Chapter Four

Findings and Discussion

This chapter shows the findings and discussion of this research. This chapter presents the findings of the data which was gathered from the respondents. Then, in the discussion the researcher tries to discuss the data obtained and relates it to several theories. There are three findings in this research. The first finding answers the first research question which is about the creativity of teachers. The second finding answers the second research question which is about the students' motivation. The third findings answers the third research question which is about the correlation between teachers' creativity and students' motivation.

Findings

In this part, the researcher presents the findings. The findings is about teachers' creativity. The second finding is about students' language learning motivation. The researcher also includes the normality test and the last part discusses the correlation between teachers' creativity and students' language learning motivation. The explanation are presented as follows:

Teachers' creativity. In this section, the researcher discusses the answer of the first research question. The question is "How is the creativity of teachers?" To answer this question, the data was gathered by distributing questionnaires to 108 students of batch 2015 at a private university in Yogyakarta. In addition, the researcher analyzed the data by using descriptive statistical analysis on SPSS. The researcher also provides the range of interpretation criteria written in table 5.

Moreover, the researcher found out the mean of the whole students' answer. The finding shows that the mean of score on teachers' creativity is 3.28. It is indicated that are categorize in creative teachers as included in high of creativity criteria.

The questionnaire used by the researcher consists of eight categories. The categories are explained deeply in this section. Four statements show that the creative teacher are knowledgeable (item number 1,5,8,11). Then, three statements belong to the second category of teacher creativity which is creative teaching requires confidence (item number 2,9,12). Four statements are about creative teachers are committed to help their learners succeed (item number 3,6,14,4). Then, three statements belong to creative teachers are non-conformists (item number 7,17,10).Five statements show that creative teachers are familiar with a wide range of strategies and techniques (item number 20,25,13,23,15). Three statements belong to creative teachers are risk-takers (item number 21,16,26). Four statements are about creative teachers seek to achieve learner centered lesson (item number 18,28,19,22,) and two statements show that creative teachers are reflective (item number 24,27). The researcher explains the result based on category in order to give a clear answer about characteristic of creative teacher.

Table 8
The result of teachers' creativity

Category	Items	Mean	Std. Deviation	∑Mean	Interpretation
Knowledgeable	1	3.61	.593	3.50	Teachers are highly knowledgeable
	5	3.53	.602		
	8	3.48	.571		

	11	3.39	.594	
Confidence	2	3.56	.600	Teachers have high confidence in teaching
	9	3.35	.645	3.43
	12	3.38	.608	
Succeed	3	3.34	.672	Teachers have a high level of commitment to help their learner succeed
	6	3.29	.616	3.28
	14	3.35	.721	
	4	3.14	.633	
Non-conformists	7	3.34	.657	Teachers have a high level to be non-conformists
	17	3.55	.746	3.35
	10	3.17	.535	
Strategies and techniques	20	3.25	.653	Teachers have a high level of strategies and techniques teaching mastery
	25	3.37	.657	
	13	3.24	.585	3.25
	23	3.13	.662	
	15	3.25	.620	
Risk-takers	21	3.12	.684	Teachers have a moderate level of being risk taker
	16	2.92	.793	2.92
	26	2.73	.768	
Seek to achieve learner centered lesson	18	3.57	.596	Teachers have a high level of administering learner-centered lesson
	19	3.28	.550	
	22	3.23	.678	3.27
	28	3.23	.642	
Reflective	24	3.05	.697	Teachers have a high level of being reflective
	27	3.28	.759	3.17

Based on the table 8, there are eight categories of creative teachers. Four items are associated with the category "Creative teachers are knowledgeable", and the $\sum$mean score is 3.50. Thus, it indicates that teachers have broad knowledge. It can be seen that teachers have broad knowledge in relation to English mastery, especially speaking (Item 5) and comprehensive grammar in English (Item 1). That is why teacher can explain the material clearly (Item 11), and also teachers can answer students' questions related to the lesson (Item 8).

In addition, the ∑mean score of "Creative teaching requires confidence" category is 3.43 in which teachers have high confidence when they teach. The teachers need to be confident in teaching the students (Item 12), and they have a good sequence when they are teaching in classroom (Item 9).

The next category is "Creative teachers are committed to help their learner succeed" which the ∑mean score is 3.28. It indicates that the teachers have a high level of commitment to help their students succeed in their learning process. Some ways of assisting students to be successful in learning is by providing feedbacks of their assignments (Item 3) and by motivating students in learning (Item 6).

In addition, the ∑mean score of "Creative teachers are non-conformists" category is 3.35, which means that teachers are not conformists. They have high creativity when teaching in the class, such as they teach in various ways and conduct teaching reflection. One of the creativity styles in teaching is teachers combine available books with other learning sources (Item 7). In addition, teachers are able to manage the classroom in which they interrupt students who are not attentive during learning process (Item 17), and they also give the regulations for the students (Item 10).

Additionally, another category is "Creative teachers are familiar with a wide range of strategies and techniques". The ∑mean score of this category is 3.25 indicating that the teachers have high of familiarity of teaching strategies and techniques. The teachers use various teaching and techniques (Item 20). The teachers also provide various assignments (Item 25); and do brainstorming

activity in the beginning of learning (Item 13). Therefore, the teachers have a high level of familiarity with strategies and techniques in teaching.

The ∑mean score of category "Creative teachers are risk-takers" is 2.92. It indicates that teachers are in moderate level when being risk takers. It happened because some teachers do not trust students in assessment (Item 21), and the teachers do not give assignment choices to students (Item 26). Therefore, teachers are in moderate level to be risk-takers.

The next category is "Creative teachers seek to achieve learner-centered lessons" in which the ∑mean score is 3.27. It means that teachers want to make learner-centered lesson to make the students actively participate in learning process. It can be seen that teachers create the connection between learning materials with students' life experiences (Item 28). Teachers also conduct group discussion during teaching (Item 18) and learning process in order to make the students not bored. Therefore, to be creative teachers that the teachers should improve the learner-centered lesson.

Meanwhile, the ∑mean score of the category "Creative teachers are reflective" is 3.17 which means that teachers accept feedback from the students. The example of reflective teaching is teachers require students to do reflection of their teaching (Item 24), so teachers can improve their teaching style to make them creative.

Students' language learning motivation. In this section, the researcher discusses the result of the second research question. The second question is "How is the students' motivation?" The data for answering the second research question

was obtained by distributing questionnaire to the respondents. Then, the researcher analyzed it by using descriptive statistics analysis on SPSS after determining the category. The category was obtained from the formula that was written in the table 6.

Furthermore, the researcher found the mean of the whole students' answer. The finding shows that the mean of students' result in answering the questionnaire is 3.13. Based on the categories above, the mean of students' result is 3.13, which considered as high. It means that students' language learning motivation at a private university in Yogyakarta are high motivation in learning.

Besides explaining the mean and the result of the students' motivation, the researcher also explains the result of questionnaire based on the categories in the questionnaire itself. There are 19 statements which are used to answer the second research question. The 19 statements were divided into two categories. The first categories is instrumental motivation (items number 1,3,5,7,10,12,14,16,18), and the second categories is integrative motivation (items number 2,4,6,8,9,11,13,15,17,19). The researcher explains the result based on the category in order to give clear answer about students' motivation. Then, the researcher also describes each category.

Table 9
Result of students' language learning motivation

Category	Items	Mean	Std. Deviation	∑Mean	Interpretation
Instrumental	1	3.00	.754	3.19	Students have a high instrumental motivation in language learning
	3	2.80	.778		
	5	2.94	.884		
	7	2.94	.873		
	10	3.73	.445		
	12	3.55	.535		

	14	3.30	.603		
	16	3.29	.673		
	18	3.19	.790		
Integrative	2	3.52	.603	3.44	Students have a high integrative motivation in language learning
	4	3.29	.615		
	6	3.34	.582		
	8	3.34	.643		
	9	3.43	.534		
	11	3.54	.553		
	13	3.28	.627		
	15	3.44	.585		
	17	3.50	.520		
	19	3.67	.508		

The table shows that the mean of students' instrumental motivation in language learning is 3.19. It indicates that students have a high instrumental motivation in language learning. In addition, the mean score of students' integrative motivation in language learning is 3.44. It means that the students have high integrative motivation in language learning. Based on the result, it can be concluded that students have high motivation in language learning.

The correlation between teachers' creativity and students' language learning motivation.

Normality test. Before analyzing the data, the researcher checked the normality of the data. The normality test was done to know whether the data is normal or not. The researcher used Kolmogorov-Smirnov test on SPSS. The data is considered normal if the result of Kolmogorov-Smirnov is higher than 0.05 ($\alpha >$ 0.05). If the result was lower than 0.05 ($\alpha < 0.05$), the data not normal. The result of normality test is presented below:

Table 10 Result of normality test		Creative Teacher	Students' Motivation
N		108	108
Normal Parameters[a,b]	Mean	91.9259	63.1944
	Std. Deviation	11.47179	5.14910
Most Extreme Differences	Absolute	.067	.075
	Positive	.040	.075
	Negative	-.067	-.068
Test Statistic		.067	.075
Asymp. Sig. (2-tailed)		.200[c,d]	.167[c]

The result shows that the significant value of this research is .200 for creative teachers, and .167 for students' motivation. Therefore, the significant data is higher than significant value of 0.05 ($\alpha > 0.05$). The data is considered as normal data which means that is normally distributed.

The third research question is about the correlation between teachers' creativity and students' language learning motivation. The researcher analyzed the correlation using Pearson product moment correlation coefficient (r) analysis. The result of the correlation is presented in the table below:

Table 11 Result of correlation		Creative teacher	Motivation students
Creative teacher	Pearson Correlation	1	.136
	Sig. (2-tailed)		.161
	N	108	108
Motivation students	Pearson Correlation	.136	1
	Sig. (2-tailed)	.161	
	N	108	108

In the table above, the significant level of the correlation between teachers' creativity and students' language learning motivation is 0.161. It indicated that the significant value is more than 0.05 and the Pearson correlation was 0.136. Therefore, the alternative hypothesis was rejected. It mean that there is no correlation between teachers' creativity and students' language learning motivation.

Discussion

This part describes the discussion of the three research questions. The first research questions aims to find out teachers' creativity. The second research question is to find out students' language learning motivation. The third research question is to find out the correlation between teachers' creativity and students' language learning motivation. The discussion explained below:

Teachers' creativity. Most of teachers' creativity categories are in high category in which teachers make the students' interest in learning process. Based on Horng et al. (2005), teachers' creativity can give the influence to the students' interest in learning process. This result give the benefit for the students that teachers have high creativity in teaching, so the students can take the benefit from this. There are characteristic for teachers; creativity. First, the study revealed that the students attached to the teachers' creativity related to the knowledge. The students perceived that it is essential for teachers to be well knowledge be able where the teachers have comprehensive subject matter. This is in line with Guerriero (2014) who stated that knowledgeable teachers are the one who have cognitive knowledge in specific subject matter for effective teaching and learning

environment. It means that, teacher who have a great cognitive in affective, motoric, and psychometric that they are creative. Second, teachers require confidence in teaching. The result shows that teachers who have confidence in teaching can give students specific goals of knowledge in learning. This result is in accordance with Richard (2013) who said that teachers should be confident when they teach students in order to transfer the knowledge clearly. Teacher who have confident that can explain the material clearly. Therefore, be confident can make the students are creative in teaching.

Third, teachers' commitment in assisting students to succeed is done through giving feedback, motivating, and advising students. This statements is in line with Sanchez (2010) who claimed that to help the learners succeed, it can be done by giving them motivation, giving feedback and advising them. Giving motivation to students can lead the learner succeed. Therefore, motivation from teacher can lead the learner succeed. The fourth is about the aspect of teachers' creativity focusing on how to be creative in teaching. A teacher should be creative to make the students more interested in learning. In relation to this, Richard (2013) stated that creative teachers are not conformists in order to make students interest in learning process. This means that creative teachers use their creativity such as reflecting teaching style and classroom management in teaching and learning process. Some other studies also stated that creative teacher can reflect themselves about teaching and classroom management (Tauber, 2007).

Furthermore, creative teachers are familiar with a range of strategies and techniques. The respondents pointed out that teachers should use various

techniques in teaching. This category is strengthened by Richard (2013) who stated that creative teachers should know the strategies and techniques of teaching style. Thus, the teacher should be familiar with teaching strategies to make the students interested in learning. Moreover, the category of creative teachers is being risk-takers. The result of the mean score of this category is in moderate level. It happened might be because the teachers do not trust the students, so they are not sure in becoming risk takers. Based on Richard (2013), creative teachers are teachers who want to experiment and take risks in their teaching.

On the other hand, the category of the teachers administer learner centered lesson shows high level. The teacher gives the opportunities to the students in the classroom. This is in line with Richard (2013) who stated that teachers try to carry out learner centered lesson in order to teach the students responsibility and control in their learning process.

The last category is reflective teacher. The result shows that teachers are good at receiving feedback from the students. The respondents pointed out that teachers are considered good when they require the students to do reflection of teaching. Richard (2013) explained that creative teachers should learn from what they did in the past. As a result, teachers accept the feedback from the students to improve their teaching.

Students' language learning motivation. The mean score of students' language learning motivation is 3.13 which indicates that generally the students' language learning motivation is in high category. This result make the students

have a good motivation in English learning. Furthermore, there are two types of students' language learning motivation.

First, the result of instrumental motivation, the mean score is 3.19 which it indicated that they have a high category in instrumental motivation. That means the teacher uses to give the practical values to the students in learning, so that they have motivation to reach their goal in career job. According to Cook (2008), the students who have instrumental motivation are those who learn a language for a practical reason such as for career goal or for passing an exam. Thus, the students have high motivation because of some reasons and for their future career.

Third, the result of integrative motivation is 3.44, meaning that the students have high integrative motivation. Saville-Troike (2006) argued that integrative motivation is the positive desire to learn the second language with the community in order to be able to socialize in their culture using second language. The result shows that the students have high integrative motivation to learn English not only to study but they also do their best to get maximum proficiency. It can be concluded that the respondents have high integrative and instrumental motivation.

The correlation between teachers' creativity and students' language learning motivation. The correlation between teachers' creativity and students' language learning motivation is determined by coefficient correlation in Pearson Product Moment (*r*). The result of Pearson Product Moment score of the correlation between teachers' creativity and students' language learning motivation is 0.136. The value of the score indicates weak correlation. Therefore,

the interval of this result score is 0.00-0.20. Meanwhile, the significant level of teachers' creativity and students' language learning motivation is 0.161. From the significance value, it can be concluded that there is no correlation between teachers' creativity and students' language learning motivation because the significance level is more than 0.05.

Based on the result teachers have creativity in teaching and students have instrumental motivation, but there is no correlation between teachers' creativity and students' motivation. This might be analyzed that teachers are creative in teaching, but students' motivation lead to instrumental motivation in which their instrumental motivation is to practice travelling aboard and looking for career. From this possibility that students are more interested in practice rather than paying attention to how to teach their teachers. It could be concluded that teachers' creativity does not influence students' language learning motivation.

The research on this topic already done previously, but this research is different from the research written by Laily (2017) conducted a research about *"The Correlation between Creative Teaching Method and Students' Interest in Teaching and Learning Process at English Education Department of Universitas Muhammadiyah Yogyakarta"*. From the previous research, it has correlation between creative teaching and students' interest in learning process in which both of them give the impact in using creative teaching method is it can make the class more interesting for the students.