ENGLISH TEACHER CREATIVITY TO IMPROVE STUDENTS'

ENGLISH LEARNING ACHIEVEMENT

(A Mix Method Research Design at SDIT Rabbi Radhiyyah Sidorejo Curup)

THESIS

This Thesis is submitted to fulfil the requirment

For "Sarjana" degree in English Education

By :

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ENGLISH TADRIS STUDY PROGRAM

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF CURUP

2025

Perihal : Pengajuan Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah

Di tempat.

Assalamu'alaikum warahmatullahiwabarakatuh

Setelah mengadakan pemeriksaan dan perbaikan maka kami berpendapat bahwa skripsi saudara Yeci Putri Utami mahasiswa IAIN Curup yang berjudul **"English Teacher Creativity to Improve Students' English Learning Achievement (A Mix Method research at SDIT Rabbi Radhiyyah Sidorejo Curup)"** Sudah dapat diajukan dalam sidang Munaqasyah Institut Agama Islam Negeri Curup.

Demikian Permohonan ini kami ajukan. Terima kasih.

Wassalamu'alaikum Warahmatullahiwabarakatuh

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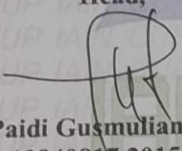|	
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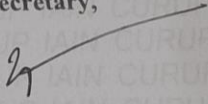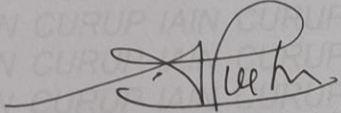
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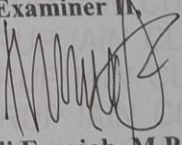
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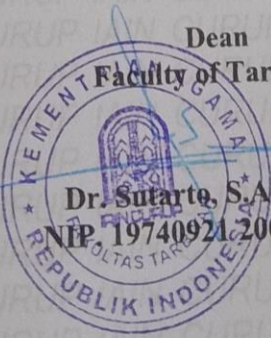
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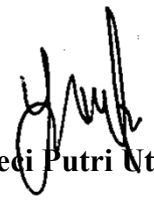
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State that the thesis with the title " **English Teacher Creativity to Improve Students' English Listening Achievement in (A Mix Method research at SDIT Rabbi Radhiyyah Sidorejo Curup)**". This statement is made truthfully, if in the future there is a mistake in this statement, the researcher is willing to accept punishment or criticism from IAIN Curup in accordance with applicable regulations.

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PREFACE

All praises be to Allah SWT That the researcher had finally finished writing her thesis entitled **'English Teacher Creativity to Improve Students' English Learning Achievement (A Mix Method research at SDIT Rabbi Radhiyyah Sidorejo Curup".**

This thesis submitted as a part of the compilation for undergraduate degree of strata 1 (S1) in English Tadris Study Program of (IAIN Curup). The researcher realizes that this thesis is far from being perfect, therefore the researcher really appreciates any suggestions and critics for being perfect in the future.

Last but not least, the researcher hopes that this will be useful to those who are interested in this field of study.

Curup,   2025

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Bismillahirahmannirahim

Assalamu'alaikum wr.wb

Alhamdulillahirobbil'alamin

All praise is only for Allah SWT. who has given mercy and wisdom to the researcher. So that the researcher was able to complete this thesis. Shalawat and salam are always blessed to the Prophet Muhammad SAW for the advice given so that Muslims can be able to distinguish what is good and right, as well as bring their people from the dark ages (Jahiliyah) to the modern world as we feel today.

The researcher finished this thesis entitled **'English Teacher Creativity to Improve Students' English Learning Achievement (A Mix Method research at SDIT Rabbi Radhiyyah Sidorejo Curup**. This Thesis is submitted to fulfil the requirment For "Sarjana" degree in English Tadris Study Program in IAIN Curup. In the process of compiling this thesis. The researcher get support, guidance, assistence, contribution ad motivation from the other. Because of those, the researcher would like to present deepest appreciation to :

1. **Prof. Dr. Idi Warsah, M.Pd.I** as the Rector of IAIN Curup.
2. **Dr. Sutarto, S.Ag., M.Pd** as the Dean of the Tarbiyah faculty of IAIN Curup.
3. **Jumatul Hidayah, M.Pd** as the Head of the English Tadris Study Program.
4. **Dr. Paidi Gusmuliana, M.Pd** as the my advisor who always directs all research processes so that they are not on the wrong path.
5. **Dr. Eka Apriani, M.Pd** as well as my co-advisor who has, supported, guided, and taught many things, as well as all the advice he gave to researchers in order to complete this research.
6. **Henny Septia Utami. M.Pd** as the academic advisor of the researcher who also always supports the research process**.**
7. **All of the lectures** of English Tadris Study Program that who gave your support and wisdom to the researcher in doing this research.
8. To Nopri ario diansi (Ryo Zhang), Sinta Nofiana, Zulhi yupinta and titik qomariah, as the author's loved ones and friends who always accompany the author in difficult and

happy circumstances, provide support and motivation, and provide prayers for every step the author takes so that the author can complete the thesis.
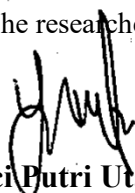
9. To my first love and role model, **my father** Siswadi and my source of happiness**, my mother** Rita Umami, thank you for all your sacrifices and sincere love. I sincerely appreciate all the hard work that has been done, the encouragement given, and the education that I have received so that I can complete my study at TBI. I have full confidence that the prayers of my father and mother have helped me to face a difficult life. Thank you. ♡ ♡

10. Last but not least. Yeci Putri utami (author). as if speaking to my reflection to say 'Thank you for the resilience to not give up even though the road was a bit rough. For every night spent in doubt, and every small step taken despite feeling tired, it was never in vain. This thesis is proof that we can fight fear, transcend all limits to achieve our dreams. May this step be the beginning of a better journey in the future.'..

Finally, the researcher needs constructive suggestions for being perfect researcher in the future. Hopely, the result of this research will give benefical contribution to the development of education in English Tadris Study Program and other school. For acknowledment above, and those are not mntioned, may Allah SWT give them reward. Aamin.

Wassalamu'alaikum Wr.wb

Curup,   2025
The researcher

Yeci Putri Utami
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MOTTO

"One day or day one"

"Whatever happens, come back as a scholar"

"If you leave in good condition, go home in good condition too! Please explore the world, as long as you don't forget that the place you go home to is home, because at home every second your parents are always waiting for you to come home with a pleasant story"

(Yeci Putri Utami - 2025)

DEDICATION

The researcher dedicated this thesis to my parents, supervisor, and friends because of them this thesis can be completed well.

♥

ABSTRACT

Yeci Putri Utami, 2025   : " English Teacher Creativity to Improve Students'

English Learning Achievement"

Advisor   : **Dr. Paidi Gusmuliana, M.Pd**

Co-Advisor   : **Dr. Eka Apriani, M.Pd**

This study uses a mixed methods with an explanatory approach to understand the extent to which English teacher creativity contributes to improving student achievement at SDIT Rabbi Radhiyyah Sidorejo, Curup. The study explored four aspects of teacher creativity: fluency, flexibility, originality, and elaboration, and their impact on students' interest and academic performance in English. The subjects in this study were selected using purposive sampling to identify informants, specifically English teachers who teach in classes where students have won competitions or events at certain levels. Furthermore, the sample in this study was selected using total sampling, including all students taught by these teachers, resulting in a total of 86 students. The findings indicate that teachers with higher fluency in creativity tend to create a more dynamic and engaging learning environment, positively influencing students' enthusiasm and academic outcomes. Teachers who demonstrate flexibility by adapting their teaching methods to student needs show a significant impact on student participation and comprehension. Originality in teaching strategies, such as using innovative classroom activities, enhances student engagement and motivation. Additionally, teachers who elaborate their lessons effectively contribute to deeper student understanding and retention of material. Moreover, quantitative results suggest that students in classes with highly creative teachers achieve higher English proficiency scores compared to those in less creative classrooms. The study reinforces the importance of teacher creativity in fostering student academic success and engagement in English learning. Future research should explore long-term effects of creative teaching strategies on students' overall language development.

Keywords : *English teacher creativity, teacher fluency, flexibility, originality, and elaboration, student achievement*

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Listening is a one of receptive skill, particularly at the primary school level, where students are still in the process of developing their basic language competencies[1]. As a receptive skill, listening plays a pivotal role in shaping students' overall language proficiency. It is not merely the act of hearing but involves actively constructing meaning from spoken input. Students' ability to comprehend and process auditory information is crucial for vocabulary development, sentence structure recognition, and the formulation of appropriate responses[2].

When students are consistently exposed to contextualized, engaging, and meaningful spoken language, their listening comprehension improves significantly. In this regard, teachers play a vital role in fostering students' listening achievement by designing and delivering lessons that are both stimulating and cognitively accessible. Creative teaching strategies—such as storytelling, audio-visual materials, role-playing, and interactive simulations—enhance students' engagement with listening tasks, enabling them to better recognize main ideas, decode vocabulary, and draw accurate conclusions.

Moreover, listening contributes to the development of critical thinking and inferencing abilities, as students are required to interpret messages, understand

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[1] Andi Alfiana, Maemuna Muhayyang, and Amirullah Abduh, "Students' listening skill in During New Normal Era of Covid-19 Pandemic," *Journal of Technology in Language Pedagogy (JTechLP)* 2, no. 1 (2023): 77–88.

[2] Sri Endang Kusmaryati and Indiyah Prana Amertaningrum, "Exploring Students Interests In Learning English (A Descriptive Study in Elementary Schools in Kudus)," no. April (2017): 184–91, https://doi.org/10.24176/03.3201.22.

intentions, and make sense of implicit meanings[3]. In the classroom setting, teachers' ability to creatively adapt listening activities can determine how effectively students acquire and internalize language patterns. Thus, listening achievement is not only an outcome of linguistic input but also a result of pedagogical creativity that transforms ordinary content into engaging auditory experiences.

Creativity is a complex concept in itself. A person's creative ability relies on skills in analyzing and evaluating situations, as well as the ability to identify new ways of responding to them[4]. Creativity is considered a priority that must be optimally managed and enhanced. Education is considered a means that has great potential to develop human creativity. The function of national education, as explained in Undang-Undang No. 20/200 Sistem Pendidikan Nasional, aims to develop the potential of learners so that they can become knowledgeable and creative individuals. This process involves a number of different skills and levels of thinking. Therefore, a teacher's creativity has the potential to inspire fellow teachers. However, the creative teachers may demonstrate creativity with different organize.

Discussing the characteristics of a creative teacher is interesting. In an online article, Richards mentions several qualities that creative teachers possess. First, they have a wide range of knowledge. Second, creativity in teachers requires a commitment to helping learners succeed. Third, creative teachers tend to be non-conformists, daring to challenge existing norms. Fourth, they are

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[3] Friska Manurung, "Students' Interest In Learning English," *Tanjungpura Journal of Language Education* 1, no. 1 (2018): 1–26.

[4] Suwartono, "Teacher'S Creativity in Elt," *International Seminer on English Language Teaching*, no. Iselt (2016): 1–8.

skilled in using various strategies and techniques in the learning process. Fifth, creative teachers are not afraid to take risks in learning experiments. Sixth, they strive to achieve learner-centered learning by paying attention to their individual needs. And finally, creative teachers are reflective, they are able to introspect and evaluate their learning practices continuously[5].

From the theories mentioned earlier, it can be seen that students' interest in learning English can be triggered when a teacher adopts a creative organize to the learning process. In a creative learning environment, the interaction between teachers and students becomes more fun and dynamic. Learning is no longer a one-way transfer from teacher to student, but a collaborative process where knowledge and experience are exchanged between the two. In a creative learning environment, teachers not only act as facilitators, but also as guides who inspire, guide and stimulate students' achievement in learning. They not only deliver the subject matter, but also create relevant contexts for students to apply the concepts learned in everyday life. Thus, learning becomes not only an obligation, but also an exciting and meaningful adventure for students. The teacher's role in a creative learning environment is to create learning experiences that arouse students' interest and motivation, so that they can achieve sustainable and meaningful learning goals. Thus, the teacher is not only a teacher, but also a guide and mentor who cares about the holistic development of students.

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[5] Robert C. Kleinsasser, Jack C. Richards, and Charles Lockhart, *Reflective Teaching in Second Language Classrooms*, *The Modern Language Journal*, vol. 79, 1995, https://doi.org/10.2307/329404.

This study, the pre-observation stage conducted by the researcher in Islamic Elementary Schools involved observation, interview, as well as the collection of achievement documents related to English teaching and learning activities in these schoolsThe pre-observation results revealed that some schools have English teachers who implement creative learning strategies to engage students in English learning. Initial interviews further indicated that English teachers in Islamic Elementary Schools are expected to be innovative in delivering instruction, particularly to make language learning more appealing to young learners. One key area emphasized during interviews and observations was the development of students' listening comprehension skills, which are considered foundational in early learning english[6].

Achievement documents from selected schools showed that school foundations have set standard targets for English proficiency, with a specific emphasis on receptive skills such as listening, given its essential role in vocabulary retention, pronunciation development, and comprehension accuracy. However, only one or two schools have made it to the English language competitions at the primary school level. Based on the criteria of this research, SDIT RABBI RADHIYYA SIDOREJO CURUP became the research location because it gave permission. In addition, the researcher conducted an interview with one of the outstanding students in English at SDIT RABBI RADHIYYA SIDOREJO CURUP. The student explained that he and his friends were very creative in learning English because their English teacher

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[6] S, interview by researcher, Rejang Lebong, April , 2023

was very fun in teaching, so they were very enthusiastic during the teaching and learning process[7].

During an interview with one of the top-performing students in English at SDIT RABBI RADHIYYA SIDOREJO CURUP, the student expressed high motivation and enthusiasm for learning English, especially when engaging in listening-based activities such as songs, video-based storytelling, and animated conversations. The student attributed their excitement in learning English to the teacher's enjoyable and interactive teaching style. The English teacher confirmed that creativity plays a central role in fostering student interest, particularly through the integration of listening-focused media such as educational songs, animated dialogues, storytelling, and digital audio-visual resources. These tools are strategically used to strengthen students' listening comprehension, helping them grasp the main ideas, decode vocabulary in context, and interpret spoken English more accurately.[8]

Furthermore, the teacher explained that combining listening activities with visual aids like flashcards and videos enhances comprehension and makes learning more memorable. The integration of technology, such as language learning apps and interactive listening games, not only maintains students' engagement but also supports the development of essential listening sub-skills. Through such creative and meaningful teaching practices, teachers can significantly improve students' listening achievement, laying a strong foundation for their overall English proficiency from an early age.

[7] NA, interview by student, Rejang Lebong, 5 August 2023
[8] H, interview by researcher, Rejang Lebong, 5 August , 2023

The researcher suggests several reasons why it is necessary to conduct this research by comparing the researcher's research with other research. In a previous study entitled 'Teachers' Creativity in Improving Students' Learning Achievement in Learning English' by Laila Nurizmi in 2023. This study revealed how teacher creativity can influence students level of engagement, intrinsic motivation, and language proficiency.[9] From these results, the researcher found that the research gap did not highlight specific learning methods or strategies that can be effectively applied ofr listening skill by teachers in specific contexts. This research can deepen how creative a teacher can help improve student achievement in listening skills at the student level in elementary school. Another study by Gonçalves who conducted research with the title 'Teacher Motivation and Creativity Towards Student Learning Achievement At Ensino Secundario Geral Público Hato-Udo, Ainaro - Timor Leste'. This study examines the relationship between teacher creativity and student learning achievement and the results show that teacher motivation and creativity simultaneously have a significant effect on learning achievement not to english skill especially listenig skill.[10] The researcher found the gap that the study lacked emphasis on specific English language skills that are influenced by creativity, such as listening skills.

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[9] Laila Nurizmi et al., "Teachers' Creativity in Improving Students' Interest n Learning English," *Agustus* 1, no. 4 (2023), https://doi.org/10.51903/pendekar.v1i4.346.

[10] Christine Sant'Anna de Almeida et al., "Weaknesses and Solutions of Students in Writing Descriptive Text," *Revista Brasileira de Linguística Aplicada* 5, no. 1 (2016): 1689–99, https://revistas.ufrj.br/index.php/rce/article/download/1659/1508%0Ahttp://hipatiapress.com/hpjournals/index.php/qre/article/view/1348%5Cnhttp://www.tandfonline.com/doi/abs/10.1080/09500799708666915%5Cnhttps://mckinseyonsociety.com/downloads/reports/Educa.

Based on the above statement, the researcher decided to research this further with the title "**ENGLISH TEACHER CREATIVITY TO IMPROVE STUDENTS' ENGLISH LEARNING ACHIEVEMENT**".

1.2 Limitation of the Research

The scope of this study is determined by both the subject and the research objectives. In terms of subject, this study is specifically limited to English teachers who teach Grade 4 students at SDIT Rabbi Radhiyya Sidorejo Curup. The class was chosen due to its notable academic performance and consistency in classroom dynamics, which provide a relevant context for observing the impact of teacher creativity on student outcomes.

In terms of the research objective, this study is limited to investigating how English teachers' creativity influences students' achievement in English language learning, with a specific focus on listening skills. Listening achievement in this study refers to students' ability to perform well in three key aspects of listening comprehension: main idea recognition, vocabulary comprehension, and conclusion drawing, as derived from Gary Buck's theory of listening in language acquisition. The choice to focus on listening is based on the developmental stage of primary school students, for whom listening represents a foundational skill in acquiring English as a second language.

Furthermore, this study highlights how creative teaching strategies— uch as interactive storytelling, role-play, and vocabulary-based games can improve students' engagement and contribute to better listening comprehension outcomes. Therefore, the creativity of English teachers in designing and

implementing such strategies is the primary focus of this research, specifically in its students' learning achievement

1.3 Reseach Question

Based on the background above, the researcher needs to explore more deeply the creativity of English teachers in creating interest in learning English in Islamic Elementary School, therefore, the researcher creates a research question to answer these problems:

1. How does English teacher creativity to improve students' learning achievement in learning English at SDIT RABBI RADHIYYA SIDOREJO CURUP ?

2. How to improve students' learning achievement through teacher creativity at SDIT RABBI RADHIYYA SIDOREJO CURU?

1.4 The Objective of the Research

Based on the research question above, the objectivity of this study as follow :

1. To identify the creativity of English teacher creativity to improve students' learning achievement in learning English during English Language Activities at the Islamic Elementary Schools, the researcher conduct observation of English teachers at Islamic Elementary School.

2. To examine the English Learning Achievement of Students at SD IT RR to find out the success of teacher creativity.

1.5 Definition of Key Term

There are some definition terms used to describe the research entitled 'English Teacher Creativity to Improve students' Learning Achievemet in Learning English'.

A. Students' Achievement

According to Alfiana, Learning achievement is the real result achieved by individuals as a manifestation of ability, effort and interaction with various factors that influence the learning process [11]. In addition, students who are having achievement would interested in an activity tend to be more focused, involvement in the activity can arouse their interest.

B. Creativity

According to Richards, creativity in education refers to the ability of teachers to find new and innovative ways of teaching, solving problems, and designing activities that motivate and engage students in the learning process. Teachers who have creativity settings are often characterized as having a number of different dimensions: (a) the ability to fix problems in unique and significant ways that are important to the goal; (b) recognizing new meanings and relationships in things and developing relationships; (c) having original and imaginative thoughts and ideas about something; and (d) utilizing imagination and previous experience to create [12]. It can be concluded, a creative teacher is a teacher who can develop new ideas in

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[11] Alfiana, et all., "Students' Interest in Learning English During New Normal Era of Covid-19 Pandemic."

[12] Richards, et all., *Reflective Teaching in Second Language Classrooms*.

teaching, learning, and develop new ways of educating, guiding, and evaluating learners.

1.6 Significances of the Research

The findings of this research are expected to provide many benefits, including:

1. For School

   This research will be conducted with the aim of providing an overview and direction for institutions or integrated Islamic primary schools on how to use creativity in creating an English language learning environment.

2. For Educators

   This study has benefits for teachers, students and other researchers. The researcher hopes that the findings from this study will provide a new perspective in increasing interest in learning English and also be useful in improving teachers' skills. It is hoped that the findings will encourage english teacher creativity to improve students' learning achievement in Learning English, especially at the elementary school level.

3. For Researcher

   In conclusion, the results of this study can serve as a reference for other researchers who are interested in similar topics or focus. It can contribute in enriching their knowledge about teacher creativity to improve students' learning achievement in Learning English.

4. For Students

This study holds significant implications for students, particularly in the context of English language learning at the primary level. By examining how teacher creativity through the application of diverse, adaptive, and engaging instructional strategies influences student interest and achievement, this research provides valuable insights into how students can benefit from creative classroom practices.

The findings of this study are expected to encourage a more supportive and stimulating learning environment, where students not only achieve better academic outcomes but also experience increased enthusiasm for learning English as a second language. Thus, the study contributes to empowering students by highlighting the importance of teacher creativity in fostering both cognitive and affective development in language acquisition.f

CHAPTER II
LITERATURE REVIEW

2.1 Definition of Creativity

Creativity is known to refer to an individual's ability to construct new knowledge through experience, interaction and active exploration, creativity in teaching is essential to facilitate an effective and deep learning process which is that education should utilise students' social interaction, imagination and experience to encourage active and creative learning.[13] A key principle about creativity is that creativity in learning is strongly influenced by social interaction and collaboration, where students can communicate and work together to solve problems, guided by teachers and peers. Imagination is also considered a key element in the learning process, with teachers stimulating creativity through practical and contextualised activities. Active learning is important, where students are encouraged to experiment and discover for themselves, as well as receive constructive feedback, allowing them to reflect on the learning experience and continue to explore new ideas.

Creativity according to Jean Piaget in Supratman is related to the way children construct their knowledge through experience and interaction with the surrounding environment, where he sees creativity as a constructive process.[14] Students was not simply absorb information, but are actively involved in creating new understandings through direct experience and exploration, which involves assimilation and accommodation. Creativity emerges at different

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[13] Gunilla Lindqvist, "Vygotsky's Theory of Creativity," *Creativity Research Journal* 15, no. 2–3 (2003): 245–51, https://doi.org/10.1080/10400419.2003.9651416.

[14] Ahman Maedi Supratman, "Piaget's Theory in the Development of Creative Thinking," *Research in Mathematical Education* 17, no. 4 (2013): 291–307, https://doi.org/10.7468/jksmed.2013.17.4.291.

stages of cognitive development, with imagination playing an important role, especially at the preoperational stage, where children use symbols and fantasy in play. Piaget also considered mistakes as an important part of the learning process, providing opportunities for children to reflect, correct and create new solutions, thus enriching their creative abilities. Thus, creativity is the result of active interaction with the environment, the use of imagination, and continuous cognitive development.

From the above, tt can be concluded that emphasising the role of social interaction and collaboration, where creativity grows through teacher and peer guidance, and challenges. Imagination being an important element, with teachers stimulating creativity through contextualised activities and active learning, also sees creativity as a constructive process that occurs through direct experience and exploration, where children actively construct knowledge through assimilation and accommodation, with imagination and mistakes as an integral part of their cognitive development, hence the emphasis that creativity emerges through active interaction, experience and reflection, ultimately enriching the learning process.

2.2 Purpose of Creativity in Learning English

Teaching English to early learners of English refers to the process of imparting English language knowledge to children who are in their early years of development, usually between the ages of 6 to 12.[15] At this age, children are in a very critical stage of cognitive and social development, where they absorb

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[15] Nilma Taula'bi', "Creative Teaching Strategies Implemented in Teaching English to Young Language Learner," *DEIKTIS: Jurnal Pendidikan Bahasa Dan Sastra* 2, no. 4 (2022): 529–34, https://doi.org/10.53769/deiktis.v2i4.444.

information quickly and are more responsive to fun and interactive environmental stimuli. Therefore, this type of teaching focuses on age-appropriate activities that help children develop basic language skills, including listening, speaking, reading and writing. Effective teaching strategies for young learners include the use of interactive activities, games, songs, stories and visual aids. All of these aim to create a fun learning atmosphere, while making it easier for children to understand and use English in the context of everyday life. With a creative approach, children can be more actively engaged, less anxious about learning a foreign language, and more motivated to learn.

Creativity in teaching English at primary school level plays a key role in making learning more meaningful and enjoyable for students. Creative teaching strategies, such as language games, songs, or art-based activities, can motivate students to learn English because they feel emotionally and intellectually engaged.[16] Creative teaching also emphasises that students learn best through direct experience and social interaction.[17] Therefore, creativity in teaching but fun tasks, such as collaborative projects or role plays. In addition, designing creative teaching activities by identifying students' learning styles, there are visual, kinesthetic, linguistic, and musical which creativity in teaching English allows teachers to design a variety of activities that suit students' various learning styles.[18] For example, songs and stories help students with musical intelligence, while the use of pictures or videos appeals to more visual students.

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[16] Deci Edward L and Richard M. Ryan, *Intrinsic Motivation and Self-Determination in Human Behaviour* (New York: Plenum Press, 1985).

[17] Lindqvist, "Vygotsky's Theory of Creativity."

[18] Danielle E. Kaplan, "Creativity in Education: Teaching for Creativity Development," *Psychology* 10, no. 02 (2019): 140–47, https://doi.org/10.4236/psych.2019.102012.

Overall, the purpose of creativity in teaching English at primary school level is to make learning more interesting, meaningful and effective. Creativity allows teachers to tailor teaching strategies to students' individual needs, stimulate their interest, and increase their motivation to learn English in a fun, relevant, and rewarding way.

2.3 Advantages of Creativity in Learning English

Creativity in learning English offers several advantages that are supported by various educational and psychological theories. These advantages not only improve students' linguistic abilities, but also develop broader cognitive, emotional and social abilities. Here are the main advantages of creativity in learning English:

1) Enhance Student Motivation

Incorporating creativity in English learning has the advantage of motivating students deeply and consistently. This can be done by creating various creative activities such as storytelling, role-playing and interactive games.[19] These activities are tailored to students' interests, needs and personal experiences, thus increasing their engagement and enjoyment in learning. Giving students the freedom to choose their learning methods and feel competent in completing tasks will also increase their intrinsic motivation. In addition, creativity helps students connect emotionally with the material through personal experiences and collaborative activities. This intrinsic motivation spurs deeper engagement as students are not only motivated by

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[19] Edward L and M. Ryan, *Intrinsic Motivation and Self-Determination in Human Behaviour.*

academic requirements, but also their internal drive to explore and master the English language. Incorporating creativity in teaching will result in consistent and sustained effort, as well as improving students' language skills.

2) Create Student Critical Thingking

Creativity encourages students to think critically and solve problems through the use of language. given that students learn best when they actively construct their own understanding through meaningful interactions.[20] By incorporating tasks that require students to solve linguistic challenges, make inferences, or produce creative content (e.g., writing a story or creating a dialogue), students improve their problem-solving skills and develop stronger language acquisition.

3) Supports Individual Learing Styles

It is important to remember that each student has diverse cognitive strengths, such as linguistic, musical, spatial and kinesthetic intelligences. Creativity in learning English allows teachers to design different activities to suit these different intelligences.[21] For example, students with linguistic intelligence may excel in writing poems or stories, while those with musical intelligence may learn through songs or rhythm-based activities. This personalisation makes language learning more effective and inclusive.

4) Language Mastery

Bloom's taxonomy outlines a hierarchy of cognitive processes, with creativity as one of the highest forms of learning. By engaging in creative

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[20] Lindqvist, "Vygotsky's Theory of Creativity."
[21] Kaplan, "Creativity in Education: Teaching for Creativity Development."

activities that involve synthesis and evaluation-such as writing, drama or debate-students not only practise language use, but also retain it more effectively.[22] Creating something new with language requires them to apply what they have learnt in new ways, leading to better mastery and long-term retention of English vocabulary and grammar.

5) Promotes Emotional and Social Development

Engaging in creative tasks such as storytelling or drama allows students to express their emotions and explore different perspectives. it is important to understand that managing emotions is key to personal and social development.[23] Creativity in language learning provides an outlet for students to develop emotional awareness, empathy and social skills, all of which are important in language use and communication.

2.4 Teacher Creativity

A teacher is a position or career that requires specialised expertise in teaching.[24] People without expertise in this field cannot perform their teaching duties well. As a teacher, his or her role is crucial in facilitating learning. To achieve this, teachers must play several key roles, one of which is as a facilitator. This role is vital as students often face challenges in learning. Therefore, teachers must create a supportive atmosphere for students to learn.

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[22] Bloom Benjamin S., *TAXONOMY OF EDUCATIONAL OBJECTIVES (The Classification of Educational Goals)*, *Cataloging and Classification Quarterly*, vol. 3 (Chicago: DAVID McKAY COMPANY, INC., 1983), https://doi.org/10.1300/J104v03n01_03.

[23] Goleman Daniel, *Emotional Intelegence* (New York: A Division of Random House, Inc., 2006).

[24] Eka Apriani, Paidi Gusmuliana, and Via Armu Manangsa, "Teaching English by Using Andragogy Approach for EFL Students," *Journal of English Education and Teaching* 4, no. 3 (2020): 386–400, https://doi.org/10.33369/jeet.4.3.386-400.

However, it is not always easy for a teacher to carry out his role successfully. One aspect that needs to be considered is creativity.

Creativity is a unique ability that allows a person to discover new things by utilising imagination, fantasy or imagination. Every individual intrinsically has creative tendencies stored within them[25]. Therefore, one of the main roles of teachers is to explore and develop the potential creativity that exists in each student. Teachers are responsible for creating a learning environment that stimulates imagination and innovation, and provides challenges that trigger students to explore new ideas.[26] In doing so, teachers not only train students' academic abilities, but also help them hone the creative skills that are essential for success in life and career.

The creativity that teachers need to emphasise is the kind that encourages students to re-express, revisit, reconsider and reinvent existing information or ideas[27]. This process, although slow, gradually leads to new discoveries and new challenges. By providing space for reflection and re-exploration of the material learnt, teachers help students deepen their understanding and stimulate their creative minds. This allows students to go beyond the boundaries of conventional understanding and develop the ability to confront situations or problems with fresh and innovative viewpoints. Over time, this approach not only enhances students' creative skills, but also prepares them to face real-world

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[25] Neng Lia Yulianengsih, "Teacher Creativity in Classroom Management to Improve Students' Learning Ability," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 6, no. 1 (2023): 57–66, https://doi.org/10.54069/attadrib.v6i1.383.

[26] Jumatul - Hidayah and Ruly - Morganna, "Fulfilling the Needs of Diverse Students: Teaching Strategies for Efl Inclusive Classrooms," *Suar Betang* 14, no. 2 (2019), https://doi.org/10.26499/surbet.v14i2.135.

[27] Xianhan Huang, Chin-hsi Lin, and Sun Mingyao, "What Drives Teaching for Creativity ? Dynamic Componential Modelling of the School Environment , Teacher Enthusiasm , and Metacognition," no. January 2023 (2021), https://doi.org/10.1016/j.tate.2021.103491.

challenges with an open and responsive attitude. Thus, every teacher needs to develop creative teaching methods to create an entertaining learning experience for students. In addition to applying these methods, teachers must also have good classroom management skills. They need to be able to act as partners for students in the learning process, create a conducive, effective classroom environment, and make students feel comfortable during the learning process.

It is interesting to review the characteristics of a creative teacher. In general, creative teachers have some things in common.

2.5 The Factors of Influence Teacher Creativity

As an English teacher, you are often required to be a creative teacher.[28] Therefore, understanding teachers' creativity is essential as they are the ones who engage students, provide challenging ideas, and expose them to meaningful teaching. It is also interesting to study the factors that motivate English teachers to be creative in their teaching to understand their attitudes and activities in their working environment. According to Frank E. Williams, the 'Cube' model of creativity provides a comprehensive framework for assessing and fostering creative thinking in educational settings, then Divergent Thinking is one part of the model which in its description refers to the ability to generate creative ideas by exploring many possible solutions in an effort to find one that works.[29] Thus, Williams emphasises in his model the cognitive dimension of the 'Cube' model of creativity and offers a structured approach to evaluating and enhancing

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[28] Smithsonian Magazine, *Developing Creative Productivity in Young People through the Pursuit of Ideal Acts of Learning*, 2020.
[29] Frank E. Williams, "Assessing Creativity across Williams 'Cube' Model," *Gifted Child Quarterly* 23, no. 4 (1979): 748–56, https://doi.org/10.1177/001698627902300406.

teachers' creative capacity comprising the factors of fluency, flexibility, originality/novelty, and elaboration. The following are the factors that influence English teacher creativity according to William:[30]

A. Teacher Fluency

Fluency in teacher creativity refers to a teacher's ability to generate a variety of ideas, responses, or solutions efficiently and fluently. This ability is critical in education as it allows teachers to develop diverse instructional strategies, provide varied examples, and engage students in a variety of ways.[31] The aspects of fluency is the *idea generation rate*, which measures how quickly and effectively a teacher can produce different teaching approaches. For example, a teacher introducing a grammar lesson might brainstorm several methods, such as using songs, storytelling, real-life scenarios, or games, to make the concept more accessible to students.

Another crucial element of fluency is the *diversity of ideas*, which emphasizes the ability to generate varied and unique responses rather than repeating similar concepts. A teacher demonstrating fluency might introduce a single vocabulary word in multiple contexts, such as conversations, visual aids, and word association exercises. Additionally, fluency involves *ease of idea production*, where teachers can smoothly and naturally come up with new teaching methods and explanations in response to students' needs. This is particularly beneficial when students struggle with understanding a concept, as the teacher can immediately provide

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[30] *Ibid*.
[31] Nur Khoiri et al., "Teaching Creative Thinking Skills with Laboratory Work," *International Journal of Science and Applied Science: Conference Series* 2, no. 1 (2017): 256, https://doi.org/10.20961/ijsascs.v2i1.16722.

alternative explanations through analogies, real-life applications, or hands-on activities.

Fluency plays a crucial role in maintaining student engagement, preventing monotony, and adapting to different learning styles in real-time. It enables teachers to create interactive and flexible learning environments where students feel encouraged to express their ideas freely. Additionally, fluency supports problem-solving in the classroom by allowing teachers to respond dynamically to unexpected challenges. By incorporating fluency into their teaching practices, educators can cultivate a more enriching and stimulating learning experience for their students.

B. Teacher Flexibility

Teacher flexibility refers to an educator's ability to adapt teaching methods, shift perspectives, and respond creatively to challenges in the classroom. This characteristic is essential for fostering an inclusive and engaging learning environment, as it allows teachers to accommodate diverse student needs, unexpected situations, and evolving educational contexts.[32] The aspects of teacher flexibility is *adaptability in teaching methods*, which involves modifying instructional strategies based on students' learning styles, interests, and responses.[33] A flexible teacher can switch from traditional lectures to interactive approaches such as role-

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[32] Khairunnisa Syafira Dumbi and Stephanie Yuanita Indrasari, "Encourage Teacher Innovative Behavior : The Interaction Role of Cognitive Flexibility and Teacher Self-Efficacy," *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 10, no. 1 (2024): 314, https://doi.org/10.33394/jk.v10i1.10897.

[33] Alice Chirico et al., "Awe Enhances Creative Thinking: An Experimental Study," *Creativity Research Journal* 30, no. 2 (2018): 123–31, https://doi.org/10.1080/10400419.2018.1446491.

playing, group discussions, or hands-on activities, depending on the students' level of understanding. If planned methods are not effective, a flexible teacher may use stories or visual aids to clarify concepts in an engaging way. A flexible teacher can also change the learning approach based on the needs of the students and the situation. In the use of interactive digital media, a teacher can switch from text-based teaching to animated videos, from independent learning to virtual group discussions, or from written exercises to interactive quizzes.

Another important component is *perspective shifting*, where teachers can view lessons and classroom interactions from different viewpoints, including those of students, parents, or even societal and cultural influences. This ability enables teachers to address diverse learning needs effectively. For instance, when students struggle with a complex topic, a flexible teacher might reframe the lesson by presenting it through analogies, real-life applications, or storytelling, helping students connect new information to prior knowledge. Perspective shifting also fosters empathy, allowing educators to recognize and accommodate individual student challenges, such as learning disabilities, language barriers, or emotional difficulties.

Problem-solving and surprising insight are also fundamental elements of flexibility. A teacher demonstrating this trait can think critically and creatively to overcome unexpected classroom obstacles. Whether addressing disruptive behavior, adjusting to technological failures, or clarifying misunderstood content, a flexible educator remains calm and finds alternative solutions on the spot. For instance, if a classroom debate

becomes unproductive, the teacher might introduce a new rule or change the discussion format to refocus students' attention and encourage constructive participation.

Overall, flexibility in teaching is crucial for maintaining student engagement, fostering a positive learning atmosphere, and ensuring effective knowledge transfer. Teachers who exhibit flexibility create adaptive and dynamic classrooms where students feel supported, challenged, and motivated to explore new concepts in meaningful ways.

C. Novelty in teaching

Originality or novelty in teaching refers to a teacher's ability to introduce unique, unconventional, and thought-provoking approaches to instruction. This dimension of creativity enables educators to engage students in ways that go beyond traditional methods, making learning experiences more memorable and impactful.[34] Teachers who demonstrate originality foster an environment where students are encouraged to think outside the box, explore new ideas, and develop a deeper understanding of the subject matter. The aspects of originality in teaching is *unusual responses*, where teachers present ideas or ask questions in unexpected ways that challenge conventional thinking. Instead of delivering predictable lessons, a creative teacher might introduce surprising scenarios, paradoxical questions, or unconventional analogies to stimulate student curiosity. For example, when teaching grammar, instead of using standard sentence

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[34] Ross C. Anderson and Matthew Graham, "Creative Potential in Flux: The Leading Role of Originality during Early Adolescent Development," *Thinking Skills and Creativity* 40, no. January (2021): 100816, https://doi.org/10.1016/j.tsc.2021.100816.

structures, the teacher could incorporate humor, riddles, or even absurd examples that push students to analyze language in a fresh way.

Another component is *clever ideas*, which refers to an educator's ability to craft unique and engaging instructional strategies. A teacher demonstrating this trait might integrate interdisciplinary connections, such as using mathematical patterns in poetry or historical events in science lessons, to make content more engaging. Additionally, they might implement unexpected classroom activities, such as gamified learning, escape room challenges, or reverse teaching (where students become the instructors), to make lessons more interactive and thought-provoking.

Production from the obvious is another essential element of originality in teaching. This involves taking common, everyday concepts and transforming them into innovative learning opportunities. A teacher practicing this skill can extract deeper insights from ordinary classroom materials, such as using a simple newspaper article to explore complex themes in literature, ethics, or global issues. Instead of teaching a lesson in the usual linear format, the teacher might use storytelling, simulation, or dramatization to make the content more immersive.

By incorporating originality into teaching, educators not only enhance student engagement but also nurture a mindset of creative problem-solving and critical thinking. Students are more likely to develop curiosity and confidence in expressing their own ideas when exposed to novel and inventive teaching methods. In turn, this approach fosters a more dynamic, inspiring, and intellectually stimulating classroom environment.

D. Teacher Elaborate

Elaboration in teaching refers to a teacher's ability to expand on ideas, enrich lesson content, and design engaging instructional activities with depth and complexity. Teachers who excel in elaboration do not merely present basic information; instead, they refine, enhance, and build upon concepts in a way that deepens students' understanding and keeps them actively engaged.[35] This skill ensures that lessons are not only informative but also thought-provoking, well-structured, and filled with meaningful details that make learning more memorable. The characteristic of elaboration in teaching is *being detail-oriented*. A teacher with strong elaboration skills carefully crafts lesson plans by integrating relevant examples, supplementary materials, and real-life applications. Instead of providing generic explanations, they break down complex ideas into smaller, interconnected components, allowing students to see the bigger picture. For instance, when teaching a literature lesson, an elaborative teacher might explore the historical context of a novel, analyze character motivations in depth, and introduce multimedia elements like film adaptations or author interviews to enhance comprehension.

Another essential aspect is *the ability to generate intriguing plans*. This involves designing lessons and activities that go beyond surface-level instruction, encouraging students to explore concepts creatively and critically. A teacher demonstrating this trait might incorporate project-based

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[35] Luthfiyah Nurlaela, "Developing Creative Thinking Skills in Learning at Higher-Educational Institution of Teacher," *Proceedings of the 3rd UPI International Conference on Technical and Vocational Education and Training* 14, no. January 2015 (2015), https://doi.org/10.2991/ictvet-14.2015.26.

learning, inquiry-based assignments, or cross-disciplinary connections to deepen engagement. For example, in a science class, rather than simply explaining the water cycle through diagrams, the teacher could integrate an interactive experiment where students create their own mini water cycles in sealed containers and document changes over time. By making lessons hands-on and multidimensional, teachers foster curiosity and independent thinking.

Through elaboration, teachers ensure that learning experiences are rich, layered, and intellectually stimulating. By providing depth, context, and interactive components, they help students connect with the material on a deeper level, ultimately fostering critical thinking, problem-solving, and creativity in their learning process.

2.6 Students Learning Achievement

Learning achievement is the real result achieved by individuals as a manifestation of ability, effort and interaction with various factors that influence the learning process.[36] In the view of educational psychology, learning is defined as the process of modifying behaviour through experience and practice, which involves changes in both external aspects, such as visible skills, and internal aspects, such as increased understanding and attitudes.[37] Therefore, learning achievement is an important indicator to assess the extent to which learning objectives have been achieved, both at the individual and group level.

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[36] Jacquelynne S Eccles and Allan Wigfield, "Schooling ' s Influences on Motivation and Achievement" (New York: Russell Sage Foundation, 2014).

[37] Dale H. Schunk and Maria K. DiBenedetto, *Self-Efficacy and Human Motivation*, *Advances in Motivation Science*, 1st ed., vol. 8 (Elsevier Inc., 2021), https://doi.org/10.1016/bs.adms.2020.10.001.

As evidence of the effort that has been made, learning achievement also serves as an evaluation tool for the effectiveness of the teaching methods and learning strategies applied.

According to Frederick, affective factors that affect learning achievement in primary school students can include various emotional and psychological aspects that affect students' motivation, attitude and interest in the learning process. These affective factors are very important because they can improve or hinder students' learning achievement. Some significant affective factors include:[38]

1) Behavioral Engagement

Behavioural engagement can be viewed through three dimensions. Firstly, it involves adhering to rules and classroom norms while avoiding disruptive behaviour. Secondly, it encompasses effort, concentration, perseverance, active participation, and asking questions during academic tasks. Lastly, it includes involvement in school activities such as sports or student governance. However, there are exceptions to this definition, with four levels of participation indicating varying degrees of commitment to the institution. Additionally, research reveals different typologies of behaviour in classroom participation, distinguishing between cooperative and autonomous participation. While behavioural engagement encompasses positive behaviour, academic task engagement, and participation in school activities, it fails to differentiate between academic and non-academic behaviours.

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[38] Jennifer A Fredricks, Phyllis C Blumenfeld, and Alison H Paris, "School Engagement Potential of The Concept," *Review of Educational Research*, 2004.

Nevertheless, there are distinctions within participation that indicate variations in engagement. Furthermore, studies have identified different behavioural types in classroom participation.

2) Emotional Engagement

Students' emotional engagement in the classroom includes affective reactions such as interest, boredom, happiness, sadness and anxiety. To measure emotional engagement, some researchers look at emotional reactions to school and teachers. Some conceptualise it as identification with the school, which includes feelings of belonging and respect for the school. The emotions involved in this identification include attitudes towards school, teachers or work at school, as well as feelings of pleasure, sadness, boredom or interest during the learning and working process. The concept of emotional engagement also often overlaps with the concept of motivation. Some studies consider motivation and engagement as synonyms. However, the definition of engagement used in studies is less differentiated than the definition of motivation. For example, in motivation studies, there is a distinction between situational interest and personal interest. Situational interest is temporary, and is triggered by specific features of a situation.

3) Cognitive Engagement

Cognitive engagement is one's ability to solve problems, work hard and cope with failure with a positive attitude. It also involves emotional investment and effort to learn, understand and master academic knowledge and skills. This concept of engagement is in line with

motivation to learn, learning goals and intrinsic motivation. Students who are motivated to learn value the learning process and strive to gain knowledge. Students who have learning goals are more focused on the learning process and challenging achievements. Intrinsically motivated students like challenges and persevere in the face of difficulties. All of these concepts emphasize the importance of investment and appreciation of the learning process, and can influence student learning outcomes. Engagement is also important in many aspects of life, not just in the school environment.

Measuring student engagement across the dimensions of behavioural, emotional and cognitive engagement. By evaluating these different aspects of engagement, teachers can gain a better understanding of how students are actively involved in the learning process. In the context of language learning, measuring student engagement is crucial as it can help determine the effectiveness of language learning approaches. According to Cameron, for primary school students, measuring this dimension can be done by assessing their participation in listening activities, where behavioural engagement will be seen from through listening test activities, students learn to follow directions and practice cooperative behaviours such as listening with focus, then emotional engagement can be evaluated through students' enthusiasm for interactive learning materials. Meanwhile, cognitive engagement can be observed through the administration of this test stimulates students' critical thinking skills by asking them to recognise the main idea, understand vocabulary, and draw

conclusions based on information. [39] By considering these dimensions of engagement, educators can create optimal learning experiences that encourage students' engagement and their language development.

According to Gary Buck, the listening process involves speech recognition, vocabulary comprehension, syntactic interpretation, and integration of information with prior knowledge to understand meaning. Effective listening assessments should reflect real situations using natural language, various accents, and authentic contexts. Questions in listening assessments can be literal, inferential, and evaluative comprehension. Speaking speed, text complexity, task type and listener characteristics also affect comprehension. Listening assessments should be valid and reliable, using a variety of question formats such as multiple choice. This approach is important for primary school students as it supports the use of authentic, contextualised and developmentally appropriate tasks. Listening tests should also involve main idea recognition, vocabulary comprehension and informed inference. [40]

Table 2. 1 Listening Assessment by Gary Buck

No	Aspect	Indicator
1	Main idea recognition	Students can identify the main idea or main ideas conveyed in the audio text.
2	Vocabulary comprehension	Students can understand the meaning of words or phrases used in the audio text.
3	Conclucion	Students can draw conclusions or make inferences based on the information they hear

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[39] Lynne Cameron, "Teaching Languages to Young Learner" (New York: Cambridge University Press, 2001).

[40] Gary Buck, "Assessing Listening," *The Routledge Handbook of Second Language Acquisition and Listening* (Cambridge: Cambridge University Press, 2001), https://doi.org/10.4324/9781003219552-20.

2.7 Previous Studies

There are several related previous studies that have been conducted by other researchers. In a previous study entitled "Teachers' Creativity in Improving Students' Interest in Learning English" by Laila Nurizmi in 2023. This research highlights that teacher creativity has a significant influence on student engagement, intrinsic motivation and language proficiency. Engaging pedagogical strategies, such as the use of games and stories, are crucial in capturing students' attention and making them enthusiastic in learning English.[41] However, previous research tended to focus on advanced level students and less on primary school students, especially in integrated Islamic schools. This study also did not discuss the supporting factors of teachers' creativity in shaping students' interest in learning English. Therefore, further research is needed to investigate teacher creativity to improve students' listening learning achievement, especially in integrated Islamic primary schools.

Second, from Hestika was conducted research title "The Effect of Teachers' Creativity on Students' Interest in Learning English in the Second Grade SMP NEGERI 2 Tinambung". This research revealed that students' interest in English learning is driven by a pleasant classroom atmosphere. Through interviews with the students, it was found that their English teachers used a variety of media which increased their enthusiasm in learning English. In addition, they enjoy the relaxed and fun atmosphere during the learning process, which is created by their teachers. Nevertheless, this study only focus how the

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[41] Nurizmi et al., "Teachers' Creativity in Improving Students' Interest n Learning English."

teacher assist students creativity. [42] In contrast to Hestika's research which focuses on the effect of teacher creativity on student interest in learning English subjects through the use of varied media and a pleasant classroom atmosphere, this study focuses on aspects of insight and factors that support English teacher creativity in listening learning achevement.

Third, there is a research which was constructed by Gonçalves conducted a research entitled "Teacher Motivation and Creativity Towards Student Learning Achievement At Ensino Secundario Geral Público Hato-Udo , Ainaro - Timor Leste" This study shows that teacher motivation and creativity have a significant effect on student learning achievement. In this study, teacher motivation and creativity have a strong simultaneous influence on student learning achievement, with an Fcount value greater than the Ftable value. In addition, teacher motivation and creativity also have a partial influence on learning achievement, with a tcount value greater than the ttable value. This study also highlights the importance of other factors that influence teachers' creativity in motivating students, such as the school environment, education policy and resource availability. [43]. In addition, this study also considers the impact of these factors on students' engagement in the learning process. Through this research, there is a relationship between teacher creativity and student learning achievement, but this research also provides a broader

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[42] Hestika, Nur Qalbi, and Farisha Andi Baso, "The Effect of Teachers' Creativity on Students Interest in Learning English in the Second Grade Smp Negeri 2 Tinambung," *Journal of Language Testing and Assessment* 1, no. 1 (2021): 21–29, https://doi.org/10.56983/jlta.v1i1.175.

[43] Agostinho dos Santos Gonçalves et al., "Teacher Motivation and Creativity Towards Student Learning Achievement At Ensino Secundario Geral Público Hato-Udo , Ainaro - Timor Leste," *Journal of Innovative Studies on Character and Education* 4, no. 2 (2020): 280–96.

understanding of the factors that influence teacher creativity and student engagement in learning.

The last, this is research which was done by Afifah Marshalina conducted a research entitled : "Character Building through English Language Teaching: A Case Study at One Junior High School in Palembang". This study aims to explain English teachers' teaching strategies in building students' character in English classes. In summary, the teachers have implemented character education in the English classroom. Through the teaching strategies implemented by teachers regularly, it will affect students' competence in English skills and improve their characters. [44] In this study, the researcher emphasises the importance of creative teaching strategies, particularly in the context of English language teaching. This focus leads to how teachers' creativity in designing and implementing teaching strategies can influence students' interest in learning English as well as contribute to their academic achievement in English language skills. Thus, this study underlines that creativity in teaching is the key to not only improving students' language skills but also building deep interest in English language learning.

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[44] Afifah Marshalina, "Character Building through English Language Teaching : A Case Study at One Junior High School in Palembang Concept of Character Building," *Corolla International Proceeding*, no. 1993 (2022): 98–108.

CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1 Research Design

This study uses a mixed methods with explanatory approach to provide a comprehensive understanding of the extent to which English teachers' creativity contributes to improving student achievement in English language learning at the primary school level. Explanatory reseach design is part of Mixed methods allowed for the incorporation of qualitative and quantitative data, resulting in a more in-depth and holistic analysis of the phenomenon under study.[45] to understand the extent to which English teacher creativity contributes to improving student achievement at SDIT Rabbi Radhiyyah Sidorejo, Curup. This approach begins with a qualitative stage of observation of teachers' teaching strategies, such as the use of innovative media, game-based approaches, and teacher-student interactions, to document the forms of creativity applied. Next, the quantitative stage was conducted by giving academic achievement tests to students to measure the effect of creativity on vocabulary understanding, grammar, and receptive skills (listening and reading). This combination of qualitative and quantitative data provides a more holistic and valid analysis, where the observation results complement the findings from the student tests. This approach not only enhances the credibility of the research, but is also relevant for exploring contextual learning strategies in an Islamic-based educational environment. This research is expected to

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[45] John W Cresswell, *Research Design : Qualitaitf, Quantitatif, and Mixed Method Aprproach*, 4th ed. (California: SAGE Publications, Inc., 2009).

contribute to the development of innovative and effective teaching methods to improve learning outcomes of primary school students.

3.2 Subject of the Research

A. Subject

This research combines qualitative and quantitative data. Subjects in this study were selected using purposive sampling to select informants to be involved. According to Friday, purposive sampling was used on the subject of this study and purposive sampling is an informant who is selected based on criteria relevant to the research question.[46] This means that this research takes samples based on considerations related to the research objectives. Consideration of informant criteria in this study include: First, certified Islamic primary school English teachers. Second, who use creative approaches when teaching English. Third, who use creative learning media in language learning in the classroom. And finally, English teachers who teach in classes where their students have won competitions or events at certain levels. Furthermore, the sample in this study selected based on all members of the class taught by teachers who fit the criteria described earlier. the sample in this study, which is 86 students. So the sample selection for this study was carried out using total sampling. Total sampling is a sampling technique by taking all members of the population as samples.[47] All All students of the class take the test that will be given.

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[46] Nyimbili Friday and Nyimbili Leah, "Types of Purposive Sampling Techniques with Their Examples and Application in Qualitative Research Studies," *British Journal of Multidisciplinary and Advanced Studies* 5, no. 1 (2024): 90–99.

[47] Cresswell, *Research Design : Qualitaitf, Quantitatif, and Mixed Method Aprproach*.

3.3 Technique of Collecting Data

In the context of this study, the researcher chose to use two reliable data collection methods, namely observation as a quantiative data collection method and tests as a quantitative data collection method.

A. Qualitative Technique of Collecting Data

1. Observation

According to Ary, an observation is a document that contains a list of questions, points, or areas to assist the observer in evaluating individual performance and behavior[48]. Observation was used to deeply understand how English teachers' creativity is applied in the learning process in the classroom. Through observation, the researcher can record various innovative teaching strategies, interactions between teachers and students, and the overall learning atmosphere. The data collected includes aspects such as variations in teaching methods, the use of learning media, student engagement, as well as teachers' efforts in motivating students. Thus, observation provides qualitative insights into the forms of teacher creativity that are not only seen in learning activities, but also in the dynamics of interaction in the classroom..

B. Quantitative Technique of Collecting Data

1. Test

The test was used to measure the extent to which teachers' creativity contributes to students' learning achievement in English language learning

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[48] Donald Ary, *Introduction to Research in Education, 8th Edition* (10 DavisDrive: Wadsworth Publishing Company, 2010).

in primary schools. The test was designed to test students' English language proficiency, according to their cognitive development. Test results were statistically analyzed to identify the relationship between teacher creativity and student learning outcomes, providing concrete and measurable empirical evidence.[49] This data supports the qualitative findings, resulting in a more holistic and credible analysis of the impact of teacher creativity on student academic achievement.

3.4 Instrument of the research

Instruments are systems that support data collection in research. It is a useful tool in obtaining the required information. Thus, in this context, the researcher must seek different types of data for his research, such as observations.

A. Qualitative Research Insrument

1. Observastion Checklist Blueprint

The researcher conducted an observation of the teacher to examine the teacher's creativity in teaching English in the classroom. Before analyzing the specific aspects of teacher creativity, the researcher used Frank William's theory of teacher creativity as a guiding framework, particularly in relation to its role in shaping student achievement in learning.

Table 3. 1 Observastion Checklist Blueprint English Tecaher Creativity

No	Indicators	Sub-indicator	Description	Yes	No	Field Notes
1	Teacher Fluency	Idea Generation Rate	The teacher can generate many creative ideas in teaching			

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[49] *Ibid.*

			English to attract students' interest.			
		Diversity of Ideas	The teacher uses teaching techniques and methods to maintain student engagement.			
		Idea Production	The teacher develops and adjusts creative ideas to meet students' needs, enhancing comprehension and achievement.			
2	Teacher Flexibility	Adaptability in Teaching Methods	The teacher adjusts strategies and teaching methods to fit students' learning styles.			
		Perspective Shifting	The teacher presents English material from different perspectives to aid student comprehension.			
		Problem-Solving & Surprising Insight	The teacher finds innovative solutions to help students overcome learning difficulties.			
3	Novelty in Teaching	Unusual Responses	The teacher uses unconventional yet effective approaches in explaining material.			
		Clever Ideas	The teacher applies smart ideas to make English learning more engaging and interactive.			
		Production from the Obvious	The teacher transforms simple materials into more complex and interesting learning activities.			
4	Teacher Elabotare	Detail-Oriented	The teacher explains material in detail to support students' understanding.			
		Ability to Generate Intriguing Plans	The teacher designs engaging and effective learning activities to enhance interest and achievement.			

The observations that have been conducted aim to assess the level of teacher creativity in teaching English in the classroom. The observation process focused on various aspects that reflect the teacher's creativity in delivering the material, managing the class, and arousing students' interest in learning. Before analysing the specific aspects of teacher creativity, the researcher referred to Frank William's theory as the main conceptual framework. This theory is used to identify and categorise dimensions of teacher creativity, such as *fluency*, *flexibility*, *novelty* and *elaboration*, that contribute to teaching effectiveness and improved student achievement.[50]

The process of developing observation followed several structured steps. First, the researcher identified relevant indicators by thoroughly analyzing and reviewing the theory. This involved extracting key points that significantly contribute to student achievement, as outlined in the theory of teacher creativity in fostering student learning outcomes. Once the initial items were identified as potential observation indicators, the researcher refined the selection by determining which aspects were most relevant to the theory of teacher creativity. The indicators were formulated by aligning them with the theoretical definitions that emphasize creativity's impact on student achievement. Second, after finalizing the indicators, the researcher developed specific observation questions based on these indicators. The observation checklist was then subjected to a verification process to ensure its validity before being

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[50] Williams. Op.cit. p 749

implemented in the field. Following data collection, a triangulation process was applied to confirm the reliability and consistency of the findings, ensuring a comprehensive and accurate analysis of teacher creativity in English language instruction

B. Quantative Research Intrument

1. Test Blueprint

The test is in the form of multiple choice through short audio. The audio selected were tailored to the students' level of understanding and contained interesting and educational content. After listening to the uadio, students were asked to answer a series of simple questions related to audio.

Table 3. 2 Listening Assessment by Gary Buck

No	Aspect	Indicator
1	Main idea recognition	Students can identify the main idea or main ideas conveyed in the audio text.
2	Vocabulary comprehension	Students can understand the meaning of words or phrases used in the audio text.
3	Conclusion	Students can draw conclusions or make inferences based on the information that they hear

Table 3. 3 Items of indicator

No	Aspect	items
1	Main idea recognition	1,2,3
2	Vocabulary comprehension	4, 5,6,7
3	Conclucion	8,9,10

Table 3. 4 Listening Test Blueprint

Instruction for teacher:

1. Play the audio **"A Day at the Zoo"** for the students. Ensuring good audio and visual quality.
2. Play the video **twice** to help students understand the content fully.
3. Provide students with the test questions after the audio ends.

A day at the Zoo

Student Name: _____

Class: _____

Date: _____

Choose the correct answer for each question.

1. How does the narrator describe the monkeys at the zoo??
   A. Elephants
   B. Monkeys are lonely and aggressive
   C. The monkeys love to eat bananas and swing from the trees.
   D. Monkeys love to play in the water with other animals.
2. Why are the children excited to go to the zoo in this story ?
   A. To see wild animals up close
   B. Sleeping together under a tree
   C. To buy a pet for their home
   D. To clean the animal cages
3. What is the main topic of the audio?
   A. A school trip to an aquarium
   B. Children visit to the zoo
   C. A zookeeper's daily routine
   D. A boy's adventure in the jungle
4. What is the color of the flamingos?
   A. Pink
   B. Yellow
   C. Blue
   D. Red
5. What does the word "zookeeper" mean in the video?
   A. A person who builds the zoo.
   B. A person who takes care of the animals.

A. A person who buys the animals.
B. A person who cleans the zoo.

6. What does the word "safari" mean in the video?
    A. A zoo in the forest.
    B. A game to play in the zoo.
    C. A trip to see wild animals.
    D. A zoo for birds only.

7. What does the word "giraffe" refers to?
    A. A type of food.
    B. A type of tree.
    C. A tall animal with a long neck.
    D. A kind of zoo.

8. What does the zookeeper do in the audio?
    A. Brings food for the animals
    B. Plays with children
    C. Cleans the chicken coop
    D. Draws animals

9. Why are the children happy to visit the zoo?
    A. They can see many animals
    B. They learn to read books
    C. They play at the playground
    D. They buy some food

10. What does the elephant do in its enclosure?
    A. Climbs a tree
    B. Eats leaves and grass
    C. Runs with the lions
    D. Makes loud sounds like a bird

Item Scoring	• 1 = the correct answer • 0 = the incorrect answer
Total Score	10
Assessing	• 0 - 5: Inadequate (Need improvement). • 6 - 7: Adequate (it ais good, but still need improvement). • 8 -10 : Excellent (Excellent and good comprehension).

The questions above were designed to measure students' understanding of the information conveyed in the audio, such as vocabulary recognition, main ideas, and details mentioned in the video. This approach is supported by Gary Buck theory, which emphasizes that language learning for children should use methods that are appropriate to their cognitive development. Children understand language more easily through real contexts, such as stories and visual images, which engage multiple senses and create a fun learning atmosphere. In this case, the short audio provides a linguistic context that supports effective listening learning. In addition, the simple questions given after watching the video help students understand the main message without creating excessive cognitive load.[51] Before being implemented to all students, the researchers validated the test instrument with experts in the field of English language teaching

a) **Validity**

After the test questions pass the validation stage by experts, the next step is to measure the feasibility of the test instrument through the validity test. The validity test aims to ensure that the questions designed really measure the aspects to be tested, so that the test results can accurately reflect students' listening skills. In this study, validity analysis was carried out using SPSS Statistics Version 21 software, using the correlation of item scores to total scores at a two-tailed significance level of 5%. To get more representative results, the number of samples used in the validity test was 84 students. If the validity test results show that the correlation coefficient

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[51] Buck. *Op.Cit.* p 61.

of each item is above the critical value, then the question can be considered valid and suitable for use in research. Conversely, if there are items that do not meet the validity standards, revisions or deletions will be made to ensure that the test instrument is truly qualified, reliable, and in accordance with the research objectives.

Table 3. 5 Validiy table

Items	pearson	R table (df=n-2) 84-2=82	Valid/unvalid
X1	.255	0.2146	Valid
X2	.257	0.2146	Valid
X3	.452	0.2146	Valid
X4	.367	0.2146	Valid
X5	.313	0.2146	Valid
X6	.554	0.2146	Valid
X7	.416	0.2146	Valid
X8	.332	0.2146	Valid
X9	.318	0.2146	Valid
X10	.385	0.2146	Valid

Based on the results of the Validity test above that the validity coefficient rcount > rtable and the validity test results can be declared valid and this research can be continued.

b) **Reliability**

In the reliability test, all valid items are considered, while invalid items are not included in the reliability test.. Reliability measurement could be done using the Cronbach alpha (α) statistical test.

Table 3. 6 Raliability table

Reliability Statistics

Cronbach's Alpha	N of Items
.975	10

Based on the results of the reliability test above, the Cronbach's Alpha (α) value of 0.975 exceeds the acceptable threshold of 0.80. According to Ary the reliability criteria for Cronbach's Alpha, a value greater than 0.90 indicates excellent reliability, a value between 0.80 and 0.89 is considered good, a value between 0.70 and 0.79 is acceptable, while values below 0.70 suggest lower reliability.[52] Since the obtained alpha value falls within the "excellent reliability" category, it can be concluded that the reliability test results are highly consistent and dependable for measuring the intended construct.

3.5 Technicque of Analysis Data

A. Qualitative Technique of Analysis Data

After researchers collect data from observations, interviews, and documentation, the next step is to compare the results of observations with interviews. Then, the data that has been collected analyzed using Interactive Data Analysis techniques that use three analysis approaches, which are Data Condensation, Data Display, and Conclusions and Verification[53].

1. Data Condensation

Data reduction is a technique that involves selecting, emphasizing on simplification, abstraction, and transformation of initial data that emerges from written notes in the research field.[54] When the data collection stage was carried out in the field, the researcher conducted additional reductions such as summarizing, coding,

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[52] Ary. *Op.cit.* p 165
[53] Johnny Saldaña Matthew B. Miles, A. Michael Huberman, *Qualitative Data Analysis*, 2nd ed. (New York: SAGE Publications, 2013).
[54] Cresswell. *Op.cit.* p 166

identifying themes, and grouping the results according to the research focus. This process continued during and after the research, as well as at the stage of preparing the final research report. The main purpose of data reduction is to clarify, categorize, direct, eliminate irrelevant information, and organize data to facilitate reflection, validation, and decision-making in accordance with the research focus.

2. **Data Display**

Data presentation refers to the process of organizing information so that it is possible to make conclusions and take appropriate action.[55] Through data presentation, researchers can quickly and accurately code data and draw conclusions that are in accordance with the research focus.

3. **Conclusion and Verification**

The process of drawing conclusions occurs as the researcher continuously generates conclusions while in the research field. Conclusions were drawn through reflective interpretation of the data collected[56]. The results of the data analysis were reflected by changing or rewriting field notes based on direct experience in the research field.

B. **Quantitative Technique of Analysis Data**

Quantitative data analysis plays an important role in providing in-depth and objective statistical evidence to support broader research findings, especially in the context of research measuring the relationship between English teachers' creativity and students' learning achievement. This

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[55] *Ibid.*
[56] *Ibid.*

analytical process not only helps identify existing patterns, but also provides a solid basis for making generalizations about the phenomenon under study. By using appropriate statistical tools, in this case the researcher used descriptive statistics, the researcher can ensure that the findings obtained are not only valid but also scientifically justified.

1. **Frequency**

Frequency in data analysis refers to the number of occurrences or values that appear within each category or class in the data collected. Frequency measures allow researchers to identify patterns and trends in data, simplify complex information, and compare the distribution of values between categories. Accoring to Ary, frequency is used to describe student test results, such as the distribution of scores or specific achievement categories.[57] Frequency calculations can be visualized in the form of distribution tables or graphs to facilitate interpretation and assist researchers in drawing conclusions based on existing data patterns.

2. **Mean**

Mean is a statistical measure used to describe the central value of a set of data by summing all the scores obtained and dividing them by the number of elements in the dataset.[58] In a test context, the mean gives an idea of the average performance of students, for example in English language proficiency tests such as listening or reading. Calculating the mean allows researchers to assess the general ability level of students

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[57] Ary. *Op.cit.* 105
[58] *Ibid.*

and compare different groups. In addition, the mean value on a test can be used to measure the effectiveness of the teaching method applied. However, the mean can be less representative if the data has a highly skewed distribution or there are extreme values, so in certain cases, the median or mode is more appropriate.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

In this study, the researcher examined the role of a teacher in teaching English at SDIT RABBI RADHIYYA SIDOREJO CURUP, focusing on "*How does English teacher creativity to create students' interest in improving English learning achievement.*" To obtain accurate data, the researcher conducted direct observation of the subject to understand the creative strategies and methods used in learning. In addition, to analyse "*How Students' English Learning Achievement is improved through teacher creativity*", the researcher administered a test to the students taught by the teacher. The explanation of data findings and discussion are follow:

A. English teacher creativity to create students' interest in improving English learning achievement

To understand how English teachers' creativity affects students' interest and improves their academic achievement in learning English, the researcher used observation checklists and field notes as research instruments. The observation checklist consists of several indicators designed based on Frank Williams' Creativity Cube Model, which provides a comprehensive framework for assessing and fostering creative thinking in educational settings. Williams emphasises the cognitive dimension of creativity and offers a structured approach to evaluate and improve teachers' creative capacity, which includes fluency, flexibility, originality/novelty and elaboration.[59]

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[59] Williams. *Op.cit*. p 750

Therefore, it is crucial to explore how English teachers apply creativity in their teaching practices to foster students' interest and improve their learning outcomes. Meanwhile, field notes were used to complement the checklist data by providing an in-depth insight into the teaching-learning process. Observations were conducted in three classes - Maryam, Al-Kahf and Al-Isra' - between 17 January 2025 and 14 February 2025, following the submission of an official permission letter to the school. The observation checklist and field notes were taken based on four class sessions with the English teacher at SDIT Rabbi Radhiyya Sidorejo Curup.

1) **Maryam Class**

The observation of the English teacher in Maryam Class was conducted in four meetings that took place on 21 January 2025, 28 January 2025, 4 February 2025, and 11 February 2025. In each meeting, the teacher who was the subject of this study taught materials based on two main themes, which are 'I Go to Dufan' and 'I Am a Pilot'. The 'I Go to Dufan' theme was used in the first two meetings, which focused on learning about tourist attractions, while the 'I Am a Pilot' theme was applied in the next two meetings, which discussed various professions.

Table 4. 1 Observation checklish result with Teacher in Maryam Class

No	Indicators	Sub-indicator	Description	Meeting				Field Notes
				1	2	3	4	
1	Teacher Fluency	Idea Generation Rate	The teacher can generate many creative ideas in teaching English to	✓	✓			Meeting 1 The teacher designed an interactive learning method using language games to increase vocabulary related to tourist

				✓	✓			
			attract students' interest.					attractions. Meeting 2 The teacher again designed an innovative teaching method by using picture media then story telling as learning strategy. Meetings 3 and 4 the teacher did not show much variety in teaching and mostly used the lecture method.
		Diversity of Ideas	The teacher uses teaching techniques and methods to maintain student engagement.	✓	✓			In meeting 1 the teacher used a communicative approach by forming student group discussions. In meeting 2, the teacher used picture media to support students' understanding of the tourist attractions material. In meetings 3 & 4 the teacher no longer used many techniques and methods in teaching focusing more on lecture techniques.
		Idea Production	The teacher develops and adjusts creative ideas to meet students' needs, enhancing comprehension and achievement.	✓	✓			In meeting 1, the teacher added educational games to strengthen students' English vocabulary. In meeting 2, the teacher adjusted the classroom teaching method by using pictures with storytelling-based learning technique. In

								meeting 3 & 4, the teacher did not apply any innovative teaching strategies nor was the learning in the classroom one-way.
2	Teacher Flexibility	Adaptability in Teaching Methods	The teacher adjusts strategies and teaching methods to fit students' learning styles.	✓	✓			Meeting 1 Teacher used a combination of visual and audiotory style. Meeting 2 teacher conducts group discussion session to support collectivism learning style. Meeting 3 and 4 teachers are less flexible in adjusting teaching methods. Learning is mostly done using lecture method and focusing on textbooks without any variation that supports students' various learning styles.
		Perspective Shifting	The teacher presents English material from different perspectives to aid student comprehension.			✓		In meeting 1, the teacher simply did not relate the material to students' experiences directly. Meeting 2 was still the same pattern. In the 3rd meeting, the teacher delivered the material about professions more clearly and intensively, although the teacher did not apply a particular learning method. In the 4th meeting, it was

								seen that the teacher only continued the material from the previous meeting and did not do much material exploration.
		Problem-Solving & Surprising Insight	The teacher finds innovative solutions to help students overcome learning difficulties.	✓				Meeting 1 the teacher faced a challenge when some students had difficulty understanding the meaning of words in the English reading text, as a solution the teacher asked students to guess the meaning of difficult words based on pictures and sentence content before giving more specific definitions. Meeting 2 the class was still interactive and there were no problems in learning. Meeting 3 did not have any obstacles because the class was one-way. The fourth meeting the teacher did not explore the material further.
3	Novelty in Teaching	Unusual Responses	The teacher uses unconventional yet effective approaches in explaining material.	✓	✓			In meeting 1, the teacher used the educational game strategy of guessing pictures to guess some of Indonesia's famous tourist attractions. Meeting 2 used a story telling learning strategy where the

								teacher told the story of someone's journey who was on holiday at Dufan. Meeting 3 still uses conventional methods. The 4th meeting had no new teaching pattern.
		Clever Ideas	The teacher applies smart ideas to make English learning more engaging and interactive.	✓	✓			In meeting 1, the teacher used the Mystery Box Vocabulary technique to introduce new vocabulary in the theme *I go to Dufan*. In meeting 2, the teacher introduced the concept of *Interactive Storytelling*, where students in groups made a story about *I go to Dufan*. Meeting 3 the class was intensive but still one-way. The 4th meeting the teacher only gave exercises.
		Production from the Obvious	The teacher transforms simple materials into more complex and interesting learning activities.					In meetings 1, 2, 3 and 4 the teacher only used the material already available in the textbook as a benchmark for starting the lesson and made minimal efforts to develop simple material into more complex and interesting learning activities. Teachers only rely on the application of learning

								strategies and students only follow the teacher's direction without further exploration of the material.
4	Teacher Elabotare	Detail-Oriented	The teacher explains material in detail to support students' understanding.	✓	✓	✓	✓	In meeting 1, the teacher delivered the material with a detailed explanation, especially in explaining new vocabulary and sentence structures in English. In meeting 2, the teacher continued to apply a detailed approach in explaining the material, especially in the speaking practice session. Meeting 3 Although the learning is conventional, the teacher tries to simplify the material. Meeting 4 The teacher guided the students in understanding the content of the practice text by asking triggering questions and providing additional context for the students to better understand the reading content.
		Ability to Generate Intriguing Plans	The teacher designs engaging and effective learning	✓	✓			Meeting 1 teachers design interesting learning activities by using interactive vocabulary-based

			activities to enhance interest and achievement.				games. Meeting 2 teachers again apply interesting learning methods by using Interactive Story Telling where students in groups make a story. Meeting 3 has no special strategy. Meeting 4 teachers apply lecture method and only give exercises.

Based on the field notes from the four meetings in Maryam Class, it was observed that the teacher demonstrated creativity and innovation in the early sessions but gradually shifted to a more conventional teaching approach in the later meetings. In Meeting 1, the teacher used interactive learning strategies such as educational games, Mystery Box Vocabulary technique, and group discussions to improve students' vocabulary related to tourist attractions. A communicative approach was used, allowing students to be actively involved in the lesson. However, the teacher did not explicitly relate the material to students' personal experiences, which could have strengthened their understanding.

In Meeting 2, the teacher continued to use innovative teaching methods, introducing Interactive Storytelling and picture media to support understanding. Group discussion sessions were also conducted to encourage collaborative learning. The interactive approach makes learning fun and effective, without any significant challenges.

In meetings 3 and 4, the teacher again uses conventional methods, relying on lecture techniques and textbook-based learning. There was little variation in teaching strategies, with no additional interactive or student-centred activities. The teacher focused on delivering the material in a structured but one-way manner, limiting students' opportunities to explore and critically engage with the subject matter. Although teachers provided detailed explanations in both meetings, there was no attempt to develop the material beyond the textbook or introduce new learning techniques.

2) **Al-Kafh Class**

The observation of the English teacher in Al-Kahf Class was conducted in four meetings that took place on 22 January 2025, 29 January 2025, 5 February 2025, and 12 February 2025. In each meeting, the teacher who was the subject of this study taught materials based on two main themes, which are *'I Go to Dufan'* and *'I Am a Pilot'*. The 'I Go to Dufan' theme was used in the first-two meetings, which focused on learning about tourist attractions, while the 'I Am a Pilot' theme was applied in the next two meetings, which discussed various professions

Table 4. 2 Observation checklish result with Teacher in Al-kahf Class

No	Indicators	Sub-indicator	Description	Meeting				Field Notes
				1	2	3	4	
1	Teacher Fluency	Idea Generation Rate	The teacher can generate many creative ideas in teaching English to attract students' interest.		✓		✓	On the 1st meeting, the teacher used a lecture technique, with no special techniques or methods. In the 2sd meeting, the teacher began to show many creative ideas in

								explaining the various rides at Dufan using picture media then using audio dialog for fill the question. In the 3rd meeting. The teacher again applies the lecture technique to the material I am a Pilot. In Meeting 4th the teacher again showed her creativity by designing the material to be more interesting using the existing professional role-play strategy.
		Diversity of Ideas	The teacher uses teaching techniques and methods to maintain student engagement.		✓		✓	In meeting 1, the teacher did not apply any strategies. In meeting 2, the teacher applied the group discussion method by providing pictures for group discussion. Meeting 3, the teacher again applies conventional techniques. Meeting 4, the teacher again showed her creativity by using the role-play method of various professions to enrich students' learning experience.
		Idea Production	The teacher develops and adjusts creative ideas to meet students' needs, enhancing comprehension and achievement.		✓		✓	In meeting 1, the teacher did not give any strategy instruction in the lesson. In meeting 2, the teacher asked the students' discussion group to arrange the vocabulary in the picture and then

								memorise it. In meeting 3, the teacher again applies the conventional to the material I am a Pilot, where the teacher only explains several professions that exist. In meeting 4, the teacher again formed groups of several students and asked them to role-play the profession they chose.
2	Teacher Flexibility	Adaptability in Teaching Methods	The teacher adjusts strategies and teaching methods to fit students' learning styles.		✓	✓		Meeting 1 does not apply any learning styles. In meeting 2, the teacher began to adapt the learning method to the students' learning styles, such as using pictures for visual students and audio dialogue conversation for audiotory students. Meeting 3 was conducted conventionally, but the teacher gave students project assignments to choose a profession to aspire to and write it down in their books. Meeting 4, the teacher only continued from the previous lesson and only applied role-play as a learning strategy

								without exploring the material further.
		Perspective Shifting	The teacher presents English material from different perspectives to aid student comprehension.	✓		✓		In the first meeting, the teacher did apply the conventional strategy in teaching, but the teacher explained the material of various tourist attractions in detail from the point of view of a tourist, and it was also seen that the teacher provoked student involvement with several questions. In the second meeting, the teacher did not explain the material from any point of view. Meeting 3 The teacher discusses various professions from the perspective of the worker and the customer, helping students understand the roles in daily life. Meeting 4 does not explore any point of view anymore.
		Problem-Solving & Surprising Insight	The teacher finds innovative solutions to help students overcome learning difficulties.	✓	✓		✓	Meeting 1 the teacher faced a challenge when some students had difficulty understanding the meaning of words in the English reading text, as a solution the teacher asked students to guess the meaning of difficult words based on pictures and sentence content before giving more specific definitions. Meeting

No	Category	Subcategory	Description	1	2	3	4	Notes
								2 The teacher asked students to find solutions if they got lost in the amusement park and how to ask for help in English. meeting 3 there was no challenge given by the teacher. In the fourth meeting, the teacher asked the students to role play according to their chosen profession.
3	Novelty in Teaching	Unusual Responses	The teacher uses unconventional yet effective approaches in explaining material.		✓		✓	Meeting 1 still used conventional methods. In meeting 2, the teacher used audio dialogue strategy and guessed some words related to tourist attractions. Meeting 4 used a role-play learning strategy where the teacher demonstrated a job profession and then asked students to play a role according to the profession they chose.
		Clever Ideas	The teacher applies smart ideas to make English learning more engaging and interactive.	✓	✓	✓	✓	Meeting 1 The teacher asks the students to make a paragraph about a holiday experience. In meeting 2, the teacher asks the students to identify tourist spots and helps them to pronounce the vocabulary related to the learning material.

								In meeting 3, as an additional project, the teacher also asks the students to interview their friends about their dreams and professions they want to do in the future. Meeting 4 The teacher conducts an interactive profession-based quiz with small prizes to increase students' motivation.
		Production from the Obvious	The teacher transforms simple materials into more complex and interesting learning activities.			✓	✓	Meeting 1 had no idea of the complexity of what the teacher was teaching. Meeting 2 is still the same pattern. Meeting 3 The teacher asks the students to describe the professions they know from the neighbourhood, then discuss how these professions will develop in the future. In meeting 4, the teacher asks the students to describe the profession they have chosen according to their aspirations.
4	Teacher Elabotare	Detail-Oriented	The teacher explains material in detail to support students' understanding.	✓		✓		In meeting 1, the teacher explains new vocabulary from I go to Dufan. Meeting 2 the teacher only focuses on the strategy and does not explain much. Meeting 3 the teacher

								explains in detail about the tasks performed by various professions, such as pilots, doctors, and police. Meeting 4 The teacher only continues the previous lesson and does not explain much.
		Ability to Generate Intriguing Plans	The teacher designs engaging and effective learning activities to enhance interest and achievement.				✓	Meeting 1, teachers only use ceralmah method Meeting 2 teachers again apply interesting learning methods by using Interactive Story Telling where students in groups make a story, 3 teachers rely on conventional teaching. Meeting 4, the teacher organises a career simulation where students choose a profession and play the role in an interesting work scenario.

Based on observations in Al-Kahf class for four meetings, it was found that the application of creativity in teaching by teachers varied in each learning session. In the meeting 1, the teacher used the lecture method without applying any innovative learning strategies or techniques. Nevertheless, the teacher still tried to explain the tourist attractions material in detail from the perspective of a traveller and encouraged students'

involvement with some questions. There was no adaptation to students' learning styles, and learning was one-way with no variation in delivery techniques.

In the meeting 2, the teacher began to show creativity by using picture media as learning support tools, followed by audio dialogue designed to improve students' understanding of the various rides at Dufan. In addition, the teacher implemented a group discussion strategy, where students were asked to compile vocabulary based on pictures and memorise them. Learning has also begun to be adapted to students' learning styles, for example the use of pictures for visual students and audio dialogue for auditory students. The teacher challenged the students to think of solutions if they got lost in an amusement park and how to ask for help in English, thus improving the problem-solving aspect of learning.

In the meeting 3, the teaching method shifted back to the conventional method with lecture as the main technique. The teacher explained the various professions in I am a Pilot, but without much innovation in delivery. However, in this session, the teacher gave an additional task in the form of an interview project, where students were asked to ask their friends about their aspirations and professions they wanted to be in the future. The teacher also introduced the perspective of the profession from the point of view of the worker and the customer, thus helping students understand the role in everyday life.

In the meeting 4, the teacher again displayed her creativity by organising role-play activities as the main learning strategy. Students were

divided into groups and asked to play the role of their chosen profession in an interesting career simulation. In addition, the teacher organised an interactive profession-based quiz with small prizes as an additional motivation for students. However, in the material exploration aspect, the teacher does not add much new information, only continuing the learning from the previous meeting.

Overall, learning in Al-Kahf class showed that teacher creativity tended to emerge in the second and fourth meetings, where learning methods were more varied and interactive. In contrast, in the first and third meetings, the methods used were more conventional and involved less creative exploration. Teachers also showed efforts in adapting students' learning styles, especially in the second meeting with the use of images and audio. Discussion activities and individual projects were also implemented to increase student engagement. Thus, the results of this observation show that creativity in teaching plays an important role in increasing students' engagement and building their interest in learning English. However, continuity in the application of creative methods still needs to be improved to make the learning experience more consistent and interesting for students.

3) **Al-Isro Class**

The observation of the English teacher in Al-Isro Class was conducted in four meetings that took place on 24 January 2025, 31 January 2025, 7 February 2025, and 14 February 2025. In each meeting, the teacher who was the subject of this study taught materials based on two main themes, which are *'I Go to Dufan'* and *'I Am a Pilot'*. The 'I Go to Dufan' theme was used

in the first-two meetings, which focused on learning about tourist attractions, while the 'I Am a Pilot' theme was applied in the next two meetings, which discussed various professions

Table 4. 3 Observation checklish result with Teacher in Al-Isro Class

No	Indicators	Sub-indicator	Description	Meeting 1	2	3	4	Field Notes
1	Teacher Fluency	Idea Generation Rate	The teacher can generate many creative ideas in teaching English to attract students' interest.	✓	✓		✓	Meeting 1, the teacher is able to come up with many creative ideas in explaining tourist attractions to attract students' attention, such as telling personal experience stories on the material I go to Dufan. Meeting 2, the teacher again generates a variety of creative ideas in explaining the material, including using tourism videos as discussion material. Meeting 3, The teacher uses a more practical and structured approach without many variations of ideas on I am Pilot. Meeting 4, the teacher again generates many creative ideas, such as using interactive simulations to understand the roles of some professions.

| | | Diversity of Ideas | The teacher uses teaching techniques and methods to maintain student engagement. | | ✓ | | | Meeting 1 The teacher uses the same approach without significant variation in techniques. Meeting 2 The teacher applies a variety of learning techniques, such as paired discussions, student presentations, and interactive quizzes. Meeting 3 The teacher does not apply much variety of methods in explaining the profession. Meeting 4 The teacher uses the same method as the previous meeting. |
| | | Idea Production | The teacher develops and adjusts creative ideas to meet students' needs, enhancing comprehension and achievement. | | ✓ | ✓ | | Meeting 1 The teacher has not developed creative ideas further according to students' needs. Meeting 2 The teacher starts to develop creative ideas by providing a travel scenario and asking students to design their own itinerary. Meeting 3 The teacher develops creative ideas by asking students to interview their peers about their aspiring professions. |

| 2 | Teacher Flexibility | Adaptability in Teaching Methods | The teacher adjusts strategies and teaching methods to fit students' learning styles. | ✓ | ✓ | ✓ | | Meeting 1 The teacher adjusts the teaching method based on students' responses, such as changing the lecture method to small group discussions. Meeting 2 The teacher changes the teaching method according to students' needs, such as repeating explanations with more concrete examples for students who lack understanding. Meeting 3 The teacher adjusts the teaching strategy by changing the question-and-answer method to role play to improve students' understanding. Meeting 4 The teacher does not adjust the method much to the students' needs. |
| | | Perspective Shifting | The teacher presents English material from different perspectives to aid student comprehension. | ✓ | | ✓ | | Meeting 1 The teacher explains tourist attractions from various perspectives, such as from the point of view of tourist visitors. Meeting 2 The teacher only explains from the |

No	Category	Indicator	Description					Notes
								tourist's perspective without providing other perspectives. Meeting 3 The teacher explains the pilot profession from the perspective of airline passengers. Meeting 4 There are no other perspectives.
		Problem-Solving & Surprising Insight	The teacher finds innovative solutions to help students overcome learning difficulties.	✓	✓			Meeting 1, the teacher helps students understand the new concept by relating it to students' personal experiences in travelling to tourist attractions. Meeting 2, the teacher helps students find solutions to challenges while travelling such as asking where the tourist attractions are meeting 3 and 4 The teacher does not provide challenges or in-depth discussions.
3	Novelty in Teaching	Unusual Responses	The teacher uses unconventional yet effective approaches in explaining material.	✓	✓			First meeting 1 The teacher uses an unusual approach, such as role-playing being a tour guide to attract students' attention. Meeting 2 The teacher uses interactive storytelling techniques, where students imagine being a tourist visitor.

								Meeting 3 The teacher uses a more conventional method. Meeting 4 was the same as the previous meeting.
		Clever Ideas	The teacher applies smart ideas to make English learning more engaging and interactive.	✓				The teacher implemented interesting ideas such as role playing as tour guides and students as visitors. Meeting 2 is still like the previous meeting. Meeting 3 does not apply any ideas. Meeting 4 is the same as the previous meeting.
		Production from the Obvious	The teacher transforms simple materials into more complex and interesting learning activities.			✓		In meeting 1, the teacher did not develop simple materials into more complex ones. Meeting 2 is the same as the previous meeting. Meeting 3 The teacher starts to develop a simple explanation of the various job professions into an in-depth discussion of their responsibilities. Meeting 4 no change in transformation in learning.
4	Teacher Elabotare	Detail-Oriented	The teacher explains material in detail to support students' understanding.	✓	✓	✓	✓	Meeting 1 The teacher gave a detailed explanation of the various tourist attractions and the vocabulary. Meeting

								2 only adds new vocabulary. Meeting 3 The teacher gives detailed explanations about various occupations and vocabulary. Meeting 4 only adds new vocabulary.
		Ability to Generate Intriguing Plans	The teacher designs engaging and effective learning activities to enhance interest and achievement.		✓		✓	Meeting 1 The teacher has not designed more interesting learning activities other than role-play. Meeting 2 The teacher designs an interesting activity such as a group project to present what we should do when on holiday at a tourist spot. Meeting 3 The teacher does not design more interesting learning activities. Meeting 4 The teacher designs a final project activity, where students make a presentation about their dream profession.

Based on observations in Al-Isro class for four meetings, it was found that teachers showed varying levels of creativity in the learning process. Teachers apply various teaching techniques that are sometimes innovative, but in some sessions are still limited to conventional methods. In the meeting 1, the teacher started to attract students' attention by sharing

personal experiences about visiting tourist attractions in the material I Go to Dufan. The teacher also tried to adjust the teaching methods to the students' responses, such as changing the lecture method to small group discussions. In addition, the teacher uses a role-play approach, where students play the role of tour guides and tourists. However, the material exploration is still limited, and the teacher has not developed the learning concept to be more complex.

In the 2 meeting, the teacher's creativity became more visible with the application of various techniques, such as paired discussions, student presentations, and interactive quizzes. The teacher also introduced travel videos as discussion materials, gave students travel scenarios, and asked them to design their own itinerary. The teacher tries to adapt the method to the students' needs, for example by repeating the explanation using concrete examples for students who do not understand the material. However, the explanation of the material is still limited to the traveller's point of view without introducing other perspectives.

In the third meeting, the learning method was again more conventional with a more practical and structured approach in I Am a Pilot. The teacher only explained the various professions without much variety of techniques. However, there was an attempt to develop students' understanding by asking them to conduct interviews about their dreams. In addition, the teacher starts discussing professions from the perspective of workers and customers, so the learning becomes more in-depth even though there is not much variation in methods.

In the fourth meeting, the teacher again displayed her creativity by using interactive simulations to help students understand the roles of various professions. Activities include professional role-play, where students choose their dream profession and simulate the job. In addition, the teacher designed a final project, where students made presentations about their aspiring professions. However, the exploration of materials is still limited, and the teaching methods used are similar to the previous meeting without many significant changes.

Overall, the observation results showed that teachers in Al-Isro class had a tendency to apply creative learning in the second and fourth meetings, while in the first and third meetings they used more conventional methods. Teachers started to adjust teaching strategies based on students' responses, although in some sessions the exploration of the material still lacked depth. In addition, the application of perspective in explaining the material is still limited, where learning focuses more on one point of view without exploring other variations. Thus, creativity in teaching in the Al-Isro class has shown progress, but continuity in the application of innovative methods still needs to be strengthened to make students' learning experience more dynamic and in-depth.

Based on the results of classroom observations in Maryam, Al-Kahf, and Al-Isra classes, it can be concluded that Al-Isra class demonstrated the highest level of teacher creativity in English language teaching, particularly in fostering students' interest and enhancing their learning achievement. Among the four

elements of Frank William's Cube Model of Divergent Thinking fluency, flexibility, novelty, and elaboration—the teacher in Al-Isra class consistently exhibited strong performance across all indicators.

In terms of fluency, the teacher consistently generated a wide range of teaching ideas that were both varied and contextually relevant. Instructional strategies such as personal storytelling, interactive simulations, pair discussions, and student presentations were employed regularly. These approaches not only engaged students but also indicated the teacher's capacity to sustain a high level of idea generation throughout the learning process. In contrast, while the teacher in Maryam class initially demonstrated creativity through language games and storytelling, there was a decline in subsequent meetings. Meanwhile, the teacher in Al-Kahf class showed a gradual improvement in idea generation but lacked the consistency and diversity found in Al-Isra.

Regarding flexibility, the teacher in Al-Isra class demonstrated a high degree of adaptability by modifying instructional methods in response to students' feedback and learning needs. For instance, when students struggled with comprehension, the teacher shifted from lectures to small group discussions and incorporated more concrete examples. The teacher also practiced perspective shifting, presenting content from multiple viewpoints (e.g., as tourists or airline passengers), which enriched student understanding and contextualized language use. This was accompanied by problem-solving activities that encouraged students to address real-life challenges, such as asking

for directions while traveling fulfilling the key components of flexibility in William's model.

In the dimension of novelty, the teacher effectively applied unconventional and engaging strategies, such as role-playing as tour guides and interactive storytelling. These methods align with unusual responses and clever ideas, elements that stimulate students' imagination and promote active participation. Although some decline in novelty was observed in later sessions, the overall implementation of creative techniques remained significantly higher than in the other two classes. While the Maryam and Al-Kahf classes incorporated creative elements intermittently, Al-Isra class maintained more consistent engagement through fresh and innovative activities.

From the perspective of elaboration, the teacher in Al-Isra class displayed a well-structured instructional approach. Detailed explanations were provided, particularly when introducing vocabulary and discussing tourist attractions or professions. Furthermore, the teacher designed collaborative group projects and final presentations that required students to synthesize knowledge and apply it creatively. These practices reflect the teacher's detail-oriented thinking and ability to generate intriguing lesson plans, which are essential for sustaining interest and deepening comprehension.

In comparison, the teachers in Maryam and Al-Kahf classes exhibited signs of creativity; however, their implementation was more limited in scope and lacked consistency across the instructional sessions. In Maryam's class, the teacher initially demonstrated a commendable level of creativity through the use of interactive strategies such as vocabulary-based games and storytelling

activities, which effectively stimulated student engagement and interest. Nevertheless, this creative momentum declined in subsequent meetings, where the teacher shifted back to conventional lecture-based methods with minimal variation or innovation in instructional delivery. As a result, student interaction appeared to diminish due to the absence of stimulating and varied learning experiences.

Meanwhile, the teacher in Al-Kahf class showed gradual improvement in applying creative strategies, notably through the introduction of interactive quizzes, role-plays, and student-led activities such as peer interviews on future professions. These strategies reflected an effort to diversify instruction and promote student-centered learning. However, despite this development, the overall use of elaboration and novelty was still less robust compared to the teaching practices observed in the Al-Isra class. The creative approaches in Al-Kahf were often implemented in isolation, lacking integration across the broader instructional design. Consequently, while both teachers demonstrated potential in fostering creativity, the extent and consistency of their efforts were not as sustained or comprehensive as those demonstrated in Al-Isra class..

Thus, it can be concluded that the teacher in Al-Isra class exhibited the most dominant use of creativity in English instruction. The teacher's ability to consistently generate diverse ideas, adapt instructional methods, introduce novel and engaging activities, and elaborate lessons in detail contributed significantly to student interest and academic achievement. These findings are also in line with Gary Buck's theory, which emphasizes that listening—being a foundational skill in language acquisition—requires contextualized,

meaningful, and engaging spoken input. The creative teaching strategies observed in Al-Isra effectively supported this principle, thereby enhancing students' comprehension and learning outcomes.

B. Students' English Learning Achievement is improved through teacher creativity

To test the effectiveness of English teachers' creativity in increasing students' interest and engagement, researchers needed to measure students' learning achievement through a listening test. This test aims to find out the extent to which students are able to understand the material that has been taught, as well as evaluate the effect of creative methods applied by teachers on their ability to understand English orally. In conducting the listening test, the researcher referred to Gary Buck theory, which emphasises that listening skills are the main foundation in language acquisition for primary school students.[60] Buck argues that at this stage, language comprehension is still developing gradually, so they need exposure to clear, contextualised and interesting spoken input. To support student understanding, this listening test is designed by considering three main aspects of listening skills, which are : Main Idea Recognition (the ability to identify the main idea in a conversation), Vocabulary Comprehension (the ability to understand and recognise the vocabulary used), and Conclusion Drawing (the ability to draw conclusions from the information heard).[61]

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[60] Buck, "Assessing Listening."
[61] *Ibid.*

The learning achievement test was administered to 84 Grade 6 students divided into Maryam, Al-Kahf and Al-Isra' classes. This test was only taken by students who studied English with the teacher concerned so that the results can accurately reflect the influence of teacher creativity in building students' interest in learning English. The test was given in the form of multiple choice listening test on *A day at the Zoo* audio. The test was conducted simultaneously in one day, on 17 February 2025, with official permission from the school..

1) Al-isro Class

Table 4. 4 Table of Al-isro class score

No	Students	Class	Listening test Score
1	Student 1	Al-isra	10
2	Student 2	Al-isra	10
3	Student 3	Al-isra	9
4	Student 4	Al-isra	10
5	Student 5	Al-isra	10
6	Student 6	Al-isra	10
7	Student 7	Al-isra	10
8	Student 8	Al-isra	9
9	Student 9	Al-isra	9
10	Student 10	Al-isra	9
11	Student 11	Al-isra	10
12	Student 12	Al-isra	9
13	Student 13	Al-isra	10
14	Student 14	Al-isra	10
15	Student 15	Al-isra	8
16	Student 16	Al-isra	10
17	Student 17	Al-isra	10
18	Student 18	Al-isra	10
19	Student 19	Al-isra	8
20	Student 20	Al-isra	9
21	Student 21	Al-isra	9
22	Student 22	Al-isra	10

23	Student 23	Al-isra	9
24	Student 24	Al-isra	10
25	Student 25	Al-isra	10
26	Student 26	Al-isra	8
27	Student 27	Al-isra	9
Total			**255**
Mean			**9.57**

The table above showed the data of student's score result in class *Al-isra* with total score 255 then score mean 9.57, the score obtained above is a summary of the three aspects of listening: Main idea recognition, Vocabulary comprehension, and Conclucion. Next, the data will be analyzed by calculated the mean score and frequency in order to have score of test.. The result of frequncy is shown in the chart bar below :

Figure 4. 1 Frequency table of Al-isro class
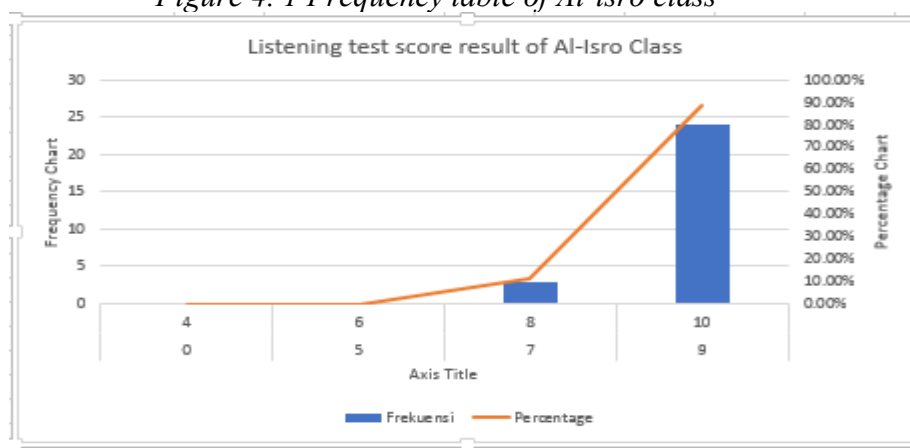
Based on the bar chart, it was found that students in Al-Isra class scored 7-8 with a frequency of 3 for 11.11% which indicates a basic understanding of the listening material, scored 9-10 with a frequency of 24 for 88.89% which indicates an excellent understanding of the material and the ability to accurately interpret the listening input. These results show that creative teaching implemented by teachers has had a positive impact on student

achievement specifically on students' listening comprehension, with most

students achieving high scores in the assessment.

2) Al – Kahf Class

Table 4. 5 Table of Al-kahf class score

No	Students	Class	Listening test Score
1	Student 1	Al-kahf	10
2	Student 2	Al-kahf	6
3	Student 3	Al-kahf	8
4	Student 4	Al-kahf	9
5	Student 5	Al-kahf	9
6	Student 6	Al-kahf	10
7	Student 7	Al-kahf	10
8	Student 8	Al-kahf	10
9	Student 9	Al-kahf	10
10	Student 10	Al-kahf	10
11	Student 11	Al-kahf	8
12	Student 12	Al-kahf	10
13	Student 13	Al-kahf	10
14	Student 14	Al-kahf	10
15	Student 15	Al-kahf	10
16	Student 16	Al-kahf	10
17	Student 17	Al-kahf	10
18	Student 18	Al-kahf	10
19	Student 19	Al-kahf	10
20	Student 20	Al-kahf	10
21	Student 21	Al-kahf	7
22	Student 22	Al-kahf	10
23	Student 23	Al-kahf	10
24	Student 24	Al-kahf	9
25	Student 25	Al-kahf	9
26	Student 26	Al-kahf	8
27	Student 27	Al-kahf	10
28	Student 28	Al-kahf	9
Total			**262**
Mean			**9.36**

The table above shows data on student scores in *Al-kahf* class with a total score of 262 with an mean score of 9.36. The scores obtained above are a summary of the three aspects of listening. The results of the frequency are shown in the bar chart below:

Figure 4. 2 Frequency table of al-kafh class
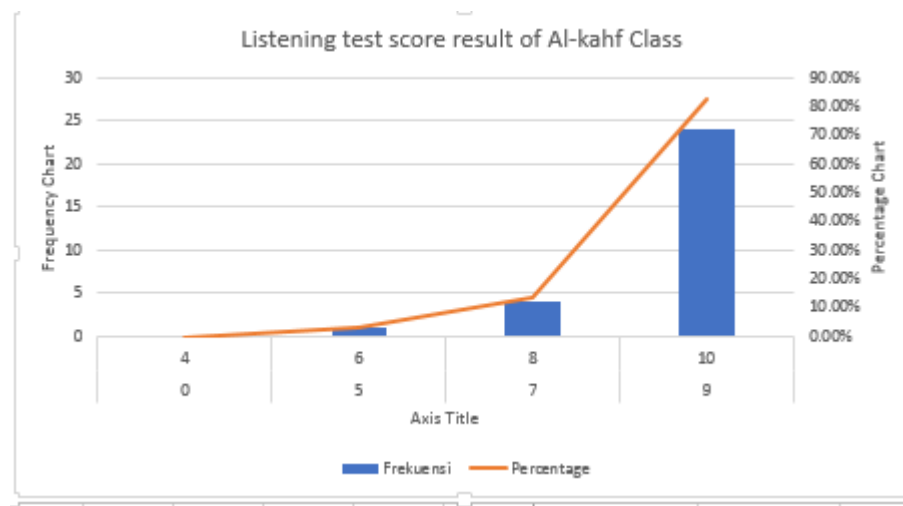
Based on the bar chart, it was found that students in Al-kahfi class scored 5-6 with a frequency of 1 as much as 3.45% which indicates difficulty in understanding listening material, score 7-8 with a frequency of 4 as much as 13.79% which indicates a basic understanding of the material, score 9-10 with a frequency of 24 as much as 82.78% which indicates a very good understanding of the material and the ability to accurately interpret the input of the simulation.

3) **Maryam Class**

Table 4. 6 Table of Maryam class score

No	Students	Class	Listening test Score
1	Student 1	Maryam	10

2	Student 2	Maryam	10
3	Student 3	Maryam	10
4	Student 4	Maryam	6
5	Student 5	Maryam	10
6	Student 6	Maryam	10
7	Student 7	Maryam	10
8	Student 8	Maryam	10
9	Student 9	Maryam	8
10	Student 10	Maryam	9
11	Student 11	Maryam	9
12	Student 12	Maryam	9
13	Student 13	Maryam	10
14	Student 14	Maryam	10
15	Student 15	Maryam	9
16	Student 16	Maryam	10
17	Student 17	Maryam	10
18	Student 18	Maryam	6
19	Student 19	Maryam	10
20	Student 20	Maryam	9
21	Student 21	Maryam	9
22	Student 22	Maryam	8
23	Student 23	Maryam	10
24	Student 24	Maryam	9
25	Student 25	Maryam	9
26	Student 26	Maryam	7
27	Student 27	Maryam	10
28	Student 28	Maryam	8
29	Student 29	Maryam	9
Total			**264**
Mean			**9.28**

The table above presents the listening test scores of students in Maryam's class, with a cumulative total score of 264 and an average score of 9.28. The distribution of scores indicates students' varying levels of understanding of the material listened to. To provide a clearer visual representation of these results, the frequency of scores obtained by students is illustrated in the bar chart below:

Figure 4. 3 Frequency table of Maryam class

Based on the bar chart, it was found that students in Mariam as 6.90% which indicates difficulty in understanding listening material, score 7-8 with a frequency of 4 as much as 13.79% which indicates a basic understanding of the material, score 9-10 with a frequency of 23 as much as 79.81% which indicates a very good understanding of the material and the ability to accurately interpret the input of the simulation.
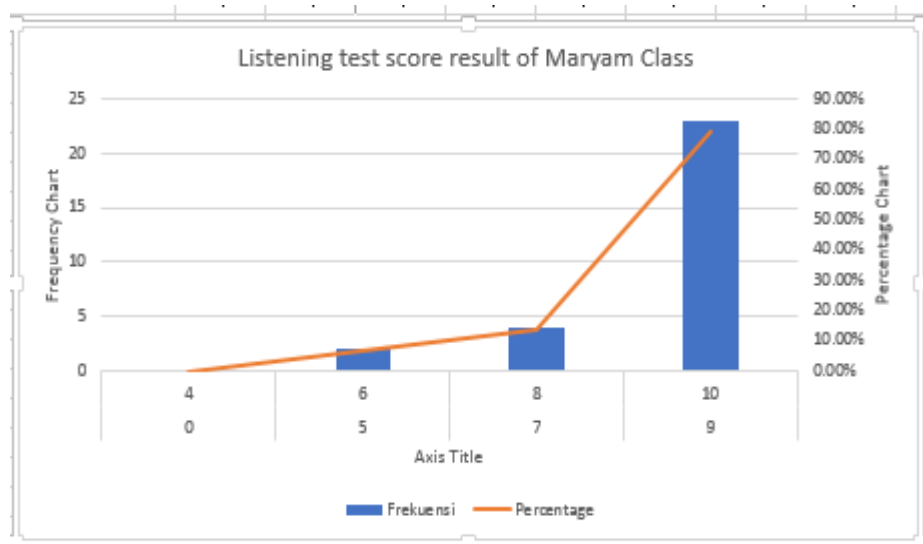
The results of the listening ability test show that most students in Al-Isra, Al-Kahfi, and Maryam classes have a very good understanding of listening material. The Al-Isra class obtained a total score of 255 with an average of 9.57, where 88.89% of students obtained scores of 9-10, which indicates a very good understanding of listening material. Al-Kahfi class obtained a total score of 262 with an average of 9.36, with 82.78% of students scoring 9-10, indicating a high level of listening comprehension. Meanwhile, Maryam's class obtained a total score of 264 with an average of 9.28, where 79.81% of students scored 9-10,

which also reflects excellent listening comprehension. Although there are still some students who have difficulty or only have a basic understanding of listening. To provide a clearer visual representation of these results, the frequency of scores obtained by students is illustrated in the bar chart below:
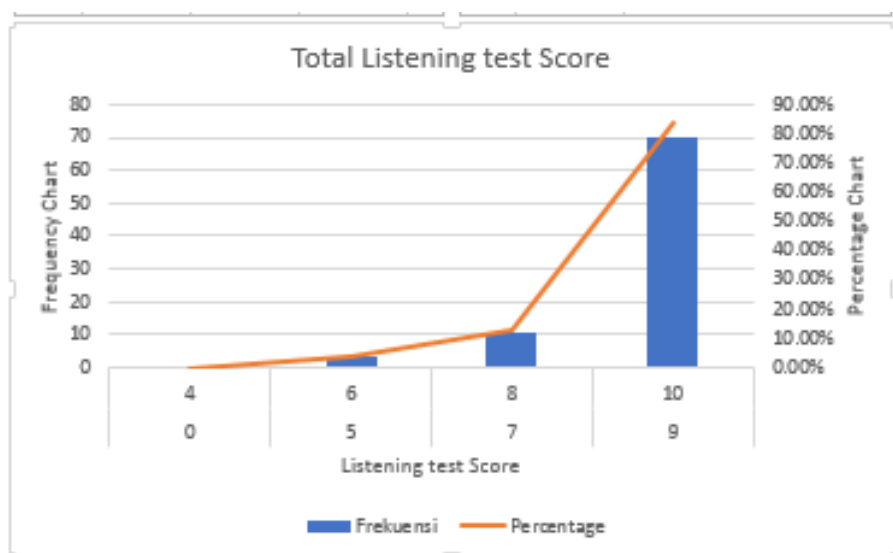
Figure 4. 4 Frequency table of All Class

Overall, these results suggest that the creative teaching strategies employed by the teacher significantly enhanced students' listening skills, enabling most students to accurately interpret the given input.

4.1 Discussion

In this discussion, the researcher explored in depth the role of teacher creativity in building students' interest in English language learning through observations of four classroom meetings. The research highlighted various innovative strategies implemented by teachers to attract students' attention and increase their engagement in the learning process. Teachers effectively connect learning materials with students' daily experiences through the use of real-life examples, relevant similes, as well as the integration of multimedia resources

such as interactive videos and digital simulations. This approach not only makes learning more interesting, but also strengthens students' understanding by linking academic concepts to familiar situations. In line with Frank E. Williams' theory, the "Cube" creativity model provides a comprehensive framework for assessing and developing creative thinking in educational settings. One of the key components in this model is Divergent Thinking, which emphasises an individual's ability to generate a range of creative ideas by exploring a variety of possible solutions before determining the most effective one. This concept is particularly relevant in language learning, where flexibility of thinking and the ability to connect different ideas are crucial to improving students' communication skills. In the 'Cube' model of creativity, Williams outlined a cognitive dimension consisting of four main factors: fluency, flexibility, originality and elaboration. Fluency referred to the ability to generate many ideas in a short period of time, while flexibility reflected the ability to move from one perspective to another in thinking. Originality is related to the originality of ideas, which encourages students to think outside the box, and elaboration involves further development of ideas that have already been generated. By applying these principles in teaching, teachers can optimise their creativity to create a more dynamic, engaging and effective learning experience for students.

A. Teacher fluency on teacher creativity to build student interest and achievement in English language learning

Fluency in teacher creativity refers to a teacher's ability to generate a variety of ideas, responses, or solutions efficiently and fluently. This ability

plays a critical role in education as it allowed teachers to develop diverse instructional strategies, provide varied examples, and engage students in multiple ways. Frank William's theory on creativity emphasised fluency as the *rate of idea generation*, *the diversity of ideas*, and *the ease of producing ideas*.[62] These elements contributed to a dynamic and stimulating learning environment, which is essential in fostering student interest and academic achievement in English language learning.

To further explore the theory, observations conducted from Maryam class reveal a high *rate of idea generation* in the first two meetings, where the teacher incorporated interactive methods such as language games and storytelling to engage students effectively. These strategies not only enhanced vocabulary acquisition but also fostered a dynamic and participatory learning environment. However, in the third and fourth meetings, the teacher predominantly relied on lecture methods, indicating a noticeable decline in creative fluency. While the initial sessions demonstrated a diverse approach—integrating games, group discussions, and storytelling—the latter sessions lacked such variety, leading to a more passive learning experience. This shift suggests that although the teacher initially adapted methods effectively, sustaining fluency in idea generation became a challenge as the lessons progressed.

Similarly, in Al-Kahf's class, the teacher initially exhibited minimal creativity, relying solely on traditional lecture techniques in the first meeting. However, by the second meeting, creativity began to emerge

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[62] Williams, "Assessing Creativity across Williams 'Cube' Model."

through innovative methods such as picture-based discussions and role-playing activities. These interactive strategies encouraged students to actively engage with the material, demonstrating an improvement in idea generation. Unlike in Maryam's class, where creativity declined over time, the teacher in Al-Kahf's class showed a gradual increase in fluency, adapting teaching techniques in response to students' needs. The introduction of activities like group discussions and vocabulary arrangement tasks further illustrates this progress. While initial difficulties in *diversity ideas* were evident, the teacher's ability to integrate creative elements in later meetings signifies an adaptive approach to enhancing student engagement.

In contrast, the Al-Isra class showed consistently high levels of creative fluency across all four meetings. Teachers showed *diversity* in *production the ideas* in designing teaching strategies, such as personal storytelling and interactive simulations, to ensure sustained student interest. The frequent use of varied techniques - including paired discussions, student presentations and role-playing - reflected a stable and dynamic level of *idea generation*. Unlike the fluctuating patterns observed in Maryam and Al-Kahf classes, teachers in Al-Isra class maintained a broad spectrum of instructional strategies, fostering an engaging learning environment. This consistent adaptation of teaching methods aligns with the concept that diverse teaching strategies can improve student engagement and learning outcomes. Moreover, teachers' ability to continuously adapt techniques to maintain students' interest demonstrates a high level of fluency in generating

creative solutions, ultimately reinforcing the importance of flexibility and innovation in language teaching..

The findings align with Gonçalves' study, which emphasizes the significant effect of teacher creativity and motivation on student learning achievement.[63] In Gonçalves' research, teacher creativity influenced student engagement, with external factors such as the school environment and resource availability playing a supporting role. Similarly, this study demonstrates that when teachers actively generate diverse teaching ideas, student interest and learning outcomes improve. However, inconsistent application of creative fluency, as seen in Maryam and Al-Kahf's classes, can hinder student engagement, reinforcing the need for continuous teacher motivation and external support

Overall, the findings support the idea that teacher fluency in creativity—reflected in the rate of idea generation, diversity of strategies, and adaptability—plays a pivotal role in building student interest and academic achievement in English learning. Teachers who consistently apply creative and diverse teaching methods tend to foster higher student engagement, as evidenced in Al-Isra's class. Conversely, inconsistency in creative fluency, as observed in Maryam and Al-Kahf's classes, may limit student motivation. These results highlight the importance of supporting teachers in sustaining creativity, aligning with previous research on the role

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[63] Gonçalves et al., "Teacher Motivation and Creativity Towards Student Learning Achievement At Ensino Secundario Geral Público Hato-Udo , Ainaro - Timor Leste."

of motivation, school environment, and external resources in enhancing teacher effectiveness

B. Teacher Flexibility on teacher creativity to build student interest and achievement in English language learning

Moving on from the 'cube' model of divergent thinking or can be referred to as cognitive intelligence proposed by William, he explained that flexibility is a key factor in assessing a person's creativity, in this case a teacher. The elements examined in the flexibility element are *Adaptability*, *Perspective Shifting*, and *Problem Solving & Surprising Insigh*. Flexible teachers are those who can adapt teaching methods, perspectives, and creatively respond to challenges in the classroom. They are able to modify learning strategies to meet students' diverse needs, learning styles and interests.

To further explored the theory, observations conducted in Maryam's class showed varying degrees of teacher flexibility in adapting teaching methods according to students' needs. However, the teacher did not really relate the material to students' personal experiences, limiting the depth of student engagement. Despite these efforts, flexibility declined in the third and fourth meetings, where teachers relied more on the lecture method, focusing on textbook material without adapting to diverse learning styles. Teachers faced challenges in adjusting strategies based on students' difficulties. This demonstrates a problem-solving approach, aligned with elements of *Problem solving & Surprising Insight's* Williams cube model. However, in the third and fourth meetings, minimal adaptation was seen, as

the lesson followed a rigid structure without further exploration of the material. This decrease in flexibility suggests

The teacher in Al-Kahf class exhibited a gradual improvement in flexibility throughout the meetings. The teacher demonstrated *Adaptability in Teaching Methods* by introducing picture-based discussions for visual learners and audio dialogues for auditory learners. This shift highlights the teacher's ability to recognize and respond to students' diverse learning preferences. This suggests an attempt at *Perspective Shifting*, as students were encouraged to view professions from a future career standpoint. In contrast, the fourth meeting displayed a regression in flexibility, where the teacher continued the previous lesson with minimal exploration of additional perspectives. The teacher also demonstrated *Problem solving & Surprising Insigh* strategies in response to student challenges. For instance, when students had difficulty understanding English reading texts, the teacher encouraged them to deduce meanings through contextual clues before providing definitions. Additionally, the teacher prompted students to think critically about navigating amusement park challenges in English, further reinforcing problem-solving skills. However, the absence of significant adaptations in the third and fourth meetings highlights the need for sustained flexibility in instructional approaches.

Observations in Al-Isra class showed a high degree of teacher flexibility in adapting teaching methods. The teacher responded to student feedback by switching from lectures to small group discussions, demonstrating adaptability in teaching methods. Similarly, explanations

were repeated with concrete examples for students who had difficulty in understanding the material, demonstrating responsiveness to students' needs. In addition, teachers use *Perspective Shifts* by presenting topics from different points of view. This shift allows students to develop a broader understanding of the role of the real world, making learning more interesting. However, flexibility decreases as teachers keep using the previous teaching method without further adjustment. In addition, teachers use *Problem Solving & Surprising Insigh* strategies to increase student engagement. Students are encouraged to find solutions to real-life challenges, such as asking for directions when traveling. However, this dynamic approach is less visible, reducing opportunities for active student engagement.

In line with the results of this study with Hestika's research, which highlighted the role of teacher flexibility in using media variation as a teaching strategy in stimulating student interest, this study extends the discussion by focusing on teacher flexibility as a determinant of creativity.[64] While Hestika only emphasized the importance of a fun and relaxed classroom atmosphere, this study provides deeper insights into how adaptability, perspective shifting and problem-solving approaches contribute to student motivation. Moreover, while Hestika's research centered on how teachers facilitate student creativity, this study examines

[64] Hestika, Qalbi, and Andi Baso, "The Effect of Teachers' Creativity on Students Interest in Learning English in the Second Grade Smp Negeri 2 Tinambung."

the underlying teacher insights and adaptability factors that support creative teaching practices.

Overall, The varying levels of adaptability observed in Maryam's, Al-Kahf, and Al-Isra classes indicate that sustained creative adjustments are essential for maintaining engagement. Teacher who effectively shift perspectives, solve instructional challenges, and introduce diverse methods enhance learning outcomes.

C. **Novelty of Teaching on teacher creativity to build student interest and achievement in English language learning**

Instructional novelty played an important role in enhancing teacher creativity and fostering student interest and achievement in English language learning. Based on the findings from Maryam, Al-Kahf and Al-Isra classes, the level of novelty varied across meetings and instructional approaches. Analysis of these findings is supported by Frank Williams' 'Cube' model of Divergent Thinking, particularly on the elements of *Unusual Responses*, *Clever Ideas*, and *Production from the Obvious*.

To further explored the theory, observations conducted in Maryam class, teachers showcased novelty especially when teacher used Mystery Vocabulary Box technique and Interactive Storytelling in teaching english. These strategies provided an engaging way for students to learn new vocabulary and create stories in groups, which is in line with the *clever Ideas* in Williams' model. In some, however, the teaching approach reverts back to conventional methods, relying mostly on textbooks with no further development of materials. The lack of *Production from the Obvious* was

evident, as teachers missed opportunities to transform simple textbook content into more engaging and interactive activities. The decreasing novelty of teaching in later meetings suggests that although teachers initially show creativity, maintaining it throughout the learning process is a challenge. This is in line with previous research that emphasizes the importance of maintaining innovative teaching strategies to keep students engaged and improve learning outcomes.

In Al-Kahf class, teacher presented a more balanced integration of novelty across the four meetings. The teacher initially relied on conventional methods, but later introduced an audio dialog strategy where students guessed words related to tourist attractions, reflecting the *Unusual Response*. This approach encourages students to engage in active learning and think beyond traditional textbook exercises. The teacher also demonstrates *Clever Ideas*, where the teacher assigns students to interview their peers about their dream profession. This activity encourages critical thinking and allows students to personalize their learning experience. Furthermore, teacher introduced profession-based interactive quizzes with small prizes, which incorporated gamification elements to increase motivation and participation. These quizzes reflect *Production from the Obvious* by transforming standard assessment methods into more engaging learning tools. Compared to Maryam's class, teachers in Al-Kahf's class showed greater consistency in applying new teaching techniques during lessons, ensuring that students remained actively engaged and interested in the learning process.

The Al-Isra class showed the highest level of novelty in teaching strategies. The teacher used role-playing, where the students played the role of tour guides and visitors, which aligned with *Unusual Responses* by engaging students in an immersive learning experience. In addition, teachers also introduce interactive stories, which further encourage students to use their imagination and language skills in meaningful ways. In the next meeting, the teacher showed a decrease in novelty, as the teacher returned to conventional methods with minimal transformation of the material. Inconsistency occurred when the teacher began to develop a simple explanation of the profession into a deeper discussion of responsibilities, displaying some level of *Production of the Obvious* and the teacher's creativity performance lacked significant novelty by the last meeting, with no further transformation of the learning activities. Therefore, the need for consistency of new teaching strategies in Al-Isra class resulted in high student engagement and active participation.

The discussion of this study align with the research conducted by Afifah Marshalina, which highlights the role of creative teaching strategies in building student interest and character development in English language learning.[65] While Marshalina's study emphasized how creativity in teaching can foster student character development, this study further explores how novelty in teaching contributes to student engagement and achievement. Unlike Marshalina's research, which focused on character building through

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[65] Marshalina, "Character Building through English Language Teaching : A Case Study at One Junior High School in Palembang Concept of Character Building."

English teaching strategies, this study provides a more detailed examination of how novelty in teaching directly impacts students' learning experiences. The findings suggest that sustained creative efforts, rather than isolated instances of novelty, are key to fostering student interest and achievement in English language learning.

The findings indicate that while teachers initially employed innovative strategies, sustaining novelty throughout the lessons remained a challenge. Teachers who integrated *Unusual Responses, Clever Ideas, and Production from the Obvious* demonstrated higher student engagement and learning effectiveness.

D. **Teacher Elaborate on teacher creativity to build student interest and achievement in English language learning**

Teacher elaborate in teaching refers to the ability to provide detailed explanations, design engaging learning activities, and create comprehensive lesson plans that sustain student interest. This section discusses how teachers in Maryam, Al-Kahf, and Al-Isra classes elaborated on their teaching strategies to foster student engagement and academic achievement in English language learning. The analysis is also linked to Frank William's 'Cube' divergent thinking model, particularly the elements of *Detail-Oriented* and *Ability to Generate Intriguing Plans*.

To further explored the theory, observations conducted in Maryam's class, teachers demonstrated different levels of elaboration in lesson delivery. Teachers design engaging learning activities using interactive vocabulary-based games to improve students' understanding of English

vocabulary. This aligns with *detail-oriented* thinking as teachers provided clear and structured learning content through a fun format. Not only that, the teacher applies the Interactive Storytelling method, where students work in groups to construct a story. This method encouraged students to think creatively while improving collaboration skills. However, inconsistencies occurred in that the teacher did not introduce specific strategies in some meetings, and the meetings were mostly conventional. The teacher relied solely on the lecture method and focused on giving exercises without further explanation. This lack of an engaging plan led to less student interaction and engagement compared to the previous meetings.

In Al-Kahf class, the teacher's elaboration strategies fluctuated throughout the sessions which is the explanations given by teacher to familiarize students with the theme. Also, the teacher shifted focus to instructional strategy, primarily using Interactive Storytelling, but did not provide detailed explanations beyond the activity itself. The limited elaboration on key concepts reduced the potential for deeper comprehension among students. Tthe teacher also compensated for the previous session's shortcomings by giving a detailed explanation of different professions and their responsibilities. This aligns with *detail-oriented* thinking, as it allowed students to gain a comprehensive understanding of occupational vocabulary. In the end, the teacher tried to organize a career simulation as interacctive strategy where students selected a profession and enacted a workplace scenario. This strategy represents an *intriguing plan*, as it

transformed theoretical knowledge into a practical, engaging activity that enhanced students' language application skills.

In Al-Isra class, the teacher demonstrates a more structured approach to elaboration with detailed explanations of different tourist attractions and related vocabulary, ensuring that students have a clear conceptual foundation. This is in line with detail-oriented thinking, as the teacher provides in-depth information to enhance understanding, then introduces interactive group projects, where students work collaboratively to present recommendations for vacation activities. This activity encourages students to develop ideas beyond basic memorization, fostering creativity and problem-solving skills. However, teacher inconsistency reoccurs in this class, where the teacher lacks new and interesting activities, which limits student enthusiasm and interaction. The session focused on conventional teaching without any element of elaboration. Finally, the teacher only introduces a final project activity, where students prepare a presentation on their dream profession.

This study supports and extends the findings of Laila Nurizmi, which emphasized the importance of teacher creativity in fostering student engagement, intrinsic motivation, and language proficiency.[66] The use of games, storytelling, and interactive activities in this study aligns with her conclusion that engaging pedagogical strategies are essential for sustaining student interest. However, while Nurizmi's research focused on advanced-

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[66] Laila Nurizmi et al., "Teachers' Creativity in Improving Students' Interest n Learning English," *Agustus* 1, no. 4 (2023), https://doi.org/10.51903/pendekar.v1i4.346.

level students, this study examines elaboration strategies in integrated Islamic primary schools, offering insights into how creativity influences younger learners. Furthermore, previous research did not explore the factors that support teachers' creativity, whereas this study considers teacher flexibility and elaboration as key components in shaping student interest in learning English.

Based on the results, the most prominent factors in effective teacher creativity are fluency and flexibility. Teachers who were able to generate many teaching ideas (fluency) and flexibly adapt methods to students' needs (flexibility) proved more successful in building students' interest and achievement in English. These results confirm that teacher creativity is not just about coming up with new methods every now and then (novelty), but inconsistency is a challenge for teachers. Therefore, to create a dynamic and engaging learning environment, teachers need to maintain their creativity in order to have interesting teaching.

E. **Students' English Learning Achievement is improved through teacher creativity**

The subsequent discussion of student achievement findings from the three observed classes - Maryam, Al-Kahf and Al-Isra - demonstrates the impact of teacher creativity on students' English learning achievement, particularly in listening comprehension. Data from the listening test results show that the majority of students achieved high scores, indicating strong comprehension skills nurtured through creative teaching strategies.

To further explored the theory, observations conducted Al-Isra class demonstrated the highest average score among the three classes, with a total score of 255 and a mean score of 9.57 showed in *table 4.4*. The analysis from *figure 4.1* revealed that 11.11% of students scored 7-8, showing a basic comprehension level, while 88.89% scored within the 9-10 range, indicating an excellent understanding of the material. The results acrossed all three classes suggest that the creative teaching methods employed by teachers had a positive impact on students' listening comprehension abilities. Similarly, in Al-Kahf class, the total score was recorded at 262, with a mean score of 9.36 showed in *table 4.5*. The bar chart in *figure 4.2* analysis indicated that 3.45% of students had difficulties with listening comprehension (scoring 5-6), while 13.79% demonstrated a basic level (scoring 7-8). A significant portion of students—82.78%—achieved high scores (9-10), reflecting a strong understanding of the listening material. Last, In Maryam class, students' scores reflected a cumulative total of 264 with an average score of 9.28 showed in *table 4.6*. The analysis of score in *figure 4.3* distribution showed that 6.90% of students scored within the 5-6 range, indicating difficulties in understanding the listening material. Meanwhile, 13.79% of students scored between 7-8, demonstrating a basic comprehension level, and the majority—79.81%—scored between 9-10, signifying a very good ability to interpret and comprehend the listening input.

This finding is in alignment with Gary Buck's theory, which highlights listening skills as a fundamental basis in language acquisition for elementary school students. Buck emphasizes that at this stage,

comprehension is still being developed, and students needed exposure to clear, contextualized, and interesting oral input. The high performance of students in all three classes indicated that the creative teaching strategies facilitated by teachers effectively supported this listening skill.

Furthermore, these results contribute to the discussion initiated by Hestika's study. Her research found that students' interest in English learning was enhanced through an enjoyable classroom atmosphere, driven by teachers' use of varied instructional media. In contrast, in the current study it exceeded students' interest by examining how teacher creativity directly affects students' listening comprehension achievement. The results showed that engaging and interactive teaching strategies not only increased students' enthusiasm for learning, but also resulted in a marked improvement in their language comprehension abilities. By incorporating innovative and contextualized teaching approaches, teachers successfully fostered an environment that supported the development of essential listening skills, as evidenced by high test scores in all three observed classes.

These findings underscore the importance of teacher creativity in English language teaching, particularly in developing students' achievement. The ability to design interactive, contextualized and engaging learning experiences plays a crucial role in improving students' understanding and overall achievement in English language acquisition.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study explored the impact of English teachers' creativity on students' interest and academic achievement in learning English. The findings demonstrate that creative teaching strategies significantly contribute to increasing students' engagement and echievement. The teacher employed various innovative approaches, such as parables, real-life case examples, media, and interactive discussions.

The analysis of listening test results revealed that a majority of students achieved high scores, indicating that creatively designed lessons enhance students' ability to process and interpret spoken English effectively. However, a small percentage of students still faced difficulties, suggesting the need for further reinforcement through personalized learning strategies.

Overall, this study confirms that creativity in teaching is a key factor in fostering student interest, improving language skills, and enhancing academic performance. It reinforces the idea that teachers who apply reflective, student-centered, and engaging strategies can create a more effective and enjoyable learning experience for their students.

5.2 Suggestion

Based on the findings of this study, several suggestions are proposed for teachers, educational institutions, and future researchers:

1. **For Teachers**

Continue to develop and implement creative teaching methods, such as storytelling, interactive discussions, and media integration, to maintain student engagement and improve learning outcomes. Apply a reflective teaching approach to assess and adapt teaching strategies based on student needs and responses. Provide additional reinforcement and personalized support for students.

2. **For Educational Institutions**

Facilitate professional development programs that focus on enhancing teachers' creativity in English language teaching. Encourage the use of more modern technology and interactive media to create a more dynamic and engaging learning environment. Develop a collaborative learning culture where teachers can share best practices and innovative teaching strategies.

3. **For Future Research**

Conduct further research into the long-term impact of creative teaching strategies on students' English language proficiency, especially in other skills. Investigate the role of teacher motivation and external factors, such as education policy, resources and school environment, in shaping teacher creativity and student engagement. Explore comparative studies between different educational settings, such as public schools, private schools and integrated Islamic schools, to gain greater insight into the effectiveness of creative teaching strategies.

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APPENDICES

Appendix 1

Validity Item

Correlations

		x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	Totalx
x1	Pearson Correlation	1	.196	-.043	-.053	-.048	-.048	-.058	-.037	-.043	.258*	.255*
	Sig. (2-tailed)		.074	.698	.630	.662	.662	.600	.738	.698	.018	.019
	N	84	84	84	84	84	84	84	84	84	84	84
x2	Pearson Correlation	.196	1	-.062	.103	-.070	-.070	-.084	-.053	-.062	-.062	.257*
	Sig. (2-tailed)	.074		.575	.353	.528	.528	.449	.630	.575	.575	.018
	N	84	84	84	84	84	84	84	84	84	84	84
x3	Pearson Correlation	-.043	-.062	1	.155	.180	.180	-.067	.258*	.213	-.050	.452**
	Sig. (2-tailed)	.698	.575		.159	.101	.101	.542	.018	.052	.652	.000
	N	84	84	84	84	84	84	84	84	84	84	84
x4	Pearson Correlation	-.053	.103	.155	1	.126	-.070	.084	-.053	-.062	-.062	.367**
	Sig. (2-tailed)	.630	.353	.159		.255	.528	.449	.630	.575	.575	.001
	N	84	84	84	84	84	84	84	84	84	84	84
x5	Pearson Correlation	-.048	-.070	.180	.126	1	.149	-.076	-.048	-.056	-.056	.313**
	Sig. (2-tailed)	.662	.528	.101	.255		.175	.493	.662	.611	.611	.004
	N	84	84	84	84	84	84	84	84	84	84	84
x6	Pearson Correlation	-.048	-.070	.180	-.070	.149	1	.288**	.223*	.180	.180	.554**
	Sig. (2-tailed)	.662	.528	.101	.528	.175		.008	.042	.101	.101	.000
	N	84	84	84	84	84	84	84	84	84	84	84
x7	Pearson Correlation	-.058	-.084	-.067	.084	-.076	.288**	1	-.058	-.067	.337**	.416**
	Sig. (2-tailed)	.600	.449	.542	.449	.493	.008		.600	.542	.002	.000
	N	84	84	84	84	84	84	84	84	84	84	84
x8	Pearson Correlation	-.037	-.053	.258*	-.053	-.048	.223*	-.058	1	.258*	-.043	.332**
	Sig. (2-tailed)	.738	.630	.018	.630	.662	.042	.600		.018	.698	.002
	N	84	84	84	84	84	84	84	84	84	84	84
x9	Pearson Correlation	-.043	-.062	.213	-.062	-.056	.180	-.067	.258*	1	-.050	.318**
	Sig. (2-tailed)	.698	.575	.052	.575	.611	.101	.542	.018		.652	.003
	N	84	84	84	84	84	84	84	84	84	84	84
x10	Pearson Correlation	.258*	-.062	-.050	-.062	-.056	.180	.337**	-.043	-.050	1	.385**
	Sig. (2-tailed)	.018	.575	.652	.575	.611	.101	.002	.698	.652		.000
	N	84	84	84	84	84	84	84	84	84	84	84
Totalx	Pearson Correlation	.255*	.257*	.452**	.367**	.313**	.554**	.416**	.332**	.318**	.385**	1
	Sig. (2-tailed)	.019	.018	.000	.001	.004	.000	.000	.002	.003	.000	
	N	84	84	84	84	84	84	84	84	84	84	84

*. Correlation is significant at the 0.05 level (2-tailed).

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

Appendix 2

Reability Item

Case Processing Summary

		N	%
Cases	Valid	84	100.0
	Excluded[a]	0	.0
	Total	84	100.0

a. Listwise deletion based on all variables in the procedure.

Item Statistics

	Mean	Std. Deviation	N
x1	.96	.887	84
x2	.93	.959	84
x3	.95	.914	84
x4	.93	.959	84
x5	.94	.938	84
x6	.94	.938	84
x7	.92	.978	84
x8	.96	.887	84
x9	.95	.914	84
x10	.95	.914	84

Reliability Statistics

Cronbach's Alpha	N of Items
.975	10

FIELD NOTES

Guru : Mr, H

Kelas : Maryam

Tanggal : 21 Januari 2025 – 11 Februari 2025

No	Indicators	Sub-indicator	Description	Meeting				Field Notes
				1	2	3	4	
1	Teacher Fluency	Idea Generation Rate	The teacher can generate many creative ideas in teaching English to attract students' interest.	✓	✓			Meeting 1 The teacher designed an interactive learning method using language games to increase vocabulary related to tourist attractions. Meeting 2 The teacher again designed an innovative teaching method by using picture media then story telling as learning strategy. Meetings 3 and 4 the teacher did not show much variety in teaching and mostly used the lecture method.
		Diversity of Ideas	The teacher uses teaching techniques and methods to maintain student engagement.	✓	✓			In meeting 1 the teacher used a communicative approach by forming student group discussions. In meeting 2, the teacher used picture media to support students' understanding of the tourist attractions material. In meetings 3 & 4 the teacher no longer used many techniques and methods in teaching focusing more on lecture techniques.
		Idea Production	The teacher develops and adjusts creative ideas to meet students' needs, enhancing comprehension and achievement.	✓	✓			In meeting 1, the teacher added educational games to strengthen students' English vocabulary. In meeting 2, the teacher adjusted the classroom teaching method by using pictures with storytelling-based learning technique. In meeting 3 & 4, the teacher did not apply any innovative teaching strategies nor was the learning in the classroom one-way.

No	Indicator	Sub-Indicator	Description	M1	M2	M3	M4	Notes
2	Teacher Flexibility	Adaptability in Teaching Methods	The teacher adjusts strategies and teaching methods to fit students' learning styles.	✓	✓			Meeting 1 Teacher used a combination of visual and audiotory style. Meeting 2 teacher conducts group discussion session to support collectivism learning style. Meeting 3 and 4 teachers are less flexible in adjusting teaching methods. Learning is mostly done using lecture method and focusing on textbooks without any variation that supports students' various learning styles.
		Perspective Shifting	The teacher presents English material from different perspectives to aid student comprehension.			✓		In meeting 1, the teacher simply did not relate the material to students' experiences directly. Meeting 2 was still the same pattern. In the 3rd meeting, the teacher delivered the material about professions more clearly and intensively, although the teacher did not apply a particular learning method. In the 4th meeting, it was seen that the teacher only continued the material from the previous meeting and did not do much material exploration.
		Problem-Solving & Surprising Insight	The teacher finds innovative solutions to help students overcome learning difficulties.	✓				Meeting 1 the teacher faced a challenge when some students had difficulty understanding the meaning of words in the English reading text, as a solution the teacher asked students to guess the meaning of difficult words based on pictures and sentence content before giving more specific definitions. Meeting 2 the class was still interactive and there were no problems in learning. Meeting 3 did not have any obstacles because the class was one-way. The fourth meeting the teacher did not explore the material further.
3	Novelty in Teaching	Unusual Responses	The teacher uses unconventional yet effective	✓	✓			In meeting 1, the teacher used the educational game strategy of guessing pictures to guess some of Indonesia's famous tourist

				M1	M2	M3	M4	
			approaches in explaining material.					attractions. Meeting 2 used a story telling learning strategy where the teacher told the story of someone's journey who was on holiday at Dufan. Meeting 3 still uses conventional methods. The 4th meeting had no new teaching pattern.
		Clever Ideas	The teacher applies smart ideas to make English learning more engaging and interactive.	✓	✓			In meeting 1, the teacher used the Mystery Box Vocabulary technique to introduce new vocabulary in the theme *I go to Dufan*. In meeting 2, the teacher introduced the concept of *Interactive Storytelling*, where students in groups made a story about *I go to Dufan*. Meeting 3 the class was intensive but still one-way. The 4th meeting the teacher only gave exercises.
		Production from the Obvious	The teacher transforms simple materials into more complex and interesting learning activities.					In meetings 1, 2, 3 and 4 the teacher only used the material already available in the textbook as a benchmark for starting the lesson and made minimal efforts to develop simple material into more complex and interesting learning activities. Teachers only rely on the application of learning strategies and students only follow the teacher's direction without further exploration of the material.
4	Teacher Elabotare	Detail-Oriented	The teacher explains material in detail to support students' understanding.	✓	✓	✓	✓	In meeting 1, the teacher delivered the material with a detailed explanation, especially in explaining new vocabulary and sentence structures in English. In meeting 2, the teacher continued to apply a detailed approach in explaining the material, especially in the speaking practice session. Meeting 3 Although the learning is conventional, the teacher tries to simplify the material. Meeting 4 The teacher guided the students in understanding the content

					✓			of the practice text by asking triggering questions and providing additional context for the students to better understand the reading content.
		Ability to Generate Intriguing Plans	The teacher designs engaging and effective learning activities to enhance interest and achievement.	✓	✓			Meeting 1 teachers design interesting learning activities by using interactive vocabulary-based games. Meeting 2 teachers again apply interesting learning methods by using Interactive Story Telling where students in groups make a story. Meeting 3 has no special strategy. Meeting 4 teachers apply lecture method and only give exercises.

FIELD NOTES

Guru : Mr, H

Kelas : Al-Kahf

Tanggal : 22 Januari 2025 – 12 Februari 2025

No	Indicators	Sub-indicator	Description	Meeting 1	2	3	4	Field Notes
1	Teacher Fluency	Idea Generation Rate	The teacher can generate many creative ideas in teaching English to attract students' interest.		✓		✓	On the 1st meeting, the teacher used a lecture technique, with no special techniques or methods. In the 2sd meeting, the teacher began to show many creative ideas in explaining the various rides at Dufan using picture media then using audio dialog for fill the question. In the 3rd meeting. The teacher again applies the lecture technique to the material I am a Pilot. In Meeting 4th the teacher again showed her creativity by designing the material to be more interesting using the existing professional role-play strategy.
		Diversity of Ideas	The teacher uses teaching techniques and methods to maintain student engagement.		✓		✓	In meeting 1, the teacher did not apply any strategies. In meeting 2, the teacher applied the group discussion method by providing pictures for group discussion. Meeting 3, the teacher again applies conventional techniques. Meeting 4, the teacher again showed her creativity by using the role-play method of various professions to enrich students' learning experience.
		Idea Production	The teacher develops and adjusts creative ideas to meet students' needs, enhancing comprehension and achievement.		✓		✓	In meeting 1, the teacher did not give any strategy instruction in the lesson. In meeting 2, the teacher asked the students' discussion group to arrange the vocabulary in the picture and then memorise it. In meeting 3, the teacher again applies the conventional to the material I am a Pilot, where the teacher only explains several professions that exist. In meeting 4, the teacher again formed groups of several students

No	Aspect	Sub-Aspect	Description	M1	M2	M3	M4	Notes
								and asked them to role-play the profession they chose.
2	Teacher Flexibility	Adaptability in Teaching Methods	The teacher adjusts strategies and teaching methods to fit students' learning styles.		✓	✓		Meeting 1 does not apply any learning styles. In meeting 2, the teacher began to adapt the learning method to the students' learning styles, such as using pictures for visual students and audio dialogue conversation for audiotory students. Meeting 3 was conducted conventionally, but the teacher gave students project assignments to choose a profession to aspire to and write it down in their books. Meeting 4, the teacher only continued from the previous lesson and only applied role-play as a learning strategy without exploring the material further.
		Perspective Shifting	The teacher presents English material from different perspectives to aid student comprehension.	✓		✓		In the first meeting, the teacher did apply the conventional strategy in teaching, but the teacher explained the material of various tourist attractions in detail from the point of view of a tourist, and it was also seen that the teacher provoked student involvement with several questions. In the second meeting, the teacher did not explain the material from any point of view. Meeting 3 The teacher discusses various professions from the perspective of the worker and the customer, helping students understand the roles in daily life. Meeting 4 does not explore any point of view anymore.
		Problem-Solving & Surprising Insight	The teacher finds innovative solutions to help students overcome learning difficulties.	✓	✓		✓	Meeting 1 the teacher faced a challenge when some students had difficulty understanding the meaning of words in the English reading text, as a solution the teacher asked students to guess the meaning of difficult words based on pictures and sentence content before giving more specific definitions. Meeting 2 The teacher asked

								students to find solutions if they got lost in the amusement park and how to ask for help in English. meeting 3 there was no challenge given by the teacher. In the fourth meeting, the teacher asked the students to role play according to their chosen profession.
3	Novelty in Teaching	Unusual Responses	The teacher uses unconventional yet effective approaches in explaining material.		✓		✓	Meeting 1 still used conventional methods. In meeting 2, the teacher used audio dialogue strategy and guessed some words related to tourist attractions. Meeting 4 used a role-play learning strategy where the teacher demonstrated a job profession and then asked students to play a role according to the profession they chose.
		Clever Ideas	The teacher applies smart ideas to make English learning more engaging and interactive.	✓	✓	✓	✓	Meeting 1 The teacher asks the students to make a paragraph about a holiday experience. In meeting 2, the teacher asks the students to identify tourist spots and helps them to pronounce the vocabulary related to the learning material. In meeting 3, as an additional project, the teacher also asks the students to interview their friends about their dreams and professions they want to do in the future. Meeting 4 The teacher conducts an interactive profession-based quiz with small prizes to increase students' motivation.
		Production from the Obvious	The teacher transforms simple materials into more complex and interesting learning activities.			✓	✓	Meeting 1 had no idea of the complexity of what the teacher was teaching. Meeting 2 is still the same pattern. Meeting 3 The teacher asks the students to describe the professions they know from the neighbourhood, then discuss how these professions will develop in the future. In meeting 4, the teacher asks the students to describe the profession they have chosen according to their aspirations.

No	Aspect	Indicator	Description					Notes
4	Teacher Elabotare	Detail-Oriented	The teacher explains material in detail to support students' understanding.	✓		✓		In meeting 1, the teacher explains new vocabulary from I go to Dufan. Meeting 2 the teacher only focuses on the strategy and does not explain much. Meeting 3 the teacher explains in detail about the tasks performed by various professions, such as pilots, doctors, and police. Meeting 4 The teacher only continues the previous lesson and does not explain much.
		Ability to Generate Intriguing Plans	The teacher designs engaging and effective learning activities to enhance interest and achievement.				✓	Meeting 1, teachers only use ceralmah method Meeting 2 teachers again apply interesting learning methods by using Interactive Story Telling where students in groups make a story, 3 teachers rely on conventional teaching. Meeting 4, the teacher organises a career simulation where students choose a profession and play the role in an interesting work scenario.

FIELD NOTES

Guru : Mr, H

Kelas : Al-Isro

Tanggal : 24 Januari 2025 – 14 Februari 2025

No	Indicators	Sub-indicator	Description	Meeting 1	2	3	4	Field Notes
1	Teacher Fluency	Idea Generation Rate	The teacher can generate many creative ideas in teaching English to attract students' interest.	✓	✓		✓	Meeting 1, the teacher is able to come up with many creative ideas in explaining tourist attractions to attract students' attention, such as telling personal experience stories on the material I go to Dufan. Meeting 2, the teacher again generates a variety of creative ideas in explaining the material, including using tourism videos as discussion material. Meeting 3, The teacher uses a more practical and structured approach without many variations of ideas on I am Pilot. Meeting 4, the teacher again generates many creative ideas, such as using interactive simulations to understand the roles of some professions.
		Diversity of Ideas	The teacher uses teaching techniques and methods to maintain student engagement.		✓			Meeting 1 The teacher uses the same approach without significant variation in techniques. Meeting 2 The teacher applies a variety of learning techniques, such as paired discussions, student presentations, and interactive quizzes. Meeting 3 The teacher does not apply much variety of methods in explaining the profession. Meeting 4 The teacher uses the same method as the previous meeting.
		Idea Production	The teacher develops and adjusts creative ideas to meet students' needs,		✓	✓		Meeting 1 The teacher has not developed creative ideas further according to students' needs. Meeting 2 The teacher starts to develop creative ideas by providing

No	Aspect		Description					Notes
			enhancing comprehension and achievement.					a travel scenario and asking students to design their own itinerary. Meeting 3 The teacher develops creative ideas by asking students to interview their peers about their aspiring professions.
2	Teacher Flexibility	Adaptability in Teaching Methods	The teacher adjusts strategies and teaching methods to fit students' learning styles.	✓	✓	✓		Meeting 1 The teacher adjusts the teaching method based on students' responses, such as changing the lecture method to small group discussions. Meeting 2 The teacher changes the teaching method according to students' needs, such as repeating explanations with more concrete examples for students who lack understanding. Meeting 3 The teacher adjusts the teaching strategy by changing the question-and-answer method to role play to improve students' understanding. Meeting 4 The teacher does not adjust the method much to the students' needs.
		Perspective Shifting	The teacher presents English material from different perspectives to aid student comprehension.	✓		✓		Meeting 1 The teacher explains tourist attractions from various perspectives, such as from the point of view of tourist visitors. Meeting 2 The teacher only explains from the tourist's perspective without providing other perspectives. Meeting 3 The teacher explains the pilot profession from the perspective of airline passengers. Meeting 4 There are no other perspectives.
		Problem-Solving & Surprising Insight	The teacher finds innovative solutions to help students overcome learning difficulties.	✓	✓			Meeting 1, the teacher helps students understand the new concept by relating it to students' personal experiences in travelling to tourist attractions. Meeting 2, the teacher helps students find solutions to challenges while travelling such as asking where the

No	Category	Sub-indicator	Description	M1	M2	M3	M4	Notes
								tourist attractions are meeting 3 and 4 The teacher does not provide challenges or in-depth discussions.
3	Novelty in Teaching	Unusual Responses	The teacher uses unconventional yet effective approaches in explaining material.	✓	✓			First meeting 1 The teacher uses an unusual approach, such as role-playing being a tour guide to attract students' attention. Meeting 2 The teacher uses interactive storytelling techniques, where students imagine being a tourist visitor. Meeting 3 The teacher uses a more conventional method. Meeting 4 was the same as the previous meeting.
		Clever Ideas	The teacher applies smart ideas to make English learning more engaging and interactive.	✓				The teacher implemented interesting ideas such as role playing as tour guides and students as visitors. Meeting 2 is still like the previous meeting. Meeting 3 does not apply any ideas. Meeting 4 is the same as the previous meeting.
		Production from the Obvious	The teacher transforms simple materials into more complex and interesting learning activities.			✓		In meeting 1, the teacher did not develop simple materials into more complex ones. Meeting 2 is the same as the previous meeting. Meeting 3 The teacher starts to develop a simple explanation of the various job professions into an in-depth discussion of their responsibilities. Meeting 4 no change in transformation in learning.
4	Teacher Elabotare	Detail-Oriented	The teacher explains material in detail to support students' understanding.	✓	✓	✓	✓	Meeting 1 The teacher gave a detailed explanation of the various tourist attractions and the vocabulary. Meeting 2 only adds new vocabulary. Meeting 3 The teacher gives detailed explanations about various occupations and vocabulary. Meeting 4 only adds new vocabulary.

		Ability to Generate Intriguing Plans	The teacher designs engaging and effective learning activities to enhance interest and achievement.		✓		✓	Meeting 1 The teacher has not designed more interesting learning activities other than role-play. Meeting 2 The teacher designs an interesting activity such as a group project to present what we should do when on holiday at a tourist spot. Meeting 3 The teacher does not design more interesting learning activities. Meeting 4 The teacher designs a final project activity, where students make a presentation about their dream profession.

APPENDIX 5

Items

Instruction for teacher:

4. Play the audio **"A Day at the Zoo"** for the students. Ensuring good audio and visual quality.
5. Play the video **twice** to help students understand the content fully.
6. Provide students with the test questions after the Audio ends.

A day at the Zoo

Student Name: _____

Class: _____

Date: _____

Choose the correct answer for each question.

11. How does the narrator describe the monkeys at the zoo??
    A. Elephants
    B. Monkeys are lonely and aggressive
    C. The monkeys love to eat bananas and swing from the trees.
    D. Monkeys love to play in the water with other animals.

12. Why are the children excited to go to the zoo in this story ?
    A. To see wild animals up close
    B. Sleeping together under a tree
    C. To buy a pet for their home
    D. To clean the animal cages

13. What is the main topic of the audio?
    A. A school trip to an aquarium
    B. Children visit to the zoo
    C. A zookeeper's daily routine
    D. A boy's adventure in the jungle

14. What is the color of the flamingos?
    A. Pink
    B. Yellow
    C. Blue
    D. Red

15. What does the word "zookeeper" mean in the video?
    A. A person who builds the zoo.
    B. A person who takes care of the animals.
    C. A person who buys the animals.
    D. A person who cleans the zoo.

16. What does the word "safari" mean in the video?
    E. A zoo in the forest.
    F. A game to play in the zoo.
    G. A trip to see wild animals.
    H. A zoo for birds only.
17. What does the word "giraffe" refers to?
    A. A type of food.
    B. A type of tree.
    C. A tall animal with a long neck.
    D. A kind of zoo.
18. What does the zookeeper do in the audio?
    A. Brings food for the animals
    B. Plays with children
    C. Cleans the chicken coop
    D. Draws animals
19. Why are the children happy to visit the zoo?
    A. They can see many animals
    B. They learn to read books
    C. They play at the playground
    D. They buy some food
20. What does the elephant do in its enclosure?
    A. Climbs a tree
    B. Eats leaves and grass
    C. Runs with the lions
    D. Makes loud sounds like a bird

Item Scoring	• 1 = the correct answer • 0 = the incorrect answer
Total Score	10
Assessing	• 0 - 5: Inadequate (Listening skills that need improvement). • 6 - 7: Adequate (Listening skills are good, but still need improvement). • 8 -10 : Excellent (Excellent listening skills and good comprehension).

APPENDICES 6

DOCUMENTATION

BIOGHRAPHY

Yeci Putrin Utami or better known as Yeci was born on June 16, 2001 in Lubuk Mabar, South Sumatra Province. The author is the first child of Mr. Siswadi and Mrs. Rita Umami. The author started her education from Elementary School at SD Negeri 13 Pasemah Air Keruh in 2008-2013. Then continued to Junior High School at SMP Negeri 02 Pasemah Air Keruh in 2013-2016. Then continued to Senior High School at SMA MUHAMMADIYYAH pagaralam in 2016-2019. In 2020 the author was registered as a student at the State Islamic Institute of Curup. Faculty of Tarbiyah, English Language Education Study Program and in 2025 the author was declared to have graduated and was entitled to hold a Bachelor of Education degree. During the author's studies, the author was known as "Sipaling Ekstrovert" because the author has a personality that is easy to befriend anyone and is a pleasant person. With perseverance and high motivation to continue learning and trying hard, the author has successfully completed his studies and writing this thesis. Hopefully the writing of this thesis can provide a positive contribution to the world of education. Finally, the author expresses his greatest gratitude to Allah SWT and thanks to all parties who have helped complete this thesis entitled "English Teacher Creativity To Improve Students' English Learning Achievement"