
AN ANALYSIS OF CREATIVE THINKING ABILITY IN WRITING EXPLANATION TEKS ON ELEMENTARY SCHOOL STUDENTS

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Abstract

Learning paradigm in the 21st century emphasizes the students' ability to seek information from various sources, formulate problems, think analytically and cooperation and collaborate in problem solving. The creative thinking ability is one of life skill that must be held in the 21st century and is critical in the development of students' potential. This study aims to describe creative thinking ability, describe the obstacles faced by teachers in improving the creative thinking ability, and describe the efforts of teachers to improve students' creative thinking ability in writing explanation text. The research is a qualitative deskreptive. The number of subjects in this study were 98 students from four different elementary schools in Sragen, Indonesia. Purposive sampling was used as the sampling method. Data collection is collected from test, interview and observation. Data analysis techniques used are statistical analysis deskreptive and percentage deskreptive. The results of this study indicate that students' creative thinking ability is in the medium category. The highest percentage indicator of students' creative thinking ability is the originality and the lowest is elaboration. Constraints faced in creative thinking ability is the use of a less precise model of learning, teachers focus on developing student's cognitive ability than the ability to think creatively, inadequate facilities and lack of utilization of the environment as a learning resource. Efforts are being made to improve the ability of creative thinking in writing eksplanation text is to use appropriate learning methods one of which is scaffolding learning method and build students' interest through literacy activities.

Keywords: creative thinking ability, writing, exsplanation text

INTRODUCTION

Based on the regulation of education minister No. 21 of 2016 concerning the Content Standards at the elementary school level stating that one of the competencies that must be achieved by the learners is to demonstrate the ability to think and to act creatively, productively, critically, independently, collaboratively, and communicatively, in a clear, systematic, logical and critical language, in aesthetic work, in movements that reflect healthy children, and actions that reflect the children's behavior appropriate to the stage of their development. Those competencies will be achieved in maximum if educators have the ability and willingness to develop competencies that should be achieved by students.

Recently being implemented, the 2013 curriculum provides significant changes to the learning system in Indonesia. Learning activities in the 2013 curriculum are directed to empower all the potential possessed by learners in order to acquire the expected competencies. In the process of learning, students are required to be active and creative. Creative here means that the curriculum must be able to develop something new in accordance with

the development happening and the needs of society in the present and the future. The curriculum must be capable of containing things that can help students develop all the potential they have in order to gain new insight, abilities, and ways of thinking necessary in their lives.

The process of learning, in the 2013 curriculum, gives students opportunities to develop their creativity, through fun learning that will make students free to express their ideas during the learning process with teachers' supervision. Fun learning is designed in accordance with the needs of students, either the needs of talent, interest, learning motivation, or intellectual needs. Therefore, the fun learning leads to more effective teaching and learning process, and students more easily understand the subject matters taught.

Learning paradigm in the 21st century emphasizes the ability of students in seeking information from various sources, formulating problems, analytical thinking and cooperating, and collaborating in solving problems. The ability to think creatively is a very important life skill in the development of students' potential. New standards

are required for students to have the necessary competencies in the 21st century. Schools are challenged to find ways to innovate.

US-based Partnership for 21st Century Skills (P21), identifies the competencies needed in the 21st century called “The 4Cs” -communication, collaboration, critical thinking, and creativity. These competencies are importantly taught to students in the core study areas and the 21st century themes. Assessment and Teaching of 21st Century Skills (ATC21S) categorizes skills into 4 categories: way of thinking, way of working, tools for working and skills for living in the world (Griffin, McGaw & Care, 2012). Way of thinking includes creativity, innovation, critical thinking, problem solving, and decision-making.

Torrance (in Wang, 2012) defines creative thinking as the ability to identify problems, make guesses, generate new ideas, and communicate results. Meanwhile, according to Duffy (in Wang, 2012), creative thinking is the ability to see things in new and original ways, to learn from experiences and connect them to new situations, to think in an unconventional and unique way, to use a non-traditional approach to solve problems, and to create something unique and original.

One of the materials in writing that should be learnt and mastered by elementary students is to write an explanatory text. Students can express their creative ideas to others through the activity of writing explanatory text. The explanatory text is a text describing the process of the occurrences or formation of a natural or social phenomenon (Isnatan & Farida, 2013: 80). In line with Isnatan and Farida, Kosasih (2013: 85) says that an explanatory text is a text explaining the process or phenomenon of nature and social. The explanatory text aims to explain the process of information or activities related to a phenomenon of natural, social, scientific, or cultural phenomena (Priyatni, 2014: 82).

In the 2013 curriculum, the basic competencies that must be mastered by the fifth graders of the 2nd semester is to present a summary of explanatory text from printed or electronic media using standard vocabulary and sentences effectively, orally, written and visually (Kemendikbud, 2017: 244).

Based on the description, observations related to the learning of writing on the fifth graders in some public elementary schools in Sragen were carried out. The observed schools were Majenang 2 Primary School and Bendo 2 Primary School. The researcher interviewed teachers taught the fifth graders from each school. From the interview results, the overall competence of students in summarizing an explanatory text is adequate. Students are able to

find the main idea of the text. Students can customize the content of the summary from the text they read, but the students need to improve their word choices. There were some students who have difficulty in word choices, so they used similar words exactly the same as the original text. In addition, there are still some students who mix their native language. Students need to improve the proper use of spelling and grammar. All in all, students have been able to summarize explanatory text although the results are neither too good nor too bad.

Furthermore, observations were carried out on the implementation of learning to write a summary of explanatory text among the fifth graders in the three schools. The results of these observations show that teachers of the fifth graders in each school have performed a good teaching of writing. The teachers provide guidance to the students on how to summarize well.

Based on these initial observations, it is important to do research on the ability of students' creative thinking in learning writing, because writing activities is an important activity in learning in school and in the community to come. The writing activity in this study is summarizing explanatory text. with the existence of this research will be useful for teachers and students in developing students' creative thinking ability.

RESEARCH METHOD

This study intends to describe the ability of creative thinking, the constraints faced by teachers in improving the ability of creative thinking, and describe the efforts of teachers in improving students' creative thinking skills in writing an explanatory text.

This research is a descriptive qualitative research, because this research is qualitative, the main instrument in this research is researcher (Moloeng, 2006; Sugiyono, 2011. Wahidmuri, 2008). Descriptive research is defined as a study that seeks to describe a phenomenon / events systematically in accordance with what it is. A descriptive research is conducted to obtain information about the current state. In such research, researchers try to determine the nature of the situation as it was at the time of the study. In the descriptive study, there is no treatment control as in the experimental study because the goal is to describe “as it is” with respect to variables or conditions in a situation. Descriptive research is generally not directed to hypothesis testing.

The population of this research is all students and teachers of the fifth grade in public elementary schools year 2017/2018, in Sragen. The sampling technique used in this research is purposive sampling, chosen with consideration and certain purpose. In

this case the researcher chose 4 public elementary schools in Sragen as the samples in this research. They are SDN Karanganom 1, SDN Karangar 2, SDN Pungsari 1 and SDN Sambiduwur 1. The number of students as the samples in this research was 98, while the number of teachers was 4.

Data collection technique was obtained from tests, interviews and observations. The test was used to obtain the data of writing a summary of an explanatory text. Types of interviews used are semi-structured with 10 questions. Interviews were given to the teachers. Besides, the observations were carried out on the implementation of learning to write a summary of an explanatory text.

However, before being used in this research, research instruments first need to be tested. Trial or validity of the instruments is performed to obtain the reasibility of the instruments used in the study. Testing the instrument of writing a summary of explanatory text used content validity and rating reliability. The test was given to the fifth graders of Majenang 3 primary school with a total of 30 students. The test results were then analyzed to determine the validity of test items and test reliability. These results were valid and could be used for the research. In addition, analyzing the ability of creative thinking refers to four indicators adapted from Munandar (1997): fluency, flexibility, originality and elaborative thinking (detailing). The data collected then were analyzed using descriptive statistical analysis. Data collected when further research is analyzed using descriptive statistical analysis

which includes the mean, median, mode, data maximum, minimum data, variance, standard deviation, and range. And also analyzed by using descriptive percentage to know the amount percentage of mastery each theoretical ability to think creatively.

The assessment of creative thinking ability used performance level achievement with value 1 to 5 for each element assessed. The following is the assessment criteria of each indicator of creative thinking ability in learning summarizing an explanatory text adapted from Munandar (1999).

1. **Fluency**; based on the number of words and the number of main ideas students find in summarizing explanatory text.
 - a. If it is less than 25 words and can find less than or one main idea of the text content (score 1)
 - b. 25 - 49 words and can find 2 main ideas of the text content (score 2)
 - c. 50 - 74 words and can find 3 main ideas from the text content (score 3)
 - d. 75 - 100 words and can find 4 main

ideas from the text content (score 4)

- e. More than 100 words and can find 5 main ideas from the text content (score 5)

2. **Flexibility**; including flexibility in sentence structure and flexibility in content and ideas.

- a. The composition of the text does not fit the text structure, does not retain the main idea of writing (score 1)
- b. The composition of the text does not fit the text structure and retains the main idea of writing (score 2)
- c. The composition of the writing is less appropriate to the structure of the text and slightly retains the main idea of writing (score 3)
- d. The composition of the writing is quite appropriate to the structure of the text and little to maintain the main idea of writing score 4)
- e. The composition of the text corresponds to the structure of the text and retains the main idea of writing (score 5)

3. **Originality**; the extent to which the content or style of thought in summarizing the text indicates originality (uncommon). In this case students can choose diction and style of writing or sentence that is not exactly similar to the text that they have read.

- a. There are more than 7 sentences that use the exact word choice with the original text (score 1)
- b. There are 5-6 sentences that use the exact word choice with the original text (score 2)
- c. There are 3-4 sentences that use the exact word choice with the original text (score 3)
- d. There are 1-2 sentences that use the exact word choice with the original text (score 4)
- e. There are no sentences that use the exact word choice with the original text (score 5)

4. **Elaboration**; if the subjects involves themselves in an event appropriate to the text and express their opinion according to the essence of the intended context, meaning and information of the text summarized.

- a. Expressing opinions that strongly disagree with the essence of the intended context, meaning and text information summarized (score 1)
- b. Expressing opinions that are inconsistent with the essence of the

- c. Expressing opinions that are less in line with the essence of the intended context, meaning and text information summarized (score 2)
- d. Expressing a sufficient opinion according to the essence of meaning, meaning and text information summarized (score 4)
- e. Disclose opinions that correspond to the essence of the intended context, meaning and text information summarized (score 5)

RESULTS AND DISCUSSIONS

The test of creative thinking ability in summarizing explanatory texts was given to the fifth graders in four public elementary schools: the four elementary schools were SDN Karanganom 1, SDN Karangantar 2, SDN Pungsari 1 and SDN Sambiduwur 1 in Sragen. The highest value obtained is 85 and the lowest value obtained is 50. The result of the creative thinking ability test in summarizing explanatory texts is presented in the form of frequency distribution table as follows:

Table 1 Frequency Distribution of the Test of Creative Thinking Ability in Text Writing Lesson Explanation

No.	Range Score	Frequency	F _{relative} (%)
1	50-54	2	2.04
2	55-59	5	5.1
3	60-64	7	7.14
4	65-69	16	16.3
5	70-74	24	24.5
6	75-79	23	23.5
7	80-84	15	15.3
8	85-89	6	6.12
Total		98	100%

Source: Primary Data Processed, 2018

The table above shows that the score of creative thinking ability obtained by students in learning writing with the highest score ranging from 85 to 89 is obtained by 6 students, while the lowest value ranging from 50 to 54 is obtained by 2 students.

The following is a table of criteria for the assessment of creative thinking ability in learning to write explanatory texts.

Table. 2 Criteria for Assessment of Creative Thinking Skills

No.	Range Score	Category
1	85 - 100	Very high
2	75 - 84	High
3	65 - 74	Medium
4	55 - 64	Low
5	0 - 54	Very low

Source: Primary Data Processed, 2018

Based on table 1 and table 2, it shows that the students who belong to the very high category of creative thinking ability are 6 students or 6.1%; the high category is 38 or 38.8%, the medium category is 40 students or 40.8%; the low category is 12 students or 12, 2%; and the very low category are 2 students or 2.0%. From the results of the criteria of the assessment of creative thinking ability shows that the highest percentage in the moderate category is 40 students or 40.8%.

The students' creative thinking ability in this research is assessed by using four indicators, namely 1) Well thinking, 2) Flexible thinking, 3) Original thinking, and 4) Elaborative thinking. The results of the summary of the explanatory text of the students are assessed by using the indicators mentioned above, and then were analyzed to determine the percentage of students' achievements in developing creative thinking ability on writing an explanatory text. The following table shows the result of analysis per indicator of creative thinking ability in learning to write explanatory text.

Table.3 Results of Analysis Per Indicator of Creative Thinking Ability in Writing Explanatory Texts.

No.	Indicator	Percentage
1	Fluency	70%
2	Flexibility	69%
3	Originality	79%
4	Elaborations	63%

Source: Primary Data Processed, 2018

The table above shows that the highest value of creative thinking ability is the original thinking with percentage of 79%, while the lowest value is the elaborative one with the percentage of 63%. The percentage of the well thinking is 70% or equal to 69 learners that have been able to meet the indicator in summarizing explanatory texts, while the remaining is 30% or equal to 29 students that are not able to meet the indicator of flexible thinking in summarizing explanatory texts. This means that students who have

met this indicator are able to write the word smoothly and can find the main idea of the text content well. While students who have not fulfilled this indicator have not been able to write the word smoothly, the students have difficulty in expressing the word in written form and have not been able to find the main idea well.

The second indicator is the flexible thinking. The data on the flexible thinking in summarizing the explanatory texts show that as many as 69% or equal to 68 learners can be stated to meet the indicator, while the other 30 students have not fulfilled the indicator. This means that students who have met this indicator are able to write sentences well and can write a summary in accordance with the main idea in the text that has been read, while students who have not met this indicator has not been able to write sentences using the correct sentence and there are still many mistakes in the preparation of the structure text and have not been able to develop basic ideas that fit the text that has been read.

The third indicator is the original thinking which has the largest percentage. The percentage is 79% or equal to 77 learners that can be stated to meet the indicator, while the other 21 students have not fulfilled the indicator. This means that students who have met this indicator can make summaries using their own sentences that are not exactly the text they read, students can make sentences according to their thinking, according to their own writing style without losing the meaning and intent of the text they are read.

The fourth indicator is the elaborative thinking which has the lowest percentage. The percentage is 63% or equal to 62 learners that can be stated to meet the indicator of elaborative thinking, while the other 26 students have not met the indicator of elaborative thinking. Students who have filled in the form of a good opinion of the text through which they have created.

Constraints generally faced by students to develop the ability to think creatively in the activities of writing a summary of explanatory text is the use of learning models that are not appropriate, in the study summarize the explanation text there are teachers who only give instructions to students to summarize the text that has been available in the book, without explains how to summarize the good and accompany the students to be able to summarize with certain steps. However, some teachers have already applied learning to summarize explanatory text using the steps in the student manual and guide students in summarizing. The next obstacle is the teacher's focus on developing students' cognitive abilities rather than the ability to think creatively, the teacher has not

understood the concept of creative thinking ability itself and the proper way of developing students' creative thinking skills in learning summarize explanatory text, teachers only focus on the students' cognitive assessment student writing. Then the lack of utilization of school environments and school facilities as a source of learning. The study of writing in particular summarizes explanatory text only in class and focuses only on student handbooks, without the use of any media, so that students feel learning summarizing explanatory text is a difficult activity, students are less motivated, less able to develop their creativity, and difficult to develop ideas and the ideas they will write. In writing text writing in particular summarizing explanatory text can utilize the wrong school facility is a library, reading books in the library will add students' vocabulary, so that will affect it in writing activities.

In this research, the researcher discussed with the teachers in four different elementary schools used as samples in this research to find out efforts to improve the ability of creative thinking in writing explanatory texts. After reaching the agreement, it was decided that efforts to improve students' creative thinking ability writing a summary of explanatory texts experienced by learners is using the appropriate learning methods. The use of learning methods is one of the most influential in developing the creative thinking ability of learners. The selection of appropriate methods can make learners develop their creative thinking skills and understand the concepts taught. However, the use of less precise methods makes students less quickly understand the concepts and is not even able to understand the concepts taught. One of such methods is scaffolding which is part of the constructivism approach. Constructivism emphasizes on how individuals actively build knowledge and understanding (Santrock, 2009: 51).

The concept of scaffolding is closely related to the zone of proximal development. The zone of proximal development (ZPD) is Vigotsky's term for task ranges that are too difficult when the children do it alone, but it can be learnt with help from adults or skilled children (Santrock, 2009: 62).

The scaffolding technique in learning summarize explanatory text is able to focus the problem and able to solve the problem gradually, so that the desired goal can be achieved. Problem solving in learning summarizing explanatory text is initiated from determining the main idea of the text of. To help students summarize the text well, the teacher helps students by using some questions that students must answer. By answering the questions, students are able to understand the text they have read. The next stage, the teacher forms small groups.

Students in groups discuss or complete a diagram consisting of the title of the text, the main idea of each paragraph and the keyword in each paragraph with the teacher's guidance. After completing the diagram, students independently make a summary of an explanatory text with the help of diagram they have discussed with their group mates.

In fact, scaffolding learning method has been integrated in the theme book in the curriculum of 2013. However, teachers have not implemented this method in maximum. The most commonly used method by teachers in explanatory text writing lesson is simply giving the student instruction to find the core reading of the text or the main idea of the text. In addition, in summarizing an explanatory text, students tend to use the similar words as in the original text because at the time of summarizing the teacher does not take back the text that has been read. Therefore, students are easier in summarizing the text, but it makes them less able to develop their creative thinking.

The next effort is to build students' reading interest through literacy activities. Writing and reading as a communication activity is like two sides of a coin that complement each other. Reading habits will broaden the horizons of knowledge and insight. Extensive knowledge and insight will be the basis of writing activities (Slamet, 2014). The literacy activities that have been carried out in public elementary schools of Sragen include reading books for 15 minutes before the lesson begins, making reading spots in the classroom, making a summary of the reading books that have been read for one week. Furthermore, in addition to efforts of developing students' creative thinking skills is to teach students the skills of literacy that helps students find appropriate information effectively and efficiently from any sources, such as how to find books in the library by using card catalog, how to use the internet wisely as a source of information for elementary school students.

Reading and writing activities are closely related to students' information literacy that affects the quality of students' writing, in accordance with the research conducted by Shao and Purpur, (2016) showing that information literacy skills are positively correlated with students' writing scores and final assignment scores. Similarly, Pinto, Doucet and Ramos, (2008) suggest that summarizing is a core skill in information literacy. Successful summarization requires skills in five areas: ie reading and understanding, analyzing and interpreting, synthesizing, organizing and representation, and writing. Therefore, literacy activities are expected to develop students' creative thinking skills.

From those agreed efforts, it is expected that learners really able to develop and apply the ability to think creatively when answering questions in the process of learning or repetition so as to produce interesting answers, varied and detailed details.

CONCLUSION AND SUGGESTION

Based on the results of data analysis and discussion, it can be concluded that the creative thinking ability of learners in Sragen on learning to summarize the explanatory texts still needs to be improved because it belongs to medium category. It is seen from the value obtained by the fifth graders in Sragen on writing summary test of explanatory texts assessed by using the indicator of creative thinking ability. Students that belongs to the very high category are 6 students or 6.1%; students that belongs to high category are 38 or 38.8%; students that belongs to medium category are 40 students or 40.8%; students that belongs to low category are 12 students or 12, 2%; and students that belongs to very low category are 2 students or 2.0%.

The results of analysis per indicator of creative thinking ability in writing explanatory texts show the highest value of creative thinking ability obtained by the original thinking indicator with the percentage of 79%, while the lowest value is the elaborative indicators with the percentage of 63%. In addition, well thinking indicator is 70% or equal to 69 students that have been able to meet the indicator in summarizing explanatory texts, while the remaining 30% or equal to 29 students are still not able to meet the indicator of fluency thinking in summarizing explanatory text.

The constraints faced in creative thinking ability are the use of improper learning models, teachers' focus on developing students' cognitive abilities rather than creative thinking skills, inadequate facilities and lack of utilization of the surrounding environment as a source of learning. Efforts undertaken to improve the ability of creative thinking in text writing learning is to use the right method of learning such as scaffolding and building interest in reading students through literacy activities.

Based on the results of the study, it is suggested that teachers should not only focus students on cognitive abilities such as requiring students to understand the lesson by getting high values in each subject taught, but also they must understand how to develop students' creative thinking skills, understand the indicators of creative thinking especially low-level indicators of creative thinking such as flexible thinking indicator and elaborative thinking. Teachers can develop students' flexible thinking skills by training students in writing in accordance with the

text structure, familiarize students to construct good sentences and familiarize students to develop writing in accordance with the basic idea of writing. Meanwhile, to develop the elaborative thinking ability of the teacher can provide students opportunities when learning in the classroom to express their opinions, so that students are accustomed to give their opinions through writing.

Teachers can develop students' creative thinking skills in learning to summarize explanatory text by using the right learning method such as scaffolding. In addition, to develop students' creative thinking skills, teachers can develop literacy activities in primary schools.

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