

Universitas Muhammadiyah Yogyakarta
Faculty of Language Education
English Language Education Department

We hereby approve the *Skripsi* of
Mar'atussholihah Kuswandi
20140810081
Candidate for the degree of *Sarjana Pendidikan*

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Ika Wahyuni Lestari, S.Pd., M.Hum

The *Skripsi* Supervisor

August 3, 2018



Mariska Intan Sari, S.S., M.A.
Examiner 1

August 3, 2018



Andi Wirantaka, S.Pd. M.Hum
Examiner 2

Yogyakarta, August 3, 2018



Dr. Suryanto
Dean
Faculty of Language Education

The Correlation between Teachers' Creativity and the Students' Language Learning Motivation

Mar'atusholihah Kuswandi

English Language Education Department, Language Education Faculty, Universitas

Muhammadiyah Yogyakarta

e-mail: maratussholihahkuswandi@gmail.com

Abstract

This research aims to know about the students' perception of teachers' creativity, students' motivation and the correlation between level of teachers' creativity and students' motivation at private university in Yogyakarta. The data were collected from 118 students batch 2015 of at a private university in Yogyakarta. The questionnaires consisted of 47 items; in which 28 items were used to measure teachers' creativity, and 19 items were used to measure students' motivation. This research were analyzed using descriptive statistic and Pearson correlation product moment(r). The result showed that students' perception of teachers' creativity was good with mean score of 3.28 and the students' motivation score was high level with mean score of 3.13. The result also revealed that the significant value was $0.161 > 0.05$ and the pearson correlation was 0.136. It indicated that the alternative hypothesis was rejected. It mean that there is no correlation between teachers' creativity and students' language learning motivation.

Keywords: teachers' creativity, students' motivation

Introduction

In the field of foreign language, motivation is an important thing to make the foreign language learners better than the others in language learning. Al Othman and Shuqair (2013) claimed that the major variable to determine the level and success of second language acquisition (SLA) or foreign language (FL) is motivation. Based on Kassing (2011) stated that the most influence thing in the language learning is motivation. The researcher believes that motivation is key role in English language to help the students learning.

However, there is a factor that makes the students demotivated which one of the factor of motivation is teachers in the classroom. Teachers play an important role in creating a successful classroom. According to Anggraini (2011), one of the factors influencing students' motivation is teachers. Teachers are as the director in the classroom. The learning process will be successful if the teachers have the responsibility of students' motivation. For example is teacher gives motivation to the students in order to get reach their goals, so they can be motivated. Therefore, teacher is a main role for the students in the classroom which they can influence the students' motivation.

Based on the background, there are some students can be motivated, on the other hand some students might be demotivated from their teachers. Therefore, the researcher is interested to find out whether there is the correlation between teachers' creativity and the students' motivation in private department.

Research Methodology

The researcher used quantitative method because this study focused on collecting numerical data from population by using some instrument for collecting the data. Correlational design was appropriate to be used in this study because it was to investigate the correlation from

two variables. This study was conducted at a private university in Yogyakarta. This study was conducted on March 2018 for two weeks with different classes. The population of this study were students of English Language Education department in batch 2015. In this research, the population was all active students at private university in Yogyakarta in batch 2015. Thus, the total populations of this research were 118. The minimal samples size of this research were 91 students of English Language Education Department in batch 2015. The researcher used questionnaire as the instrument to collect the data. The researcher used questionnaire for answering the research questions. The researcher tried to test the instrument validity, which was questionnaire, by using expert judgment. The data analysis used in this study were descriptive statistic and inferential statistic.

Findings and Discussion

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. 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. Third, teachers' commitment in assisting students to succeed is done through giving feedback, motivating, and advising students. 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. creative teachers are familiar with a range of strategies and techniques. The respondents pointed out that teachers should use various techniques in teaching. 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. 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. 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 Furthermore, there are two types of students' language learning motivation. First, the result of instrumental motivation is the students have a high instrumental motivation in language learning. 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. For example, they learn English for travelling aboard.

Second, 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.

Conclusion and Suggestions

This research aims to find out the teachers' creativity, the students' language learning motivation, and the correlation between teachers' creativity and students' language learning motivation. The result showed that the mean score of teachers' creativity is 3.28 which is in high

category. Based on the result, the teachers are creative in teaching and learning process. Therefore, the teachers have many characteristics of being creative. In addition, the mean score of students' language learning motivation is 3.13 meaning that the students have high motivation in learning. Some of students have high motivation in learning to build their career for their future. Therefore, the students have high instrumental motivation. The result of the score correlation is 0.136 which means that the value shows that there is no correlation between teachers' creativity and students' language learning motivation because the significance level is more than 0.05. It means the null hypothesis is accepted, but the alternative hypothesis is rejected.

Generally, the data shows that teachers' creativity is high and the students are also highly motivated, but the findings of this research suggest that there is no correlation between those two variables. It can be concluded that the students have an instrumental motivation in which the students are more interested in travelling abroad than the teachers' creativity in teaching. Consequently, teachers' creativity does not influence the students in learning English because the goal of students is learning English is for their career in the future.

The researcher suggests for the students should be aware that the teachers can create comprehensive learning process through assisting students to be creative. Then, this study showed that the teachers already apply creativity in order to make students interested in learning process. This is beneficial for the students' future, but they still can improve their creativity in order to make comprehensive English learning.