

AN INVESTIGATION OF RELATIONSHIP BETWEEN THE TEACHERS' CREATIVITY AND THE STUDENTS' MOTIVATION IN LEARNING ENGLISH

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ABSTRACT: This study was the investigation of relationship between teachers' creativity and students' motivation in learning English. The subjects were 112 students of the Eleventh grade of vocational school, OKU. The instrument used for data collection was questionnaire. The data were statistically analyzed by using SPSS program for percentage, frequency, mean score, standard deviation, *t*-test and correlation coefficient. The finding from this study indicated that the teachers' creativity was categorized good level while the result of the students' motivation in learning English showed that 73 students got high motivation level with percentage 66.71% and 38 students gained average motivation level with percentage 33.92%. It meant that most of the students had high motivation in learning English. The correlation coefficient was 0.786 and the correlation level of significance was $0.000 < 0.05$. Therefore, there was positive relationship between the teachers' creativity and the students' motivation in learning English.

Keywords: Relationship, Teachers' Creativity, Motivation, Learning English

A. INTRODUCTION

The purpose of learning English in Indonesia, especially in senior high school is students must be able to master English skills after they graduated from their school. It meant that the students need to master English skills before they graduated from high school. Unfortunately, most of the students do not interest and bore to learn English in the class. It cause, the students less of motivation. The student need have motivation in order to they can be successful in learning English. According to Djamarah (2011), there are two factors that influence students' motivation in learning English. First, the motivation that comes from students' self, it can be called intrinsic motivation, such as willingness and interest of student to learn English. Second, the motivation that comes from outside the learning situation, it can be called external motivation, such as environment, parent, teacher, facilities, friends and counselor. It meant that motivation becomes main factors how students in learning English. One of main factors that influence students' learning English is teacher. Teacher has to be creative in teaching and learning, in order to teacher can improve students' motivation to learn English.

According to Vasudevan (2013), creative teaching can increase levels of motivation and self-esteem on the part of learners. Teacher's creativity in teaching contributes to the students' interest because it can improve the students' motivation in learning English. English teacher

should know how to manage the class, how to develop curriculum, how to create teaching material, how to select and use media of learning, and how to evaluate the teaching and learning process. Therefore, English teacher's play important role in teaching English.

Teacher's creativity is important in instilling the students' motivation in learning. The teachers must be strive to improve their ability and their skill to search and find a new one or combine some techniques of teaching English in order to make the teaching and learning process enjoyable for the students. The teacher also expected to be able to develop their creativity in classroom. For example, the teacher had to be able how to choose the appropriate strategy in teaching English, being able to manage the classroom and the use of media in teaching English. Those things help teachers in their creativity in the classroom and make it is easy for the students to master their subject efficiently.

The problem of this this research was to investigate the significant relationship between teacher's creativity and students' motivation in learning English to the eleventh grade students of the first vocational school.

B. LITERATURE REVIEW

Teachers' Creativity

According to Supardan (2010), creativity is the ability of a person to produces something new, or new combinations such as ideas or concrete actions that are relatively different, reflects the flexibility, fluency, originality and ability to elaborate an idea. So, accompanied by affection that supports such curiosity, dare to take risks, challenged for pluralism, and imaginative.

According to Albert (2010), creative teacher refers to the creativity of teacher in teaching it's about how the teachers adapt their teaching to maximize learning in the class. Such as the teachers have to be able to produce something new, like new ideas, lessons, and activity. So it's mean that creative teacher here is about the ability of the teacher to maximize learning for example the teacher who attempts devise new methods of conveying their explanation. Then, make adjustment or change in the lesson plan during lesson and thinks of different ways to teach the same items and also prepare study material and design activities that kindle students' imagination and creativity. Teacher's creativity was the teacher that can produce something new like fresh ideas, new lessons, new activities, etc. Teacher's creativity has many knowledge, they know how to teach their students in order to make the students interest to the subject English and more active than before.

Dimensions of Creative Teaching

1. The Creative Qualities of the Teachers

According to Cremin, Barnes, and Scoffham (2013), there are eight aspects of teacher ability and cognition that characterize some of the qualities of creative teachers: Knowledgeable, requires confidence, committed to helping their learners succeed, familiar with a wide range of strategies and technique, risk-takers, seek to achieve learner-centred lessons, reflective, and non-conformists

2. The Implementation of the Teachers' Creativity in Their Teaching

According to Cremin, Barnes, and Scoffham (2009), there are seven ways how the teachers apply creativity in teaching: Make use of an eclectic choice of methods, use activities which have creative dimensions, teach in a flexible way and often adjust and modify their teaching during lessons, look for new ways of doing things, customize their lessons, make use of technology, and creative teachers seek creative ways to motivate students.

3. The Teachers' Creative Teaching was Supported in the School

According to Cremin, Barnes, and Scoffham (2009), there are four points how creative teaching can be supported in the school: The school helps teachers recognize and share what is creative in their own practice, encourages creative partnership, provides resources to support creative teaching, and rewards creative teachers.

Students' Motivation

According to Gilakjani and Souburi (2012), motivation is defined as an attribute of the individual describing the psychological qualities underlying behavior with respect to a particular task. This goal-directed behavior shows itself through distinct actions of the motivated individual to be motivated. The learner needs to have something to look forward to, a purpose related to goal or objective. This objective would be learning a foreign language. There must be something that the learner wishes to accomplish or gain, being the target language the vehicle to attain it.

In a short, that motivation is the strong desire to learn and the satisfaction experience in the learning process and the learning outcomes. Learning motivation refers to strong desire to learn which comes from inside and outside to get the result.

1. Type of Students' Motivation in Learning English

a) Integrative and Instrumental Motivation

According to Ahmadi (2011), integrative motivation is learning the language out of interest in or desire to identify with the target culture. According to Mun (2011), integrative motivation is Individual learns a language due to the positive manners towards the target language group and they wish to integrate into the target language community. From the explanation above, the researcher concluded that integrative motivation refers to the students who are willing to communicate with the native speakers of the target language would likely to have stronger desire to learn the language.

Instrumental motivation is Individual learns a language with a more utilitarian purpose, such as applying for a well-paid job or achieving higher social status. According to Ahmadi (2011) instrumental motivation is learning the language as an instrument to achieve practical goals. From the explanation, the researcher concluded that instrumental motivation refers to the desire and interest for improving the opportunities of job or occupation.

b) Intrinsic and Extrinsic Motivation

According to Mun (2011) intrinsic motivation is Individual learns a language without any external inducement (reward). Intrinsic motivation can be found within the individual and is related to the individual's identity and sense of well-being. Learners are intrinsically motivated when learning is a goal in itself. Intrinsic motivation was strongly reflected in early definitions of L2 motivation. It is defined as the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. So, intrinsic motivation is the motivation that come from students' self.

According to Mun (2011), extrinsic motivation is individual learns a language as they believe that involvement will result in pleasurable outcomes, such as reward. On the other hand, according to Dörnyei and Carreira, directly linked to external rewards or threats. Extrinsic motivation is the active motives that there is because stimulated from the outside of students' self, such as society, family, and teacher related to the reward an individual will get as a result of some instrumental action. So, extrinsic motivation is the motivation that come from outside of the classroom.

C. METHOD OF THE RESEARCH

Research Design

The method is a way employed by the researcher to collect and analyze the data in order to solve the problem. In conducting this research, the researcher used correlational research. The researcher used this method to find out or interpret the data on the relationship

between teacher’s creativity and students’ motivation in learning English to the eleventh grade students of Vocational School number one OKU. The population of this research were all students of the Eleventh Grade. The researcher used technique sampling to find out the sample and took 112 students for the sample.

Techniques for Collecting the Data

1. Questionnaire of Teacher Creativity

The researcher gave some questions to the students, that consisted 24 items that was taken by the researcher comes from journal of Richard (2013). The students selected one of the choices of any single items such as never seldom sometimes, often, and always.

2. Questionnaire of Students’ Motivation

The researcher gave some questions to the students, that consisted 30 items that was taken by the researcher comes from journal of Saheb (2014). The students selected one of the choices of any single items such as strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree.

Technique for Analyzing the Data

1. Analyzing the questionnaire of the students’ motivation

The researcher used SPSS to analyze the questionnaires then interpreting the students’ motivational level. The researcher used classification follow:

Table 1. Range Classification of The Students’ Motivational

No	Scales	Motivation level	Score Range
1	Strongly disagree	Very Low	1.00-1.49
2	Disagree	Low	1.50-2.49
3	Neither agree nor disagree	Average	2.50-3.49
4	Agree	High	3.50-4.49
5	Strongly agree	Very High	4.50-5.00

2. Analyzing the questionnaire of teacher’s creativity

The data of questionnaire analyzed with the technique of percentage according to Sudijono (2011, p. 35) with the score range considering the total score who got maximal score from the questionnaire was applied in the table below:

Table 2. Interval Classification of The Teacher’s Creativity

No	Category	Class Interval
1	Very Good	110 – 101
2	Good	100 – 92

3	Average	91 - 83
4	Poor	82 - 74
5	Fail	73 - 65

3. Pearson product moment correlation

To find out the correlation coefficient between two variables Teacher's Creativity (X) and Students' Motivation in Learning English(Y), the researcher analyzed the data by using Pearsons Product Moment Correlation.

D. FINDINGS AND DISCUSSION

1. The Result of Teacher's Creativity

From the questionnaire that has collected, the highest score was 110, the lowest 65, the total score was 9739, and the mean score was 86.96. So, based on the total score that has collected from each students' answer, decided interval class with the formula below:

$$I = \frac{NT - NR}{K}$$

Where:

NT : The highest total score

NR : The lowest total score

K : Class/interval : 5

I : Class/interval : 9

The result of analysis data base on the students' answer about teacher's creativity can applied in the table below:

Table 3. The Result of Teacher's Creativity

Category	Class Interval	Frequency	Percentage (%)
Very Good	110 – 101	11	9.82
Good	100 – 92	31	27.67
Average	91 - 83	30	26.78
Poor	82 – 74	24	21.42
Fail	73 – 65	16	14.28
Total		112	100 %

Based on the score above, it could be explained that there were 11 students (9.82%) who got very good, 31 students (27.67%) got good, 30 students (26.78%) average, 24 students (21.42%), got poor, and 16 students (14.28%) got fail. From the result above, the researcher concluded, the teachers' creativity was good category.

2. The Result of Students' Motivation

Based on the table the highest score of students' motivation was 123 and the lowest was 81. The total score was 11291 and the mean score was 100.81. The criteria of motivation as below:

Table 4. The Result of Students' Motivational level

Score Range	Motivation Level	Frequency	Percentage
4.50-5.00	Very high	0	0%
3.50-4.49	High	74	66.71%
2.50-3.49	Average	38	33.92%
1.50-2.49	Low	0	0%
1.00-1.49	Very low	0	0%
TOTAL		112	100

The result showed that, there were 74 students who has high motivation level with percentage 66.71% and 38 students who has average motivation level with percentage 33.92%. It meant that most of students at the eleventh grade have high motivation in learning English.

3. The Correlation Analysis

The relationship coefficient (r) between teacher's creativity and students' motivation was 0.786 and the correlation level of significance was $0.000 < 0.05$. So, the research hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected.

Based on the findings of the research that teacher's creativity was good creativity and the students' motivation was high motivation. From the table of correlation, the researcher could find that there was relationship between teacher's creativity and students' motivation at eleventh grade students of Vocational number one OKU. The relationship coefficient was 0.786, which was classified into high correlation. It meant that teacher's creativity influenced students' motivation in learning English.

The result of this research that stated there was significant relationship between teacher's creativity and students' motivation was supported by Vasudevan (2013), creative teaching is said to increase levels of motivation and self-esteem on the part of learners. It can

be concluded that teacher's creativity in teaching contributes to the students' interest because it can improve the students' motivation in learning English. The teachers who have creativity in teaching, it could make the students motivate to learn English

E. CONCLUSION

Based on the findings and interpretation, it found the result of teacher's creativity was good creativity. The result of students' motivation was high motivation. The coefficient relationship was 0.786 which classified into high correlation. It meant that alternative hypothesis (H_a) was accepted and null (H_0) hypothesis was rejected. From the explanation above the researcher concluded that there was a significant relationship between teacher's creativity and students' motivation in learning English.

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