

STUDENTS' CREATIVE THINKING COMPETENCIES IN WRITING DESCRIPTIVE TEXTS IN THE DESCRIPTIVE STRUCTURE OF THE SECTION

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Abstrak

Siswa diharuskan untuk memiliki kompetensi berpikir kreatif untuk menghadapi tantangan di abad 21. Berpikir kreatif menjadi kemampuan yang berperan penting dalam abad 21 karena membantu siswa memperoleh solusi dengan inovasi baru. Dalam bahasa Indonesia, kompetensi berpikir kreatif ini dapat digunakan untuk menulis teks deskripsi. Tujuan penelitian ini, yaitu untuk menganalisis kompetensi berpikir kreatif yang digunakan oleh siswa kelas IX SMP Batik PK Surakarta dalam menulis teks deskripsi yang berfokus pada struktur deskripsi bagian. Pendekatan kualitatif dimanfaatkan dalam penelitian ini. Metode penelitiannya, metode deskriptif kualitatif. Teknik dokumen dan teknik close reading menjadi teknik pengumpulan data penelitian ini. Teknik analisis isi dipilih menjadi teknik analisis data penelitian ini. Hasil penelitian menunjukkan bahwa 18,18% siswa memiliki kompetensi berpikir kreatif tingkat sedang dan 81,82% siswa memiliki kompetensi berpikir kreatif tingkat tinggi. Dari hasil tersebut dapat dinyatakan bahwa rata-rata siswa kelas IX SMP Batik PK Surakarta memiliki kompetensi berpikir kreatif tingkat tinggi. Hasil penelitian ini memberi implikasi teoretis terhadap kajian mengenai keterampilan menulis dan menunjukkan bahwa terdapat peran kompetensi berpikir kreatif dalam penyusunan teks deskripsi siswa. Hasil penelitian ini dapat memberi manfaat kepada berbagai pihak, seperti guru, siswa dan sekolah. Penelitian ini membuka peluang penelitian selanjutnya untuk melanjutkan hubungan kompetensi berpikir kreatif dengan keterampilan menulis teks lainnya.

Kata Kunci: berpikir kreatif, kompetensi, teks deskripsi, siswa

Abstract

Students are required to have creative thinking competencies to face challenges in the 21st century. Creative thinking is an ability that plays an important role in the 21st century because it helps students find solutions with new innovations. In Indonesian, this creative thinking competency can be used to write descriptive texts. The purpose of this study is to analyze the creative thinking competencies used by ninth-grade students of SMP Batik PK Surakarta in writing descriptive texts that focus on the structure of the description section. A qualitative approach is used in this study. The research method is a qualitative descriptive method. Document techniques and close reading techniques are the data collection techniques for this study. Content analysis techniques are chosen as the data analysis technique for this study. The results of the study show that 18.18% of students have moderate creative thinking competencies and 81.82% of students have high creative thinking competencies. From these results, it can be stated that the average ninth-grade students of SMP Batik PK Surakarta have high creative thinking competencies. The results of this study provide theoretical implications for the study of writing skills and show that there is a role of creative thinking competencies in compiling students' descriptive texts. The results of this study can be beneficial to various parties, such as teachers, students and schools. This research opens up opportunities for further research to continue the relationship between creative thinking competencies and other text writing skills.

Keywords: creative thinking, competencies, descriptive text, students

1. INTRODUCTION

Humans need competence to solve problems. The ability to do something using knowledge and skills is called competence. In Indonesian education, students are required to have competence to face the challenges of the 21st century (Taufiqurrahman, 2023). According to Arsanti et al. (2021), the competencies needed in the 21st century include creative thinking, communication, collaboration, and critical thinking. Creative thinking is a core competency in the 21st century.

Creative thinking is a crucial skill in the 21st century because it helps students find solutions with new, more effective innovations. Creative thinking is the human ability to create new innovations based on previous innovations. Sidabutar (2021) argues that creative thinking is the human ability to create new creations that are more innovative than existing ones.

A person is said to possess creative thinking competencies if they meet several indicators. According to Munandar (2012), creative thinking has several indicators, such as flexible thinking, fluent thinking, original thinking, and collaborative skills. Creative thinking competencies are important for students at all levels, including junior high school.

In Indonesian language learning, this competency is essential for improving students' language skills. One such skill is writing. Writing is the ability to develop and express ideas in written form. Sukirman (2020) argues that writing relies on the ability to process language to express ideas and concepts.

In Indonesian language learning, students are required to express their ideas in written form, specifically descriptive text. Descriptive text is a text that provides a more detailed explanation of an object. Nita (2021) states that writing that provides a detailed explanation of an object, place, or other object so that the reader can visualize the topic is called descriptive text. The

core structure of descriptive text is identification and description of the parts. The main focus of this study is the description of the parts. Ekasari (2020) argues that the description of the parts contains a detailed explanation of the object.

Students utilize creative thinking competencies in writing descriptive texts. This creative thinking competency is assessed by the extent to which students meet the creative thinking competency indicators in writing descriptive texts within the descriptive section structure. This indicator was developed based on the creative thinking competency indicators according to Munandar (2012) and combined with the descriptive text indicators within the descriptive section structure.

This combination produces a new indicator: the creative thinking competency indicator in writing descriptive texts within the descriptive section structure. The purpose of this study was to analyze ninth-grade students' creative thinking competencies in writing descriptive texts within the descriptive section structure and to map their creative thinking concepts.

Research by Nurjanah & Suchyadi (2020), Qulub & Renhoat (2020), Putra et al. (2022), Permata Sari et al. (2023), Harefa et al. (2023), Irawan et al. (2023), Muliarsi (2021), Wiranto et al. (2021), Siamaremare et al. (2023), Masani (2021), and Simanjuntak et al. (2023) analyzed the influence of media on students' descriptive writing skills. Research by Fachruddin et al. (2023), Wipradharma et al. (2023), Fachruddin et al. (2023), and Prasetya et al. (2023) who analyzed language texts.

Research by Ningsih (2021), Dewi & Yuniani (2020), Iskandar et al. (2021), Hariati (2023), Afrilia & Siagian (2024), and Hendrisman (2020) analyzed the effect of applying methods on students' descriptive text writing outcomes. Research by Hastutik et al. (2022), Masani (2021), Saepuloh (2021), Chasanah (2024), and Jaya (2021) analyzed the improvement of students' skills through specific efforts.

The similarities between these studies are that they both examine students' competencies in writing descriptive texts in greater depth. The difference is that this study examines the extent to which students' creative thinking competencies can be applied to writing descriptive texts, specifically the structure of the descriptive section. These creative thinking competencies are assessed using several predetermined indicators, which can be seen in the structure of the descriptive section.

2. METHOD

The research method chosen was descriptive qualitative. According to Ibrahim (2015), descriptive qualitative is a method that aims to clearly and factually describe and explain the object being analyzed. This approach chose a qualitative approach. The data collection technique chosen in this study was document study combined with close reading techniques.

A total of 22 students were the subjects of this study. Assessment was based on students' fulfillment of creative thinking competency indicators in writing descriptive texts. The data

analysis technique chosen in this study was a content analysis model. The research data consisted of 22 descriptive texts written by ninth-grade students of SMP Batik PK Surakarta in the odd semester of the 2024/2025 academic year.

3. RESULTS AND DISCUSSION

Competence is the ability used by someone to solve problems. According to Munandar (2012), creative thinking has several indicators, such as flexible thinking, fluent thinking, original thinking, and elaboration skills. This is seen from the indicators of creative thinking competency and descriptive text indicators, especially the structure of section descriptions.

There are seven indicators of students' creative thinking competency in writing descriptive texts, including the ability to introduce new terms related to the object described in the sentence (K1), the ability to avoid repetition (K2), organize systematically (K3), describe objects involving the five senses (K4), use easy-to-understand language (K5), describe objects in detail and depth (K6), and describe objects according to the theme (K7).

Table 1. Mapping of Students' Creative Thinking Competencies

Number	Creative Thinking Competency Levels	Amount
1.	Moderate-Level	4
2.	High-Level	18

Table 2. Creative Thinking Competence of Grade IX Students in Writing Descriptive Texts in the Moderate-Level Descriptive Structure

Number	Title	K1	K2	K3	K4	K5	K6	K7
1.	Gadgets	—	—	√	√	√	√	√
2.	Elephant	—	—	√	√	√	√	√
3.	Bali	—	—	√	√	√	√	√
4.	Bus	—	—	√	√	√	√	√

Table 3. Creative Thinking Competence of Grade IX Students in Writing Descriptive Texts at a High-Level Descriptive Structure

Number	Title	K1	K2	K3	K4	K5	K6	K7
1.	Butterflies	√	√	√	√	√	√	√
2.	Sunflower	√	√	√	√	√	√	√
3.	Rafflesia	√	√	√	√	√	√	√
4.	Leopard	√	√	√	√	√	√	√
5.	Car	—	√	√	√	√	√	√
6.	Sea	√	—	√	√	√	√	√
7.	Serabi	—	√	√	√	√	√	√
8.	Traditional Indonesian Food	—	√	√	√	√	√	√
9.	Kecak Dance	—	√	√	√	√	√	√
10.	Robot	√	—	√	√	√	√	√
11.	Gemblong	—	√	√	√	√	√	√
12.	Zebra	—	√	√	√	√	√	√
13.	Cat	—	√	√	√	—	√	√
14.	Motorcycles	√	√	√	√	√	√	√
15.	Birds	—	√	√	√	√		√
16.	Lion	√	—	√	√	√	√	√
17.	Airplane	√	—	√	√	√	√	√
18.	My Family	—	√	√	√	√	√	√

Students are considered to have low-level creative thinking competency if they only meet 1-2 of the 7 criteria. Students who meet 4-5 of the 7 criteria are considered to have moderate-level creative thinking competency. Students who successfully meet 6-7 of the 7 criteria are classified as having high-level creative thinking competency. The following is an analysis of students' creative thinking competency in writing descriptive texts using the sectional description structure.

Moderate-Level Creative Thinking Competency

Students who are able to meet 4 to 5 of the 7 criteria are considered to have moderate-level

creative thinking competency. Four students were found to have moderate-level creative thinking competency in writing descriptive texts using the sectional description structure. The descriptive texts that demonstrate this competency are Gadget, Elephant, Bali, and Bus. A detailed explanation of the analysis is as follows.

Gadgets

The following are the results of the analysis of students' creative thinking competencies in the descriptive text entitled "Gadgets" in the descriptive structure section. 1) Students *have not used new terms* in the descriptive structure section. 2) Repetition *has not been avoided*. 3) The sentences are structured systematically. 4)

Students have involved the sense of sight by mentioning the visual impacts of gadget use. 5) The language used is easy for readers to understand. 6) The theme is developed by describing the object in detail regarding the positive and negative impacts of gadgets and the price variations of gadgets. 7) The explanation presented is appropriate to the theme. Students are able to fulfill 5 of the 7 indicators of creative thinking competency, thus students have a moderate level of creative thinking competency.

Elephant

The following is the analysis of students' creative thinking competencies in the descriptive text entitled "Elephant." 1) *No new* terms have been found. 2) Repetition has *not been avoided*. 3) The sentences are structured *systematically*. 4) The object has been described using visual cues by mentioning the size and shape of elephant tusks. 5) The language used is simple and easy for readers to understand. 6) Develop the theme by explaining in detail the size and shape of elephant tusks, how elephants live, elephant memory, elephant care, the important role of elephants in the ecosystem, and elephant habitat. 7) Explanation of objects according to the theme. The indicators achieved were 5 out of 7 indicators so that students are classified as having moderate creative thinking competency.

Bali

The descriptive text entitled "Bali" demonstrates the following creative thinking competencies: 1) *No new* terms have been used. 2) Repetition *has not been avoided*. 3) Sentences are structured systematically. 4) The presentation engages the sense of sight by mentioning impressions of the sunset and the beauty of Bali's beaches. 5) The presentation uses understandable language. 6) The presentation develops the theme by describing Bali in detail, such as the impression of hearing the Balinese language, the beauty of Bali, sunsets, beaches, Balinese

religion, and the friendliness of the Balinese people. 7) The student has met 5 of the 7 indicators, thus demonstrating moderate creative thinking competency.

Bus

The analysis of the descriptive text entitled "Bus" demonstrates the student's creative thinking competency: 1) *No other* terms related to the object have been used. 2) The student is able to avoid new terms. 3) Sentences are structured systematically. 4) The presentation *does not involve the five human senses*. 5) The presentation uses simple and easy-to-understand language. 6) The theme is developed by explaining the objects in detail, such as the names of chassis, car body names, and bus company names. 7) The presentation of the objects is in accordance with the theme. Students have fulfilled 5 of the 7 indicators so that students have moderate creative thinking competencies.

High-Level Creative Thinking Competence

Students can be considered to possess high-level creative thinking competency if they can meet 6-7 indicators. Some descriptive texts demonstrating high-level creative thinking competency include: *Butterflies, Sunflowers, Rafflesia, Leopards, Cars, the Sea, Pancakes, Traditional Indonesian Food, Kecak Dance, Robots, Gemblong, Zebras, Cats, Motorcycles, Birds, Lions, Airplanes, and My Family*. The results of the descriptive text analysis of students' creative thinking competency are as follows.

Butterflies

The descriptive text entitled "Butterflies" demonstrates the following students' creative thinking competencies. 1) Another term related to the object has been identified, namely metamorphosis. 2) Able to avoid repetition by using object pronouns. 3) Uses systematically structured sentences. 4) Able to describe objects using the sense of sight by describing the

activities of butterflies. 5) Uses language that is easy to understand. 6) Able to develop the theme in detail by explaining in detail the sequence of butterfly metamorphosis, types of butterflies, butterfly food, and the benefits of butterflies. 7) Presentation of objects according to the theme. Fulfilling 7 out of 7 indicators categorizes students as having high-level creative thinking competencies.

Sunflower

The descriptive text titled "*Sunflower*" demonstrates the following creative thinking competencies possessed by the students. 1) Uses other terms related to the object, namely asteracea. 2) Able to avoid repetition. 3) Sentences are structured systematically. 4) Engages the sense of sight by mentioning the physical characteristics of sunflowers. 5) The language used is easy to understand. 6) Able to develop the theme by explaining the physical characteristics of sunflowers, symbols, benefits, and growing season. 7) The description of the object is appropriate to the theme. In conclusion, the students have met 7 of the 7 indicators, thus demonstrating higher-order thinking competencies.

Rafflesia

The following are the results of the analysis of students' creative thinking competencies in the descriptive text titled "*Rafflesia*". 1) Uses other terms related to the object described, namely Rafflesiaceae. 2) Students are able to avoid repetition. 3) Sentences are structured systematically. 4) The object engages the sense of smell by mentioning the scent of the *Rafflesia* flower. 5) Uses simple language for easy understanding. 6) The theme is developed by providing more detailed information about *Rafflesia*, namely where the *Rafflesia* flower grows, the smell it produces, the place where this flower first appeared, the length of time the *Rafflesia* lives, and the origin of the name

Rafflesia flower. 7) The presentation is in accordance with the theme. Fulfillment of 7 of the 7 indicators makes students have a high level of creative thinking competence.

Leopard

The following are the results of the analysis of students' creative thinking competencies in the descriptive text entitled "*Leopard*." 1) The term *Panthera Pardus Melas* was found, thus using new terms related to the object. 2) The student was able to avoid new terms. 3) The sentence structure was systematic. 4) The presentation involved the sense of sight by mentioning fur color. 5) The language used was easy to understand. 6) The student developed a theme by explaining the color of the leopard's fur, its habitat, and its subspecies. 7) The student described the object according to the theme. The student is classified as having a high level of creative thinking competency because he was able to meet 7 of the 7 indicators.

Car

The following are the results of the analysis of students' creative thinking competencies in the descriptive text entitled "*Car*." 1) New terms *were not used in the descriptive text*. 2) The student was able to avoid repetition. 3) The student was able to write sentences systematically. 4) The student used the sense of sight by describing the components of a car. 5) The student used language that was easy to understand. 6) The theme was successfully developed by explaining the object in more detail, such as car safety features, components found in the car, the functions of available features, various fuel options, reasons for the popularity of electric cars, and the important role of cars in everyday life. 7) The student's presentation was in accordance with the theme. Students have fulfilled 6 of the 7 indicators so that students have a high level of creative thinking competence.

Sea

The analysis of the descriptive text entitled "Sea" demonstrates students' creative thinking competencies. 1) Other terms related to the object, namely tides, have been identified. 2) Students *have not yet been able to avoid repetition*. 3) Sentences are structured systematically. 4) Students are able to describe the object in detail, involving the sense of sight by mentioning the size of the sea and the sense of taste by describing the taste of seawater. 5) The language is easily understood by readers. 6) Students are able to develop the theme in detail by explaining variations in salt content in the sea, the causes of sea level movements, the occurrence of tides, and animals that live in the sea. 7) The explanation is appropriate to the chosen theme. The student meets 6 of the 7 indicators, thus demonstrating higher-order thinking competencies.

Serabi

The following are the results of the analysis of students' creative thinking competencies in the descriptive text entitled "Serabi." 1) *No new terms have been identified* in the structure. 2) Students are able to avoid repetition. 3) Sentences are structured systematically. 4) The explanation of the object involves the sense of taste as shown by the explanation of the taste of serabi. 5) The language is simple so that it is easy for readers to understand. 6) The theme has been developed in detail by explaining the taste variants, serving serabi, the origin of the taste, how to maintain the authenticity of serabi, and serabi which is a culinary symbol in Indonesia. 7) Students describe objects according to the theme. 6 of the 7 indicators have been achieved so that students are included in having high-level creative thinking competencies.

Traditional Indonesian Food

The analysis of the descriptive text entitled "Traditional Indonesian Food" demonstrates students' creative thinking competencies, as explained below. 1) *No new terms were found*. 2) Students were able to avoid repetition. 3) Sentences were structured systematically. 4) Students were able to describe objects using the senses of taste, describing the flavors of Indonesian food. 5) Students used easily understandable language. 6) Students developed themes by detailing the characteristics and benefits of spices in Indonesian food, including ingredients, characteristics, and examples. 7) Explanations related to the objects were aligned with the theme. The results indicate that students met 6 of the 7 indicators, thus demonstrating a high level of creative thinking competency.

Kecak Dance

The analysis of the descriptive text entitled "Kecak Dance" showed the following results: 1) *No new terms were used related to the objects*. 2) Students were able to avoid repetition. 3) Sentences were structured systematically. 4) The description of the objects aligned with the sense of sight, describing the experience of watching a Kecak dance performance. 5) Able to use language that is easily understood by readers. 6) Students have developed the theme by explaining the performance location, the reasons for choosing the location, their impressions from watching the Kecak dance, the reasons why Kecak dance is a complex art, and the benefits of Kecak dance. 7) Students have described objects according to the theme. Students have a high level of creative thinking competence because they have fulfilled 6 of the 7 indicators.

Robot

The following are the results of the analysis of students' creative thinking competencies in the descriptive text entitled "Robot." 1) New terms

related to the object, namely Humanoid Robot, have been used. 2) *Unable to avoid repetition*. 3) Sentences are structured systematically. 4) Able to describe the object using the sense of sight by completely mentioning the robot's shape. 5) The language used is easy for readers to understand. 6) The theme has been developed by explaining the robot in detail, such as its appearance and shape, its artificial intelligence system, and its benefits. 7) The description of the object is appropriate to the theme. The student has met 6 of the 7 indicators, indicating a high level of creative thinking competency.

Gemblong

The analysis of students' creative thinking competencies in the descriptive text entitled "Gemblong" shows the following results: 1) *New terms have not been used*. 2) Able to avoid repetition effectively. 3) Sentences are structured systematically. 4) The description of the object involves the sense of sight by mentioning the shape of the gemblong. 5) Simple language makes the text easy for readers to understand. 6) Students are able to develop the theme by explaining how to make gemblong, the shape of gemblong, and the outer layer of gemblong. 7) The presentation is in accordance with the chosen theme. The indicator achieved is 6 so that students can be categorized as having high-level creative thinking competencies.

Zebra

The following are the results of the analysis of students' creative thinking competencies in the descriptive text entitled "Zebra." 1) New terms related to the object *have not been found* in the structure. 2) Repetition has been avoided. 3) Sentences are structured systematically. 4) The object is described using visual cues by mentioning the zebra's color. 5) Easy-to-understand language is used. 6) The theme is developed by providing detailed information about the object, such as the zebra's habitat, its

diet, how zebras communicate, how zebras live in groups, its characteristics, and its role in the ecosystem. 7) The description of the object is consistent with the theme. The results indicate that the student has met 6 of the 7 indicators, thus demonstrating a high level of creative thinking competency.

Cat

The analysis of the descriptive text entitled "Cat" demonstrates students' creative thinking competencies. 1) *No new terms related to the object have been found*. 2) Repetition has been avoided. 3) Sentences are structured systematically. 4) The object is described using visual cues by mentioning the cat's physical characteristics. 5) Easy-to-understand language is used. 6) The theme has been developed by explaining cat breeds, characteristics, and interesting facts about cats. 7) The description of the objects is appropriate to the theme. Fulfilling 6 out of 7 indicators categorizes the student as having high-level creative thinking competency.

Motorcycles

The analysis of the descriptive text entitled "Motorcycles" showed the following results. 1) *No new terms were found*. 2) Students were able to avoid repetition. 3) Students were able to structure sentences systematically. 4) The description of the object involved the sense of sight by explaining the shape of the motorcycle. 5) The language used was easy to understand. 6) Students were able to develop the theme by explaining the shape of the motorcycle in detail, its advantages, and its benefits. 7) The description of the object was appropriate to the theme. Students demonstrated a high level of creative thinking competence because they successfully met 6 of the 7 indicators.

Birds

The following are the results of the analysis of students' creative thinking competence in the

descriptive text entitled "*Birds*." 1) *No new terms were used*. 2) Students were able to avoid repetition. 3) Students structured sentences systematically. 4) Students were able to involve the sense of sight by describing the color of feathers. In addition, they also involved the sense of sight by describing the sounds of birds. 5) Students were able to use language that is easily understood by readers. 6) The theme has been developed by providing detailed information about birds, such as bird behavior, bird species, bird benefits for humans, bird attractions, bird colors, and the number of bird species. 7) The students' presentations are in accordance with the theme. The results show that students meet 6 of the 7 indicators, thus being said to have a high level of creative thinking competence.

Lion

Analysis of the descriptive text entitled "*Lion*" shows the following results. 1) The student uses new terms related to the object. 2) *Repetition is not avoided*. 3) The student structures sentences systematically. 4) The student engages the sense of sight by mentioning the lion's color. 5) The student uses simple sentences for easy understanding. 6) The student develops the theme by describing the object in detail, such as the definition of a lion, its size and appearance, its characteristics, its subspecies, and its weaknesses. 7) The explanation aligns with the theme. The student has met 6 of the 7 indicators, demonstrating a high level of creative thinking competence.

Airplane

The following are the results of the analysis of students' creative thinking competence in the descriptive text entitled "*Airplane*." 1) The student uses other terms related to the object. 2) *The student is unable to avoid repetition*. 3) The words are well-structured, resulting in systematic sentences. 4) The description aligns with the sense of sight by stating that airplanes are

frequently encountered. 5) The language used is easily understood by the reader. 6) Students were able to develop the theme by providing general information about types of aircraft, the steps for aircraft to fly, and the names of aircraft with wings. 7) Students' presentations were appropriate to the theme. Students' creative thinking competencies were at a high level because they successfully met 6 of the 7 indicators.

My Family

An analysis of students' creative thinking competencies in the descriptive text entitled "*My Family*" showed the following results. 1) *No new terms were used*. 2) Repetition was avoided. 3) Words were structured well to form systematic sentences. 4) Students engaged their sense of hearing by mentioning that their younger sibling was fussy. 5) They used language that was easily understood by readers. 6) The theme was developed by providing detailed information about the nuclear family, what the family teaches, the family tree, family origins, the author's birthplace, the author's experience moving to Solo, and the author's family's routines during the holidays. 7) Students' explanations of the objects were in line with the theme. Students demonstrated high levels of creative thinking competency because they successfully met 6 of the 7 indicators.

DISCUSSION

Research that is in line with this research, such as research Nurjanah & Suchyadi (2020), Qulub & Renhoat (2020), Putra et al. (2022), Permata Sari et al. (2023), Harefa et al. (2023), Irawan et al. (2023), Muliasari (2021), Wiranto et al. (2021), Siamaremare et al. (2023), Masani (2021), and Simanjuntak et al. (2023) which is able to demonstrate the positive influence of media use in learning students' descriptive text writing skills. The study of descriptive text writing skills is a prominent similarity between

these two studies. A significant difference lies in previous studies that focused on the influence of media use, but did not assess creative thinking competencies that play a role in students' descriptive text writing skills.

Research by Fachruddin et al. (2023), Wipradharma et al. (2023), Fachruddin et al. (2023), and Prasetya et al. (2023) studies analyzing language texts are also relevant to this research. The study of language texts is a significant similarity between these studies. The difference is evident in that while these studies focus on language texts, this study attempts to focus on a single language text, namely descriptive text.

Research by Ningsih (2021), Dewi & Yuniani (2020), Iskandar et al. (2021), Hariati (2023), Afrilia & Siagian (2024), and Hendrisman (2020) which shows the influence of the application of the method on the results of students' descriptive text writing. Similarities were found in the study of the results of students' descriptive text writing. Previous research did not focus on thinking competencies, but focused on the influence of the implementation of the method identified as having a positive influence on the results of students' descriptive text writing.

Research by Hastutik et al. (2022), Masani (2021), Saepuloh (2021), Chasanah (2024), and Jaya (2021) which shows an increase in descriptive text writing skills through the use of certain efforts. The study of descriptive text writing skills is a prominent similarity between these studies. The focus of previous research, which examined efforts to improve writing skills, contrasts with the focus of this study, which seeks to examine creative thinking competencies that play a role in writing descriptive texts.

A significant difference lies in previous research that focused on examining the influence of media, methods, and learning models applied, student competency in writing descriptive texts, and analyzing Indonesian language texts. This study focuses on creative thinking competency

utilized in writing descriptive texts. This also makes this research novel, as research rarely examines creative thinking competency in writing texts in depth, particularly descriptive ones.

The results of this study can benefit various parties, such as teachers, students, and schools. This research is expected to be useful for future research. This study opens up opportunities for further research to further explore the relationship between creative thinking competency and other writing skills.

4. CONCLUSION

Students are required to have creative thinking competencies in the 21st century to face the challenges of modern development. Creative thinking competencies are useful in learning, especially in writing descriptive texts. There are 7 indicators of students' creative thinking competencies in writing descriptive texts in the descriptive structure section, namely students are able to describe objects in general, use unique and rarely used terms but in accordance with the description of the object being described, avoid repetition, write systematic sentences, explain objects according to the five senses, use language that is easy to understand, develop themes by providing detailed and in-depth information, and presentations according to the theme.

The results of the study showed that 18.18% of students had moderate creative thinking competencies and 81.82% of students had high creative thinking competencies. From these results, it can be stated that the average ninth grade students of SMP Batik PK Surakarta have high levels of creative thinking competencies. The results of this study provide theoretical implications for the study of writing skills and show that there is a role of creative thinking competencies in compiling students' descriptive texts. The results of this study can benefit various parties, such as teachers, students, and schools. This study opens up opportunities for further

research to continue the relationship between creative thinking competencies and other text writing skills.

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