

**ENGLISH TEACHERS CREATIVITY IN USING PICTURE AS A
MEDIA AT MUHAMMADYAH 2 SENIOR HIGH SCHOOL
BANDAR LAMPUNG**

A Thesis

Submitted as Partial Fulfillment of
The Requirements for S1-Degree



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ABSTRACT

ENGLISH TEACHERS CREATIVITY IN USING PICTURE AS A MEDIA AT MUHAMMADIYAH 2 SENIOR HIGH SCHOOL BANDAR LAMPUNG

By:

Yudha Prasetio

Creativity can be defined as a person's ability to develop utility. Likewise the use of images as a learning medium. picture is a visual representation of a person, object, or scene, as a painting, drawing, photograph

There are three important points in teacher creativity. The first point of teacher creativity is the selection of media and tools. In this study the teacher chose the poster media. Then the second point is that the use of pictures that are appropriate to students 'interests will have a big impact on students' memory. The final point is to create an active and cheerful learning situation.

The English teacher at Muhammadiyah 2 Senior High School has the willingness to select and use media in science learning that is easy to understand and adapted to the conditions of students and schools before carrying out learning activities based on the syllabus and lesson plans made.



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ADMISSION

A thesis entitled : **ENGLISH TEACHERS CREATIVITY IN USING PICTURE AS A MEDIA AT MUHAMMADYAH 2 SENIOR HIGH SCHOOL BANDAR LAMPUNG** by Yudha Prasetio, NPM 1311040133, was tested and defended in the examination session held on: Friday, 18 December 2020.

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MOTTO

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ

Meaning

“Which is it, of the favours of your Lord, that ye deny?” (QS.55:13)



DECLARATION

Hereby, I state this thesis entitled “English Teachers Creativity In Using Picture As A Media At Muhammadiyah 2 Senior High School Bandar Lampung” is definitely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 18 December 2020

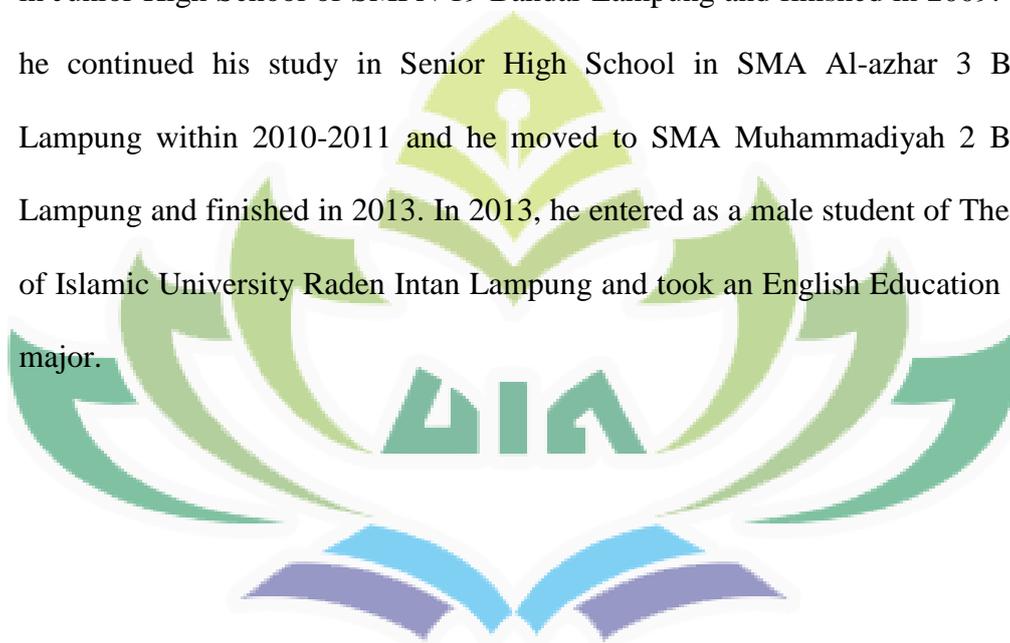
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CURRICULUM VITAE

The researcher's name is Yudha Prasetio. He was born on April 18th, 1995 in Kota Bumi. He is youngest child of Mr. Bambang Suprayitno and Mrs. Umi Rochmah (Alm). He has older brother named Dwi Adi Putra, S.H and older sister named Ema Rochmahniar Suprayitno, S.Pd. He studied at the first time in Kindergarten at Elementary School of SDN 1 Sepang Jaya and graduated in 2006. He continued in Junior High School of SMPN 19 Bandar Lampung and finished in 2009. Then, he continued his study in Senior High School in SMA Al-azhar 3 Bandar Lampung within 2010-2011 and he moved to SMA Muhammadiyah 2 Bandar Lampung and finished in 2013. In 2013, he entered as a male student of The State of Islamic University Raden Intan Lampung and took an English Education as his major.



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I would like to thank Allah, the most gracious and the most merciful, who has given His blessing and chance for the researcher in completing this thesis entitled “English Teacher Creativity In Using Picture as A Media in Muhammadiyah 2 Senior High School Bandar Lampung.” This thesis is written as one of requirements of S-1 degree the English Education Study Program of UIN Raden Intan Lampung. In finishing this thesis, there was so much knowledge that was found especially in creativity of teaching learning process. Therefore, the researcher would sincerely thank to:

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8. The last thanks class C of English Study Program always be good friend until I have done this thesis.

Finally, the researcher is fully aware that there is still a lot of weakness in this thesis are always open-heartedly welcome and the researcher hopes this thesis will be useful for the readers.

Bandar Lampung, 18 December 2020

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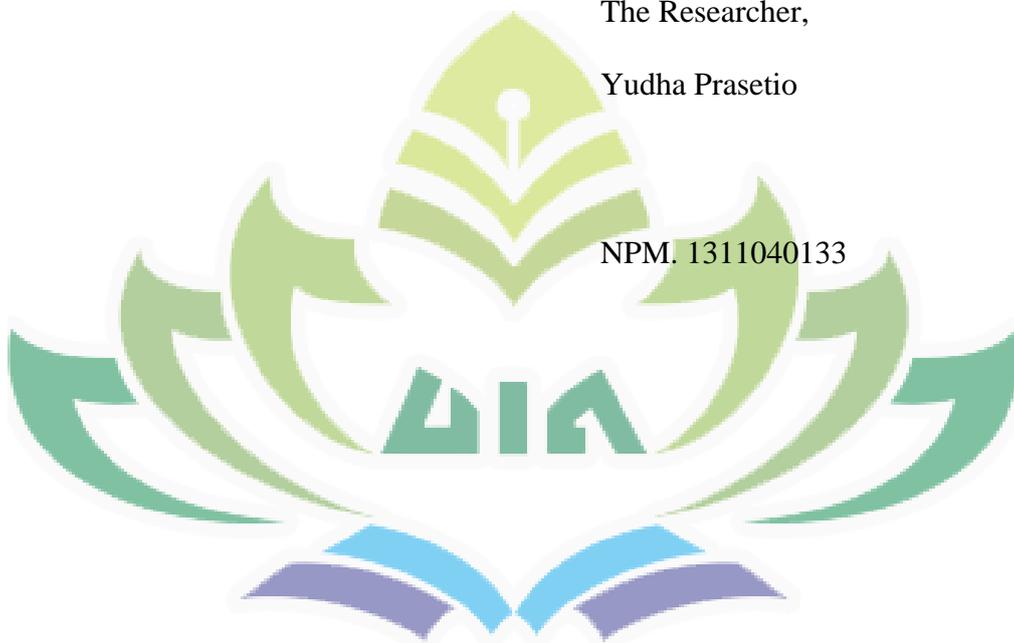


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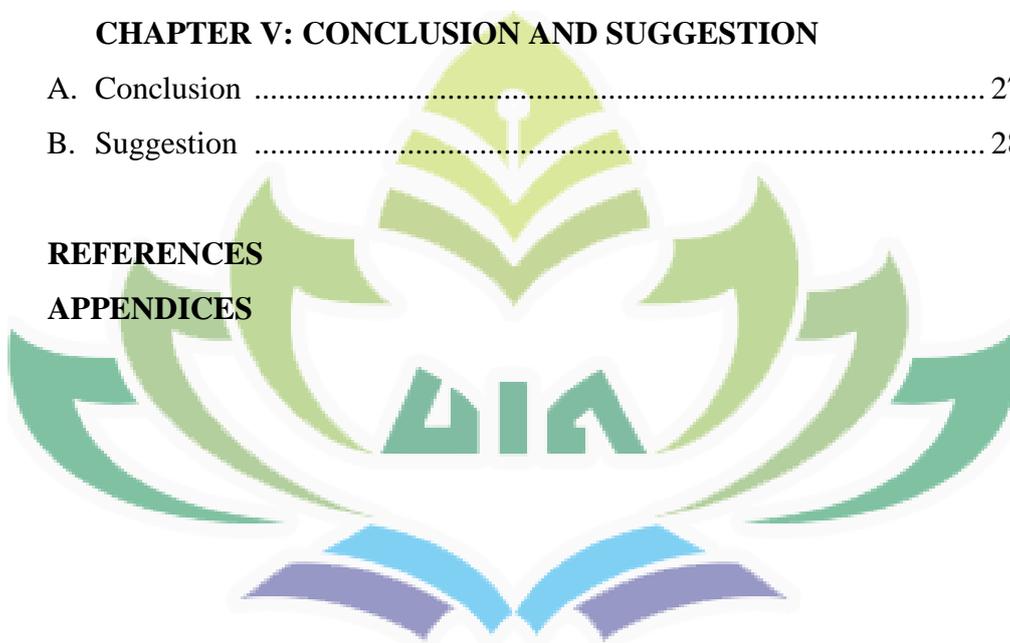
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CHAPTER I

INTRODUCTION

A. Background of The Problem

Creativity is widely believed to be about letting the imagination loose in an orgy of totally free self-expression. It is, of course, no such thing. Creativity is born of discipline and thrives in a context of constraints.¹ Robert E Franken said Creativity is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others.² From those theories it can be concluded that the creativity is the way to generate or recognize ideas, alternatives, or possibilities to facilitate solving problems, communicating with others, and entertaining ourselves and its born of discipline and thrives in a context of constraints. Likewise, in creativity of teaching.

Creative teaching may be defined in two ways: firstly, teaching creatively and secondly, teaching for creativity. Teaching creatively might be described as teachers using imaginative approaches to make learning more interesting, engaging, exciting and effective. Teaching for creativity might best be described as using forms of teaching that are intended to develop students own creative

¹ Alan Maley, Nik Peachey, *Creativity in The English language classroom* (London: British Council, 2015).

² Robert E Franken, "What Is Creativity?" (On-Line) accessed in: <https://www.csun.edu/~vcpsy00h/creativity/define.htm> (1 October 2020)

thinking and behaviour. However it would be fair to say that teaching for creativity must involve creative teaching. Teachers cannot develop the creative abilities of their students if their own creative abilities are undiscovered or suppressed.³ To achieve success, it should be supported with instructional media.

Instructional media can be defined as the physical means including traditional means such as chalk, blackboard, textbooks and modern means such as videos, tape, recorders, computers, overhead projectors, and others presenting instructional activities delivered to the students. In line with them, Harmer says that a range of objects, pictures, and other things can be used as instructional media to present and manipulate language and to involve students in the activities.⁴ From the definition above, I concluded that media is the tools, the presenting and the things that used for teaching learning activity. One of those media that often use as simple as well is picture.

Pictures that can be sketches, drafts, graphs, comic, poster, cartoon, board drawing, picture in newspapers, magazines, posters, family photograph, calendars, wall chart, Slides, diagrams and maps are widely used as media. According to Webster, picture is an image or likeness of an object, person, scene, reproduced, on flat surface, especially by painting, of photography; a metal image or impression; an idea.⁵ And the other definition by dictionary.com, picture is a visual representation of a person, object, or scene, as a painting, drawing,

³ Wayne Morris, *Creativity - Its Place In Education*, (New Zealand, 2006), p.4.

⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Ashford Colour Press), p.177.

⁵ Wright, Andrew, *Picture for language Learning*, (Cambridge: Cambridge University Press), p.134.

photograph.⁶ From the definition above, I concluded that, picture is a visual representation or likeness of an object, person, scene, reproduced, as a painting, drawing and photograph.

Purwanto and Alim states there are some benefits and problems of pictures media. The benefits of pictures media are concrete “Pictures are more realistic and shows main problem than verbal media”, pictures are solves the time limit of students observation, pictures can clearly solves of any scope of problem, cheap price and easy to get and use. And the problems of pictures media are pictures may emphasizes visual, overly complex pictures are less effective and limited size for large groups.⁷

From the theories about benefits and problems of picture above, it can be concluded the benefit of picture media is it can be used several times and the problem is what is printed is printed; it is therefore necessary to thoroughly to check for errors. If choosing between delivering a presentation and presenting a picture (a lot of congresses offer both possibilities), one should consider which form of presentation is best for one's project before preparing things accordingly.

There were some researches about teachers creativity. First, the research was conducted by Sami Wulandari. The title was “The Influence of Teacher’s

⁶ Online dictionary, “*Definition of Picture*” (On-Line), accessed in: <https://www.dictionary.com/browse/picture> (30 July 2018).

⁷ Purwanto N, Alim D, *Metodologi Pengajaran Bahasa Indonesia di Sekolah Dasar*, (Jakarta: Rosda Jayaputra, 1997).

Creativity Towards Student's Learning Achievement".⁸ The result of the research was the significant relationship of teachers creativity towards students achievement. The more creative teachers teach will be more student achievement better. And the second, the research was conducted by Hasnawati. The title was "The Importance of Teacher's Creativity in Increasing Student's Learning Interest".⁹ The result of the research was the creativity of the teachers has a great influence towards improving students interesting.

Based on preliminary research in Muhammadiyah 2 Senior High School Bandar Lampung on February 20, 2018, the researcher conducted an interview with one of the English teachers there, Neneng Hartati, S.S and saw she taught in the class, but the researcher found some lack for the media use by the teacher. She taught with a single big poster in front of the class and there were some smaller pictures about plot of folktale in the big poster with no tale of the stories. The teacher asked to the students to pay attention of the picture and listen of the audio of the folktale. After that, the teacher gave an example.

Based on the picture and the audio played, the teacher wrote a description about picture one and the students continued writing the stories of the next picture on their assignment books. From the phenomenon, the researcher assumes two lacks of the media used by the teacher. First, based on the theory that Purwanto and Alim said about the problems of pictures media, the teacher has lack about

⁸ Sami Wulandari, *The Influence of Teacher's Creativity Towards Student's Learning Achievement (The Study Case at SMPN 2 South Tangerang)*, (Jakarta: UIN Syarif Hidayatullah, 2010).

⁹ Husnawati. 2011. *The Importance of Teacher's Creativity in Increasing Student's Learning Interest*, (Makasar: UIN Alauddin, 2011).

“Limited size for large groups” because some pictures in the big poster was small for the students on the back. And the second, the teacher less reached out of the students, she just came over the students who asked a question.

Before the researcher came to the class, the researcher was collecting questionnaires to the students and doing an interview with the teacher, Neneng Hartati, S.S. She said, approximately 60% - 65% students of the class which is above the standard and some of the students have no interest to study English.¹⁰

From the result of the student questionnaires, the researcher found some students who did not interest to study English and they have difficulties in the learning process.¹¹ It justified from the student examinations score, just 65% students of the class which is above the standard.¹²

Based on the above background, the researcher sought to examine more deeply to these problems and set forth in the form of a thesis entitled, “**English Teachers Creativity in Using Picture as A Media at Muhammadiyah 2 Senior High School Bandar Lampung**” in the hope this study can be used for thought for activities related to the creativity of teachers to teach English using learning media in the successful delivery of the English materials.

B. Identification of The Problem

¹⁰ Yudha Prasetio, Interview to the English teacher’s at Muhammadiyah 2 Senior High school, Bandar Lampung, February 20 2018.

¹¹ Yudha Prasetio, Questionnaires to the students at Muhammadiyah 2 Senior High School grade XI Science 2, Bandar Lampung, February 20 2018.

¹² English examinations score at Muhammadiyah 2 Senior High School grade XI Science 2.

Based on the background of the problem above, the researcher found several problems as follows;

1. What are the problems of teachers in teaching English using picture?
2. What are the problems of students in learning English using picture?
3. What are the aspects of creativity?

C. Limitation of The Problem

In this research, the researcher will focus on picture media that used by the teacher. The researcher will describe about creativity use of media in teaching and learning process by the teacher.

D. Objective of The Research

According to the formulation of the research, there are some objectives of the research is to describe how are the teachers using learning media in teaching and learning process in the class.

E. Uses of The Research

There are the uses of the research;

1. For the students

By the creativity use of picture media can wake the student interest and motivation to learn English more seriously.

2. For the teacher

By the creativity use of picture media will help the teacher to deliver the lesson easily and fun.

3. For the institution

It expects this research will provide useful for prospective teachers knowledge in the future.

F. Scope of The Research

The scope of this research as follows;

1. The subject of The Research

The subject of this research is the English teacher at Muhammadiyah 2 Senior High School Bandar Lampung

2. The Object of The Research

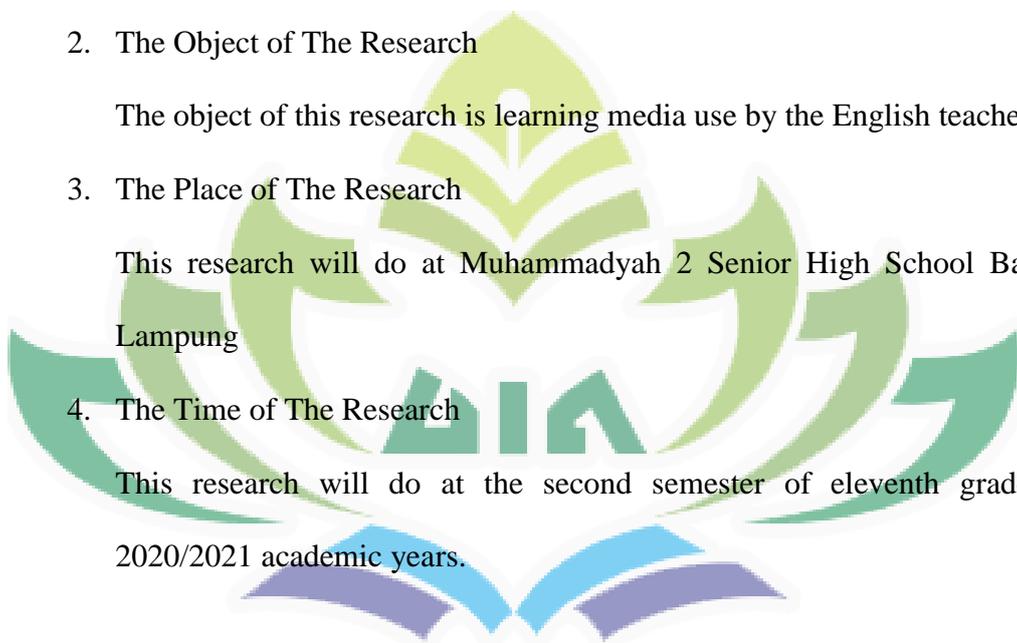
The object of this research is learning media use by the English teacher

3. The Place of The Research

This research will do at Muhammadiyah 2 Senior High School Bandar Lampung

4. The Time of The Research

This research will do at the second semester of eleventh grade on 2020/2021 academic years.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Creative Teaching

1. Definition of Creativity

Hasan Langgulung said a creativity is the nature of Allah “Al-Khaliq” that can be develops on the human self and according to Islam philosophers considered in a board sense.¹³ From the theories, creativity can be said as a natural of human nature which is gift of the Lord as the way to make it easier to achieve a goal, in this context is teaching.

One of the expert argues about creativity is Anderos. He said creativity is a process which is passed by individual in the midst of them experience which are caused to fixes and develops themselves.¹⁴ If judging from the opinion, creativity is a process when an individual faces a difficult problem and urgent then responses the problem with new ideas that different from the other people.

¹³ Hasan Langgulung, *Manusia dan Pendidikan Suatu Analisis Psikologi dan Pendidikan*, (Jakarta: PT. Al-Husna Zikra, 1995), p. 244.

¹⁴ Amal Abdus Salam Al-Khalili, *Pengembangan Kreativitas Anak*, (Jakarta: Pustaka Al-Kautsar, 2006), p. 13.

Mead said which is quoted by Hasan Langgulung said a creativity is a process which is did by someone that caused them to create something new for them.¹⁵ It means a process to create something new from something that existed before to achieve a goal, in this context is education.

Based on some definition above, it can be concluded creativity is a human nature which is give birth a something new in form an idea, a creation, a method or a product that used by someone to solve the problem or create something new from something existed before.

2. Creative Teachers

Based on the theory about creativity, creative teaching can be defined as a teaching quality when the teachers have to develop a new ideas and imaginative in teaching. According to Baron which is quoted by M. Ali creativity is an ability to create something new. The something new does not mean it should completely new, but can also be as a combination from pre-existing elements.¹⁶

Therefore, the researcher assumes a creative response in teaching can be a new lesson plan, a new way to interests the student, or learning method are more varied. Creative teaching related to the teaching ability to create an atmosphere that makes the student comfortable and challenged to study by making a new combination from some elements like daily life, other subjects, entertainment or

¹⁵ Hasan Langgulung, *Op. Cit.*, p. 174.

¹⁶ Muhammad Ali dan Muhammad Asrori, *Psikologi Remaja: Perkembangan Peserta Didik*, (Jakarta: PT Bumi Aksara, 2006), p. 41.

something viral, making it possible to find many answers to a problem where it is can be original work that did not exist previously.

3. Aspect of Creativity

Creativity has been traditionally considered as consisting of four components or aspects: the creative process, the creative person, the creative product and the creative environment or situation¹⁷.

In other experts said creativity are identify for 4 dimension, that is person, process, product and press or encouragement¹⁸.

The other opinion which is not much different are also forwarded by Yeni Rachmawati and Euis Kurniati. They said some characteristics of creativity as follows: Enthusiastic, Intelligent, Persistent, Competent, Dynamic, Independent, Confidence, Fully inventiveness and Excited¹⁹.

Based on the opinion above, the researcher concluded that personality of creative people can be known from visible nature and their activity or work.

¹⁷ “Aspects of Creativity” (On-Line), accessed in: https://creativity.netslova.ru/Aspects_of_creativity.html (2 October 2020).

¹⁸ Hamzah B. Uno dan Nurdin Mohamad, *Belajar Dengan Pendekatan PAILKEM*. (Jakarta Bumi Aksara, 2012), p. 154-156.

¹⁹ Yeni Rachmawati and Euis Kusniati, *Strategi Pengembangan Kreativitas Pada Anak*, (Jakarta: Kencana, 2010), p. 15.

B. Media

1. Definition of Media

According to Djamarah, media was from Latin language and it is a plural from the word “Medium” literally is intermediary or introduction.²⁰ Therefore, media is all the tools that used by the teacher to improve student interest, easier delivery of materials and efficiency study time.

While according to Yudhi Munadi, media is everything that can be deliver a message from source in a planned way so it is created a conducive environment study when the recipient can do a learning process efficiently and effectively.²¹

That opinion explains about the importance of media in creating a good learning atmosphere. If the media has made the students interested and leave the chat with their friends, then the teacher will be easy to convey the learning materials.

And Hamalik which is quoted by Haling states that, instructional media is a tool, a method and a technique that used for streamline a communication and interaction learners and teachers in teaching learning process.²² So, the media is not only an object or something which is seen or heard. But, everything that supports a learning process.

Based on some theories the researcher concluded that media is an alternative that used by the teacher to transfers learning material to the learners or students. By

²⁰ Djamarah and Syaiful Bahri, *Strategi Belajar Mengajar*, (Jakarta: PT. Reineka Cipta, 2010), p. 120.

²¹ Yudhi Munadi, *Media Pembelajaran, Sebuah Pendekatan Baru*, (Jakarta: PT. Gaung Persada Press, 2008), p. 7.

²² Haling Abdul, *Perencanaan Pembelajaran*. (Makasar: Badan Penerbit UNM, 2007), p. 94.

using media a teacher expected to more easy to transferring learning materials and the students can more easy too to understand.

2. Kinds of Media

According to Hamdani, media can be organized in three kinds as follows:

1. Visual Media

Visual media can only sees by sense of sight. This kind of media which is often use by the teacher. Visual media are consists of media which is not projected (non projected visual) and media which can be projected (projected visual)

2. Audio Media

Audio media contains a message in auditive (can only heard) that can be simulate the mind, feelings, attention, and students ability to learn the materials.

3. Audio Visual Media

Based on the name this media is combination of audio and visual media. Audio visual can be completed and optimized the presentation of the learning materials. On the other hand, this media within certain limits can be replaced the role of teacher. In that the presentation can be replaced by the media, the teacher can be switch as a learning facilitator it means provide convenience learning.²³

²³ *Ibid.* p. 248

Next opinion be delivered by Sanjaya, he said that media can be clarified as follows:

1. Judging by The Nature

- a) Auditive Media, this media that only heard or media that only have a sound element. Like radio or sound recording.
- b) Visual media, this media that only seen. Included slide, photo, paint, or etc.
- c) Audiovisual Media, this media contains sound and visual. Included film, audio slide, or etc.

2. Judging by The Range Capability

- a) Media that have a widely and simultaneously coverage. Like a radio and television.
- b) Media that have a limited space and time coverage. Like a film, slide, video, and etc.

3. Judging by The Technique and Usage

- a) Media which is projected. Like a film strip, film slide, transparency and etc.
- b) Media which is not projected. Like a paint, picture, photo, or etc.²⁴

From the theories above, the researcher concluded the kinds of media are very diverse. So, a teacher should be skilled to select a media. A good and correct

²⁴ Sanjaya Wina, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Prenadamedia Group, 2006), p. 172.

media selection in learning process will be made the student motivated and interested to study.

3. Picture

Yudhi Munadi said, picture makes people capture an idea or information that contained more clearly than expressed by words.²⁵ Picture can give a detail in the real form.

This media which is general, easy to understand and enjoyed by everyone everywhere, said Cecep Kustandi.²⁶ In other hand, Dina Indriana states that picture media is concrete, solve a discovering problems, clarify the presentation of problems, easy to get and easy to use.²⁷ Both opinions above, picture media is very suitable use for all grade anytime anywhere. It is just that the picture used must be adjusted the grade and places.

Based on the theories above, the researcher conducted that picture media is one of simple media and can give some conveniences to the student. Trough picture media, the all student idea can be easy radiated and solves some problem and lacks.

²⁵ Yudhi Munadi, *Op. Cit.*, p. 89.

²⁶ Cecep Kustandi and Bambang Sutjipto, *Media Pembelajaran Manual Dan Digital*, (Bogor: Ghalia Indonesia, 2011), p. 45.

²⁷ Dina Indriana, *Ragam Alat Bantu Media Pengajaran*, (Yogyakarta: DIVA Press, 2011), p 65.

4. Advantages and Disadvantages of Picture

1 The advantages of picture;

- a) A picture speaks for itself; the presence of its author is not necessary “It is therefore possible to reach a broader audience when compared to a presentation limited in time”
- b) It is also possible to present several pictures in the same room and at the same time “Students can have a look at those pictures they are interested in
- c) Sometimes as the teacher you have the possibility to present a picture while giving a short introduction “An interactive situation evolves while having a close contact to the learners, closer than when delivering a speech”
- d) Pictures can be used several times and presented at different events and a picture is suited for people suffering from stage fright at least, for those who have difficulties when speaking in front of large groups. Standing next to their picture for some time in order to answer just a few questions is less stressful than talking on a lectern.

2 The advantages of picture;

- a) Once a picture is printed it will be difficult to make corrections or adaptations; it is therefore less flexible when compared to a presentation that can be modified any time
- b) A picture must attract attention. Especially when being presented at a picture fair, it has to compete with many others pictures
- c) Preparing a picture can take just as much time as when writing a speech.
However, practice makes perfect

d) Pictures generally require reduced content as well as getting to the point.

Selecting what has to be included or omitted is not always easy.²⁸



²⁸ Olwa, “Advantages And Disadvantages of Picture” (On-Line), accessed in: http://www.geo.uzh.ch/microsite/olwa/olwa/en/html/unit5_kap51.html (30 July 2018).

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