[4]Abbas Ali Rezaei, *Creativity, Language Learning Strategies and Language Proficiency*.(Pazhuhesh Zabanha-ye Khareji, No. 32, Special Issue, English, 2007) p. 75

[5]Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, cet. Ke-4,2003) p.21

outcomes.Furthermore, this research is entitled "The Correlation Between Students' Creativity and learning outcomes in English at theSMAN 2 IV KOTO".

B. Identification of the Problem

Based on the background of the problem above, the researcher found some problems:

1. Some students werelack creativity in learning English.
2. There are still many students low in learning outcomes.

C. Limitation of the Problem

Based on the identificationof this research, there is the correlation between students' creativity and learning outcomes in English. The researchfound the significant correlation between students's creativity and learning outcomes. This research wasconducted in SMA N 2 IV Koto. The limitation was used to clear what the researcher should do and find the result effectively.

D. Formulation of the Problem

The problems of this research were formulated into specific research question os follow:

1. Is there any correlation between students' creativity and learning outcomes in English?
2. What is the magnitude of correlation between students' creativity and learning outcomes in English?

E. Purpose of the Research

To find out the function of this research, the researcher made somepurposes of the research below:

1. To find out correlation between students' creativity and learning outcomes in English
2. To find outmagnitude of correlation between students' creativity and learning outcomes in English

F. Significant of the Reseaech

The researcher hopes this finding or this research can give contsribution to :

1. For the teacher.

   The teacher can use this research to incrase student creativity in learning English and give contribution for teacher in learning and teaching process in order that get more understanding the characteristic of students in creativity.

2. For the students.

   This research can get some positive insight into their creativity in learning and can increase their creativity more optimally so that they can improve their learning outcomes.

3. For the researcher.

   This thesis is one of requirement to obtain srata one (S1) degree of English education section of IAIN Bukittinggi and to add the knowledge of the researcher.

4. Next researcher

The researcher hope that the result of this research can be useful for the next researcher.

5. For the collage

This thesis is as educational literature of IAIN Bukittinggi.

G. Definition of Key Term

Some essential terms used in this research are defined as follow:

a. Correlation is close relationship or connection between two or more variable

b. Creativityis the ability of a student to think, learn and do assignments in a creative way and attitude. So as to facilitate them in solving the problem of English.

c. Learning outcomes are the results achieved in the form of numbers or scores after being given a learning outcome test at the end of each lesson. The value obtained by students becomes a reference to see students' mastery in receiving subject matter.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of related Theory

1. Creativity

a. Definition of creativity

There are many definitions of creativity according to experts. According to Ali, creativity is the ability to create something new. Something new here does not mean that it must be completely new, but it can also be a combination of elements that already existed before[6]. Creativity is also the development of both hemispheres of the brain, namely the right brain and the left hemisphere [7]. Usually, the people interpret creativity as fabrication, as the ability to create new things at all but is a combination of things that already exist. Creativity can make it easier for someone to complete a task or job. Because creativity can be used as an alternative to solve problems in different ways.

Some experts also develop a definition of creativity based on several approaches. According to Baroon in Mulyadi, conventional creativity is defined by 3 approaches, namely, creative personal approach, creative process approach, and creative product approach. Then a new approach arises that says the press approach is also

[6] Mohammad Ali and Mohammad Asrori,*Psikologi Remaja*,.(Jakarta:PT Bumi Aksara,2014)., p.41

[7] Anas Salahudin and Irwanto Alkrienciehie, *pendidikan karakter pendidikan berbasis agama dan budaya bangsa*, (Bandung:Pustaka Setia,2013) p.304

important in understanding creativity[8].This is also the same as Rhodes's opinion about the definition of creativity. According to Rhodes in Munandar, creativity is also formulated in terms of person, process, and product. Then there is encouragement from the environment that affects individuals to creative behavior. The four approaches are interrelated with each other. The following are some definitions of the 4 approaches according to some experts in Utami Munandar:[9]

(1) Personal

According to Hulbeck "creativity is imposing of one 's own whole personality on a unique and characteristic way". Creative action arises from the overall personality in interaction with the environment. The definition of creativity which also emphasizes the personal aspects given by Sternberg in the "three facet model of creativity", namely "creativity is a typical meeting point between three psychological attributes, namely intelligence, cognitive style, and personality or motivation

(2) Process

The definition of the creative process from Torrance basically resembles the steps in the scientific method, namely: "The process of (1) sensing difficulties, problems, gaps in information, missing elements, something asked; (2) making guesses and formulating hypotheses about these deficiencies; (3) evaluating and testing these

[8]Seto Mulyadi, *Psikologi Pendidikan*, (Jakarta : PT Rajagrafindo), p. 245

[9]Utami Munandar, *Pengembangan Kreatifitas Anak Berbakat*, (Jakarta : RinekaCipta,cet.3 , 2009). p. 20

guesses and hypotheses; (4) possibly revising and retesting them; and finally (5) communicating the results ". This Torrance definition covers all creative and scientific processes starting from finding problems to delivering results .

(3) Product

Definitions that focus on creative products emphasize originality, such as Barron's definition which states that "creativity is the ability to produce or create something new." Likewise according to Haefele "creativity is the ability to create new combinations that have social meaning." Definition Haefele emphasizes that a creative product must not only be new but also recognized and meaningful. Amabile defines creativity as the production of a response or work that is new and in accordance with the task at hand.

(4) Press

The fourth definition emphasizes creativity in the factor of press or encouragement, both internal encouragement (from oneself in the form of desire and desire to creatively create and busy themselves) and external drives from the social and psychological environment. Simpson's definition refers to the aspect of internal impulse, namely creative ability which is formulated as "the initiative that one manifers by his power to break away from the usual sequence of thought". According to Amabile creativity does not only depend on skills in the field and creative thinking, but also on intrinsic motivation (internal

drivers) to be busy in work, and in a conducive social environment (external drivers) .

The definition of creativity above is a definition that uses the aptitude traits approach which means analog creativity with creative thinking abilities.[10]In complete creativity can be defined as the ability to think to create something new (can take the form of objects, ideas, works of art, scientific and other works). Although the element is not merely new, but the arrangement or configuration is new. Besides the element of novelty, there are also elements of originality and elements of social meaningfulness in the product.

Creative thinking is an embodiment of the ability of reason produced through four phases[11]:

1) The preparation phase is to prepare a creative life to be able to produce a creation.
2) The parenting phase is the middle phase between readiness and inspiration for thinking.
3) The phase of inspiration of this phase is implemented by the emergence of creative solutions in a spontaneous way.
4) The realization phase in this phase attempts to explain what truths are realized from their creations or innovations by putting them to be tested in order to obtain information about the truth.

[10]Seto Mulyadi, *Psikologi Pendidikan*, (Jakarta : PT Rajagrafindo), p.
[11]ibid., p.30

Based on the description of student creativity and learning above, the writer can conclude that the student's learning creativity is the abilities possessed by students in the learning process or developing all the potential that exists in themselves both in the cognitive, affective, psychomotor.Learning creativity is one indicator of student success in learning and plays an important role in achieving learning success. According to Usman students who have creativity in learning will be known by showing their level of creativity in various activities. They always want to solve problems, dare to bear even the risk that is difficult, sometimes destructive in addition to constructive, preferring to work alone and believe in themselves.

b. Characteristic of creativity

Someone can said creative is if they have characteristic of creativite. There are some characteristic of creativity according to the experts. According toUtami Munandar,there are 14 characteristic of creativity, and thenaccording toTorrance there are 6 characteristic of creativity. Various characteristics or characteristics of creativity as below:

According to Utami, the characteristics of creativity are:

1) Nice to find new experiences
2) Have an initiative
3) Have high perseverance
4) Have fun in doing difficult tasks

5) Tends to be critical of others
6) Dare to express his opinions and beliefs
7) Always curious
8) Sensitize or feel
9) Energetic and resilient
10) Like multiple tasks
11) Believe in yourself
12) Has a sense of humor
13) Have a sense of beauty
14) Understanding the future and full of imagination [12].

Utami expresses the characteristic of creativity with a very practical nature.Utami argued that the creative characteristics are based on the nature of a creative person. There are 14 traits a person has that can be said to be creative. Thenaccorfingto Torrance there are 6 characteristics of creativity are as follows:

1) Have great curiosity
2) Diligent and not easily bored
3) Confident and independent
4) Feel challenged by plurality or complexity
5) Dare to take risks
6) Divergent thinking [13].

[12]Mohammad Ali dan Mohammad Asrori.*op.cit.*, hal...52
[13] ibid., hal...53

Creativity as defined by Williams has several fundamental aspects that compose it, namely:

1) Agility is the ability to generate thoughts or questions in large numbers
2) Flexibility is the ability to produce many kinds of thoughts and easily move from certain types of thinking to other types of thinking
3) Originality is the ability to think in new ways or with unique expressions and the ability to produce genius ideas that are more than thoughts that have spread or are clearly known
4) Elaboration is the ability to add details and new things to thoughts or a particular product outcome

Different from the two opinions above, Guilford states that the main characteristics of creativity can be divided into 2 namely aptitude trait and non-aptitude trait. The aptitude trait features include fluency, flexibility, and originality in thinking. While the characteristics of non-aptitude trait such as self-confidence, tenacity, curiosity, are attracted to multiple tasks which are considered a challenge, dare to take risks to make mistakes, or to be criticized by others, not easily discouraged, appreciate beauty, have a sense humor, want to find new experiences, can respect yourself and others.

Guilford stated that creative thinking skills have characteristics: fluency, flexibility, originality, elaboration in thinking:[14]

1) Fluncy

Flency is the ability to give many ideas and concept quickly. Then able to find many possible alternative answers, and be able to find solutions to problems easily. Finding lots of ideas is necessary because the more ideas you get, the greater the chance to get a good idea.

The characteristics of fluency thinking skills are sparking many of ideas, answers, problem solving, or questions. These skills are demonstrated by student behavior such as asking many of questions, if there are questions, the students will answer with many answer. Then, having many ideas about how to solve a problem, being fluent in expressing ideas, working faster and doing more than other .

2) Flexibility

Flexibility is the ability to give varied ideas, answers, or questions and use various approaches to solve problems. Creative people are people who are creative in thinking, they can easily leave the old way of thinking and replace it with new ways of thinking. The ability to not be fixated on old patterns of thinking is needed. This can be done with flexibility.

[14]Seto Mulyadi, *Psikologi Pendidikan*, (Jakarta : PT Rajagrafindo), p. 255

The characteristics can be seen at the students in answering questions given by the teacher with varied answers and if given a problem usually think of different ways to solve it. It can also be seen in students in choosing ways of learning that can facilitate them in mastering different lessons from others.

3) Originality

The originality is the ability to provide ideas that are unique and rare for certain populations and abilities to see new relationships or new combinations between different elements. It is the ability to give ideas and make combinations that are new and unique in nature, using unusual ways of expressing themselves, and being able to find various possibilities for solving problems in ways that others might not think of.

The characteristics of originality can be seen of the students in thinking about things that have never been thought of by others, questioning old ways and trying to think of new ways such as learning to create their own learning strategies. These students no longer want to use the old way of learning. often question why something must be done in a way and not in another way.

4) Elaboration

Elaboration is the ability to enrich or develop ideas and the ability to develop the opinions of others, so they can enrich their own ideas. These characteristics can be seen in the attitude of students in developing or enriching ideas, one of which is by learning from many books or other sember. Then understand it and get new knowledge.

The characteristics of skills in enriching ideas is to read other people's ideas and understand them so that they add their own insight. And, able to enrich and develop an idea, add or detail in detail of an object or idea.

According to Seto Mulyadi, the aspects above are used as aspects to measure creativity. therefore researchers chose this to be an indicator to measure creativity

Then different from the two previous opinions, according to Amal Abdus-salam, expressing characteristics with different perspectives, characteristics that are proven to describe a person's creative character include:

(1) Their sensitivity to various problems must be very large. With the simplicity possessed by creative people it can make it sensitive to various problems, and active in solving them by finding new styles or steps.

(2) Should be able to expand the network of thought from the ordinary to the extraordinary, and have a great ability in providing different responses in dealing with various situations, thoughts, and problems.

(3) Sensitive to beauty. This beauty is manifested by a variety of great privileges and many benefits. Sensitivity to beauty is an important way to think well. Because this sensitivity is able to move the heart, and allows to emerge a great power from the heart to think well and be creative[15].

Amal Abdus-salam expressed the characteristic of creativity from a different perspective. Unlike Torrance and Utami expresses characteristic creativity by referring to the nature of someone who is creative. Amal Abdul-Salam expressed characteristic creativity based on how a creative person can behave as a creative person. He explained in full that someone who is creative should be able to behave by not only relying on intelligence but also feelings for a problem. For this reason, it can be concluded that the characteristics of creativity can be seen from two different points of view, based on the nature of possessions and also how a creative person can behave not only with intelligence but also feelings in respond some situation.

c. Factors that influence learning creativity

[15] Syaikh Amal Abdus-Salam Al-khalili,*Mengembangkan Kreativitas Anak,* (Jakarta:Pustaka Al-kautsar cetakan pertama,2005) hal...53

In the beginning creativity is considered as a default factor that is only possessed by certain people. But in its development, it was found that creativity does not develop on its own but is also influenced by encouragement factors from the environment. The factors that influence creativity are expressed by several experts including according to Utami Munandar:

1) Age
2) The level of education of parents
3) Availability of facilities
4) Use of free time [16]

Clark points out the factors that influence creativity:

1) Situations that present incompleteness and openness
2) Situations that allow and encourage many questions
3) Situations that can encourage in order to produce something
4) Situations that encourage responsibility and independence
5) Situations that emphasize self-initiative to explore, observe, ask, feel, classify, record, translate, estimate, test the results of the estimates and communicate.

[16]Mohammad Ali dan Mohammad Asrori.*op.cit.*, p...53

6) Attention from parents to their children's interests, stimulation of the school environment and motivation [17]

Miller and Gerard in Mohammad Ali, stated the existence of family influence on the development of children's and adolescent creativity as follows:[18]

1) Parents who provide security.
2) Parents have a variety of interests in activities inside and outside the home.
3) Parents give trust and respect for their children's abilities.
4) Parents give autonomy and freedom to children.
5) Parents encourage children to do their best.

Furtheremore, the factors that can affect one's creativity can come from themselves personally and situations that can force them to eventually become someone who is creative.

d. Instrument to measure creativity

Creativity can be measured through several approaches, namely direct measurement, indirect measurement, measurement of creative

[17] ibid., hal...54
[18] Ibid, hal 54

personality traits, measurement of creative potential in a non-test, and assessing real creative products.[19]

1) Tests that measure creativity directly.

This test was first used in Indonesia by Utami Munandar in a study for his dissertation on creativity and education, to compare measures of verbal creativity and cultural creativity. In 1977 the first creativity test specifically constructed for Indonesia was allowed, namely verbal creativity by Utami Munandar, based on the construct of the Intellect Structure Model from Guilford.

2) Tests that measure the elements of creativity

Creativity is a multi-dimensional construct, consisting of various dimensions, namely positive dimensions, affective dynamics, and psychomotor dimensions. Each dimension includes a variety of categories, such as the positive dimensions of creativity, among others, threats, flexibility, and originality in thinking, ability to detail, etc.

3) Tests that measure creative personality traits

Measuring creativity can be seen a variety of research results found at least 50 personality traits related to creativity, from these traits arranged in a scale that can measure the extent to which a person has these characteristics. Some tests measuring these characteristics are:

[19]Utami Munandar, *Pengembangan Kreatifitas Anak Berbakat*, (Jakarta :RinekaCipta,cet.3 , 2009). p. 58

a. Tests ask questions, which are part of the Torrance test for creative thinking and are intended to measure flexibility of thinking.

b. Risk tasking test, used to show the impact of taking risks on creativity

c. Barron Welsh's figure preference test which shows preference for irregularity, as one of the creative personality traits.

d. Tests of sex role identity to measure the extent to which a person identifies himself with the role of his sex.

4) Measurement of creativity on a non-test basis.

There are several ways to measure creativity without a test, namely using an approach like the following:

a. Checklist and questionnaire.

This tool is compiled based on research on special characteristics possessed by creative individuals.

b. List of experiences

This technique assesses what someone has done before. Some studies find a high correlation between self-reports and creative potential in the future.

5) Direct observation of creative performance.

Observing how people act in certain situations, seems to be the most abash technique, but it is time consuming and can also be subjective.

Besides requiring psychological expertise in its interpretation, it also requires creativity identification tools that must be provided. So the researcher chose a questionnaire as instrument to measure creativity in this research.

2. Learning Outcomes

a. Definition of Learning Outcomes

Learning outcomes are the achievement of learning goals and products from the learning process. The learning results are behavioral changes obtained by learners after experiencing learning activities. A person can be said to have learned something if in him there has been a change. However, not all changes that occur in a person occur because of the learning process. Changes that occur in a person's life without going through the learning process, for example: changes due to

maturity, changes in physical, mental conditions and changes that do not last long[20].

As the basis for deciphering what is meant by learning, professional will present several definitions as follows:

1) Hilgard and Bower, arguing that learning is related to changes in a person's behavior towards a particular situation caused by repeated experiences

2) Gagne, states that learning occurs when a stimulus along with the contents of the memory affects students in such a way that their actions change from time before he experiences the situation to the time after he experienced the situation.

3) Morgan argues that learning is any change that is relatively settled in behavior that occurs as a result of practice or experience

4) Witherington suggests learning is a change in personality that states itself as a pattern rather than a reaction in the form of skills, attitudes, habits, intelligence or an understanding.

Based on the definition of learning outcomes above, it can be concluded that learning outcomes are a result obtained by students after the students carry out learning activities and learning and evidence of success achieved by someone involving cognitive,

[20] Noor Lailatul Fajriyyah, *Pengaruh Disiplin Belajar Dan Kreativitas Belajar Terhadap Hasil Belajar*(2009)

affective and psychomotor aspects, expressed in symbols, letters and sentences.

b. Factors that influence learning outcomes

There are many opinions about factors that influence learning outcomes. Among others are according to Slameto and Suryabrata, in broad outline the factors that can influence learning outcomes can be grouped above[21]:

1) Internal factors

Factors involving the whole person include physical and mental or psychological conditions. These internal factors are often called intrinsic factors which include physiological conditions and psychological conditions that include interests, intelligence, talent, motivation, and others.

2) External factors

Factors originating from outside the individual concerned. This factor is often referred to as extrinsic factors which include everything that comes from outside the individual who can affect his learning achievement both in other social and environmental environments[22].

3) Fatigue factor.

[21] St. Hasmiah Mustamin, Sri Sulasteri, *Faktor-Faktor Yang Mempengaruhi Prestasi Belajar Mahasiswa Jurusan Pendidikan Matematika Fakultas Tarbiyah Dan Keguruan Uin Alauddin Makassar*,(Makasar: Vol. 1 No. 1,2013) p..154-156

[22] ibid., hal...154-156

a. Physical exhaustion.

Physical fatigue can be seen with a weak lung and a tendency to lie down. Physical fatigue occurs because there is a mess of residual combustion in the body, so that blood is not or less smooth in certain parts.

b. Spiritual exhaustion.

Spiritual fatigue can be seen with the presence of lethargy and boredom, so that interest and encouragement to produce something. The loss of fatigue is felt in the head with dizziness, making it difficult to concentrate, as if the brain is running out of power to learn. Physical and spiritual fatigue can be eliminated by means of:

1) Sleep
2) Take a break.
3) Using variations in teaching and learning
4) Using drugs that are blood circulation, for example liniment.
5) Regular recreation and worship.
6) Regular exercise.
7) Balance eating with foods that meet health requirements.
8) If fatigue is very serious, quickly contact an expert.[23]

[23] Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, cet. Ke-4,2003) p.58-59

According to Syah, the factors that influence student learning can be divided into three types, namely:

1) Internal factors (factors from within students), namely the physical and spiritual condition of students.
2) External factors (factors from outside students), namely the environmental conditions around students.
3) Factors of learning approach (approach to learning), namely the type of student learning efforts that include strategies and methods used by students to conduct learning activities of subject matter.[24]

Dalyono suggested the factors that influence learning outcomes are as follows[25]:

1) Internal factors (which come from within)
   a) Health
   b) Intelligence and talent
   c) Interest and motivation
   d) How to study
2) External factor (which comes from outside)
   a) Family
   b) School
   c) Society

[24] Ahmad Syarifuddin, *Penerapan Model Pembelajaran Cooperative Belajar Dan Faktor Faktor Yang Mempengaruhinya*,(Palembang: Vol. XVI, No. 01,2011),hal...124

[25]ibid., p.124-125

d) Surrounding environment.

According to Djaali, there are many factors that influence learning, including [26]:

a) Motivation
b) Attitude
c) Interest
d) Study habits
e) Self-concept

Ngalim Purwanto in his book Educational Psychology says that the factors that influence learning are divided into two groups:

1) Factors that exist in the organism itself or what we call individual factors. Individual factors include maturity / growth factors, intelligence, training, motivation and personal factors.
2) Factors that exist outside the individual or what we call social factors. Which includes social factors, among others: factors of family (household), teachers and how to teach, tools used in teaching and learning, the environment and available opportunities and social motivation.[27]

[26] Ahmad Syarifuddin. *op.cit*., p.125
[27] ibid., p.125

The level of intelligence (IQ) of students cannot be doubted. Intelligence greatly determines the level of success of student learning. This is meaningful, the higher the intelligence ability of a student, the greater the chance for success. Conversely, the lower the intelligence ability of a student, the smaller the chance for succes.[28]

Besides the internal and external factors of students, the learning approach factor also influences the success of the student learning process. The learning approach can be divided into 3 types of levels, namely: high approach (speculative and achaleving), intermediate approach (analytical and deep), low approach (reproductive and survival). A student who is accustomed to applying a speculative learning approach, is likely to have the opportunity to achieve quality learning outcomes than students who use the reproductive approach.[29]

Based on factors that influence learning outcomes according to experts above. It can be concluded that the high and low student learning outcomes are influenced by many factors, both internal and external. These factors greatly influence the efforts to achieve student learning outcomes and can support the implementation of the learning process activities, so that learning objectives can be achieved.

[28] Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung: Remaja Rosda Karya, cet.ke-3, 1997) p.132-133

[29] ibid., p...138-141

B. Review of Related Studies

Author Elisa Rismaniar Simanjuntak,write a thesis entitled Effect of Learning Creativity and Utilization of Learning Media Using Macromedia Flash 8 Against Economic Learning Outcomes in SMP Negeri 22 Bandar Lampung.In his research Elisa examined the influence of student creativity on learning outcomes. It also examines the use of learning media on learning outcomes. From the results of the research and hypothesis testing that has been done regarding the effect of learning creativity and the use of learning media using macromedia flash 8 in SMP Negeri 22 Bandar Lampung, conclusions can be drawn: There are influences of positive and significant influence of learning creativity and the use of learning media using macromedia flash 8 on results studying economics at Bandar Lampung Middle School 22. In other words, student learning outcomes will increase if the school can improve learning creativity and the use of learning media using Macromedia Flash 8.

Next, Lailatul Fajriyyah also researched creativity called The Effect of Learning Discipline and Learning Creativity on Accounting Learning Outcomes of Class Xi Students at the State High School 2 Demak. But Lailatul also not only studies the influence of creativity, but he also examines the discipline of learning. The results of the description are 129 respondents related to learning creativity with the number of questions 12 items, based on the results of questionnaires and data processing obtained data that the average learning creativity of students of class XI IPS High

School 2 Demak 2008/2009 school year included in the high category, this is evident from the results of the analysis of the description with the highest score of 45, the lowest score of 22, and an average of 34.95, the description analysis is at the interval of 31 <score ≤ 39 (see appendix 11). Student creativity can be seen from the attitude of students who are open, dare to try, like challenges, process input, imaginative and like variety.

And then, Wilda Salwah Shindy Ekawati write thesis entitled The Effect of Creativity and Interest in Learning on Student Mathematics Learning Outcomes. Similar to the two researchers above, Wilda also examined the effect of two variables on one variable where Wilda examined the effect of creativity and interest in learning on learning outcomes. Based on calculations with the SPSS program to test hypotheses on the hypothesis that is how the influence of creativity and interest in learning together on mathematics learning results obtained values in the ANOVA table column F, the calculated F value is 0.453 with a probability of 0,000. Where is 0,000 <0.05 so H0 is rejected. This means that there is a significant effect jointly between creativity and interest in learning towards the learning outcomes of mathematics.

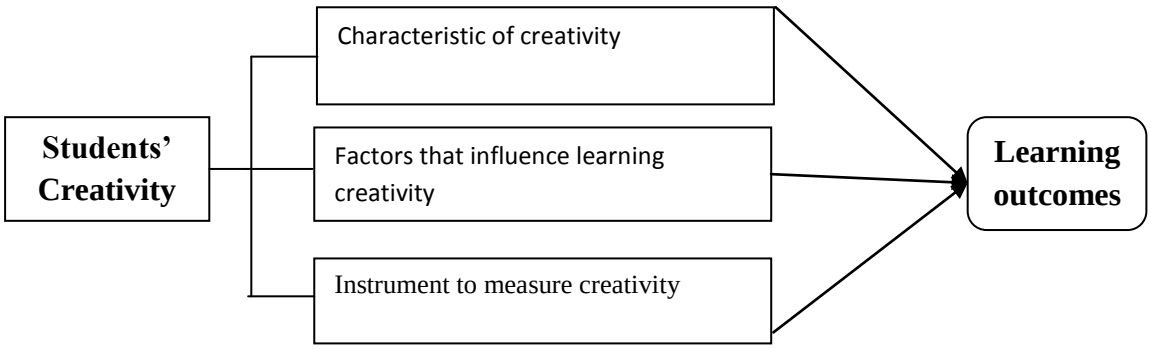
Based on the review of relarewd studies above, all the studies above examined between two variables with one variable with different subjects. It can be seen based on the results of the above research shows there is a significant relationship between the two variables on learning outcomes. Similar to the research above, this study will also examine student

creativity. But in this study researchers will only focus on one variable, namely student creativity as to how the relationship with learning outcomes. In this study researchers will not only examine the influence but also the relationship and how much the relationship of creativity with the learning outcomes in English lessons.

C. Conceptual Frame Work

Creativity is the ability of students to reprocess their students so that they can give new ideas and apply them in solving problems by demanding fluency in thinking, flexibility in attitude, authenticity in opinion and being able to enrich and develop ideas. Students who have high learning creativity get good grades. And conversely students who have less creativity tend to get low scores.

The framework of thinking will be able to provide an overview of the relationship between the variables to be studied, namely the relationship between learning creativity and learning outcomes.



D. Hypothesis

Based on conceptual framework above, the researcher formulated the hypothesis as follows:

H_a = There is a significant correlation between student learning creativity and student learning outcomes

H_o = There is no significant correlation between student learning creativity and student learning outcomes

CHAPTER III

RESEARCH METHOD

A. Design of the Research

This research was conducted to collect data that wasused as references. In writing this thesis, the material or data was collected through field research with a quantitative approach that connected between two variables.

The researcher collectedthe data directly from the research site. To collect the data, the researcher used the product moment formula,

which isa research method that needs to find out correlation between two variables based on correlation coefficient.

The quantitative research was chosen because this study intended to test the theory which in this case is hypothesis, which are, correlation between student creativity and student learning outcomes, with student creativity as influencing (independent) and student learning outcomes as a factor that is influenced (dependent). Proof of this hypothesis will provide a description of causality in the form of a pattern of correlation and also the direction of relations between two variables.

In this study the researcher found the data about the correlation between students' creativity which in this case, the authors limitted the correlation between the learning outcomes of students at the SMA N 2 IV KOTO.

B. Population and the Sample

1. Population

In the research method, the word population is very popular used to refer to a group of objects, which are the targets of the research. Within the framework of research (especially quantitative research), population is one of the essential things and needs a careful attention if the researcher wants to conclude a

result that is reliable and effective for the area (area) or object of his research[30].

The research population was the whole of the object of research in the form of humans, animals, plants, air, symptoms, values, events, life attitudes. So that these objects could be a source of research data[31].Population is the overall symptom / unit you want to study. So the population is the entire object to be studied[32]. In this study the population was students at SMAN 2 IV KOTO.

Table 3.1 Population of the Research

No	Kelas	Jumlah
1	X IPA	13
2	X IPS	7
3	XI IPA	15
4	XI IPS	15
Jumlah		50

2. **Sample**

[30] A.Muri Yusuf,M.Pd, *Metode Penelitian Kuantitatif,kualitatif&Penelitian Gabungan*,*(*Jakarta:Prenadamedia Group 2014),p. 145

[31] Syofian Siregar, M.M, *Metode Penelitian Kuantitatif Dilengkapi Perbandingan Perhitungan Manual & SPSS*,(Jakarta: Prenadamedia Cet, Ke-1,Group ,2013), p. 30

[32] Bambang Prasetyo,*Metode Penelitian Kuantitatif*,(Jakarta:PT.Rajagrafindo Persada Cet.ke-8,2013),p. 119

The sample is part of the population you want to study. Therefore, the sample must be seen as an estimate of the population and not the population itself. Samples are procedures for retrieving data where only a portion of the population is taken and used to determine the desired characteristics and characteristics of a population[33]. The sample is the part of the population that we want to study and represent the characteristics of the population. If the research population is less than 100, the sample taken is entirely, but if the research population amounts to more than 100 then the sample can be taken between 10-15% or 15-20% or more. In this study because the population was less than 100 people, all were taken as samples.

C. Instrumentation

1. Questionnaire

Questionnaire is a technique of collecting data through distributing questionnaire to be filled directly by respondents as done in research to gather public opinion. A questionnaire is an information gathering technique that allows analysts to study the attitudes, beliefs, behaviors, and characteristics of some of the main people in an organization that can be affected by the system proposed or by an existing system.

[33] Syofian Siregar. *op.cit*., p....30

This questionnaire was filled in by giving a checklist (√) to the options available to obtain data. The questionnaire used was a type of closed questionnaire, namely, a questionnaire whose statements and alternative answers have been determined so that the respondent just has to choose the desired answer.

The scale that researcher usedwas the Likert scale, which is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. The answers to each instrument item using the Likert scale have gradations from very positive to very negative, in the form of words. For the purposes of quantitative analysis, the answer can be given a score such as:

Tabel 3.2
Likert Scale

Alternatif Jawaban	Skor
Always	5
Often	4
Sometimes	3
Seldom	2
Never	1

Researcher did the questionnaire validation with two lecturer and a English teacher. In this validation, researcher didface validity and content validity. Face validitywas used to see whether

the instrument in terms of appearance looks to measure what will be measured. Content validityis related to the ability of an instrument to measure content that must be measured, For example, measuring creativity must be able to measure students' creativity. The questionnaire of creativity has been validated by two lecturers and one English teacher and the results of the validity was the questionnaire can be used for research.

2. Documentation

Documentation was done by reading literature, references, documents and other written sources related to the research being conducted. The documentation in this study was documentation about student learning outcomes taken from the data values students in English at SMAN 2 IV KOTO from English teachers.

D. Technique of the Data collection

Collecting the data is important in research. It was crucial because the data would be analyzed in the research. The research collected the data by using questionnaire and the data value of the students.

The variable X (students creativity) was collected by using questionnaire. There were some steps in collecting the data of students' creativity. First, the researcher distributed the questionnaire to the respondent which had been already validated by experts before. Second , the respondents filled the answer of the questionnaire based

on the their choice, it would be given in 30 minutes. Third, the researcher checked the respondents' answer and got the data of students' creativity.

While, the variable Y (learning outcomes) was gathered by their semester exam scores. The researcher put the data from their English teacher. In conclusion, the researcher collected the data from questionnaire as X variable and semester exam scores as Y variable. It was used to know the correlation between students' creativity and learning outcomes.

E. Technique of the Data Analysis

The researcher conducted several tests before analyzing the data. The tests included validity test, reliability test and normality test. The test was done after the research is complete. Each of these tests is carried out using the SPSS program.

a. Validity test

Validity test is used to measure the validity of a questionnaire, a questionnaire is said to be valid if the statement in the questionnaire is able to reveal something that will be measured by the questionnaire. Product moment correlation is the method used in this validity test. The product moment correlation formula from Pearson is as follows:

$$r = \frac{N \sum XY - \sum XY \sum XY}{(N \sum_X 2 - (\sum_X 2).(N \sum_Y 2 - (\sum_Y 2)}$$

Information :

r = correlation coefficient

X = score of each item

Y = total score

N = number of respondents

The SPSS program is a program used to test whether each research indicator is valid or not, judging from the display of Cronbach Alpha output in the Correlated Item-Total Correlation column with the calculation of r-table, if r-score is higher than r-table, it can be concluded that all indicators are valid.

b. Reliability test

Reliability is a measuring instrument for measuring a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable if a person's answer to a statement is consistent or stable over time. Reliability test can be done in several ways. One of them is by internal consistency, namely by trying a measuring instrument once and then the data obtained is one of them is *Alpha Cronbach*technique. SPSS provides facilities to measure reliability with the Cronbach Alpha (α) statistical test, where

the variable is said to be reliable if the *Cronbach Alpha value is> 0.60.*

Cronbach Alpha Formula:

$$r_{11} = \left[\frac{k}{(k-1)}\right]\left[1 - \frac{\sum \sigma^2 b}{\sigma^2 t}\right]$$

Information :

r_{11}= alpha reliability coefficient

k = number of item questions

$\sum \sigma^2$b = number of item variants

σ^2t = total variance

c. Normality Test

In this study, the normality test used to find out whether the research variable is normally distributed or not.For identifying normal distributed data is by lookingthe value of 2-tailed significance is if each variable has value higher than 0.05, it can be concluded that the variablenormal distribution research. Data analysis can be continued ifthe data is normally distributed.Test the normality of variable X (students' creativity)and variable Y (learning outcomes) used the *Kolmogorov Smirnov* test. Calculation is done using SPSS for Windows 17.

2. Correlation analysis

Correlation analysisof correlation with the Product Moment formula. After the data is collected, the data is processed and processed in the following ways:

a. Editing,It is an examination of all data collected
b. Coding, after editing is done, then the next step is coding which is to give a code or numbers to the answers given by the respondent.
c. Classification, the collected answers need to be categorized and classified.
d. Tabulation, data that has been categorized and calculated frequency is presented in a table that can provide a description of the table.
e. Correlate data between variables, namely by using the product moment formula, the formula used is a formula to find (calculate) and give an interpretation of the number of the correlation index "r" *product moment* with the formula:
    1. Looking for the score of each sample on the item given, which will be the variable X is the influence of student creativity and variable Y is the student learning outcomes.

2. Squaring all scores of variables X and Y, then adding up according to each variable, so that it gets $\sum X^2$ and $\sum Y$
3. Look for multiplication of scores on variables X and Y and then add up to $\sum XY$
4. Looking for a correlation between variables X and Y variables by using the product moment formula as follows:

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

Symbols:

r_{xy} = The Coefficients of correlation between X dan Y variable

N= The total of sample

$\sum$ xy = The sum of multiplication between variable X score and variable Y score

$\sum$ x^2= The sum of X variable score

$\sum$ y^2 = The sum of Y variable score

5. After the researcher got the index of correlation, the next steps was consulting the result with the table bellow. It was done to identify the magnitude correlation between students' creativity and learning outcomes.

Table 3.3 Interpretation of Correlation Coefficient Value r[34]

Interval Koefesien	Interpretation
0,80-1,000	Very high
0,60-0,799	High
0,40-0,599	Moderate
0,20-0,399	Low
0,00-0,199	Very low

6. Testing hypothesis
   a. Formulated (Ha) and (Ho)
   b. Test accurateness of hypotheses by searching (df)

      df = N-nr

      df = degrees of freedom

      N = Number of Cases

      Nr = total of variable
   c. Consulting "rxy" product moment at significant level 5%

      If rxy > r tab, it means Ha is accepted and Ho is rejected

      If rxy < r tab, it means Ha is rejected and Ho is accepted.

[34] Syofian Siregar, M.M, metode penelitian kuantitatif dilengkapi perbandingan perhitungan manual & SPSS, (Jakarta: Prenadamedia Cet, Ke-1,Group , 2013), p.251

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter reveals the correlation, findings and the interpretation of the data collected through students' creativity and learning outcomes to answer the questions (1) Is there any correlation between students' creativity and learning outcomes in English? (2) What is the magnitude of correlation between students' creativity and learning outcomes in English?

In finding, there were three parts, they were : description of the data, analysis of the data and testing the Hypothesis.

1. The Description of the Data

a. The description of the data students' creativity

To find out the correlation between student learning creativity and student learning outcomes in SMA 2 IV Koto, data were obtained through questionnaires given to students in grades X and XI. This questionnaire contained 30 items of questions that had been prepared based on indicators of student learning creativity. The questionnaire processing was obtained through a Likert scale given to 50 students.

The research explained the result of the questionnaire based on the sources of the students' creativity and the way to simulate it and to describe the average by using this table :

Table 4.1

The Criteria of Descriptive Analysis

The Range of Score Category	Interpretation
1,00 – 1, 79	Vary bad / Vary low
1,80 – 2,59	Bad / Low
2,60 – 3,39	Enough / Sufficient
3,40 – 4,19	Good / High
4,20 – 5,00	Very good / Very high

Source : Sambas Ali Muhidin and Maman abdurrahman

The table of the data description helped the researcher to describe the data about the correlation between students' creativity and learning outcomes in English at the SMAN2 IV KOTO. Based on the calculation of points from the analysis of the item questions distributed to 50 respondents as follows:

Here is the table of first indicator of creativity that showed data related to the ability to give many ideas and answer in solving problem.

Table 4.2First indicator of Creativity
ABILITY TO GIVE MANY IDEAS AND ANSWER IN SOLVING PROBLEM

No	Pertanyaan	Alternatif	Frequency
1	Saya menemukan banyak ide saat berdiskusi tentang materi pembelajaran didalam kelas	Selalu	10
		Sering	16
		Kadang-kadang	16
		Jarang	8
		Tidak pernah	0
Jumlah			50
2	Saya akan selau berusaha menjawab pertanyaan yang diberikan guru	Selalu	9
		Sering	16

	meskipun nantinya jawaban saya benar atau salah	Kadang-kadang	17
		Jarang	8
		Tidak pernah	0
Jumlah			50
3	Saya tidak pernah memberikan pendapat saat berdiskusi bersama teman	Selalu	0
		Sering	10
		Kadang-kadang	15
		Jarang	13
		Tidak pernah	12
Jumlah			50
4	Saya hanya mampu mengerjakan tugas jika ada contoh yang dapat ditiru	Selalu	1
		Sering	15
		Kadang-kadang	14
		Jarang	15
		Tidak pernah	5
Jumlah			50

In item 1, students found many ideas when discussing learning material in the classroom, it was seen that out of 50 respondents, 10 students answered always (20%), 16 students answered frequently (32%), 16 students answered sometimes (32%), 8 students who answered rarely (16%) and 0 students who answered never (0%). The average of this respond is 3,56. It means, the score of this respond is in the range of 3,40 – 4,19 on good or high level.

In item 2, about students will always try to answer the questions given by the teacher even though later my answer is right or wrong, out of 50 respondents, data obtained 9 students who answered always (18%), 16 students answered frequently (32%), 17 students students who answer sometimes (34%), 8 students who answer infrequently (16%) and 0 students who answer never (0%). The average of this respond is 3,52. It means, the score of this respond is in the range of 3,40 – 4,19 on good or high level.

In item 3, students never gave an opinion when discussing with friends, out of 50 respondents, data was obtained from 0 students who answered always (0%), 10 students who answered frequently (20%), 15 students answered occasionally (30 %), 13 students who answered rarely (26%) and 12 students who answered never (24%). The average of this respond is 3,54. It means, the score of this respond is in the range of 3,40 – 4,19 on good or high level.

In item 4, students only able to do assignments if there are examples that can be replicated, out of 50 respondents, data obtained 1 student who answered always (2%), 15 students answered frequently (30%), 14 students answered sometimes (28%), 15 students who answered rarely (30%) and 5 students who answered never (10%). The average of this respond is 3,16. It means, the score of this respond is in the range of 2,60 – 3,39 on enough or sufficient level.

Based on the data above, the average of respond for the first indicator theability to give many ideas and answer in solving problem is 3.4. It means, the score is 2.60 - 3.39 on enough or sufficient level.

Here is the table of second indicator of creativity that showed data related to ability to find many ideas quickly.

Table 4.3 Second Indicator of Creativity
ABILITY TO FIND MANY IDEAS QUICKLY

No	Pertanyaan	Alternatif	Frequency
5	Saya langsung dapat mencari cara menyelesaikan soal yang diberikan guru	Selalu	8
		Sering	11
		Kadang-kadang	17
		Jarang	14
		Tidak pernah	0

Jumlah			50
6	Saya bisa memberikan ide kepada teman yang meminta ide saya tanpa membutuhkan waktu yang lama untuk berfikir	Selalu	4
		Sering	18
		Kadang-kadang	11
		Jarang	16
		Tidak pernah	1
Jumlah			50
7	Saya tidak pernah memberikan atau mengeluarkan pendapat saya saat berdiskusi dengan teman.	Selalu	0
		Sering	7
		Kadang-kadang	22
		Jarang	12
		Tidak pernah	9
Jumlah			50
8	Saya membutuhkan waktu yang lama untuk menemukan ide jika di suruh guru mengarang sebuah teks	Selalu	0
		Sering	12
		Kadang-kadang	13
		Jarang	21
		Tidak pernah	4
Jumlah			50

In item 5, students can immediately find ways to solve the questions given by the teacher, from 50 respondents, data obtained 8 students who answered always (16%), 11 students who answered frequently (22%), 17 students who answered sometimes (34%), 14 students who answered rarely (28%) and 0 students who answered never (0%). The average of this respond is 3,26. It means, the score of this respond is in the range of 2,60 – 3,39 on enough or sufficient level.

In item 6, students can give ideas to friends who ask for their ideas without needing a long time to think, out of 50 respondents, data obtained 4 students who answered always (8%), 18 students who answered often (36%), 11 students students who answered occasionally (22%), 16 students who answered rarely (32%) and 1 student who answered never

(2%). The average of this respond is 3,16. It means, the score of this respond is in the range of 2,60 – 3,39 on enough or sufficient level.

In item 7, students try themselves in completing the task before asking friends, out of 50 respondents, data is obtained from 0 students who answer always (o%), 7 students who answer frequently (14%), 22 students who answer sometimes (44%), 12 students who answered rarely (24%) and 9 students who answered never (18%). The average of this respond is 3,46. It means, the score of this respond is in the range of 3,40 – 4,19 on good or high level.

In item 8, students need a long time to find ideas if the teacher is told to compose a text from 50 respondents, obtained data 0 students who answered always (0%), 12 students who answered frequently (24%), 13 students answered sometimes (26%), 21 students who answered infrequently (42%) and 4 students who answered never (8%). The average of this respond is 3,34. It means, the score of this respond is in the range of 2,60 – 3,39 on enough or sufficient level.

Based on the data above, the average of respond for the second indicator the ability to find many ideas quickly is 3,3. It means, the score is 2.60 - 3.39 on enough or sufficient level.

Here is the table of third indicator of creativity that showed data related to ability to give various ideas.

Table 4.4 Third Indicator of Creativity
ABILITY TO GIVE VARIOUS IDEAS

No	Pertanyaan	Alternatif	Frequency
9	Saya selalu membuat contoh kalimat	Selalu	6

	bahasa inggris yang berbeda dari yang ditulis guru di depan kelas untuk ditulis dalam catatan	Sering	17
		Kadang-kadang	18
		Jarang	9
		Tidak pernah	0
Jumlah			50
10	Saya mampu menjawab pertanyaan yang diberikan guru saat proses belajar mengajar berlangsung atau saat presentasi	Selalu	5
		Sering	19
		Kadang-kadang	20
		Jarang	6
		Tidak pernah	0
Jumlah			50
11	Saya tidak bisa menyelesaikan soal yang berbeda dengan yang dicontohkan guru di depan kelas	Selalu	1
		Sering	12
		Kadang-kadang	18
		Jarang	13
		Tidak pernah	6
Jumlah			50
12	Saya tidak mampu mencari jalan keluar untuk permasalahan yang saya alami dalam belajar	Selalu	0
		Sering	15
		Kadang-kadang	15
		Jarang	16
		Tidak pernah	4
Jumlah			50

In item 9, students always make examples of English sentences that are different from those written by the teacher in front of the class to be written in the notes, out of 50 respondents, data obtained 6 students who answered always (12%), 17 students answered frequently (34%), 18 students who answered sometimes (36%), 9 students who answered infrequently (18%) and 2 students who answered never (4%). The average of this respond is 3,40. It means, the score of this respond is in the range of 3,40 – 4,19 on good or high level.

In item 10, students are able to answer questions given by the teacher when the learning process takes place or during presentations, out of 50 respondents, data obtained 5 students who answered always (10%),

19 students who answered frequently (38%), 20 students who answer sometimes (40%), 10 students who answered rarely (20%) and 6 students who answered never (12%). The average of this respond is 3,46. It means, the score of this respond is in the range of 3,40 – 4,19 on good or high level.

In item 11, students cannot solve questions that are different from those exemplified by the teacher in front of the class, out of 50 respondents, data obtained 1 student who answered always (2%), 12 students answered frequently (24%), 18 students answered sometimes (36%), 13 students who answered rarely (26%) and 6 students who answered never (12%). The average of this respond is 3,22. It means, the score of this respond is in the range of 2,60 – 3,39 on enough or sufficient level.

In item 12, students were unable to find a solution to the problems I experienced in learning, out of 50 respondents, data was obtained from 0 students who answered always (0%), 15 students who answered frequently (30%), 15 students who answered sometimes - sometimes (30%), 16 students who answered rarely (32%) and 4 students who answered never (8%). The average of this respond is 3,18. It means, the score of this respond is in the range of 2,60 – 3,39 on enough or sufficient level.

Based on the above data, the average of respond for the third indicator the ability to give various ideas is 3,3. It means, the score is 2.60 - 3.39 on enough or sufficient level**.**

Here is the table of fourth indicator of creativity that showed data related to ability to find many solutions to solve problems or find practical methods in learning English.

Table 4.5 Fourth Indicator of Creativity

ABILITY TO FIND MANY SOLUTIONS TO SOLVE PROBLEMS OR FIND PRACTICAL METHODS IN LEARNING ENGLISH

No	Pertanyaan	Alternatif	Frequency
13	Saya senang belajar bahasa inggris secara berkelompok dan saling bertukar ide dengan teman- teman	Selalu	4
		Sering	13
		Kadang-kadang	22
		Jarang	10
		Tidak pernah	1
Jumlah			50
14	Saya senang mencari cara baru untuk menghafal kosa kata bahasa inggris	Selalu	1
		Sering	12
		Kadang-kadang	15
		Jarang	13
		Tidak pernah	9
Jumlah			50
15	Saya tidak memiliki metode khusus untuk belajar baasa inggris	Selalu	0
		Sering	11
		Kadang-kadang	19
		Jarang	18
		Tidak pernah	2
Jumlah			50
16	Jika alat yang dibutuhkan dalam belajar tidak bisa berfungsi, saya tidak akan mencari cara untuk mengatasinya	Selalu	0
		Sering	10
		Kadang-kadang	17
		Jarang	18
		Tidak pernah	5
Jumlah			50

In item 13, students like to learn English in groups and exchange ideas with friends, out of 50 respondents, data obtained 4 students who answered always (8%), 13 students who answered frequently (26%), 22 students who answer sometimes (44%), 10 students who answer

infrequently (20%) and 1 student who answers never (2%). The average of this respond is 3,16. It means, the score of this respond is in the range of 2,60 – 3,39 on enough or sufficient level.

In item 14, students are happy to find new ways to memorize English vocabulary, of the 50 respondents, data obtained 1 student who answers always (2%), 12 students who answer frequently (24%), 15 students who answer sometimes (30%), 13 students who answered rarely (26%) and 9 students who answered never (18%). The average of this respond is 2,66. It means, the score of this respond is in the range of 2,60 – 3,39 on enough or sufficient level.

In item 15, students do not have a specific method for learning English, out of 50 respondents, data obtained 0 students who answered always (0%), 11 students answered frequently (22%), 19 students answered occasionally (38 %), 18 students who answered rarely (36%) and 2 students who answered never (4%). The average of this respond is 3,22. It means, the score of this respond is in the range of 2,60 – 3,39 on enough or sufficient level.

In item 16, if a broken device students will not fix it, out of 50 respondents, data will be obtained 0 students who answer always (0%), 10 students who answer often (20%), 17 students who answer sometimes (34%), 18 students who answered rarely (36%) and 5 students who answered never (10%). The average of this respond is 3,36. It means, the

score of this respond is in the range of 2,60 – 3,39 on enough or sufficient level.

Based on the above data, the average of respond for the fourth indicator the ability to find many solutions to solve problems or find practical methods in learning english is 3,10. It means, the score is 2.60 - 3.39 on enough or sufficient level

Here is the table of fifth indicator of creativity that showed data related to ability to think in a new way and unusual in learning English.

Table 4.6 Fifth Indicator of Creativity
ABILITY TO THINK IN A NEW WAY AND UNUSUAL IN LEARNING ENGLISH

No	Pertanyaan	Alternatif	Frequency
17	Setiap harinya saya menyisihkan uang belanja atau menabung agar dapat membeli buku untuk menambah wawasan saya	Selalu	6
		Sering	18
		Kadang-kadang	16
		Jarang	10
		Tidak pernah	0
Jumlah			50
18	Jika ada suatu media pelajaran yang baru, maka saya mencoba untuk mengoperasikannya walaupun belum bisa sepenuhnya	Selalu	6
		Sering	12
		Kadang-kadang	21
		Jarang	10
		Tidak pernah	1
Jumlah			50
19	Saya senang memikirkan dan mencoba cara-cara baru yang praktis untuk menyelesaikan tugas	Selalu	4
		Sering	19
		Kadang-kadang	12
		Jarang	15
		Tidak pernah	0
Jumlah			50
20	Saya hanya mencontek ide orang lain saat disuruh mengarang	Selalu	0
		Sering	13
		Kadang-kadang	14
		Jarang	18
		Tidak pernah	5

In item 17, every day students set aside spending or savings in order to buy books to increase my insight, out of 50 respondents, data obtained 6 students who answered always (12%), 18 students who answered often (36%), 16 students who answered sometimes (32%), 10 students who answered rarely (20%) and 0 students who answered never (0%). The average of this respond is 3,40. It means, the score of this respond is in the range of 3,40 – 4,19 on good or high level.

In item 18, if there is a new learning media, the students try to operate it even though it cannot yet be fully developed, out of 50 respondents, data obtained 6 students who answered always (12%), 12 students who answered frequently (24%), 21 students who answer occasionally (42%), 10 students who answer infrequently (20%) and 1 student who answers never (2%). The average of this respond is 3,24. It means, the score of this respond is in the range of 2,60 – 3,39 on enough or sufficient level.

In item 19, students like to think and try new practical ways to complete tasks, out of 50 respondents, data obtained 4 students who answered always (0%), 19 students answered frequently (30%), 12 students answered sometimes (24%), 15 students who answered rarely (38%) and 0 students who answered never (0). The average of this respond is 3,24. It means, the score of this respond is in the range of 2,60 – 3,39 on enough or sufficient level.

In item 20, students like to think and try new ways that are practical to complete the task, from 50 respondents, data obtained 0 students who answered always (0%), 13 students who answered frequently (26%), 14 students answered sometimes (28%), 18 students who answered rarely (36%) and 5 students who answered never (10%). The average of this respond is 3,30. It means, the score of this respond is in the range of 2,60 – 3,39 on enough or sufficient level.

Based on the above data, the average of respond for the fifth indicator the ability to think in a new way and unusual in learning english is 3,3. It means, the score is 2.60 - 3.39 on enough or sufficient level.

Here is the table of sixth indicator of creativity that showed data related to ability to give uniqe ideas and rare

Table 4.7 Sixth Indicator of Creativity
ABILITY TO GIVE UNIQUE IDEAS AND RARE

No	Pertanyaan	Alternatif	Frequency
21	Saya membuat catatan-catatan kecil dengan kertas yang berwarna-warni	Selalu	4
		Sering	20
		Kadang-kadang	14
		Jarang	12
		Tidak pernah	0
Jumlah			50
22	Saya selalu memberikan ide yang unik kepada teman-teman yang meminta ide saya	Selalu	3
		Sering	15
		Kadang-kadang	18
		Jarang	12
		Tidak pernah	2
Jumlah			50
23	Saya tidak memiliki cara berfikir yang berbeda dari orang lain	Selalu	0
		Sering	12
		Kadang-kadang	14
		Jarang	20
		Tidak pernah	4
Jumlah			50

24	Saya tidak berusaha mencari sumber belajar lain selain buku paket yang diberikan sekolah	Selalu	0
		Sering	9
		Kadang-kadang	19
		Jarang	15
		Tidak pernah	7
Jumlah			50

In item 21, students make small notes with colorful paper, from 50 respondents, data obtained 4 students who answered always (8%), 20 students who answered often (40%), 14 students who answered sometimes- sometimes (28%), 12 students who answered rarely (24%) and 0 students who answered never (0%). The average of this respond is 3,32. It means, the score of this respond is in the range of 2,60 – 3,39 on enough or sufficient level.

In item 22, students always give unique ideas to friends who ask for their ideas, from 50 respondents, data obtained 3 students who answered always (6%), 15 students answered frequently (30%), 18 students answered sometimes - sometimes (36%), 12 students who answered rarely (24%) and 2 students who answered never (4%). The average of this respond is 3,31. It means, the score of this respond is in the range of 2,60 – 3,39 on enough or sufficient level.

In item 23, students do not have a different way of thinking than others, from 50 respondents, data obtained 0 students who answered always (0%), 12 students who answered frequently (24%), 14 students who answered sometimes (28%), 20 students who answered rarely (40%) and 4 students who answered never (8%). The average of this respond is

3,32. It means, the score of this respond is in the range of 2,60 – 3,39 on enough or sufficient level.

In item 24, students did not try to find other learning resources other than the textbooks given by the school, out of 50 respondents, data obtained were 0 students who answered always (0%), 18 students answered frequently (36%), 19 students answered sometimes - sometimes (38%), 15 students who answered rarely (30%) and 7 students who answered never (14%). The average of this respond is 3,40. It means, the score of this respond is in the range of 3,40 – 4,19 on good or high level.

Based on the above data, the average of respond for the second indicator the ability to give unique ideas and rareis 3,34. It means, the score is 2.60 - 3.39 on enough or sufficient level.

Here is the table of seventh indicator of creativity that showed data related to ability to search for a deeper meaning in answers or problem solving using detailed steps, developing, or enriching the ideas of others.

Table 4.8 Seventh Indicator of Creativity
THE ABILITY TO SEARCH FOR A DEEPER MEANING IN ANSWERS OR PROBLEM SOLVING USING DETAILED STEPS, DEVELOPING, OR ENRICHING THE IDEAS OF OTHERS

No	Pertanyaan	Alternatif	Frequency
25	Saya mengkombinasikan informasi dari berbagai sumber dan mengembangkannya menjadi lebih rinci kemudian memahaminya sendiri	Selalu	8
		Sering	18
		Kadang-kadang	17
		Jarang	7
		Tidak pernah	0
Jumlah			50
26	Saya senang balajar bahasa inggris dari banyak buku.	Selalu	1
		Sering	11
		Kadang-kadang	20
		Jarang	16
		Tidak pernah	2

Jumlah			50
27	Saya hanya mampu memahami pelajaran dari satu buku saja	Selalu	0
		Sering	15
		Kadang-kadang	19
		Jarang	11
		Tidak pernah	5
Jumlah			50
28	Saya akan kesulitan jika belajar dari banyak sumber	Selalu	0
		Sering	16
		Kadang-kadang	20
		Jarang	9
		Tidak pernah	5
Jumlah			55
29	Saya tidak akan bertanya kepada guru tentaang pelajaran yang tidak saya mengerti.	Selalu	3
		Sering	7
		Kadang-kadang	13
		Jarang	17
		Tidak pernah	10
Jumlah			50
30	Saya tidak pernah memikirkan dan mencoba cara baru yang saya anggap praktis untuk memudahkan saya memahami materi pembelajaran	Selalu	2
		Sering	17
		Kadang-kadang	12
		Jarang	13
		Tidak pernah	6
Jumlah			50

In item 25, students combine information from various sources and develop it into more detail then understand it themselves, out of 50 respondents, data obtained 8 students who answered always (16%), 18 students who answered frequently (36%), 17 students answered sometimes (34%), 7 students who answered rarely (14%) and 0 students who answered never (0%). The average of this respond is 3,54. It means, the score of this respond is in the range of 3,40 – 4,19 on good or high level.

In item 26, students are happy to learn English from many books. From 50 respondents, data obtained 1 student who answers always (2%),

11 students who answer frequently (22%), 20 students who answer sometimes (40 %), 16 students who answered rarely (32%) and 2 students who answered never (4%). The average of this respond is 2,86. It means, the score of this respond is in the range of 2,60 – 3,39 on enough or sufficient level.

In item 27, students are only able to understand lessons from one book, out of 50 respondents, data obtained is 0 students who answer always (0%), 15 students who answer frequently (30%), 19 students who answer sometimes (38 %), 11 students who answered rarely (22%) and 5 students who answered never (10%). The average of this respond is 3,12. It means, the score of this respond is in the range of 2,60 – 3,39 on enough or sufficient level.

In item 28, students will find it difficult to learn from many sources, from 50 respondents, data obtained 0 students who answer always (0%), 16 students who answer frequently (32%), 20 students who answer sometimes (40%), 9 students who answered rarely (18%) and 5 students who answered never (10%). The average of this respond is 3,06. It means, the score of this respond is in the range of 2,60 – 3,39 on enough or sufficient level.

In item 29, students will not ask the teacher about lessons that I do not understand, out of 50 respondents, data obtained 3 students who answered always (6%), 7 students who answered frequently (14%), 13 students who answered sometimes- sometimes (26%), 17 students who

answered rarely (34%) and 10 students who answered never (20%). The average of this respond is 2,52. It means, the score of this respond is in the range of 1,80 – 2,59 on bad or low level.

In item 30, students never think about and try new methods that I consider practical to make it easier for me to understand learning material, from 50 respondents, data obtained 1 student who answered always (2%), 17 students who answered frequently (34%), 12 students answered occasionally (24%), 13 students who answered rarely (26%) and 6 students who answered never (12%). The average of this respond is 3,08. It means, the score of this respond is in the range of 2,60 – 3,39 on enough or sufficient level.

Based on the above data, the average of respond for the indicator the the ability to search for a deeper meaning in answers or problem solving using detailed steps, developing, or enriching the ideas of othersis 3,03. It means, the score is 2.60 - 3.39 on enough or sufficient level.

Based on the results of filling the creativity questionnaire by the students of SMA 2 Koto, obtained the results of 3.26. It can be concleded that the creativity of students was in a enough or sufficient category.

b. The Description of the Data Learning Outcomes

Table 4.9
Students' Learning Outcomes

No	Nama	Nilai
1	A A	74
2	A RF	76
3	APF	80
4	BMH	85

5	DPA	83
6	IS	72
7	LA	74
8	LN	84
9	MFPAT	80
10	MF	73
11	RA	84
12	SH	74
13	TS	84
14	AMI	75
15	DK	76
16	MF	88
17	NWH	74
18	RA	84
19	SA	82
20	YNP	76
21	AIS	85
22	A	82
23	FAI	73
24	FAZ	72
25	LA	84
26	NA	78
27	RS	83
28	RWP	76
29	RNI	78
30	R	86
31	S	70
32	S	72
33	UO	86
34	YS	74
35	YR	89
36	AK	80
37	AM	78
38	BI	77
39	DD	75
40	G	87
41	HA	80
42	M	79
43	NAS	89
44	P	71
45	RGF	78
46	RS	81
47	SF	79
48	UFN	72

49	YF	75
50	Y	85
AVERAGE		79,04
KKM		75

Based on the results of the research the author obtained the results of learning English as seen in the table above that in general students get learning outcomes that are currently or above the Minimum Completion Criteria (KKM).

2. The Analysis of the Data

a. Validity test

Test validation is used to determine whether the statement item on the Students' creativity questionnaire are valid or not. The researcher uses the program spss using Cronbach alpha to determine whether statement items on the Studets' creativity questionnaire are valid or not. If corrected item - total correlation in the fourth column is greater than the r-score product moment, then it can be said to be a valid statement item. After tested the validity of used SPSS 20, the results are as shown in the table below:

Table 4.10

Validity test

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	93.6200	398.853	.737	.964
P2	93.6600	397.249	.796	.963
P3	93.6400	394.888	.775	.964
P4	94.0200	396.469	.764	.964
P5	93.9200	395.218	.788	.963
P6	94.0200	395.775	.781	.964

P7	93.7200	401.185	.708	.964
P8	93.8400	400.300	.743	.964
P9	93.7800	400.379	.752	.964
P10	93.7200	409.430	.559	.965
P11	93.9600	407.345	.505	.965
P12	94.0000	399.918	.734	.964
P13	94.0000	405.020	.628	.965
P14	94.5200	410.744	.385	.966
P15	93.9600	406.447	.648	.964
P16	93.8200	401.987	.711	.964
P17	93.7800	401.767	.696	.964
P18	93.9400	402.302	.656	.964
P19	93.9400	395.853	.827	.963
P20	93.8800	400.108	.719	.964
P21	93.8600	398.980	.782	.964
P22	94.0800	401.136	.692	.964
P23	93.8600	399.796	.760	.964
P24	93.7800	400.951	.718	.964
P25	93.6400	407.990	.538	.965
P26	94.3200	412.100	.453	.966
P27	94.0600	398.874	.763	.964
P28	94.1200	403.006	.655	.964
P29	94.6600	404.923	.495	.966
P30	94.1000	394.173	.755	.964

The data can said valid if r-score (Corrected Item-Total Correlation) is higher than r-table. Based on the value of r-score prodact moment with sig 0,05% is 0.284. From the table above it can be seen that the r score of each question item is bigger than 0.284. It means that all statement items are said to be valid.

b. Reliability test

Reliability analysis shows the extent to which an instrument can provide consistent measurement results if the measurement is repeated

twice or more. The method used in this reliability analysis is the Cronbach Alpha method. The value of Cronbach Alpha (alpha r) is said to be reliable if it has Cronbach Alphas more than 0.60.

Table 4. 11

Test of Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.965	30

Based on the table above, the results are cronbach's alpha of 0.758> 0.60 it means that the data is reliable.

c. Normality test

To find out whether the students' creativity and learning outcomes both have a normal distribution or not, peneliti melakukan tes normality menggunakan spss by Kolmogorov-smirnov. Dalam ui normalitas di dapatkan hasil seperti tabel dibawah ini :

Table 4. 12
Test of Normality

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		50
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	3.07614728
Most Extreme Differences	Absolute	.086
	Positive	.086
	Negative	-.063
Kolmogorov-Smirnov Z		.610
Asymp. Sig. (2-tailed)		.850

Based on the table above, it can be seen that the significant value (Asymp. Sig. 2-tailed) 0.850 is higher than 0.05 (0.850> 0.05). It can be concluded that both data are normally distributed.

d. **Correlational Analysis**

Correlation test is to find the direction and strength of the relationship between students' creativity and students' learning outcome in English. The test did by used SPSSprogram, the results can be seen from the table below:

Table 4. 13
Correlations test

Correlations

		Stubents' Creativity	Learning Out Come
Stubents' Creativity	Pearson Correlation	1	.812**
	Sig. (2-tailed)		.000
	N	50	50
Learning Out Come	Pearson Correlation	.812**	1
	Sig. (2-tailed)	.000	
	N	50	50

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

Based on the table above, it can be seen that the sig value (0.000) < 0,05 it means that students' creativity and learning outcomes in English berkorelasi. In other words, there is positive correlation berween both of the two variables researched, because

the minimum degree of positive correlation is from -1 into 1 of index correlation.

In addition, in order to know the magnitude of relationship berween students' creativity and learning outcomes in English , the index correlation which had gotten previously, was consulted by table interpretation as below :

Table 4.14

The Magnitude of Correlation

Interval Koefesien	Interpretation
0,80-1,000	***Very high***
0,60-0,799	High
0,40-0,599	Moderate
0,20-0,399	Low
0,00-0,199	Very low

Based on the table, the researcher can conclude that there is high correlation between Students' Creativity and Learning Outcomes because the coefficient correlation is between 0,812.

3. Hypothesis Testing

In testing researcher's Hypothesis H_a: There is a correlation between students' creativity and learning outcomes in English. H_o: There is no correlation between students' creativity and learning out comes in English , the researcher consulted the index correlation (rxy) to the r-table. To consult with the r-table, the researcher decided the Dedrees of Freedom (df) and also the significant lever (α). The degrees of freedom in this

research was N-2 = 50-2 = 48. Then, the researcher used α = 0,05 to know the critical value of this df. To measure wether the researcher will accept or reject the hypothesis, the researcher used this formulation:

$R_{xy} > R_{tab}$, it means H_a is accepted and H_o is rejected

$R_{xy} < R_{tab}$, it means H_a is rejected and H_o is accepted

Since the r-table value on df = 48 and on α = 0,05 was 0,284 and the Rxy obtained was 0,812 , it means the Rxy score was bigger rather than the r-table value in the table. In other words, the $H_o$was rejected and the $H_a$which stated thet there is a correlation students' creativity and learning outcomes in English was accepted.

B. Discussion

This research was about the correlation between students' creativity and learning outcomes in English at the SMAN 2 IV Koto. The data were achieved from questionnaire and document.The researcher found that the coefficient of correlation between students' creativity and learning outcomes was 0,812. It meant that there is correlation between students' creativity and learnin outcomes. This research was in line with Abbas Ali Rezaei's research. As Abbas state that creativity seems to be important factor affecting the learners' proficiency and the extent to which they use learning strategies. And he find out there is a positive relationship between creativity and language proficiency. Middya Boty and Ari Handoyo research about the correlation between creativity and learning outcome in Indonesian lesson, they also found that there is a significant

relationship between creativity and language learning in this case is Indonesian Language. This proves that creativity is indeed very influential on language learning.

Moreover, the direction of correlation between students' creativity and learning outcomes was positive correlation, there is positive direction of correlation. Positive correlation direction means that if the students' creativity is high, the learning out comes is will high.

Also, the magnitude between students' creativity and learning outcome were 0.81 which was in high correlation level 0.070 – 0.90. It mean that there was a high correlation between students' creativity and learning outcomes. This research was different with Resi Wahyuni. Based on the research of Resi wahyuni, she research the correlation between creativity and economic learning outcomes. She faund that magnitude of correlation between students' creativity and learning outcomes in economy classified as enough in the coefficient interval 0.40 - 0.599 . It means, If students' creativity is high, the learning outcomes will also increase.

In addition, based on the hypothesis testing, the researcher conclude that there was correlation between students' creativity and learning outcomes at the SMAN2 IV Koto. In detail, the result that relation was gotten 0,812 which higher than the value of r-table on df= 48 and α = 0,05, it was 0,284. Hence, the result of this research supported the research hypothesis that there is high correlation between students' creativity and

learning outcomes in English, it means the higest of students' creartivity , they also highest learning outcomes in English .

In conclusion, by using poduct moment formula, the data found there was high correlation berween students creativity and learning outcomes in English. Meanwhile by using hypothesis testing, the Ha was accepted that meaning there is correlation between students' creativity and learning outcomes in English at the SMAN 2 IV Koto.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclussion

The purpose of this research is to know wether any correlation between students' creativity and learning outcomes in English at the SMAN2 IV Koto. In this research correlate the score of the questionnaire about students' creativity with score of students' learning outcomes. Based on the research questions about the correlation between students' creativity and learning outcomes in English at the SMAN 2 IV Koto, it can be concluded that :

1. There is correlation between students' creativity and learning outcomes in English at the SMAN 2 IV Koto". The result obtained after the researcher consulted r-score to r-table, r-score gotten by the researcher was 0,812 whereas r-table on $\alpha = 0.05$ was 0,284. It means the r-score is higher than r-table.
2. The magnitude of the correlation between students' creativity and learning outcomes is very high magnitude. It proves by the coefficient correlation between students' creativity and learning outcomes was 0,812. It show that is on the category 0,70-0.90 . it can be conclude that the magnitude both of variable was in high correlation. It means, enough or there is a positive correlation berween students' creativity and learning outcomes in English at the SMAN 2IV Koto.

B. Suggestion

Based on the finding above, it proved there is correlation between students' creativity and learning outcomes in English at the SMAN 2 IV Koto. As can be seen on the result of the research, the researcher would like to suggest as follows :

1. Student learning creativity in the medium or sufficient category needs to be improved. For example, always keeping the spirit to continue to explore knowledge and information through various sources, so that it will facilitate problem solving in learning. Then, for the school, it should provide effective supporting facilities as a medium to spur increased creativity.
2. For the teacher must encourage students' creativity,and the teacher must also act as a facilitator of students 'creativity so that students' creativity can develop optimally.
3. It is expected that students will show their creativity in themselves to be further enhanced to be better so they can get good results .

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