

Chapter Four

Findings and Discussions

In this chapter, researcher presents the finding and discussion of the research. The findings present the result of statistical data analysis. In the discussions, researcher presents the result with further explanation.

Findings

In this section, the researcher presented the finding of three research questions in this research. The first finding was the used of creative teaching method in Material Design class. In order to answer this question, the researcher used questionnaire. The second finding was the students' interest in teaching learning process. The researcher used questionnaire to know students interest in Material Design class. The last finding was the correlation between creative teaching method and students' interest in teaching learning process.

Normality. Test of normality was used to know whether the data that had been collected was normal or not. Before presenting the finding, Researcher, test the normality data. The normality data could be seen by the skewness score in frequency statistic (see appendix 4). All items from questionnaire of creative teaching method and students' interest were normal because the skewness scores were between -1 and +1. Because of all the data had been proven normal, so the researcher can go to the next analysis in order to find out the finding. Look at the table below to see the skewness score of each item.

Table 4.1
Normality Test

Item	Skewness	Normality
1.1	-.424	Normal
1.2	-.865	Normal
1.3	-.222	Normal
1.4	-.097	Normal
1.5	-.363	Normal
1.6	-.370	Normal
1.7	-.699	Normal
1.8	-.699	Normal
1.9	.106	Normal
1.10	-.174	Normal
2.1	-.162	Normal
2.2	-.468	Normal
2.3	-.043	Normal
2.4	-.704	Normal
2.5	-.354	Normal
2.6	.314	Normal
2.7	-.648	Normal
2.8	-.048	Normal
2.9	-.427	Normal
2.10	-.105	Normal
2.11	-.155	Normal
2.12	-.480	Normal
2.13	-.284	Normal
2.14	-.857	Normal
2.15	-.594	Normal

Creative teaching method. The first research question was “How often the creative teaching methods are used in EED of UMY?”. The used of creative teaching method was reflected on 10 statements in the questionnaire. In order to know the frequency of the creative teaching method used in EED of UMY, researcher analyzed the data using descriptive statistic in SPSS 16.0. The result showed the mean score of questionnaire related to creative teaching method was 3.2. Based on the categories of the used of creative teaching method (table 3.8), this score belong to “high” category. It means that creative teaching method is highly used in EED of UMY.

The total mean score of each statement in the questionnaire of the used of creative teaching method could be seen in the table below.

Table 4.2

Descriptive Statistic of Creative Teaching Method

	N	Minimum	Maximum	Mean	Std. Deviation
Statement 1.1	61	2	4	3.28	.686
Statement 1.2	61	2	4	3.46	.673
Statement 1.3	61	2	4	3.20	.654
Statement 1.4	61	1	4	2.92	.759
Statement 1.5	61	1	4	3.08	.781
Statement 1.6	61	1	4	3.07	.727
Statement 1.7	61	2	4	3.38	.711
Statement 1.8	61	2	4	3.38	.711
Statement 1.9	61	2	4	3.15	.543
Statement 1.10	61	2	4	3.34	.574
Total	61	23	40	32.18	3.663

To know the value of the used of creative teaching method at EED of UMY, the researcher divided categories of the used of creative teaching method into four categories (see table 3.8). The category of each statement in variable X (the used of creative teaching method) could be seen in the table below.

Table 4.3

Category of Each Statement

Statement	Mean	Category
1.1	3.28	High
1.2	3.46	High
1.3	3.20	High
1.4	2.92	Moderate
1.5	3.08	High
1.6	3.07	High
1.7	3.38	High
1.8	3.38	High
1.9	3.15	High
1.10	3.34	High

After describing the mean score, the researcher described the result of the questionnaire of variable X one by one. The result was presented below.

Statement 1.1 “Lecturer gives feedback for the mistake which students done”. In statement one, there were 8 who answer rarely, 28 answer sometimes, 25 answer always, and no one answer never. The mean score of statement one was 3.28. It means that lecturer always gives feedback for the mistake which students done, because 3.28 lies on “high” category. The complete frequency table of statement one can be seen in the table below.

Table 4.4
Statement 1.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	8	13.1	13.1	13.1
	Sometimes	28	45.9	45.9	59.0
	Always	25	41.0	41.0	100.0
	Total	61	100.0	100.0	

Statement 1.2 “feedback from the lecturer makes students learning from their mistake”. There were 6 respondents answer rarely, 21 respondents answer sometimes, and 34 respondents answer always. The mean score of statement two was 3.46. So, feedback from the lecturer always makes students learning from their mistake. The complete frequency table of statement two can be seen in the table below.

Table 4.5
Statement 1.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	6	9.8	9.8	9.8
	Sometimes	21	34.4	34.4	44.3
	Always	34	55.7	55.7	100.0
	Total	61	100.0	100.0	

Statement 1.3 “lecturer asks students to expose all their knowledge related to the topic which is learned (brainstorming)”. There was no one answer never, 8 respondents answer rarely, 33 respondents answer sometimes, and 20 respondents answer always. The mean score of statement two was 3.20. It means that lecturer always used brainstorming in the class, because 3.18 lies on “high” category. The complete frequency table of statement two can be seen in the table below.

Table 4.6
Statement 1.3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	8	13.1	13.1	13.1
Sometimes	33	54.1	54.1	67.2
Always	20	32.8	32.8	100.0
Total	61	100.0	100.0	

Statement 1.4 “role play is used in teaching learning process”. There was 1 respondent answer never, 17 respondents answer rarely, 29 respondents answer sometimes, and 14 respondents answer always. The mean score of statement two was 2.92. It means that lecturer sometimes used role play in teaching learning process, because 2.92 lies on “moderate” category. The complete frequency table of statement two can be seen in the table below.

Table 4.7**Statement 1.4**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1	1.6	1.6	1.6
Rarely	17	27.9	27.9	29.5
Sometimes	29	47.5	47.5	77.0
Always	14	23.0	23.0	100.0
Total	61	100.0	100.0	

Statement 1.5 “games are used in teaching learning process”. There was 1 respondent answer never, 13 respondents answer rarely, 27 respondents answer sometimes, and 20 respondents answer always. The mean score of statement two was 3.08. It means that lecturer always used games in teaching learning process, because 3.08 lies on “high” category. The complete frequency table of statement two can be seen in the table below.

Table 4.8**Statement 1.5**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1	1.6	1.6	1.6

Rarely	13	21.3	21.3	23.0
Sometimes	27	44.3	44.3	67.2
Always	20	32.8	32.8	100.0
Total	61	100.0	100.0	

Statement 1.6 “lecturer used teaching method which is presented differently in each meeting”. There was 1 respondent answer never, 11 respondents answer rarely, 32 respondents answer sometimes, and 17 respondents answer always. The mean score of statement two was 3.07. It means that lecturer always used teaching method which is presented differently in each meeting, because 3.07 lies on “high” category. The complete frequency table of statement two can be seen in the table below.

Table 4.9
Statement 1.6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1	1.6	1.6	1.6
Rarely	11	18.0	18.0	19.7
Sometimes	32	52.5	52.5	72.1
Always	17	27.9	27.9	100.0
Total	61	100.0	100.0	

Statement 1.7 “variety of media is used in teaching learning process”.

There was no respondent answer never, 8 respondents answer rarely, 22 respondents answer sometimes, and 31 respondents answer always. The mean score of statement two was 3.38. It means that variety of media is always used in teaching learning process, because 3.37 lies on “high” category. The complete frequency table of statement two can be seen in the table below.

Table 4.10
Statement 1.7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	8	13.1	13.1	13.1
Sometimes	22	36.1	36.1	49.2
Always	31	50.8	50.8	100.0
Total	61	100.0	100.0	

Statement 1.8 “variety of teaching techniques is used in teaching learning process”. There was no respondent answer never, 8 respondents answer rarely, 22 respondents answer sometimes, and 31 respondents answer always. The mean score of statement two was 3.38. It means that variety of teaching techniques is always used in teaching learning process, because 3.37 lies on “high” category. The complete frequency table of statement two can be seen in the table below.

Table 4.11
Statement 1.8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	8	13.1	13.1	13.1
	Sometimes	22	36.1	36.1	49.2
	Always	31	50.8	50.8	100.0
	Total	61	100.0	100.0	

Statement 1.9 “I am able to give my opinion in teaching learning process when teacher used creative teaching method”. There was no respondent answer never, 5 respondents answer rarely, 42 respondents answer sometimes, and 14 respondents answer always. The mean score of statement two was 3.15. It means students always able to give their opinion in teaching learning process when teacher used creative teaching method because 3.15 lies on “high” category. The complete frequency table of statement two can be seen in the table below.

Table 4.12
Statement 1.9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	5	8.2	8.2	8.2
	Sometimes	42	68.9	68.9	77.0
	Always	14	23.0	23.0	100.0
	Total	61	100.0	100.0	

Statement 1.10 “when lecturer used creative teaching method, I am able to communicate with other students during teaching learning process”. There was no respondent answer never, 3 respondents answer rarely, 34 respondents answer sometimes, and 24 respondents answer always. The mean score of statement two was 3.34. It means students always able to communicate with others during teaching learning process when teacher used creative teaching method because 3.34 lies on “high” category. The complete frequency table of statement two can be seen in the table below.

Table 4.13
Statement 1.10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	3	4.9	4.9	4.9
Sometimes	34	55.7	55.7	60.7
Always	24	39.3	39.3	100.0
Total	61	100.0	100.0	

After explaining the students answer one by one, here researcher sums up the answer in one table to ease the reader to see the students’ response of the questionnaire.

Table 4.14

Students' Response of the First Questionnaire

	Number of Students' Response				
	Never	Rarely	Sometimes	Always	Total
Statement 1.1	0	8	28	25	61
Statement 1.2	0	6	21	34	61
Statement 1.3	0	8	33	20	61
Statement 1.4	1	17	29	14	61
Statement 1.5	1	13	27	20	61
Statement 1.6	1	11	32	17	61
Statement 1.7	0	8	22	31	61
Statement 1.8	0	8	22	31	61
Statement 1.9	0	5	42	14	61
Statement 1.10	0	3	34	24	61

In descriptive analysis from the first questionnaire, it showed that nine of items questionnaire were found in high category, while the other which was item 1.4 was in moderate category. It can be concluded that lecturer always used creative techniques in the class. The creative techniques that lecturer always used were brainstorming, learning from mistake, and games, while role play was used rarely in the class. The lecturer in Material Design class is also always used a new in teaching, used variety of media and let students generate their ideas.

Students' interest. The second research question was "How is EED students' interest in teaching learning process?". The students' interest in teaching learning process was reflected on 15 statements in the questionnaire. In order to know the level of EED students' interest, researcher analyzed the data using

descriptive statistic in SPSS 16.0. The result showed the mean score of questionnaire related to students' interest was 3,17. Based on the categories of the used of creative teaching method (table 3.5), this score belong to "high" category. It means that EED students highly interested in teaching learning process especially in Material Design class.

The total mean score of each statement in the questionnaire of the students' interest could be seen in the table below.

Table 4.15
Students' Interest in Material Design Class

	N	Minimum	Maximum	Mean	Std. Deviation
S11	61	2	4	3.39	.556
S12	61	1	4	3.05	.617
S13	61	2	4	3.36	.549
S14	61	2	4	3.49	.595
S15	61	2	4	3.30	.641
S16	61	2	4	3.26	.513
S17	61	1	4	3.08	.737
S18	61	2	4	3.07	.629
S19	61	1	4	2.98	.619
S20	61	2	4	2.92	.526
S21	61	1	4	2.57	.865
S22	61	1	4	3.02	.885
S23	61	2	4	3.43	.562
S24	61	1	4	3.39	.585
S25	61	1	4	3.20	.679
Total	61	32	57	47.51	5.068
Valid N (listwise)	61				

The category of each statement in variable Y (students' interest) could be seen in the table below.

Table 4.16
Category of Students' Interest

Statement	Mean	Category
S2.1	3.39	High
S2.2	3.05	High
S2.3	3.36	High
S2.4	3.49	High
S2.5	3.30	High
S2.6	3.26	High
S2.7	3.08	High
S2.8	3.07	High
S2.9	2.98	Moderate
S2.10	2.92	Moderate
S2.11	2.57	Moderate
S2.12	3.02	High
S2.13	3.43	High
S2.14	3.39	High
S2.15	3.20	High

After describing the mean score, researcher described the result of the questionnaire of variable Y one by one. The result was presented below.

Statement 2.1 "I listen carefully to the lecturer's explanation when teach". In statement one, there were 2 who answer disagree, 33 answer agree, and 26 answer strongly agree. The mean score of statement 2.1 was 3.39. It means that students always listen to the lecturer's explanation, because 3.38 lie on "high" category. The complete frequency table of statement one can be seen in the table below.

Table 4.17
Statement 2.1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	3.3	3.3	3.3
Agree	33	54.1	54.1	57.4
Strongly Agree	26	42.6	42.6	100.0
Total	61	100.0	100.0	

Statement 2.2 “I avoid having a chat with friend when lecturer is explaining the material”. In statement two, there was 1 who answer strongly disagree, 7 answer disagree, 41 answer agree, and 12 answer strongly agree. The mean score of statement 2.1 was 3.05. It means that students always avoid having a chat with friend when lecturer is explaining the material, because 3.05 lie on “high” category. The complete frequency table of statement one can be seen in the table below.

Table 4.18
Statement 2.2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.6	1.6	1.6
Disagree	7	11.5	11.5	13.1

Agree	41	67.2	67.2	80.3
Strongly Agree	12	19.7	19.7	100.0
Total	61	100.0	100.0	

Statement 2.3 “When lecturer start speaking, I would pay attention to her explanation”. In statement three, there were 2 who answer disagree, 35 answers agree, and 24 answers strongly agree. The mean score of statement 2.1 was 3.36. It means that students always pay attention when lecturer explains the material, because 3.36 lie on “high” category. The complete frequency table of statement one can be seen in the table below.

Table 4.19

Statement 2.3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	3.3	3.3	3.3
Agree	35	57.4	57.4	60.7
Strongly Agree	24	39.3	39.3	100.0
Total	61	100.0	100.0	

Statement 2.4 “I try to comprehend the material given by lecturer”. In statement four, there were 3 who answer disagree, 25 answer agree, and 33 answer strongly agree. The mean score of statement 2.1 was 3.49. 3.49 lies on “high” category, therefore most of the students always try to comprehend the

material given by lecturer. The complete frequency table of statement one can be seen in the table below.

Table 4.20
Statement 2.4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	4.9	4.9	4.9
Agree	25	41.0	41.0	45.9
Strongly Agree	33	54.1	54.1	100.0
Total	61	100.0	100.0	

Statement 2.5 “During teaching learning process in Material Design class, I follow the lecturer’s instruction happily”. In statement five, there were 6 who answer disagree, 31 answer agree, and 24 answer strongly agree. The mean score of statement 2.1 was 3.30. It means that most of the students follow the lecturer’s instruction happily, because 3.30 lie on “high” category. The complete frequency table of statement one can be seen in the table below.

Table 4.21
Statement 2.5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	6	9.8	9.8	9.8

Agree	31	50.8	50.8	60.7
Strongly Agree	24	39.3	39.3	100.0
Total	61	100.0	100.0	

Statement 2.6 “When lecturer ask, I try to answer the question”. In statement six, there were 2 who answer disagree, 41 answer agree, and 18 answer strongly agree. The mean score of statement 2.1 was 3.26. It means that students really try to answer the lecturer’s question, because 3.26 lie on “high” category. The complete frequency table of statement one can be seen in the table below.

Table 4.22

Statement 2.6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	3.3	3.3	3.3
Agree	41	67.2	67.2	70.5
Strongly Agree	18	29.5	29.5	100.0
Total	61	100.0	100.0	

Statement 2.7 “When I do not understand, I will ask about the material”.

In statement seven, there were 2 who answer strongly disagree, 8 answer disagree, 34 answer agree, and 17 answer strongly agree. The mean score of statement 2.1 was 3.08. It means that students will ask about the material when they do not

understand it, because 3.08 lie on “high” category. The complete frequency table of statement one can be seen in the table below.

Table 4.23

Statement 2.7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	3.3	3.3	3.3
Disagree	8	13.1	13.1	16.4
Agree	34	55.7	55.7	72.1
Strongly Agree	17	27.9	27.9	100.0
Total	61	100.0	100.0	

Statement 2.8 “I do the task given by lecturer in Material Design class happily”. In statement eight, there were 10 who answer disagree, 37 answer agree, and 14 answer strongly agree. The mean score of statement 2.1 was 3.07. It means that students enjoy do the task from the lecturer in Material Design class, because 3.07 lie on “high” category. The complete frequency table of statement one can be seen in the table below.

Table 4.24
Statement 2.8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	10	16.4	16.4	16.4
Agree	37	60.7	60.7	77.0
Strongly Agree	14	23.0	23.0	100.0
Total	61	100.0	100.0	

Statement 2.9 “My curiosity is often moved by the lecturer’s questions Material Design class”. In statement nine, there were 1 who answer strongly disagree, 9 answer disagree, 41 answer agree, and 10 answer strongly agree. The mean score of statement 2.1 was 2.98. It means that lecturer always gives feedback for the mistake which students done, because 2.98 lie on “moderate” category. The complete frequency table of statement one can be seen in the table below.

Table 4.25
Statement 2.9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.6	1.6	1.6
Disagree	9	14.8	14.8	16.4
Agree	41	67.2	67.2	83.6

Strongly Agree	10	16.4	16.4	100.0
Total	61	100.0	100.0	

Statement 2.10 “My curiosity is often moved by the situation in Material Design class”. In statement ten, there were 11 who answer disagree, 44 answer agree, and 6 answer strongly agree. The mean score of statement 2.1 was 2.92. It means that lecturer always gives feedback for the mistake which students done, because 2.92 lie on “moderate” category. The complete frequency table of statement one can be seen in the table below.

Table 4.26
Statement 2.10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	11	18.0	18.0	18.0
Agree	44	72.1	72.1	90.2
Strongly Agree	6	9.8	9.8	100.0
Total	61	100.0	100.0	

Statement 2.11 “To understand the material, I learn again the material which has been given in home”. In statement eleven, there were 7 who answer strongly disagree, 20 answer disagree, 26 answer agree, and 8 answer strongly agree. The mean score of statement 2.1 was 2.57. It means that some students study in their home in order to understand the material but some of them are not,

because 2.57 lie on “moderate” category. The complete frequency table of statement one can be seen in the table below.

Table 4.27

Statement 2.11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	7	11.5	11.5	11.5
Disagree	20	32.8	32.8	44.3
Agree	26	42.6	42.6	86.9
Strongly Agree	8	13.1	13.1	100.0
Total	61	100.0	100.0	

Statement 2.12 “I look for other sources to more understand the material”. In statement twelve, there were 3 who answer strongly disagree, 14 answer disagree, 23 answer agree, and 21 answer strongly agree. The mean score of statement 2.1 was 3.02. 3.02 lies on “high” category, therefore it means that in understanding the material, students search for other sources beside from the class. The complete frequency table of statement one can be seen in the table below.

Table 4.28

Statement 2.12

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly Disagree	3	4.9	4.9	4.9
	Disagree	14	23.0	23.0	27.9
	Agree	23	37.7	37.7	65.6
	Strongly Agree	21	34.4	34.4	100.0
	Total	61	100.0	100.0	

Statement 2.13 *“I am happy when lecturer uses creative teaching method in Material Design class”*. There were 2 who answer disagree, 31 answer agree, and 28 answer strongly agree. The mean score of statement 2.1 was 3.43. It means that students are happy if the lecturer uses creative teaching method in class, because 3.43 lie on “high” category. The complete frequency table of statement one can be seen in the table below.

Table 4.29

Statement 2.13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	3.3	3.3	3.3
Agree	31	50.8	50.8	54.1
Strongly Agree	28	45.9	45.9	100.0
Total	61	100.0	100.0	

Statement 2.14 *“The used of creative teaching method in Material Design class make me more enjoy the lesson”*. In statement fourteen, there were

1 who answer strongly disagree, 34 answer agree, and 26 answer strongly agree.

The mean score of statement 2.1 was 3.9 which lies on “high” category. It means that the used of creative teaching method make students more enjoy the class.

The complete frequency table of statement one can be seen in the table below.

Table 4.30
Statement 2.14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.6	1.6	1.6
Agree	34	55.7	55.7	57.4
Strongly Agree	26	42.6	42.6	100.0
Total	61	100.0	100.0	

Statement 2.15 “The used of creative teaching method in Material Design class decrease my nerves in joining the lesson”. There were 1 who answer strongly disagree, 6 answer disagree, 34 answer agree, and 20 answer strongly agree. The mean score of statement 2.1 was 3.20 which lies on “high” category. It means that most students believed that the use of creative teaching method can decrease their nerves in class. The complete frequency table of statement one can be seen in the table below.

Table 4.31
Statement 2.15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.6	1.6	1.6
Disagree	6	9.8	9.8	11.5
Agree	34	55.7	55.7	67.2
Strongly Agree	20	32.8	32.8	100.0
Total	61	100.0	100.0	

From the finding above, researcher sum up the students' response toward the questionnaire of students' interest in the table below.

Table 4.32
Students' Response of the Second Questionnaire

	Number of Students' Response				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Statement 2.1	0	2	33	26	61
Statement 2.2	1	7	41	12	61
Statement 2.3	0	2	35	24	61
Statement 2.4	0	3	25	33	61
Statement 2.5	0	6	31	24	61
Statement 2.6	0	2	41	18	61
Statement 2.7	2	8	34	17	61
Statement 2.8	0	10	37	14	61

Statement 2.9	1	9	41	10	61
Statement 2.10	0	11	44	6	61
Statement 2.11	7	20	26	8	61
Statement 2.12	3	14	23	21	61
Statement 2.13	0	2	31	28	61
Statement 2.14	1	0	34	26	61
Statement 2.15	1	6	34	20	61

The result of the second questionnaire showed that from fifteen items, three items (item 2.9, 2.10 and 2.11) were categorized as moderate, while the others were high. It showed that in Material Design class, EED students had high attention in teaching learning process. They also showed high enthusiasm and enjoy the activity. Then, some of them also had desire to learn the subject more.

Correlation between creative teaching method and students' interest in teaching learning process. The third research question in this research was “what is the correlation between creative teaching method and students' interest in teaching learning process?”. The correlation between creative teaching method and students' interest could be seen by the following table below.

Table 4.33

Correlations

		Creative Teaching Method	Students' Interest
Creative Teaching	Pearson Correlation	1	.330**
	Sig. (2-tailed)		.009

Method	N	61	61
Students' Interest	Pearson Correlation	.330**	1
	Sig. (2-tailed)	.009	
	N	61	61

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

Based on the table above, the significant number was 0.009. Two variables would correlate if the significant number was less than 0.05. Therefore, creative teaching method and students' interest correlate each other because 0.009 was less than 0.05. The correlation between those variable was include as "low correlation" because the number of Pearson Correlation was 0.330 which lies on low category based on Cohen and Manion (1994). Furthermore, the variables had positive correlation because the Pearson correlation value was in a positive number.

Discussions

Researcher conducted the research to investigate the use of creative teaching method and students' interest in EED of UMY and its' correlation. After calculating and explaining the data analysis, researcher presented the discussion of the finding in this section.

The use of creative teaching method in Material Design class. The first research question was "how often are creative teaching methods used in EED of UMY?". The researcher collected the data of the use of creative teaching method from questionnaires. From the data which had been analyzed, the researcher

found out the frequency of the use of creative teaching method in Material Design class. The mean score of the use of creative teaching method was 3.22. The mean score indicated the frequency of creative teaching method used in Material Design class. Based on the category (see table 3.8), 3.22 lies on “high” category. It means that the use of creative teaching method in EED of UMY especially in Material Design class is high. Lecturer always used creative teaching method in teaching learning process.

There are several characteristics of creative teaching method. First characteristic is creative teaching method is a method that presented in a new way (Ritchart, 2004). Second, creative teaching method gives opportunities for students to generate and organize their ideas (Rushidi, 2013). Third, teacher who use creative teaching method in class is also using and elaborating the creative teaching techniques (Zeqiri, 2103). Last, creative teaching teaching usually use a wide variety of media (Rushidi, 2013). From the characteristic which had been mentioned, researcher made 10 statement of questionnaire in order to know the use of creative teaching method in class.

Using creative teaching method means teacher is not always using the same way of teaching in every meeting. Statement 1.6 asked whether the lecturer presented the material with different way or not. The mean value of the result of questionnaires was 3.07. This number was categorized as high. It can be concluded that lecturer in Material Design class always used a different way in her teaching. The lecturer had used a new way in presenting the material in every meeting in the class. It is supported by Ritchart (2004) that stated that creative teaching method is a method presented in a new way.

Rushidi (2013) stated that the use of creative teaching method gives opportunities to the students to generate and organize their ideas. To prove that lecturer in Material Design class gave opportunities to the students to generate and organize their ideas, researcher made 2 items in the questionnaires. Statement 1.9 and 1.10 in the questionnaire show that students in Material Design class could generate and organize their ideas. The mean result of these items were categorized as high which means that students in Material Design class could always generate and organize their ideas during the teaching learning process. In line with what Zineddine (2010) found that in creative teaching class, every student is allowed to generate their ideas.

The third characteristic of creative teaching method is using and elaborating creative teaching techniques (Zeqiri, 2013). There are several teaching techniques which can be used in class, but the teaching techniques that commonly used are learning from mistake, brainstorming, role play, and games. Statement 1.1, 1.2, 1.3, 1.4, 1.5 and 1.8 indicated the use and elaborate teaching techniques in class. Result showed that all of those statements except statement 1.4 are categorized as high. It means lecturer always used learning from mistake, brainstorming, and games in the class. However for role play, the lecturer was infrequently used it in the Material Design class. The total mean score of the use of techniques was 3.27 which indicated that lecturer in Material Design always used creative techniques in the class. It is supported by Zineddine (2010) who found that teacher in creative teaching class adopt creative techniques in the class.

The last, creative teaching method use a variety of media. Teaching media is used to support the teaching learning process. There are some of teaching

media, such as, video, flash card, picture, and song. Teachers which use creative teaching method enable to use a variety of media which can support their teaching and support their students in learning. Statement 1.7 in questionnaire investigated whether the lecturer used wide variety of media or not. Then, result showed that wide variety of media was highly used in the class. Lecturer in Material Design class had encouraged the expression of ideas using variety of media in teaching. This result in line with Rushidi (2013) who stated that creative teaching encourages the expression of ideas through wide variety of ideas

EED students' interest in teaching learning process. Researcher found out the level of EED students' interest from mean score of the questionnaire result. The mean score of questionnaire related to students' interest was 3.17 which lies in "high" category. It indicated that EED students had high interest in teaching learning process in Material Design class where creative teaching method was mostly used in teaching learning process.

There are four aspect of students' interest which can be used to measured the level of students' interest in teaching learning process. Those are enjoyment, attention, involvement, and desire. Researcher had been made a questionnaires which consisted of 15 statements. The statements of the questionnaire indicated the four aspect of students' interest.

Based on Slameto (2013), interest is tendency to enjoy some activities or content. Result shows that EED students were enjoyed when lecturer used creative teaching method in class. Statement 2.13, 2.14, and 2.15 in the questionnaire asked about the students enjoyment in the class where lecturer used creative

teaching method. The result of those statements were categorized as high. Therefore, most students felt enjoyed when lecturer used creative teaching method in class.

Students' interest also can be seen by the attention that students give during the teaching learning process. According to Harlock (as cited in Nuku, 2014), "Students with an interest in a subject tend to pay attention to it". To know whether EED students had pay attention to the class or not, reseacher gave four statement in the questionnaires which had to respond by students. Statement 2.1, 2.2, 2.3, and 2.4 indicated the students' attention in Material Design class. The result showed that most students had been paying attention in the class during the teaching learning process. EED students batch 2014 had a great attention to the lesson.

Students who interest in the teaching learning process means that they have a big involvement during the teaching leaning process (May, as cited in Nuku, 2014). Students also show enthusiasm to the activities to participate in (Department of Foreign Language XingTai University, 2014). Most of EED students had show enthusiam to involve in the teaching learning process. Result of the four items which indicate the students enthusiasm and involvement are included as high category. It means most students had a high enthusiasm and involvement during the teaching learning process in the Material Design class.

The final discussion is about the students' desire. Firmani (2009) stated that interest in teaching learning process can be seen if a person has desire to learn. Therefore, students who interest in the lesson tend to have a desire to learn the

subject more. Students also have a curiosity to the questions and situations in the class. Four statement (statement 2.9, 2.10, 2.11, and 2.12) had been made in order to investigate the students' desire. Result showed that most students relearn the material which had been given in the class. They re-read material in their home. They also tried to find another sources for their learning. They showed high desire to learn again the material out from the class. Moreover, the result also showed that the students' curiosity in the class was categorized as moderate.

The correlation between creative teaching method and students' interest in teaching learning process at EED of UMY. The result of the study revealed that there was a possitive correlation between creative teaching method and students' interest. A possitive correlation means that when one variable increase one point, the other variable will increase as well. The Pearson correlation value was 0.330. This value was categorized as low. Therefore, the correlation between creative taching method and students' interest was in the low level. So, when the use of creative teaching method increase, the students' interest will increase a little.

From the correlational result (see table 4.33), the significant value (p-value) was 0.009. The null hypotheses (H_0) is accepted if the sig (p-value) ≥ 0.05 . And null hypothesis (H_0) is rejected if sig (p-value) < 0.05 . Therefore, the null hypothesis of this research was rejected because 0,009 (p-value) was less than 0,05. Then, the alternative hypothesis was accepted.