Creativity of Elementary School Students Based on The Description Text Writing Skill

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INFORMASI ARTIKEL		ABSTRACT
		Unique ideas in writing the description text can foster creativity for students, where one of the goals of writing is to train creativity through writing habits. Therefore, the purpose of this study was to describe the creativity of elementary school students based on their ability to write descriptive text. This research was a qualitative descriptive study with data collection procedures through tests and interviews. The subjects of this study were three of fifth grade students of SDN 1 Sei Teras Kapuas Kuala, each of whom wrote good, fair, and poor. Each category analyzed to determine their level of creativity. The results showed that students with good description text categories fulfilled the high level of creativity, the students with fairly description text categories and poorly description text categories fulfilled the medium level of creativity.

INTRODUCTION

Writing as a language skill refers to the capability to express an idea in writing to another person. Writing has become a necessity for intellectuals in generating thoughts and desires, rather than just a hobby or a knowledge and abilities regulated by intellectuals (Krasteva 2017; Sardila 2016). In other words, writing is an indirect mode of

communication in which emotions, feelings, ideas, experiences, and information are transferred by using graphology, language constructs, and vocabulary to construct a language product that can be read and communicated to others.

Writing is such a productive and expressive activity that this ability does not come naturally. Writing activities require continuous experience, time, opportunity, training and habits, special skills, and even direct teaching to become a writer (Rivers 2018).Therefore, various exercises such as improving reasoning, practicing imagination, organizing words into sentences, and stringing sentences into paragraphs can be used to improve learning to write. This is done to help students unleash their creative potential while honing their writing skills.

One of the goals of writing is to train creativity with writing habits so that various ideas or specific ideas that are poured out in a writing can foster creativity in students (D'Souza 2021; Dalman 2021). As a result, writing exercises for students are important. In addition, writing can be an effective and efficient way to reach a wide audience. After going through the learning process of various forms of writing, both fiction and non-fiction, students are required to be able to articulate their ideas, emotions, and feelings through writing (Dafit 2017). Some writing priorities include the following: (1) To help students understand how written expressions can serve them, by creating situations in the classroom that clearly require writing and writing activities, (2) encouraging students to express themselves freely in writing, (3) teaching students to use proper form in written languages, and (4) fostering incremental development of writing by assisting students in writing a variety of meanings in a variety of ways with self-confidence (Lubis 2017).

Students also face a variety of challenges when it comes to writing. Students often struggle to get started on their writing, especially when it comes to coming up with ideas for the writing (Andheska 2016). In most cases, student essays are only half the length of the review paper presented. The arrangement is asymmetrical, indicating a lack of logical reasoning; there are several instances of language misuse, including pronunciation, diction, sentences, and paragraphs. There were also students who had difficulty comprehending the explanation. The aforementioned causes arise as a result of students' poor interest in literature, a lack of encouragement to write, and a lack of facilities for reading books in schools (Witanto 2018).

Writing abilities can be divided into two categories based on two different perspectives. The activity or activity of writing, as well as the effects of the writing product, is the first point of view. According to the second point of view, various writing products or essays, including description essays, are produced.

A description text is a form of visual communication in which ideas are communicated using proper and orderly language, and it serves as a good barometer for evaluating student creativity. The writer will carry the reader's impression and deep imagination to life in the definition essay. A description writer wants the reader to be able to "see" what he does, "hear" what he hears, "see" what he feels, and come to the same "conclusion" as he does through his writing (Wicaksono 2014). This skill unquestionably necessitates a high level of imagination in order to write essays that accurately explain a circumstance such that the reader perceives and feels what the author did. Therefore, the presentation of the description text in this study determines the creativity of elementary school students who are assessed when they provide an overview in written form in their respective ways or uniqueness.

Because of the importance of creativity, writing a description text had become a difficult language skill to master. The writer must master two elements: substance

elements such as describing characters and organizations, and linguistic elements such as diction, successful sentences, and spelling, which often require ingenuity in their application. Based on this explanation, this study focused on the creativity of elementary school students based on the description text writing skill.

METHODS

The approach used in this research was a qualitative approach, because qualitative research was a study aimed at describing and analyzing phenomena, events, attitudes, beliefs, perceptions, individual and group thinking. The research approach that was intended here was to determine the phenomenon being studied, namely the creativity of elementary school students based on the the descriptive text writing skill in natural situations and when reduced to a parameter it defined as fact.

The subjects in this study were fifth grade students of SDN 1 Sei Teras Kapuas Kuala which consisted of three students. Each student selected as the research subject represents three different categories of the description text writing ability. The categories was a good, fair, and poor. The categories of the description text of each subject and their indicators were presented in Table 1. Student creativity would be seen based on each of these categories.

Table 1. Categories of Description Text Writing Skill

Criteria	Indicator of Each Categories		
	Good	Fair	Poor
The elements of a description text	All the elements of a description text were included in the story	Some of the elements of a description text were included in the story	All the elements of a description text were not included in the story
Spelling	All capital letters and punctuation marks were written in accordance with PUEBI	Some of capital letters and punctuation marks were written in accordance with PUEBI	All capital letters and punctuation marks were not written in accordance with PUEBI
Diction	All sentences use the correct standard word	Some of sentences use the correct standard word	All sentences do not use the correct standard word
Cohesiveness between paragraphs	All paragraphs between one paragraph and another were related to each other	Some of paragraphs between one paragraph and another were related to each other	All paragraphs between one paragraph and another were not related to each other

Data collection procedures used in this study were tests and interviews. The test was in the form of instructions for students to write the description text on the theme of Family. The test was intended to determine the extent to which students' ability to write descriptive text so as to obtain data on the quality of essays that will qualify into three categories, namely good, fair, and poor.

Based on the three writing categories, student creativity will then be explored with the levels presented in Table 2. Interviews were conducted with each subject to obtain information about students 'abilities and also students' creativity in writing descriptions text the student had made. Meanwhile, interviews with teachers to obtain additional information about creativity and the ability to write the description text made by students.

Table 2. Creativity Level

Categories	Indicator
High	Students fulfilled all creative elements, namely fluent, flexible, and original in writing descriptive text
Medium	Students fulfilled two creative elements in writing a description text, or fulfill one creative element, namely having a unique idea in writing a description text
Low	Students only fulfilled one creative element

The data analysis technique in this research was carried out based on the data analysis technique of Miles and Huberman who suggested three stages in analyzing qualitative research data, namely (1) data reduction, where the activities at this stage were summarizing, selecting main things, focusing , and identify essays of student descriptions that were used as data in the study); (2) data exposure (data display), where all the data in the essays of student descriptions were analyzed and their overall meaning was interpreted. This research data was presented in the form of a description. (3) conclusions and verification, was the final stage that answers the research focus based on the results of data analysis. The results of data analysis were arranged systematically so that it was easier to described the specified object.

In qualitative research, findings, or data can be declared valid if there was no difference between what the researcher reports and what actually happens to the object under study. The description of the data credibility test in qualitative research used in this study was as follows. 1) Triangulation was defined as checking data from various sources in various ways, and at various times. The triangulation used was source triangulation and technique triangulation; 2) Member check was a process of checking data obtained by researchers to data givers. The goal was to find out how far the data obtained was in accordance with the data provided by the data provider.

RESULTS AND DISCUSSION

Data on the creativity of fifth grade students of SDN 1 Sei Teras Kapuas Kuala based on descriptive text writing skill were obtained through tests and interviews. In accordance with the category writing a description text, each consecutive category was represented by a subject with codes S1, S2, and S3.

Based on the results of the tests carried out, the explanation of the ability to write a description text of S1 was shown in Table 3 below.

Table 3. Description Text Writing Skill of S1

Nama	Criteria	Description Text
Subject 1 (S1)	The elements of a description text	All the elements of a description text were included in the story
	Spelling	All capital letters and punctuation marks were written in accordance with PUEBI
	Diction	All sentences use the correct standard word
	Cohesiveness between paragraphs	All paragraphs between one paragraph and another were related to each other

Based on Table 3, it is known that in terms of description essays, S1 has been able to bring up all the elements of a description essay. Judging from the use of spelling, most of the use of capital letters and punctuation according to PEUBI. Judging from the diction, most sentences use the correct standard word, while in terms of inter-paragraph cohesiveness, all paragraphs with other paragraphs are related to each other. The following Figure 1. shows the description text written by S1. Therefore, S1 was included in the good description text writing skill category.

Figure 1. Description Text Written by S1

The results of the tests and interviews show that S1 with good descriptions text writing skill was included in the high level of creativity because it fulfills all creative elements. The flunt was shown by S1 through fluency in conveying all the ideas they have in the form of the description text. The flexible was shown by S1 by being able to write various ideas about Family, not only telling stories about this family but also about the closest relatives who have died. S1 shows an original by writing questions and answers in his descriptions such as "*Why do I want to be a successful farmer*? *Because I just want to continue the work of my parents*" and "*I don't know the names of my grandparents, why? Because my mother and father never told me*".

Based on the results of the tests carried out, the description text writing skill of S2 was shown in Table 4 below.

Table 4. Description Text Writing Skill of S2

Name	Criteria	Deskription Text
Subject 2 (S2)	The elements of a description text	Some of the elements of a description text were included in the story
	Spelling	Some of capital letters and punctuation marks were written in accordance with PUEBI
	Diction	Some of sentences use the correct standard word
	Cohesiveness between paragraphs	Some of paragraphs between one paragraph and another were related to each other

Based on Table 4, the results obtained were that in terms of description texts, S2 had been able to produce most of the elements of description text. Judging from the use of spelling, most of the use of capital letters and punctuation according to PEUBI. Judging

from the diction, most sentences use the right standard words. Judging seen from the integration between paragraphs, most paragraphs were related to other paragraphs. The following Figure 2. shows the description written by S2. Based on the results of the analysis, S2's description text writing skill was included in the fair category.

Figure 2. Description Text Written by S2

S2 with the fair description text writing skill category, including in the medium level of creativity. The creative elements that appear in the descriptions made by S2 wre fluent and flexible. The fluent was shown by S2 in the absence of obstacles in expressing ideas in the description text. The flexible was shown by S2 by telling something that was forgotten without deleting the essay that was already written, but by continuing the essay by writing the sentence "*I forgot to tell my birthday*".

Based on the results of the tests carried out, the ability to write S3 description text was shown in Table 5 below.

Tabel 5. Description Text Writing Skill of S3

Name	Criteria	Deskription Text
Subjek 3 (S3)	The elements of a description text	All the elements of a description text were not included in the story
	Spelling	All capital letters and punctuation marks were not written in accordance with PUEBI
	Diction	All sentences do not use the correct standard word
	Cohesiveness between paragraphs	All paragraphs between one paragraph and another were not related to each other

Table 5 shows that S3 was not able to generate all the elements of a description essay. In terms of spelling usage, all capital letters and punctuation marks were not written

according to PUEBI. Judging from the diction, all sentences do not use the right standard word, seen from the integration between paragraphs, S3 was not able to link one paragraph to another. The following Figure 3. shows the description written by S3. Thus, S3 was included in poor category.
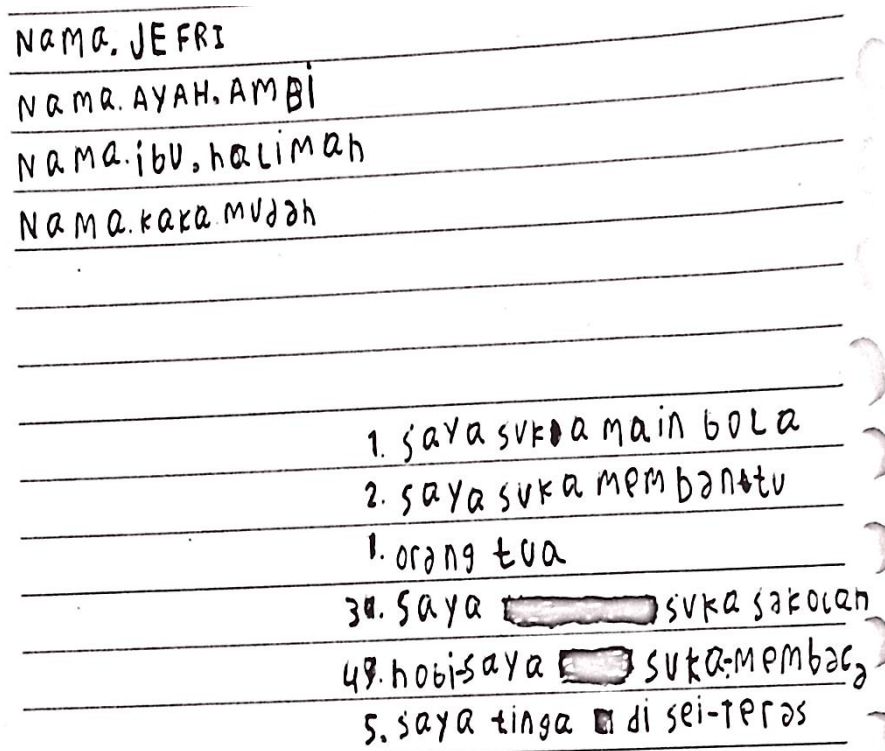

Figure 3. Description Text Written by S3

S3 with the poor description text writing skill category entered at the medium level of creativity. This was shown by S3 fulfilling the original element in the description text. S3 creates a description essay with a different format but still understandable. He wrote down the identity of himself and his family in a structured manner. In addition, he told his condition by writing a serial number on each sentence.

Based on the results of data analysis, all students namely good, fair, and poor of description text writing skill category, had a fairly good creativity because they met high and medium creative levels. The results of this study are very much in agreement and become the main support for the statement of (D'Souza 2021; Dalman 2021). This finding also confirms the findings (Istiq'faroh & Mustadi, 2020) where students' creativity could be seen from their fluency, flexibility, authenticity, and detail in writing texts. Students' efforts to express their ideas or ideas in writing would provide a stimulus so that their creativity emerges by itself. In addition, writing activities would directly and indirectly train students to bring up creative values (Jannah, Suwignyo, and Harsiati 2019).

The emergence of all creative elements in students with the category of writing the description text was in accordance with the results of research (Haerazi et al. 2020; Viollita, Raja, and Nurweni 2018) which states that students who have high creativity had better writing skills. Students with a high level of creativity also had special strategies to provide maximum results. This was because the reasoning abilities of high creativity

students are also at a high level (Rafiah 2019). Therefore, it was certain that someone who was creative will be able to produce a good descriptive text.

Another finding shows that creativity was not always directly proportional to the ability to write the description text. This was proven by the presence of students who were not good or poor at writing descriptive text, but the level of creativity of these students falls into the medium category. The results of this research show that writing activities in any form would foster and develop a person's creativity (Rafiah 2017). In addition, if writing activities were supported by a feeling of being happy, self-control over creativity will increase (Schmoelz 2018). Another thing that also supports the development of creativity was the teacher's motivations and learning strategies (Istianah 2020; Tabelessy 2019). This means that the role of the teacher was also very important so that learning to write becomes a fun and enjoyable activity for students.

These findings also indicate that the development of student creativity through writing the description textis very appropriate in language learning. This was very helpful for students to express ideas and feelings, find, and use the analytical and imaginative abilities that exist within them through writing. Another goal was that students could participate in the community by using the written language resulting from their creative ideas.

CONCLUSIONS

The results showed that students with good descriptions text writing skill categories fulfilled a high level of creativity, where all creative elements, namely fluent, flexible, and original appeared in the student's description text. Students with fair descriptions text writing skill categories fulfilled the medium level of creativity, where the creative elements that appear in the student's description text were fluent and flexible. As for the students with poor descriptions text writing skill categories, it also fulfilled the medium creativity level, where the creative element that emerged was the original element.

Based on the conclusions obtained in this study, the teacher must pay attention to the creativity and ability of students in writing so that they could provide the right treatment and become the teacher's reference in increasing students' creativity and also students' descriptions text writing skill. Schools can also take the results of this research into consideration in determining student creativity based on the ability to write descriptive text. As for research purposes, this research could be used as a reference for exploring students' creativity and also the ability of students to wrote other types of texts or essays.

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