STUDENTS' CREATIVITY AND ITS RELATION TO GREETING CARD WRITING ABILITY

THESIS

Submitted by

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UNIVERSITAS ISLAM NEGERI AR-RANIRY

BANDA ACEH

2023 M/1444 H

THESIS

Submitted to *Prodi Pendidikan Bahasa Inggris*

Fakultas Tarbiyah dan Keguruan

Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fulfillment of the Requirements for

The Bachelor Degree of Education in English Language Teaching

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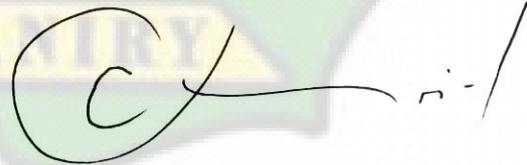
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Date: 16/05/2023   Date: 10-5-2023

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On

Wednesday, 14 June 2023
24 Dzulkaidah 1444 H

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SURAT PERNYATAAN KEASLIAN

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Students' Creativity and Its Relation to Their Greeting Card Writing Ability

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 1 Mei 2023

Saya yang membuat surat pernyataan,

Sasabila

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

All praises to Allah *Subhanahu Wa Ta'ala*, the Creator of the Universe, who has given me health, blessing, opportunity, and knowledge to fulfill the research entitled "Students' Creativity and Its Relation to Greeting Card Writing Ability". *Shalawat* and *salam* be upon to our Prophet Muhammad *shallallahu 'alaihi wasallam*, his family, and his companion.

I would like to express my deepest gratitude and appreciation to the first supervisor and my academic supervisor Mr. Drs. Mustafa AR, M.A., Ph.D and to the second supervisor Mrs. Khairiah Syahabuddin, M.HSc.ESL., M.TESOL., Ph.D who have given their time, advice, suggestion, and support me to complete this thesis, and to all the lecturers and staffs of Faculty of Teacher Training and Education of UIN Ar-Raniry Banda Aceh.

I will not be able to complete the thesis without the help and support from kind people around me. I would like to give special and deep gratitude to my beloved parents, Zaini Ahmad (Alm) and Wardiana for their endless love, support, and prayers. Also, to my brothers Jefri and Muhammad Tanzil, my sister Amila Sholeha, my aunt Juliana, and all my big family for their love, support, and prayers.

I would like to express my deepest thanks and gratitude to people who also really helped me. Ustadz Fahmi as the English teacher of class 8 SMP-IT Madrasatul Quran Aceh Besar and all the teachers and staffs of SMP-IT Madrasatul Quran Aceh Besar for their time and their help for me to conduct the research. For all students of SMP-IT Madrasatul Quran Aceh Besar especially class 8 who gave many opportunities and lesson for me.

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Besides, I also would like to express my special gratitude to all of them. My best partner Muhammad Ardiansyah, my best friends Syawaliani, Ervina Hajar, Siti Faradilla, Rika Wulandari, Sari Mawar, Saifiyaturrahmah, Jauharsyah, Tasha Resqina and for all my friends of English Education Department, the members of Ladies group, the friends of Clarita guest house and cafe, the friends and staffs of PAUD Permata Ayah Bunda and PAUD Intan Payong who accompanied and supported me to get through all things together. Lastly, I would like to express big thanks to all the people whose name cannot be mentioned one by one for the great help to complete the thesis. May Allah blesses and rewards you all.

Last but not least, I want to thank me. I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for having no days off, I want to thank me for never quitting, and for just being me at all times.

I hope this thesis is useful not only for the researchers but also for the readers. I believe that this thesis might have some weaknesses, therefore any suggestions and ideas from the readers for its improvement will be appreciated.

Banda Aceh, May 1st 2023
The writer,

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ABSTRACT

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Faculty	: Tarbiyah dan Keguruan
Major	: Department of English Language Education
Thesis Working Title	: Students' Creativity and Its Relation to Greeting Card Writing Ability
Main Supervisor	: Drs. Mustafa AR, M.A., Ph.D
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Key words	: students' creativity, greeting card, writing, ability

Creativity plays an important role in students' learning process. Creativity and writing have a very close and mutual relationship. One of the writing materials in the English syllabus is writing Greeting Cards. This study was conducted to determine the relationship between students' creativity and greeting card writing ability. The study employed quantitative with pre-experimental research method. The sample was the eight-grade students of SMP-IT Madrasatul Quran Aceh Besar which consisted of 18 students chosen purposively. Furthermore, this research used a pre-test and post-test, observation, and questionnaire to collect the data. The researcher analysed the data using descriptive analysis and Pearson correlation analysis. The result of this study showed that the correlation coefficient value between students' creativity and greeting card writing ability was 0,857 which categorized positive and very strong correlation. Meanwhile, from the result of questionnaire analysis, it can be seen that the majority of students had positive response through the implementation of students' creativity in greeting card writing. Therefore, it can be concluded that there was positive relationship between students' creativity and greeting card writing ability.

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research paper. It is divided into background, research questions, aims, significance, and terminologies of the study.

A. Background of Study

Writing is one of the language skills that must be mastered by students. Students learn to write for themselves as school, college, or graduated students, and as a provision for future work. Students need to learn writing because it is a process of communicating with other people in written forms (Nurcahya & Sugesti, 2020). Without writing skills, students cannot write effective emails, compose letters, write reports, or create resumes. Although verbal expression is commonly spontaneous, writing skills help students organize their thoughts into well-defined and coherent explanations. Writing also allows students to ponder ideas and express themselves. Because nearly all professions require some form of writing on the job, writing is an important skill in almost every career field or industry that students will face. Physical therapists for example, must write reports and document patient symptoms, while teachers must create lesson plans and communicate with parents in writing. Therefore, students are expected to be able to master this skill.

To be able to master writing skill, additional skills are needed to support writing skill. Mastering vocabulary and grammar will be very important to learn

by students. Correct grammar, punctuation, and spelling are the keys in written communication. Another skill to come with writing skill is reading skill. Reading is receptive skill that can help students develop their writing as a productive skill. Content knowledge is also needed in writing. Students need to understand about the content or subject they want to write. For example, students are asked to write about pollution so they will also need to know how it affects people, animals, and the environment. There is another process in writing, students have to plan, revise, and edit their work to achieve good writing. Unlike speaking which can use the intonation and stressing to give more explanation, in writing the students need to think about how to present ideas and language so that the reader understands what is meant (Chamisah, 2013). Therefore, writing skills have been trained from the junior high school level to the university level.

Even though writing has been taught from junior high school, students still have many difficulties in mastering writing skill. This is because writing involves integrated activities and processes such as cognitive effort, attention control, and self-regulation to make it coherent and meaningful (Graham & Harris, 2003). In writing, Students must select appropriate words or phrases and adhere to the proper structure. The limitations of ideas, vocabulary, and grammar are the other obstacles for students in developing their writing skills. So that, students must go through learning process and practice to master this skill.

In learning writing, students are required to be creative in exploring knowledge and information. According to Nami et al. (2014), creativity will create students considerate to the problems they have and will independently find

solutions to solve problems in learning. Students who have high creativity will tend to look for solutions when experiencing difficulties. Creative students will have many alternatives to overcome difficulties in learning. Furthermore, students' creativity is essential for economic, scientific, social, and artistic/cultural progress (Hennessey & Ammabile, 2010). The world of technology may allow students to access knowledge in abundance, but creativity is very limited. Therefore, students are expected to be able to develop their creativity in English writing activities.

Specifically, creativity is predicted to have a relationship with students' writing ability. Creativity and writing have a very close and mutual relationship (Linn, 1998; as cited in Rababah 2013). In writing, students are required to express new ideas to produce interesting writing and not monotonous. According to Barron (1982), creativity is defined as the ability to create something new or a novel idea (as cited in Zwagery et al., 2020). Writing activities entail the transformation of spoken communication into written concepts. This task requires a complex thought process that encourages students to be more creative and daring in expressing their thought or ideas (Susilawati, et al., 2018). According to Kampylis and Berki (2014), creative thinking is defined as thinking that allows students to use their imagination to generate ideas, questions, and hypotheses, as well as experiment with alternatives. Creativity is not just for students in the arts. Creativity is for all students in all content areas (Patston et al., 2021). Fisher (2006) emphasized that creativity has educational value because it enhances human knowledge and experience.

There are many studies conducted regarding students' creativity. A research conducted by Wibowo & Aji (2017) found that there is improvement of students' ability and creativity in writing greeting cards using project-based learning. The improvement can be seen in students' creativity in designing greeting cards. Also, the researchers found that students showed very good attitude to the learning writing on greeting cards. Suwanto (2021) conducted a similar study to learn about the process of the project-based learning model in increasing students' creativity in making English greeting cards. The result showed that PjBL model can increase the creativity of the students in making greeting cards. The students' average assessment of the creative dimensions integrated into the project of creating greeting cards was 3.27, design was 3.09, picture was 2.91, and the goal was 2.82. A research conducted by Sari (2012) about creativity and English learning achievement showed a positive correlation between the students' creativity and their English learning achievement. Wang (2012) also discovered that elaborative creativity is significantly and positively related to English reading and writing scores. Another study was conducted by Naderi et al. (2010) about student creativity and English learning achievement in gender differences. This study indicated significant relationship between creativity and academic achievement in gender differences. Creativity aspect of initiative was dominant in males, while females were dominant in environmental sensitivity aspect. Lastly, a research done by Nabila (2015) about personality and learning creativity of the students with English learning achievement indicated positive significant relationship.

Based on the previous studies, the researcher found that many researchers have investigated the relationship between creativity and English achievement in general, but the research about creativity and the ability to write greeting cards in particular is rarely conducted. Accordingly, Hennessey & Ammabile (2010) emphasized that it is important that we come to a much deeper understanding of the influence of students' motivation and creativity and relationships with the school environment, while a review of the recent educational literature reveals few direct investigations of creativity in the classroom.

So that, the researcher wants to know what the relationship is between students' creativity and greeting card writing ability in this study. It is important because, in English curriculum students are expected to be able to write kinds of text. One of the texts which taught to second-grade students of junior high school is functional text. The functional text deals with greeting cards, invitation cards, and short messages. So, the second-grade students of junior high school had knowledge about greeting cards. Greeting card as one of the texts that can be used in teaching writing is very important to learn. Greeting card is a part of the materials in English syllabus. Therefore, the researcher is interested to find out the relationship between students' creativity and greeting card writing ability.

B. Research Question

This present study seeks to answer the following research questions:

1. What is the relationship between the students' creativity and greeting card writing ability?

2. How do students respond to creativity and greeting card writing ability?

C. The Aims of Study

According to the research questions, the aims of this research are:

1. To know what the relationship between the students' creativity and greeting card writing ability.

2. To know students' responses to creativity and greeting card writing ability.

D. Significance of the Study

This research is expected to be beneficial for several parties, there are:

1. The teachers

The benefit that can be obtained from this research is the teachers can make it a benchmark in teaching English by knowing the students' creativity and its relation to greeting card writing ability, then the teachers can give encouragement and motivation to improve students' creativity in writing greeting card. It will make the learning process in the classroom more effective.

2. The students

For students, this research is expected to provide knowledge for the students in improving their creativity and help them improve their writing on greeting cards in English language subject.

3. For the researcher

It is expected for the researchers to enhance the knowledge in conducting research and be able to apply the knowledge that has been obtained when becoming an educator.

E. Terminologies

To avoid misunderstanding of this research topic. The writer needs to explain some terms which used in this research, they are:

1. Student's Creativity

Creativity is an essential component of education and social development (Darnell, 2011). Munandar (2002) stated that creativity is the ability to make new combinations based on data, information, or elements that already exist, which come from experiences and knowledge that has been obtained during someone's life through the school, family, and community. Creativity is individual habits and attitudes toward life (Sternberg, 2010). In this research, the researcher wants to know the student's creativity in implementing ideas, methods, and imaginations in writing greeting cards.

2. Greeting Card

According to Yuliani in Rosmanidar (2019), a greeting card is a card to express friendship or other expressions. According to Endah (2017), a greeting card is a card that aims to express feelings or concerns to someone in various events. Furthermore, the researcher defined greeting cards as an illustrated card to write someone's feelings on any occasions. In this research, the researcher wants to know the students' creativity in writing greeting card.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical description of the related literature that is relevant to this study. It includes review on students' creativity, review on greeting card writing, and previous related studies.

A. Review on Students' Creativity

1. Definitions of Creativity

For more than half a century, the term creativity has been used in many works of literature. Runco & Jaeger (2012) stated that the study of creativity has its beginning in the 1930s. Since then, many researchers tried to explain about the study of creativity. Etymologically, creativity comes from the Latin term *creo* – means "to create, to make" (Singh, 2021). There are many experts have defined the word creativity from their respective views.

According to Torrance (1981) in Zwagery (2020), creativity is defined as the process of understanding the gaps or obstacles, formulating new hypotheses, and communicating the results as well as modifying and testing the hypotheses that have been formulated. According to him, it requires environmental support to develop the creative potential that already exists in individual. In the same vein, Plucker, Beghetto, and Dow (2004) defined creativity as the interaction of aptitude, process, and the environment through which an individual or group creates a perceivable product that is both novel and valuable as defined within a larger society. They used the term aptitude for the definition of creativity because

their perception of aptitude refers to a dynamic characteristic or skill that can be influenced by experience, learning, and training. Kaufman (2016) identified the primary factors to define creativity. First, creativity indicated something different, new, or innovative. Second, creativity represents something purposeful and relevant. It should be beneficial not only to individuals but also to society as a whole. Then, creativity is unplanned and thus unexpected. Munandar (2002) stated that creativity is the ability to make new combinations based on data, information, or elements that already exist, which come from experiences and knowledge that has been obtained during someone's life through the school, family, and community.

Based on the definitions above, the researcher concluded that creativity is a person's ability or process of creating a new ideas, thoughts, or works that might be come from the existing ideas to solve problems or simply making connections that occur in individual. Creativity should be considered as a process rather than a product.

2. The Characteristics of Creative Person

Ruggiero in Sari (2012) states five most prominent characteristics of a creative person. They are:

a. Creative people are dynamic. Unlike most people, creative people do not allow their minds to become passive, they are easy to accept ideas (Sternberg & Karami, 2021).

b. Creative people are daring. They are willing to confront unpleasant situations, apply their curiosity, and learn from their mistakes. But, they do not like to repeat for failure.

c. Creative people are resourceful. Resourcefulness refers to the ability to manage the problem effectively and conceptualize the approach that solves the problem.

d. Creative people are hardworking. They like to try new things and not afraid of making mistakes.

e. Creative people are independent. They do not fear having new ideas different from others.

According to Seltzer in Ayob (2013), a student must meet four quality criteria as the characteristics of creative person, they are:

a. Ability to identify new problems without relying on others;

b. Ability to transfer knowledge gained in one context to another when solving problems;

c. Belief that learning is a multilevel process in which repetition leads to success;

d. Ability to focus on achieving a goal.

According to Piirto (2011), someone can be called a creative person, if they have these characteristics:

a. Be imaginative. Use a variety of idea-generation techniques (such as brainstorming). A creative person can generate new and worthwhile

ideas, as well as elaborate, analyze, and evaluate their ideas to improve their creativity.

b. Collaborate creatively with others. A creative person will effectively develop, implement, and communicate new ideas to others. They are open to new and different points of view. They also see failure as an opportunity to learn.

c. Implement new ideas. A creative person will put creative ideas into action in order to make useful contribution to their environment.

3. The Category of Creativity

According to Kaufman & Beghetto (2009), there are four categories of creativity which help to reveal the different levels and types of creativity. They are as below:

a. Big-C creativity

Big-C creativity is defined to describe the handful of people who have revolutionized a scientific discipline with their patented and acclaimed inventions. Big-C creativity consists of clear and superior creative contributions. Their work has been widely recognized as inventive and ground-breaking by many people. A number of examples are scientific works such as Einstein's theory of relativity, Darwin's theory of evolution, and works of art like Picasso's Guernica, or Beethoven's Symphony.

b. Pro-C Creativity

Pro-C Creativity represents developmental progress and endeavor beyond Little-C (but it hasn't reached Big-C status yet). This category of creativity takes time and work to develop. A child who is trained from childhood through adulthood in learning music until he can make a living in teaching and playing music can be classified as Pro-C creativity. Someone who studied science in academic field to hold an academic degree and conducted academic research can also be classified as Pro-C.

c. Little-C Creativity

Little-C creativity is defined as acting with flexibility, intelligence, and novelty in everyday situations. This type of everyday inventiveness can be found in those who can solve complex problems. School-age students who engage in meaningful practice in their discipline can be categorized at the Little-C level. Little-C creativity requires practice and can be developed by the time.

d. Mini-C Creativity

Mini-c is defined as a meaningful interpretation of experiences, actions, and events that occur in individual. Mini-C creativity occurs when a person displays adaptability, intellect, and innovation in thinking. Mini-C creativity may be imperceptible to outsiders and may only include the connections and ideas that students make. Vygotsky (1967; as cited by Sullivan 2011) explained that behavior that bring up something new can be called creativity, whether in physical objects form or mental or emotional constructs that exist within a person. In the educational context, mini-c creativity can also be described as student

achievement in finding several different ways of solving learning problems because, at that time students make new connections between their existing knowledge and new information that helps them to understand the information further (Sullivan, 2011).

The Little-C and Mini-C creativity categories are those that concern in this research. They draw attention to the fact that being creative is not just about coming up with novel concepts or ground-breaking inventions. It is about personal development of individual which attained through tiny insights that occur among the students.

4. The Measurement of Creativity

According to Antonietti & Colombo (2012), there are two approaches can be taken in measuring creativity: first, by analyzing documents or artifacts and second, by asking people to do something (such as answering questions or carrying out tasks). Additionally, there are some instruments that can be used to measure someone's creativity, they are:

a. The Torrance Test of Creative Thinking (TTCT)

E. Paul Torrance invented the TTCT in 1966. It can be given as an individual or group test from kindergarten through graduate school and beyond. The TTCT comes in two varieties: TTCT-Verbal and TTCT-Figural. The TTCT-Verbal has six activities: ask-and-guess, product improvement, unusual uses, unusual questions, and just suppose. The TTCT-Figural is divided into three activities: picture creation, picture completion, and repeated figures of lines or circles (Kim, 2017). The primary goal of this test is to identify and nurture traits

that allow people to express their creativity. The tests were not designed to simply measure creativity, but rather to be used for its improvements.

    b.   Test For Creative Thinking-Drawing Production (TCT-DP)

Jellen and Urban (1986) developed this test to assess creative potential. This instrument is made up of six figural fragments, and the examinee must complete the drawing of some of them (Urban, 2004). This product is then evaluated using 11 creative criteria. Jellen and Urban tested the TCT-DP on ten-year-old children from nine countries, including Indonesia.

    c.   The Creative Attitude Scale

Creative Attitude Scale was developed by Munandar (1977) which adapted from Schaefer's Creative Attitude Survey based on validity and reliability test to junior high school level. It consisted of 32 items in terms of fluency, flexibility, problem-solving, and originality in thinking to assess the creative characteristics of an individual. It can be adapted and modified based on the students' condition (Setiadi et al., 2014).

Additionally, Silvia et al. (2012) cited a number of current self-report approaches for assessing creativity, specifically everyday creativity, creative accomplishments, and creative self-concepts. They are as below:

    a. Creative Achievement Questionnaire (CAQ)

The Creative Achievement Questionnaire (CAQ; Carson, Peterson, & Higgins, 2005) assesses creative achievements in ten areas: visual arts, music, dance, architectural design, creative writing, humour, inventions, scientific discovery, theater and film, and culinary arts. The CAQ, in contrast to other self-

report scales, tries to capture Pro-c or Big-C creativity (Kaufman & Beghetto, 2009). Hence it concentrates on important, observable accomplishments. Only persons who have made major achievements in at least one domain obtain high CAQ scores.

b. Biographical Inventory of Creative Behaviors

Batey developed the Biographical Inventory of Creative Behaviors (BICB), a 34-item scale that examines everyday creativity across a wide range of topics. BICB covers a wide range of domains. The items span not only the ordinary realms of everyday creativity, such as arts and crafts and creative writing, but also social creativity, such as leadership, coaching, and mentorship. BICB elements represent the most prevalent types of everyday creative acts. BICB instructions ask people to indicate activities they have been actively engaged in during the past 12 months.

c. Creative Behavior Inventory

Hocevar established the Creative Behavior Inventory (CBI), which was one of the first self-report measures of creative activity in research. It measured creative behavior in several domains such as: arts, crafts, music, literature, and math-science. Although the original CBI model has been used in several previous studies, recent research has preferred a shortened form of the Hocevar scale developed by Dollinger. Dollinger's short form weeded out the high-level items and retained items referring to common creative behaviors. As a result, the short form should be considered a measure of everyday creativity.

In this study, the researcher used the creative attitude scale method as a research instrument in the form of observation sheet. This measurement was used by the researcher to know students' creativity and responses in writing greeting cards. This instrument was taken by the researcher because it can be modified and adapted according to the situations and conditions of the students.

B. Review on Greeting Card Writing
1. Definitions of Greeting Card

According to Endah (2017), greeting card is a card that aims to express feelings or concerns to someone in various events. Lestari in Purba (2022) defined a greeting card is a written card that expresses someone's feelings. A greeting card is an illustrated, folded card featuring an expression of friendship or other sentiments. Bambang K. Karnoto in Rosmanidar (2019) said that greeting cards are text made by people to express congratulation for others' success such as the expression of congratulations for one's success in winning a competition. Based on the definitions above, it can be concluded that a greeting card is an illustrated card to write someone's feelings on any occasions.

Greeting cards are frequently sent by mail to commemorate a special day or occasion and they are split into two categories: seasonal and daily. Mother's Day, Father's Day, Easter, graduation, Halloween, and other holidays are all celebrated with seasonal cards. Birthday, anniversary, sympathy, congratulations, get-well, and thank you cards are all examples of everyday cards (Moore, 2016). Greeting cards are frequently made of stiff paper or cardboard. The size is decided by common usage, the availability of appropriate

envelopes, the simplicity of shipping, and the price and quality grading system. The length of imprinted phrases on cards can range from a few lines to more than 100 words.

2. The Component and Generic Structure of Greeting Cards

There are some components in the greeting cards which is very important to know. According to Grace in Rosmanidar (2019) generic structure of greeting cards is divided into six, they are address, content, sender, grammar, action verbs (choosing word), and mechanics (punctuation, capitalization, and spelling).

a. Address

Address means to whom the greeting card is sent for. It can also be a place where a person, business, or organization can be found on something to be sent.

b. Content

The contents of the greeting card should be clear. It means that the greeting card should be clear what greeting card is about. Clear content in the greeting card makes the reader understand easily. The content created can be adjusted to the theme or type of greeting cards. There are many types of greeting cards such as congratulation card, birthday card, thanking card, condolence card, holiday card, and so on.

c. Sender/writer

The sender or writer should be written in the greeting card. The sender or writer in the greeting card should be clear so that the reader will not

doubt who the sender is. It is usually located at the end or at the bottom of the card.

d. Grammar/structure

Grammar or structure in the greeting card is useful. Even though grammar is not so very important in writing greeting cards but it helps the reader can understand the greeting cards well. So, grammar is also needed in writing the greeting card. The lexicogrammatical feature in greeting cards is using the simple present tense.

e. Choosing Words

Suitable words or verbs in a text especially in English are very important. The reader can misunderstand the message in a text if the writers choose a false word. That's why in the greeting card the writer should choose the correct or suitable words for the writer's purpose.

f. Mechanics

Mechanics are needed in greeting cards because they can make writing orderly and understandable. It also shows good control over the use of capital letters, periods, commas, and shows control over spelling.

According to Karmila and Ningsih (2021), the generic structures of greeting cards are opening, content, and sender. An opening consists of greeting words or sentences written by the sender to the receiver. Content consists of messages or expressions from the greeting card. Some kinds of expressions are in the form of wishes, congratulatory expressions, or sometimes rhyme to show a

message. Lastly, the sender is the person who writes or sends the letter; some include it and some others do not.

Additionally, Nurdiono as adapted in Rosmanidar (2019) stated that the generic structure of a greeting card is actually depended on the design of the card. However, the important thing about the card is at least it contents of some elements as below:

a. Receiver, means to whom the greeting card is sent for. The writer should write the name of the receiver if it is needed. For example: "dear…", "to my beloved…" and so on.

b. Body, the body of the greeting card usually consists of interesting words added by substance such as quotes, wishes, and expressions. There are two parts in the body of the card, namely: Statements that show greetings such as "Happy Birthday", "Happy New Year", "Congratulations…", etc., and statements expressing hopes/wishes such as "Hope you ...", "may you can ...", "wish you ...", etc.

c. Sender, the sender is someone who writes or sent the greeting card. The sender is better to write in the greeting card because it makes the receiver recognize who the sender is.

3. The Examples of Greeting Cards

According to the definitions above, it can be concluded that greeting card is a card to express someone's feelings to others using an interesting picture. There

are many kinds of greeting cards such as congratulation card, birthday card, thanking card, and so on. The examples of greeting cards are:

a. Thanking card.

(https://www.greetingsisland.com/cards)
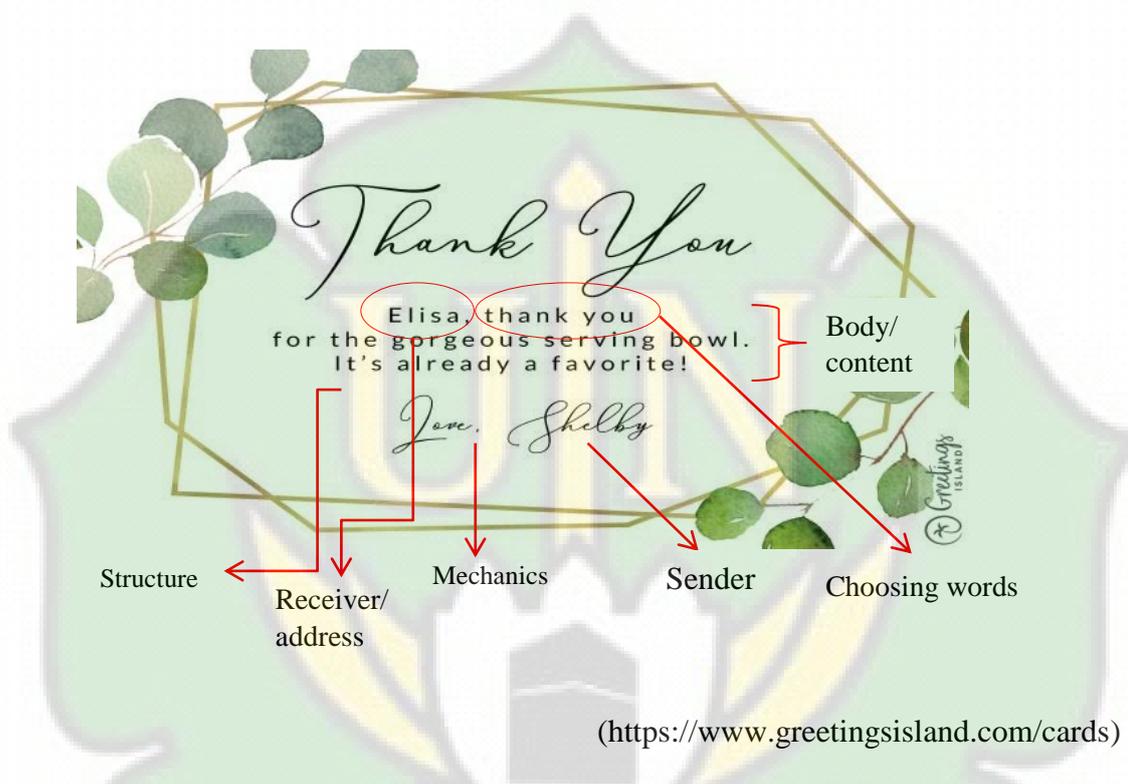
Thank you cards are a type of greeting card that people use to convey their gratitude to others as repaying someone's gift or kindness. It contains gratitude or appreciation words for someone such as "thank you for…", "I'm so grateful", and so on. It is offered when someone helps others or offers something to others. People can also give a thank you card with a gift as a reply.

b. Birthday card

A birthday card is a type of greeting card that is used to express greetings to someone who is celebrating his or her birthday. It contains birthday phrases and wishes for people. It conveys the warmest wishes and prayers for the recipient.

For example: "Wishing you the happiest birthday", "Hope all your birthday wishes come true!", and so on. People can also give a greeting card by inserting it along with the gift.

(https://www.greetingsisland.com/cards)
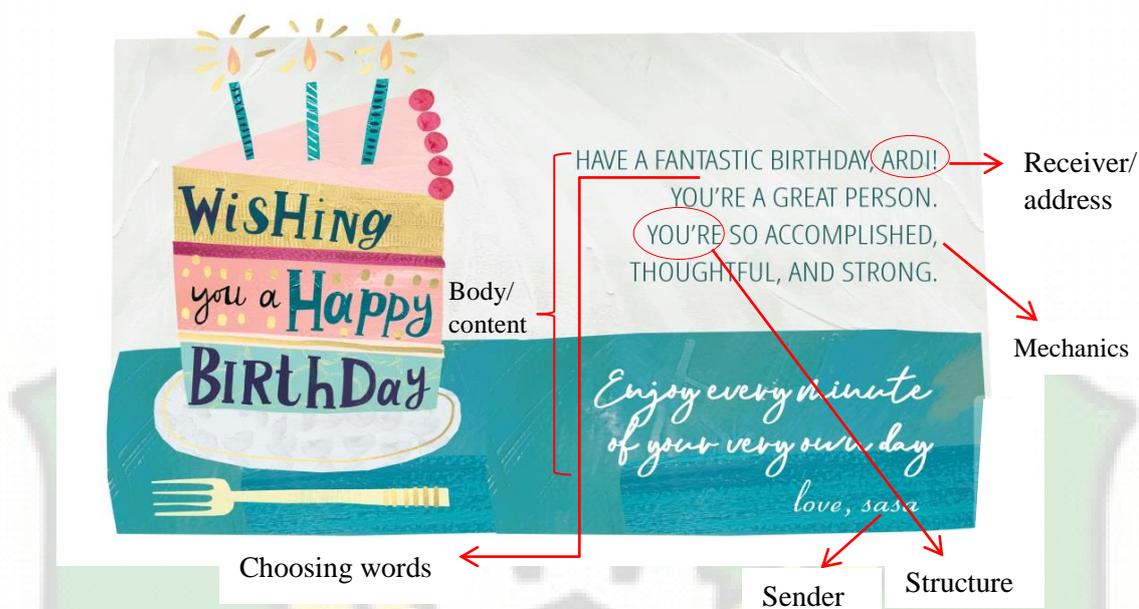
c. Congratulation card

A congratulatory card is a card used to tell an expression of congratulation for someone who has succeeded in getting her or his success, such as in the example above. The example below is a card consisting of congratulatory expressions on someone's graduation.

Receiver

Choosing words

Structure

Mechanics   Sender   (www.greetingsisland.com)

C. Previous Related of Research Findings

Several previous studies have become the background of this study. There were many researchers conducted research concerning students' creativity. A research conducted by Sari (2012) about creativity and English learning achievement showed a positive correlation between the students' creativity and their English learning achievement. Wang (2012) also discovered that elaborative creativity is significantly and positively related to English reading and writing scores. Another study was conducted by Naderi et al. (2010) about student creativity and English learning achievement in gender differences. This study indicated significant relationship between creativity and academic achievement in gender differences. Some creativity aspects are dominant in males, while females are dominant in other aspects. Lastly, a research done by Nabila (2015) about personality and learning creativity of the students with English learning achievement indicated positive significant relationship.

A study conducted by Febriannor (2022) found that in writing greeting cards, students not only can improve their writing ability but also develop their creativity. In his research, he used a narrative design method with semi-structured interviews. Another finding on similar research conducted by Wibowo & Aji (2017) found that there is an improvement in students' ability and creativity in writing greeting cards. The improvement can be seen in students' creativity in designing greeting cards, as well as their attitude were very good in learning writing on greeting card. The researcher used project-based learning as the treatment. Another research conducted by Nurcahya & Sugesti (2020) found that students showed significant improvement in writing and creativity in designing greeting cards through PjBL method. Suwanto (2021) conducted a similar study about the increasing students' creativity in making English greeting cards. The result shows that PjBL model can increase the creativity of the students in making greeting cards. The students' average assessment of the creative dimensions integrated into the project of creating greeting cards is 3.27, design is 3.09, picture is 2.91, and the goal is 2.82.

Lastly, another survey carried out by Wati (2018) aims to determine how the influence of creativity on students writing achievement by the third-semester students by using a quantitative-descriptive method. It was found that creativity is effective in increasing students' writing abilities. In this study, it was also found that the creativity indicator had significant differences in writing achievement between the group and the control group. Khoir (2015) conducted another similar research which the purpose of this research is to find out and explain the

relationship between creative thinking and students' ability in writing recount text. This study uses a quantitative approach and data analysis using Pearson product moment correlation. From this study, it was found that students' creative thinking had an effect of 38.8% on writing recount text ability. Wahyuningsih et al. (2019) found that student's responses were very good to creative thinking skills because students could use more than one way and looked for ways other than what they have used.

Based on the explanation above, the researcher concluded that none of them conducted research in analyzing the relationship between students' creativity and their greeting card writing ability, furthermore, the greeting card as one of the texts which taught to eighth-grade students was very important to learn. It could give students comprehension of how to write or make greeting cards with their creativity. In this study, the researcher wanted to know what is the relationship between students' creativity and greeting card writing ability of second Grade Students of SMP-IT Madrasatul Quran Aceh Besar.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consisted of some details about the research design, population and sample, data collection method, and data analysis of the research.

A. Research Design

The method used in this research was pre-experimental research design. There are several pre-experimental research alternatives, namely *one-shot case study, one-group pretest-posttest design, and intact-group comparison* (Sugiyono, 2019). The design of this study used *one-group pretest-posttest design*. The type of *one-group pretest-posttest design* is a research design that contains a pre-test and post-test in one group experiment.

In this study, the sample was only one class. The researcher decided to take an experiment group without using the control group. The sample was given treatment about the greeting card material such as definition of greeting card, component of greeting card, the generic structure, and the example of the greeting card then the sample was given a post-test by making greeting card individually. The researcher also used greeting cards as learning media to improve their understanding and creativity in writing greeting card.

According to Creswell (2018) *one-group pretest-posttest design* described as follows:

Table 3.1

One-group pretest-posttest design

Group A	Pre-test	Treatment	Post-test
	o_1 ———	X ———	o_2

B. Population and sample

This research which aimed to determine the relationship between creativity and their writing greeting card ability was conducted at SMP-IT Madrasatul Quran. The population and sample used in this research was as follows:

1. Population

In this research, the researcher chose SMP-IT Madrasatul Quran as the population. It is located at Baet, Aceh Besar. The researcher took this school as a population because the students at SMP-IT Madrasatul Quran have high discipline and creativity, it can be seen from the academic and non-academic achievements of students. The population of this research was all the students at SMP-IT Madrasatul Quran, consisting of 48 students with 3 classes.

2. Sample

In this research, the researcher used a purposive sampling technique in taking sample. Purposive sampling refers to a sampling technique by using certain considerations and adjusting to the desired criteria (Sugiyono, 2019). The researcher chose the sample because it can represent the object of the study and adjusts to the material being studied in the sample group. The sample criteria used in this study were students who had studied greeting card material. The sample

used in this research was the second-year students at SMP-IT Madrasatul Quran which contains of 18 students.

C. Data Collection Method

The data collection method is very important in research. It is carried out to obtain data that is relevant to the problem being studied, so the research problems that arise can be solved. The writer used 3 types of instruments to collect data in this study, which are as follows:

1. Treatment

In order to collect the data, experimental teaching was conducted in 6 meetings. At the first meeting, the researcher gave a pretest to the samples. The researcher asked the students to make a greeting card. At the second meeting, the researcher explained about the greeting card material such as definition of greeting card and its types. At the third meeting, the researcher explained about the component of greeting card. At the fourth meeting, the researcher explained about the generic structure of the greeting cards. In the fifth meeting, the researcher explained and gave the example of the greeting cards. In the sixth meeting, the researcher gave the post-test after the treatments. The researcher asked the students to write greeting cards. At the last meeting, the researcher gave the questionnaire to know the students respond to their creativity and greeting card writing ability. The observation was also conducted while teaching and learning activity to observe the students' creativity.

2. Test

This method was used to collect the data about the students' greeting card writing ability. The test was carried out twice. The pre-test was carried out before treatment and post-test was carried out after treatment. The form of the test was making greeting card. The students were freely chosen one of the themes that have been taught before. Then, the students were given 30 minutes to write and create their greeting card creatively. The data from the written test results were assessed and analyzed using scoring rubric which adapted from Naik & Yulitriana (2019) as presented in *table 3.2* below:

Table 3.2

The score classification of greeting card writing

No.	Criteria	Score classification	Category
1	The content is very relevant to the subject/theme; The design is very creative, there is the use of multiple colors that complement each other; Good in grammar, spelling, and punctuation; Good in vocabulary/word choice.	80-100	Good to excellent
2	The content is relevant to the subject/theme; The design is creative, there is the use of colors that complement each other; There are a few grammatical errors; a few wrong spellings, and punctuation; Few errors in vocabulary/word choice and do not interfere with understanding.	60-79	Average to good
3	The content is slightly relevant to the subject/theme; The design is somewhat creative, most colors do not complement each other; There are many grammatical errors, many wrong spellings, and punctuation; Many errors in vocabulary/word choice sometimes interfere with understanding.	50-59	Poor to average

| 4 | The content is not relevant to the subject/theme;
The design is not creative, there is the use of multiple colors that do not complement each other;
Almost everything has grammatical errors, many wrong spellings, and punctuation;
Many errors in vocabulary/word choice and severely interfere with understanding. | 0-49 | Poor |

(Adapted from Naik & Yulitriana, 2019, p. 37)

3. Observation (in-class activity)

The researcher used the observation sheet to observe students on how they implemented their creativity in writing greeting card. The observation was done based on the observation sheet during the teaching and learning process. The observation sheet was adapted from Creativity Attitude Scale which is a tool for measuring students' creativity. During the observation, the researcher paid attention to the students' activity and process while making greeting cards. Also, the researcher assessed the students by the observation sheet as in table 4.5. Then, based on the observation sheet the researcher gained the data of students' creativity on greeting card in terms of fluency, flexibility, problem-solving, and originality.

4. Questionnaire

The questionnaire is a set of written questions used by researchers to collect data from respondents (Tersiana, 2022). In this research, the questionnaire was used to find out students' responses to creativity in writing greeting cards.

The researcher used closed questionnaire. It was adapted from Creativity Attitude Scale which is a tool for measuring students' creativity. The questionnaire was the same form as the observation sheet. However, the observation sheet was used by the researcher to observe the students in implementing their creativity in writing greeting card while the questionnaire was used by the students to give their respond on how they implement their creativity in writing greeting card. It based on creative performance such as doing difficult tasks, being active, showing initiative, being self-assured, being imaginative, and being courageous in expressing ideas. The questionnaire used was Likert Scale model. It consisted of 20 items with 4 answer choices namely: always, often, rarely, and never. The questionnaire was given at the last meeting.

D. Methods of Data Analysis

The data analysis technique used in this research was statistical descriptive analysis and Pearson correlation analysis. The researcher referred to the data analysis method written by Sugiyono (2019). The method was used in analyzing the test, the relationship between students' creativity and writing greeting cards, and the student's response. The analysis was used with the help of SPSS Version 20.

1.   Test

The test analysis used to measure students' writing on greeting cards. The analysis technique was to determine the class average value and the percentage of

students' outcome in making greeting cards from post-test and pre-test. The class average value was calculated using the following formula:

$$Me = \frac{\Sigma xi}{n}$$

Information:

Me = Mean

Σxi = Sum of test scores

n = Number of samples

2.   **Observation (in-class activity)**

To find out students' creativity in writing greeting cards, researchers made observations during the teaching and learning process. The analysis of the observation data was used percentage analysis. Observation guidelines are carried out in the form of Likert scale, the response options were credited 4 (for 'always'), 3 (for 'often'), 2 (for 'rarely'), and 1 (for 'never'). Furthermore, we can calculate the percentage of the scaled value using the following formula:

$$Percentage = \frac{student's\ score}{total\ score} \times 100$$

To analyze the rate percentage, the following formula is use:

$$P = \frac{F}{N} \times 100\ \%$$

Information:

P = Percentage

F = Frequency

N = Total number of student

Then, the researcher categorized the scores resulted from the calculation into the following criteria:

Table 3.3
The score classification of students' creativity

Score classification	Category
84%-100%	Very high
68%-83%	High
52%-67%	Fair
36%-51%	Low
20%-35%	Very low

(Ciltas, 2012, p. 108)

After each data is analyzed, the researcher used the SPSS version 20 to process analyzing data of correlation analysis.

The correlation analysis aimed to find out the relationship, direction, and value between two variables. In this study, the researcher analyzed the correlation between students' creativity (variable x) and greeting card writing (variable y), the researcher used the product-moment correlation formula (Sugiyono, 2019, p. 273):

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

Information:

r_{xy} = correlation coefficient between X and Y (Pearson r)

N = the number of students

X = the score number of each item

Y = the score number of each item

∑X = sum of the scores for the strength of creativity

∑Y = sum of the scores for the students' greeting card writing

∑X^2 = sum of the square of the strength of creativity

∑Y^2 = sum of the square of the strength of students' greeting card writing

∑XY = total sum of the product multiplied the score for the strength of creativity and the score of students' greeting card writing

The result of the correlation coefficient determined by the Degree of Pearson Product Moment and its interpretation as below:

Table 3.4

The interpretation of correlation coefficient

Coefficient interval	Interpretation
0.00 – 0.199	Very low correlation
0.20 – 0.399	Low correlation
0.40 – 0.599	Medium correlation
0.60 – 0.799	Strong correlation
0.80 – 0.1000	Very strong correlation

(Sugiyono, 2019, p. 274)

The researcher would use the table above to analyze the coefficient correlation that was obtained.

3.   Questionnaire

Students' creativity and their responses were investigated by using questionnaire. The questionnaire is adapted from the Creative Attitude Scale. To score the scale, the response options were credited 4 (for 'always'), 3 (for 'often'), 2 (for 'rarely'), and 1 (for 'never'). There were 20 items given to the students and every item was measured by using Likert Scale.

Table 3.5

Questionnaire Score of Likert Scale

Statements	Always	Often	Rarely	Never
Score	4	3	2	1

To analyze the rate percentage of students' response, the following formula is use:

$$P = \frac{F}{N} \times 100\ \%$$

Information:

P = Percentage

F = Frequency

N = Total number of student

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provided the result and discussions of the research. It divided into two parts: findings and discussion.

A. Findings

The results of the research were reported based on the research questions. There were two research questions in this study. Research question 1 asked "What is the relationship between the students' creativity and their greeting card writing ability?" and research question 2 asked "How do students respond to creativity and greeting card writing ability?".

1. The Result of Students' Creativity and its Relation to Greeting Card Writing Ability

This part focused on answering research question 1. It divided into three parts: the result of pre-test and post-test, the result of students' observation sheet, and the correlation analysis.

a. The Result of Pre-test and Post-test

The students' greeting card writing test was assessed using greeting card scoring rubric which adapted from Naik & Yulitriana (2019). The test was divided into pre-test and post-test. The data results would be explained as follows:

1) Pre-test

The following is the table of students' pre-test score:

Table 4.1

The score of students' pre-test

Writing task 1		
(Pre-test)		
No.	**Students' Initial**	**Pre-test score**
1	AMA	48
2	CA	78
3	CPB	59
4	FAR	58
5	GMD	80
6	GA	77
7	IFA	58
8	MF	48
9	S	76
10	SN	68
11	SND	77
12	SS	48
13	SZ	59
14	TA	55
15	YF	58
16	ZF	53
17	ZA	59
18	Z	58
Total		**1.117**
Mean		**62,05**

From the table 4.1 above, the students' pretest score could be categorized in the table of frequency distribution below:

Table 4.2

The percentage of students' pre-test score

Score Range	Category	Frequency	Percentage
80-100	Good to excellent	1	5%
60-79	Average to good	5	28%
50-59	Poor to average	9	50%
0-49	Poor	3	17%
Total		**18**	**100%**

From the table 4.2 above, it showed that there were 3 students (17%) categorized 'poor' in greeting card writing ability. There were 9 students (50%) categorized 'poor to average' in greeting card writing ability. There were 5 students (28%) categorized 'average to good' in greeting card writing ability. There was 1 student (5%) categorized 'good to excellent' in greeting card writing ability. The lowest score was 48 and the highest score was 80. Based on the percentage of students' pretest, it showed that the majority of students were in 'poor to average' category.

2) Post-test

The following is the table of students' post-test score:

Table 4.3

The score of students' post-test

Writing task 2 (Post-test)		
No.	**Students' Initial**	**Post-test score**
1	AMA	90
2	CA	82
3	CPB	79
4	FAR	80

5	GMD	95
6	GA	79
7	IFA	84
8	MF	76
9	S	79
10	SN	90
11	SND	98
12	SS	82
13	SZ	79
14	TA	70
15	YF	70
16	ZF	79
17	ZA	98
18	Z	58
Total		**1.468**
Mean		**81,55**

From the table 4.3 above, the students' pretest score could be categorized in the table of frequency distribution below:

Table 4.4

The percentage of students' post-test score

Score Range	**Category**	**Frequency**	**percentage**
80-100	Good to excellent	9	50%
60-79	Average to good	8	45%
50-59	Poor to average	1	5%
0-49	Poor	0	0%
Total		**18**	**100%**

From the table 4.4 above, it showed that there was 0 student (0%) categorized 'poor' in greeting card writing ability. There were 1 student (5%) categorized 'poor to average' in greeting card writing ability. There were 8 students (45%) categorized 'average to good' in greeting card writing ability. There were 9 students (50%) categorized 'good to excellent' in greeting card writing ability. The lowest score was 58 and the highest score was 98. Based on the percentage of students' post-test, it showed that the majority of students were in 'good to excellent' category.

b. The Result of Observation *(in-class activity)*

During the observation, the researcher paid attention to the students' activity in learning and creating greeting cards. Also, the researcher assessed the students by the observation sheet. The following is the table of students' creativity result:

Table 4.5

The students' creativity result

No.	Statement	Always (4)	Often (3)	Rarely (2)	Never (1)
1	Student used various steps that practical to learn the greeting card material.	√			
2	Student prepared tools and equipment in making greeting card.		√		
3	Student likes responding the greeting card material given by the teacher.	√			
4	Student searched additional references about writing greeting card to get new idea.		√		
5	Student implemented his/her creativity during making greeting card.	√			

6	Student asked the question when she/he did not understand when the teacher explained the greeting card material.	√	
7	Student was active in the class during greeting card material.	√	
8	Student used dictionary to search new vocabulary while writing greeting card.		√
9	Student likes giving his/her idea while discussing about greeting card.	√	
10	Student paid attention to the teacher while teaching the greeting card material.	√	
11	Students created new ideas by combining existing idea in making greeting card.	√	
12	Students used various tools and equipment to make greeting card	√	
13	Students enjoy making greeting card.	√	
14	Student discussed with their friends about writing greeting card.		√
15	Students paid attention while decorating greeting card.	√	

Based on table 4.5 above, the percentage of students' creativity at 8th grade of SMP-IT Madrasatul Quran was as follow:

$$percentage = \frac{4x11 + 3x4}{60} \text{ x } 100\% = 93,3 \%$$

The percentage score of the students' creativity at 8th grade of SMP-IT Madrasatul Quran was 93,3%. It showed that the students were in 'very high' creativity category. This suggested that the higher the students' creativity was, the higher students' greeting card ability would be.

c. **The correlation analysis**

The analysis of the relationship between the students' creativity and their greeting card writing ability was analyzed using Pearson correlation with the help of SPSS Version 20. The value of students' creativity was taken from the observations and correlated with the post-test scores from the students' greeting card writing results. The result of the correlation analysis is as below:

Table 4.6

The correlation result between students' creativity and greeting card writing

Correlations		Creativity	Greeting Card
Creativity	Pearson Correlation	1	.857**
	Sig. (2-tailed)		.000
	N	18	18
Greeting Card	Pearson Correlation	.857**	1
	Sig. (2-tailed)	.000	
	N	18	18

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

From the table 4.7 above, it showed that the correlation coefficient value between the students' creativity and greeting card writing ability is 0.857. It compared to correlation coefficient (see table 3.4) was in interval 0.80-0.1000. It categorized that the students' creativity and greeting card writing ability was in very strong correlation. To see the types of the relationship between two variables, it could be seen from the Pearson correlation value. As showed in the table 4.7 above, the value of the Pearson correlation is a positive value, so it means that

there is a positive relationship between students' creativity and greeting card writing ability. The positive value meant the higher students' creativity was, the higher their greeting card writing score would be.

2. The Result of Students' Responses

The researcher distributed questionnaires for students to find out students' responses to creativity in writing greeting cards. They were provided with 20 questions which adapted from Creative Attitude Scale. The students' questionnaire response was showed in the table below:

Table 4.7

The result of students' questionnaire responses

Question number	Frequency (f)				Percentage (%)			
	Always (4)	Often (3)	Rarely (2)	Never (1)	Always (4)	Often (3)	Rarely (2)	Never (1)
1	9	7	2	0	50	39	11	0
2	10	6	2	0	56	33	11	0
3	9	5	3	1	50	28	17	5
4	9	6	3	0	50	33	17	0
5	6	10	2	0	33	56	11	0
6	8	8	2	0	44,5	44,5	11	0
7	6	6	5	1	33	33	28	5
8	10	5	1	2	56	27,8	5,5	11,1
9	9	7	2	0	50	38,9	11,1	0
10	12	3	3	0	66,6	16,7	16,7	0
11	6	8	4	0	33,4	44,4	22,2	0
12	9	7	1	1	50	38,9	5,5	5,5
13	9	9	0	0	50	50	0	0
14	8	10	0	0	44,4	55,5	0	0

15	9	8	0	1	50	44,4	0	5,5
16	8	8	1	1	44,4	44,4	5,5	5,5
17	10	6	2	0	55,5	33,4	11,2	0
18	6	8	4	0	33,4	44,4	22,2	0
19	8	9	1	0	44,4	50	5,5	0
20	8	7	1	2	44,4	38,9	5,5	11,1
Total	169	148	39	9	950,5	794,2	216,9	48,7
Percentage					87,23%		13,27%	

Based on table 4.8 above, it was found that the percentage of positive response (always and often) of students' creativity and greeting card writing ability was 87,23%. While the percentage of negative response (rarely and never) of students' creativity and greeting card writing ability was 13,27%. It showed that the majority of students had positive response in implementing students' creativity in greeting card writing ability.

B. Discussion

In this section, the researcher set out to answer the research questions in this study. The first question was to determine the relationship between students' creativity and their greeting card writing ability. The second was to know the students' response of creativity and their greeting card writing ability. The researcher did the research through the test, observation and questionnaire after the treatment.

1. **The Result of Students' Creativity and its Relation to Greeting Card Writing Ability**

The researcher found from the test that students' greeting card writing improved by implementing student' creativity in creating greeting cards. The improvement could be seen in the differentiation between the mean pre-test and post-test scores 19,5, where the mean of pre-test score was 62,05 and the mean of post-test was 81,55. Then, The researcher found from the observation analysis that the students' creativity score was categorized into very high category which the percentage score of the students was 93,3%. To find the correlation between students' creativity and their greeting card writing ability, the researcher analyzed the data using Pearson correlation analysis. It found that there was a positive correlation between students' creativity and their greeting card writing ability at the 8th grade students of SMP-IT Madrasatul Quran Aceh Besar. It was because creative students had many alternatives to overcome their problem and difficulties in writing greeting card. Also, Students could freely express their ideas and creativity in writing greeting cards so they could make improvement in producing interesting greeting cards and not monotonous. It was supported by previous study by Wibowo & Aji (2017) found that there is an improvement in students' creativity in writing greeting cards. Wang (2012) also discovered that elaborative creativity was significantly and positively related to English reading and writing scores.

2. The Result of Students' Responses

The researcher also used questionnaire to determine how students responded to the implementation of creativity and their greeting card writing ability. Most of the students responded positively to the implementation of students' creativity in writing greeting cards because they could express their ideas and creativity in writing greeting cards. This made learning more fun for students and made students more active. This is related to Wahyuningsih et al. (2019) who found that student's responses were very good to creative thinking skills because students could use more than one way and looked for ways other than what they have used. Also, Wibowo & Aji (2017) was found that students showed very good attitude and predicated B+ for students' creativity in learning writing on greeting card.
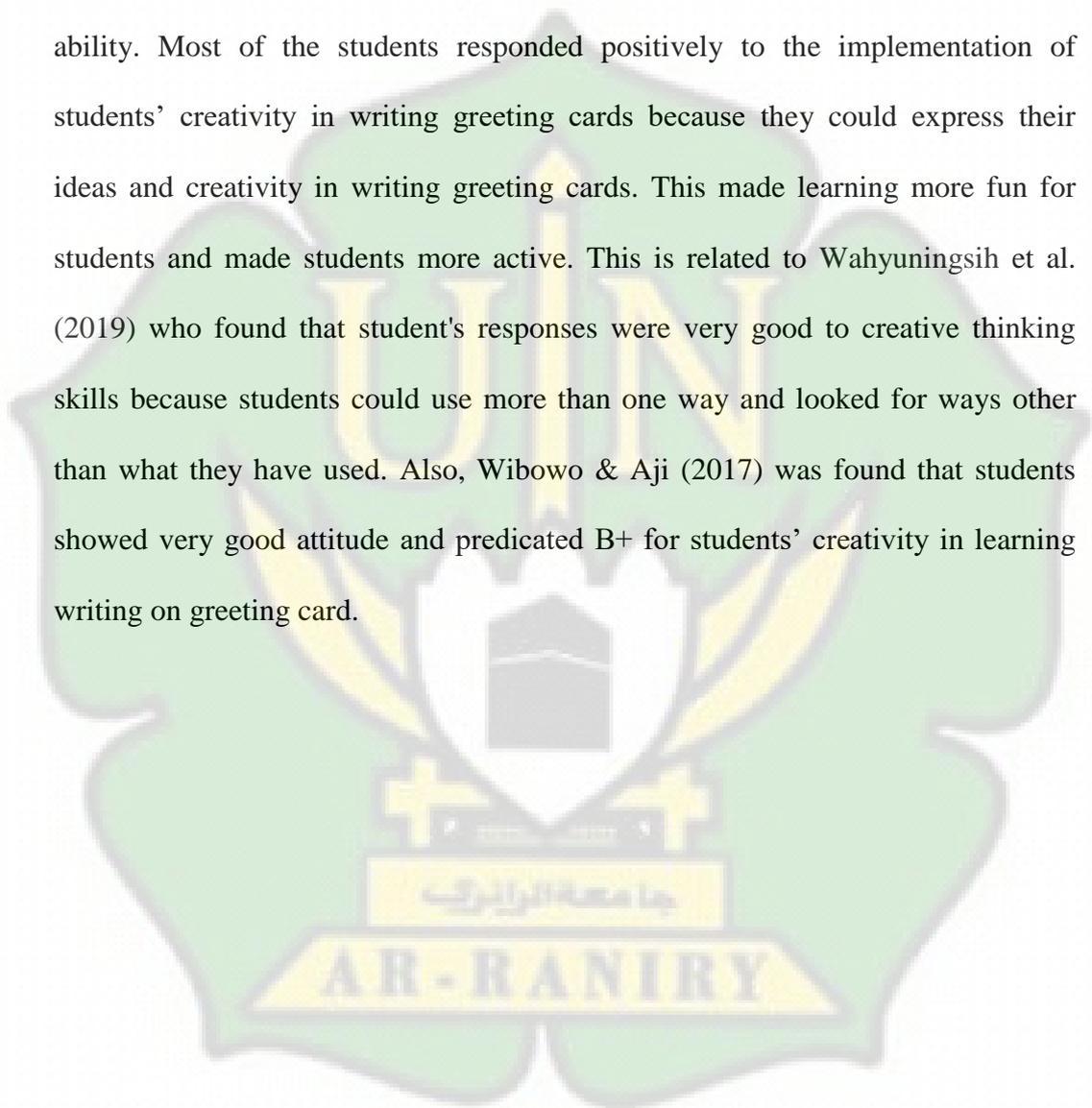
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, there are two points that are discussed: conclusion and suggestion of this study. The first point discussed the conclusion of the research. The second point discussed the suggestion

A. Conclusions

Based on the analysis of the findings above, it answered the research questions of this study. The first research question of this study is the relationship between the students' creativity and their greeting card writing ability. The study's findings indicated that implementing students' creativity in writing greeting cards can improve students' ability in writing and creating greeting cards. It could be seen from the students' post-test scores were higher than their pre-test scores. Where the mean score of pre-test was 62,05 and the mean score of post-test was 81,55 which the gain was 19,5. Also, it indicated a positive correlation between students' creativity and their greeting card writing ability.

The second research question of the study is how the students' response to creativity and their greeting card writing ability. The researcher found that most of the students responded positively toward creativity and greeting card writing. It is because the students can freely express their ideas and creativity in writing greeting cards. This makes learning more fun and enjoyable for students and makes students more active and creative. As the result, there was positive relationship between students' creativity and their greeting card writing because

students' writing on greeting cards is improved with the implementation of students' creativity.

B. Suggestions

Finally based on the findings of this study, it showed that there is relationship between students' creativity and their greeting card writing ability. Therefore, the researcher would like to give suggestion based on the study. The suggestions are as follow:

1. For teachers

It is suggested for teachers to enhance students' creativity especially in greeting card writing because the students can freely express their ideas and creativity so it can improve their ability in writing greeting cards.

2. For students

It is suggested for the students to be more creative in learning English especially in writing greeting card because it can help students in improving their ability in writing and creating interesting greeting cards.

3. For researchers

It is suggested for the researchers to implement students' creativity in other subjects, contents and areas to improve English learning activity especially in writing skill.

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APPENDICES

APPENDIX I

MEMUTUSKAN

Menetapkan

Menimbang

1. Drs. Mustafa AR, M.A., Ph.D — Sebagai Pembimbing Pertama
2. Khairiah Syahabuddin, M.HSc.ESL., M.TESOL., Ph.D — Sebagai Pembimbing Kedua

Nama : Sasabila
NIM : 170203035
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Students' Creativity and its Relation to Their Greeting Card Writing Ability**

Ditetapkan di : **Banda Aceh**
Pada Tanggal : **02 Maret 2023**
Dekan

APPENDIX II

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon: 0651-7557321, Email: uin@ar-raniry.ac.id

Nomor   : B-11966/Un.08/FTK.1/TL.00/09/2022
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala Sekolah SMP IT Madrasatul Qur'an

Assalamu'alaikum Wr. Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama NIM   : **SASABILA / 170203035**
Semester Jurusan : XI   Pendidikan Bahasa Inggris
Alamat sekarang   : Jln. Beringin, Gampoeng Lamdom Kec. Lueng Bata Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Students' Creativity and its Relation to their Greeting Card Writing Ability**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 07 September 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 07 Oktober 2022
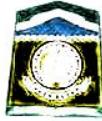
Habiburrahim, M.Com., M.S., Ph.D.

APPENDIX III

SURAT KETERANGAN

Nomor: 018/YMQA/ SMP-IT/III/2023

Kepala Sekolah SMP-IT Madrasatul Qur'an menerangkan bahwa:

Nama   : Salsabila

Pendidikan   : Fakultas tarbiyah dan keguruan

                  Universitas Islam Negeri Ar-raniry

NIM   : 170203035

Prodi   : Pendidikan Bahasa Inggris

Mahasiwa tersebut benar-benar melaksanakan kegiatan penelitian di SMP-IT Madrasatul Qur'an pada tanggal 9 Maret 2023 Dengan judul penelitian:

"Creativity and Its Relation to Their Greeting Card Writing Ability"

Demikian surat keterangan ini kami buat dengan sebenarnya, agar dapat digunakan sebagaimana mestinya.

Aceh Besar, 10 Maret 2023
Kepala Sekolah,

Sahal. B, Sh., M.A

RENCANA PELAKSANAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP-IT Madrasatul Qur'an

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Genap

Materi Pokok : *Greeting Card*

Alokasi Waktu : 4 x 40 menit

A. Kompetensi Inti

KI-1: Menghargai dan menghayatiajaran agama yang dianutnya.

KI-2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi dan gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI-3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampakmata

KI-4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumberlain yang sama dalam sudut pandang/ teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR (KD)	INDIKATOR PENCAPAIAN KOMPETENSI (IPK)
3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan Konteks	3.5.1. siswa mampu menjelaskan pengertian dari greeting card serta tujuan komunikatif dari makna ucapan selamat secara pendek dan sederhana. 3.5.2. siswa mampu mengidentifikasikan struktur teks dan unsur kebahasaan yang tekandung pada

penggunaannya	teks greeting card
	3.5.3. siswa mampu membedakan fungsi sosial pada teks greeting card sesuai dengan konteks penggunaannya.
	3.5.4. siswa mampu mengklasifikasikan berbagai macam bentuk greeting card sesuai dengan konteks penggunaannya.
	3.5.5. Siswa mampu membuat satu macam greeting card
	3.5.6. Siswa mampu mendesain atau mengkreasikan greeting cardnya
	3.5.7. Siswa mampu menarik kesimpulan atau nilai moral dari karya drama yang telah mereka tampilakan
4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.5.4. Menulis informasi detail mengenai greeting card sesuai dengan kontent yang ditetapkan serta makna yang terkandung dalam greeting card (fungsi sosial, struktur teks, unsur kebahasaan) yang ditulis secara singkat dan sederhana
	4.5.5. Mendesign atau mengkreasikan greeting card secara lebih lengkap beserta isinya

C. Tujuan Pembelajaran

Dengan menggunakan model Project-Based Learning, peserta didik dapat membandingkan fungsi sosial, struktur, teks serta unsur-unsur kebahasaan beberapa teks khusus dalam bentuk greeting cards. Peserta Terampil dalam menangkap makna terkait fungsi sosial, struktur teks dan unsur-unsur kebahasaan dengan penuh rasa ingin tahu, displin, percaya diri selama proses pembelajaran serta mampu berkomunikasi dan bekerjasama dengan baik dalam kelompok. Fokus Penguatan Karakter: Religius, disiplin, percaya diri, kerjasama, dan peduli, santun, dan aktif.

D. Materi Pembelajaran

Teks tulis ucapan selamat (greeting card) sangat pendek dan sederhana.

Fungsi sosial: Menjaga hubungan interpersonal dengan guru dan teman.

Struktur Teks:
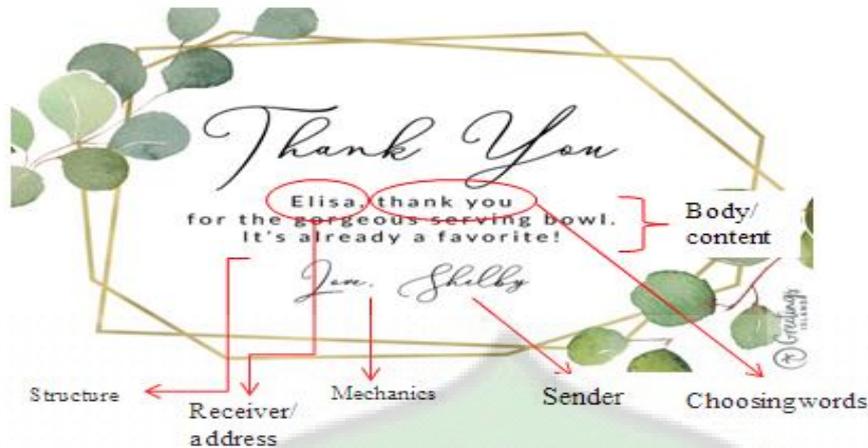
Teks greeting card dapat mencakup:

a) Identifikasi (nama peristiwa, hari istimewa)

b) Komponen dan unsur kebahasaan: address, content, sender, grammar, action verbs (choosing word), and mechanics (punctuation, capitalization, and spelling).

c) Ungkapan khusus yang relevan

d) Gambar, hiasan, komposisi warna

Unsur kebahasaan:

1. Ungkapan dalam ucapan selamat (congratulation…, Happy Birthday, Happy…., dsb.)

   a. Makna kata berkaitan dengan tema berupa kata/frasa/kalimat yang berkaitan dengan ungkapan dalam kartu ucapan selamat (seperti "Happy Birthday", "Congratulations…", etc., and statements expressing hopes/wishes such as "Hope you", "may you can ...", "wish you ...", dsb)

2. Ucapan/pelafalan, tekanan kata, dan intonasi dari kosa kata (berupa kata/frasa/kalimat) berkaitan dengan tema.

E. Metode Pembelajaran

Pendekatan : Scientific Approach

Model Pembelajaran : Project-Based Learning

Metode : Task-Based Instruction, Diskusi, Tanya jawab

F. Media, Alat, dan Sumber Pembelajaran

Media: Gambar berupa greeting card yang disediakan guru, Lembar Kerja Siswa

Alat/Bahan: kertas HVS, Whiteboard, Spidol, Lem, Gunting, pensil mewarnai

Sumber: Kementerian Pendidikan dan Kebudayaan. Buku Siswa Mata Pelajaran Bahasa Inggris Kelas IX. Jakarta: Kementerian Pendidikan dan Kebudayaan., Kamus Bahasa Indonesia- Inggris.

G. Kegiatan Pembelajaran

Pertemuan 1

Kegiatan Pembelajaran
A. Kegiatan Pendahuluan (5 menit)
- Guru mengucapkan salam dan bertegur sapa dengan peserta didik. - Peserta didik berdoa sebelum memulai kegiatan. - Guru memeriksa kehadiran peserta didik - Mengaitkan materi dengan pengalaman peserta didik atau dengan kartu ucapan yang pernah mereka terima dari seseorang - Menyampaikan tujuan dan strategi pembelajaran
B. Kegiatan Inti (50 menit)
1. Peserta didik dibagi atas dua orang dalam satu kelompok. 2. Peserta didik mengamati dan menyimak informasi dari guru mengenai apa itu greeting card beserta penjelasan lebih rinci mengenai greeting card. 3. Peserta didik bersama guru melakukan tanya jawab secara lisan terkait dengan informasi mengenai greeting card. 4. Peserta didik diberi beberapa gambaran greeting card oleh guru. 5. Peserta didik membaca dan memahami isi dari greeting card tersebut. 6. Peserta didik bekerja berdua menentukan jenis greeting apa yang diberikan oleh guru 7. Peserta didik mengumpulkan informasi yang relevan dari isi teks untuk menentukan fungsi sosial dari contoh greeting card tersebut dengan bimbingan guru. 8. Guru melakukan penilaian sikap melalui observasi saat peserta didik melakukan kegiatan dalam kelompok.
C. Kegiatan Penutup (5 menit)
- Peserta didik, dengan bimbingan guru, membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. - Guru memberikan apresiasi kepada seluruh peserta didik yang telah bekerjasama dengan baik dalam kelompok. - Peserta didik diberi tugas mencari contoh teks greeting card lain dan membacanya di rumah sebagai tugas mandiri. - Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.

Pertemuan 2 dan 3

Kegiatan Pembelajaran

A. Kegiatan Pendahuluan (5 menit)
- Guru mengucapkan salam dan bertegur sapa dengan peserta didik. - Berdoa sebelum memulai kegiatan. - Guru memeriksa kehadiran peserta didik - Menanyakan materi yang sebelumnya dan dikaitkan dengan materi selanjutnya - Menyampaikan tujuan dan strategi pembelajaran
B.Kegiatan Inti (50 menit)
1. Peserta didik dibagi atas beberapa kelompok. 2. Peserta didik mengamati beberapa greeting card (birthday card, aniversary card, condolence card, dsb) yang telah dibawa. 3. Peserta didik bekerja sama menentukan perbedaan dari beberapa contoh greeting card yang telah dibawa oleh siswa. 4. Peserta didik mengumpulkan beberapa infomasi berbeda dari setiap greeting card yang ada dengan bimbingan guru serta menyimpulkannya. 5. Peserta didik menuliskan perbedaan-perbedaan yang terdapat pada tiap-tiap contoh. 6. Peserta didik bersama-sama dalam kelompok dengan bimbingan guru mengolah informasi hasil identifikasi tentang fungsi sosial dan struktur teks greeting card sebagai bahan presentasi. 7. Satu siswa dari kelompok mempresentasikan hasil kerja mereka di depan kelas yang lainnya satu memegang lembar kerja yang dipresentasikan. 8. Guru melakukan penilaian sikap melalui observasi saat peserta didik melakukan kegiatan secara individu dan kelompok.
C.Kegiatan Penutup (5 menit)
- Peserta didik, dengan bimbingan guru, membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. - Guru memberikan apresiasi kepada seluruh peserta didik yang telah bekerjasama dengan baik dalam kelompok. - Peserta didik diminta membawa kertas origami, lem, gunting, beserta alat lainnya yang diperlukan untuk membuat kreasi greeting card di kelas. - Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.

Pertemuan 4

Kegiatan Pembelajaran
a. Kegiatan Pendahuluan (5 menit)
- Guru mengucapkan salam dan bertegur sapa dengan peserta didik. - Peserta didik berdoa sebelum memulai kegiatan. - Guru memeriksa kehadiran peserta didik - Mengaitkan materi dengan pengalaman peserta didik atau dengan kartu ucapan yang pernah mereka terima dari seseorang - Menyampaikan tujuan dan strategi pembelajaran
b. Kegiatan Inti (50 menit)

No.	Criteria	Score classification	Category

1. Peserta didik bekerja sendiri-sendiri untuk mengkreasikan greeting cardnya
2. Peserta didik secara bebas dapat menentukan desain greeting card yang akan dibuat.
3. Peserta didik dapat bekerja sama atau menanyakan pendapat guru atas desain yang mereka lakukan.
4. Peserta didik menulis isi dari greeting card yang telah didesain covernya sesuai dengan konten atau jenis greetig card yang disukai (congratulation card, birthday card, anniversary card, dsb).
5. Guru melakukan penilaian sikap melalui observasi saat peserta didik melakukan kegiatan menulis dan mendesain greeting card.

c. Kegiatan Penutup (5 menit)

- Peserta didik, dengan bimbingan guru, membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- Peserta didik menyampaikan kesulitan yang mereka hadapi ketika mendesain dan membuat greeting card.
- Guru memberikan apresiasi kepada seluruh peserta didik yang telah bekerjasama dengan baik dalam kelompok.

H. Penilaian Hasil Pembelajaran

Penilaian dalam pembelajaran meliputi:

1. Penilaian Observasi
2. Tes Lisan saat pembelajaran berlangsung
3. Penilaian unjuk kerja: pre-tes dan post-tes

Rubrik penilaian:

No.	Criteria	Score classification	Category
1	The content is very relevant to the subject/theme; The design is very creative, there is the use of multiple colors that complement each other; Good in grammar, spelling, and punctuation; Good in vocabulary/word choice.	80-100	Good to excellent
2	The content is relevant to the subject/theme; The design is creative, there is the use of colors that complement each other; There are a few grammatical errors; a few wrong spellings, and punctuation; Few errors in vocabulary/word choice and do not interfere with understanding.	60-79	Average to good
3	The content is slightly relevant to the subject/theme; The design is somewhat creative, most colors do not complement each other; There are many grammatical errors, many wrong spellings, and punctuation;	50-59	Poor to average

	Many errors in vocabulary/word choice sometimes interfere with understanding.		
4	The content is not relevant to the subject/theme; The design is not creative, there is the use of multiple colors that do not complement each other; Almost everything has grammatical errors, many wrong spellings, and punctuation; Many errors in vocabulary/word choice and severely interfere with understanding.	0-49	Poor

Pedoman penilaian:

(Content Score) + (design Score) + (grammar Score) + (Writing Arrangement Score) = <u>Nilai akhir</u>

No.	Nama Peserta Didik	Content	Design	Grammar	Writing Arrangement	Total
1						

Aceh Besar, 2 Maret 2023

Mengetahui,

Guru Bahasa Inggris,   Peneliti,
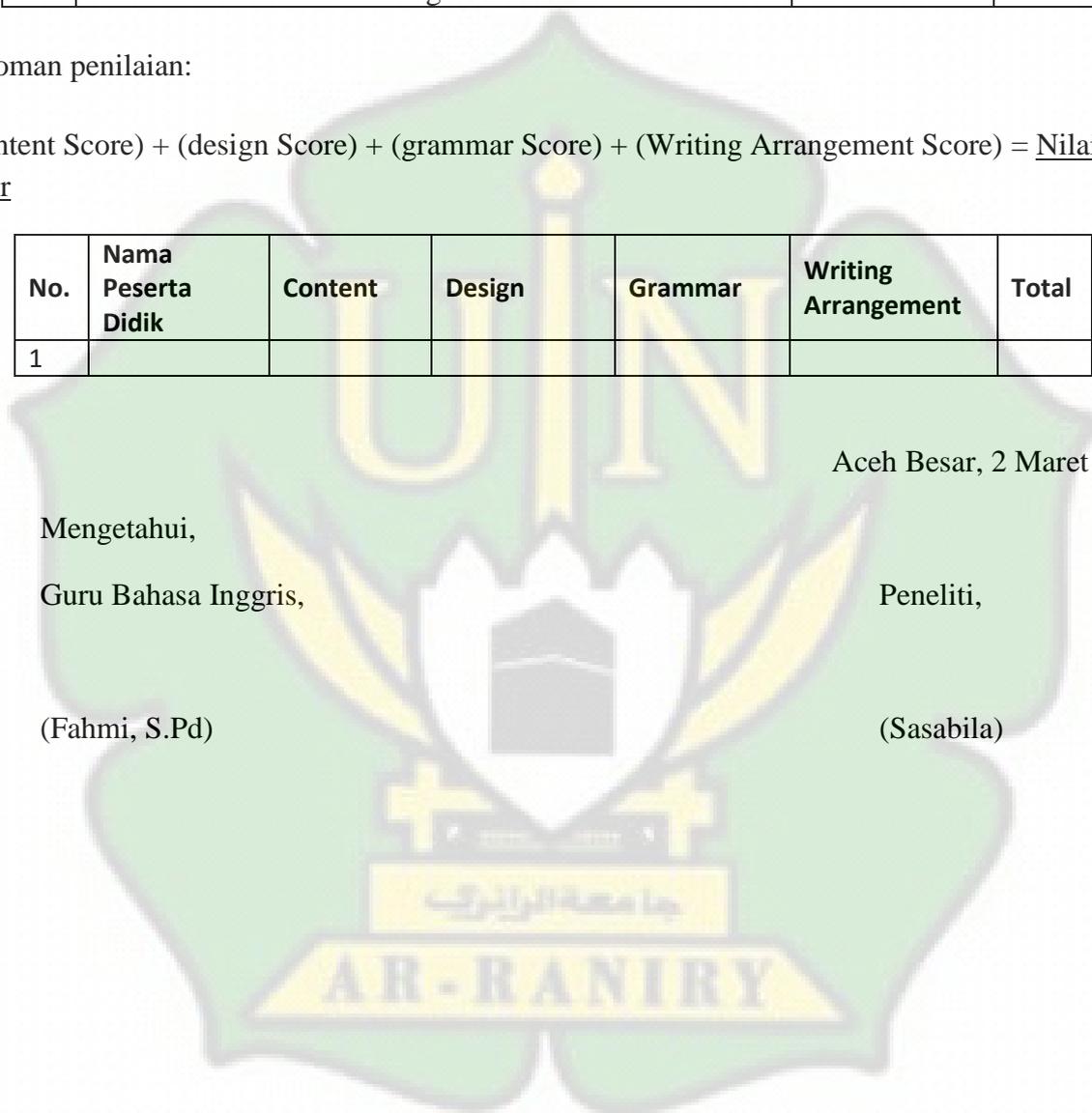
(Fahmi, S.Pd)   (Sasabila)
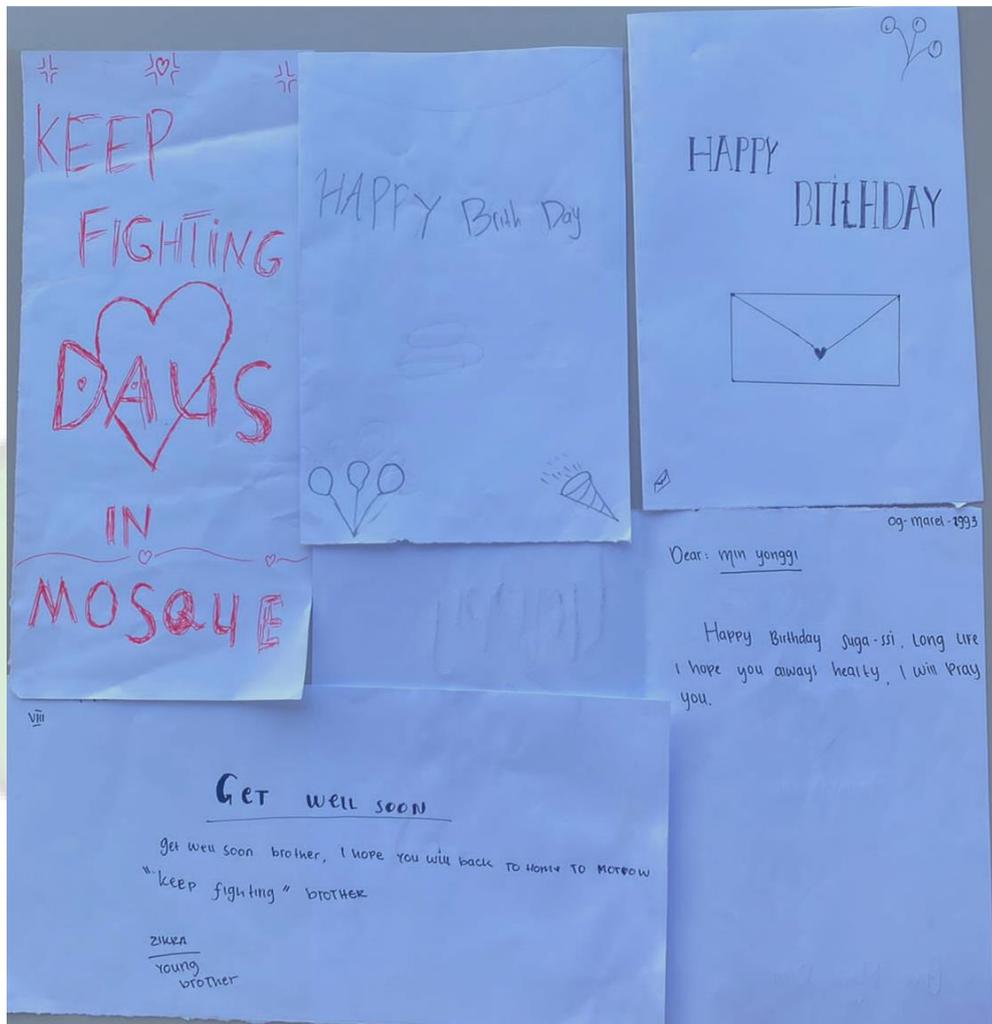
Students' Post-Test
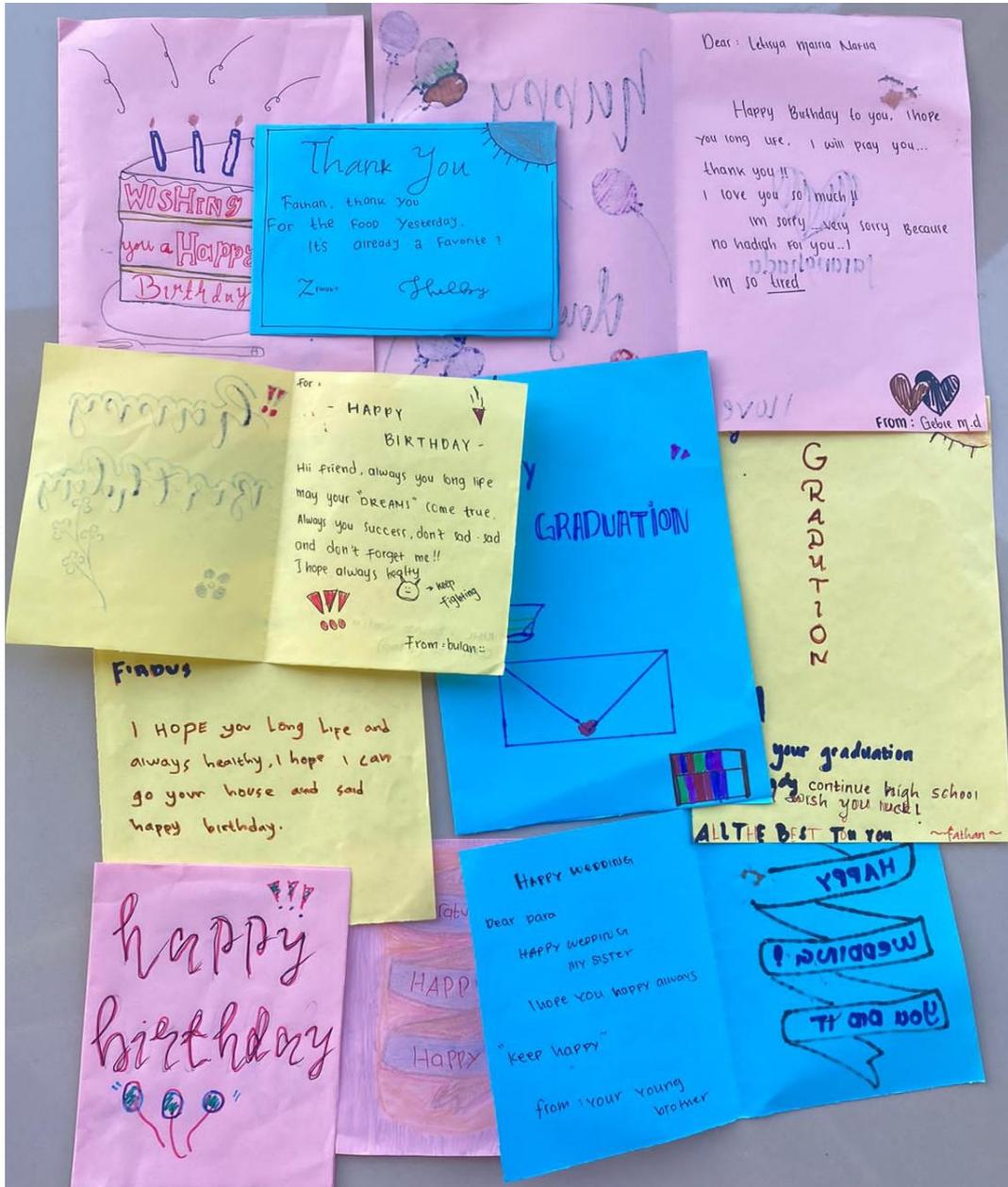
OBSERVATION SHEET

Observer   :

Class   :

Date   :

Petunjuk: Isilah tabel di bawah ini dengan memberikan tanda ceklist (√) pada setiap kolom dengan keterangan sebagai berikut:

Always   : Selalu

Often   : Sering

Rarely   : Jarang

Never   : Tidak pernah

No.	Statement	Always (4)	Often (3)	Rarely (2)	Never (1)
1	Student used various steps that practical to learn the greeting card material.				
2	Student prepared tools and equipment in making greeting card.				
3	Student likes responding the greeting card material given by the teacher.				
4	Student searched additional references about writing greeting card to get new idea.				
5	Student implemented his/her creativity during making greeting card.				
6	Student asks the question when she/he does not understand when the teacher explains the greeting card material.				
7	Student was active in the class during greeting card material.				
8	Student used dictionary to search new vocabulary while writing greeting card.				
9	Student likes giving his/her idea while discussing about greeting card.				

10	Student paid attention to the teacher while teaching the greeting card material.				
11	Students create new ideas by combining existing idea in making greeting card.				
12	Students used various tools and equipment to make greeting card				
13	Students enjoy making greeting card.				
14	Student discussed with their friends about writing greeting card.				
15	Students paid attention while decorating greeting card.				

(Adapted from Munandar, 1977)
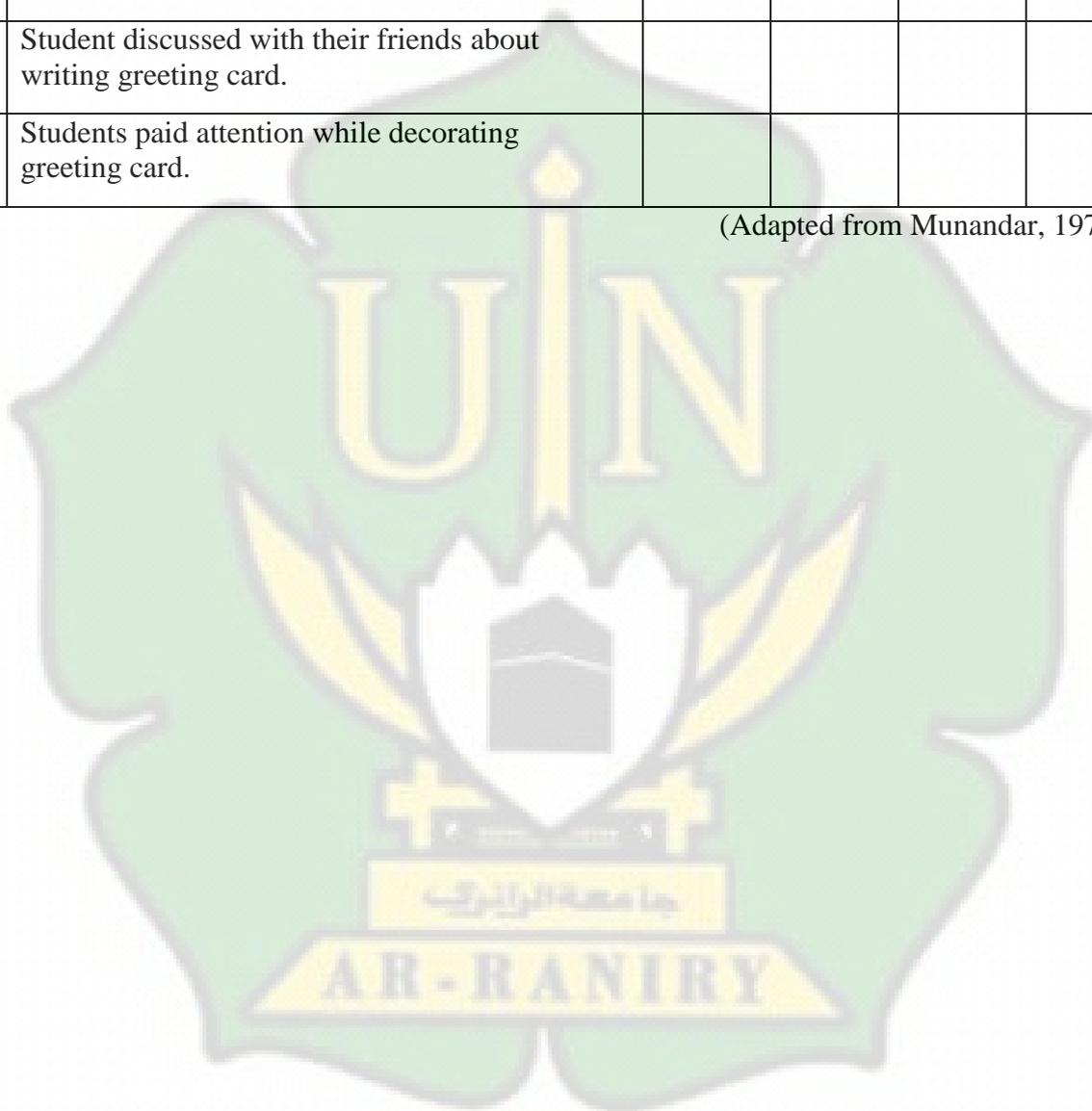
INSTRUMENT OF QUESTIONNAIRE

Name :

Class :

Petunjuk: Isilah table di bawah ini dengan memberikan tanda ceklist (√) pada setiap kolom dengan keterangan sebagai berikut:

Always (A)   : Selalu

Often (O)   : Sering

Rarely (R)   : Jarang

Never (N)   : Tidak pernah

No.	Statement (pernyataan)	Always (selalu)	Often (sering)	Rarely (jarang)	Never (tidak pernah)
1	Saya senang mencoba cara-cara baru yang saya anggap praktis untuk mempelajari materi greeting card				
2	Saya suka berdiskusi dengan teman saya sebelum menulis greeting card				
3	Saya suka merespon/menjawab materi greeting card yang diberikan oleh guru				
4	Saya suka mencari referensi tambahan tentang menulis greeting card untuk menemukan ide baru				
5	Saya tidak menyerah jika ada soal yang sulit, melainkan saya kembali mempelajari materi pelajaran greeting card yang sehubungan dengan soal tersebut				
6	Saya mengajukan pertanyaan ketika guru menjelaskan materi greeting card				
7	Saya aktif di kelas saat materi greeting card berlangsung				
8	saya suka mengulang materi pelajaran greeting card di rumah				
9	Saya suka memberi respon terhadap ide teman-				

	teman saat berdiskusi tentang materi greeting card				
10	saya memerhatikan guru saat mengajar materi greeting card				
11	Saya dapat mengembangkan kreatifitas saya saat membuat kartu ucapan				
12	saya mempersiapkan diri sebelum memulai materi pelajaran greeting card				
13	saya membuat rangkuman untuk mengingat materi kartu ucapan				
14	saya tidak menyerah saat mendapatkan tugas yang sulit dalam materi greeting card				
15	Saya bertanya kepada guru dan teman jika kesulitan pada materi kartu ucapan				
16	Saya mempersiapkan alat dan bahan untuk membuat kartu ucapan				
17	Saya dapat melatih kemampuan menulis saat membuat kartu ucapan				
18	saya menikmati saat membuat kartu ucapan				
19	saya suka menghias kartu ucapan				
20	saya suka menulis kartu ucapan				

(Adapted from Munandar, 1977)

APPENDIX IX