



EVALUATION OF STUDENTS' CREATIVE THINKING SKILLS IN WRITING FANTASY TEXTS IN JUNIOR HIGH SCHOOL GRADE VII

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ABSTRACT

This study aims to assess students' creative thinking skills in writing fantasy texts in grade VII. Creative thinking is an important skill to create students' unique and innovative ideas. Fantasy text as the object of research because it provides freedom of exploration of imagination and ideas beyond the limits of reality, so it can measure students' creativity. The method used in this research is descriptive qualitative. Data were collected through document analysis of the results of fantasy text writing of seventh grade students. The assessment instrument applied refers to the indicators of creative thinking ability which includes fluency in generating many ideas, flexibility in generating various ideas, originality in creating unique ideas, and elaboration in describing ideas in detail. The research findings show that the creative thinking ability of seventh grade students in writing fantasy texts needs to be improved. The fluency and elaboration aspects are satisfactory, but the flexibility and originality aspects are still low. This shows that students tend to produce the same ideas and are less innovative. The implication of this study is the importance of developing writing learning strategies that focus more on stimulating the flexibility and originality aspects of creative thinking.

Keywords: Creative Thinking, Fantasy Text, Skill Evaluation, Writing.

INTRODUCTION

The ability to think creatively is one of the important skills that students must have in facing the challenges of the 21st century. In the context of Indonesian language learning, creative thinking is needed, especially in writing activities. One type of text that can develop and evaluate students' creativity is fantasy text. This text requires students to use their imagination, creativity, and ability to develop unique and original ideas. However, based on initial observations and the results of the preliminary study, students' ability to write fantasy texts is still relatively low. Many students had difficulties in developing a logical yet imaginative storyline, creating interesting characters and settings, and presenting creative conflicts and resolutions. This shows the need for an in-depth evaluation of students' creative thinking skills in writing fantasy texts, especially at the seventh-grade junior high school level. This evaluation is important not only to determine the extent of students' abilities, but also to be the basis for developing more effective learning strategies. By knowing the aspects of creative thinking that are still weak, teachers can design more focused and fun learning to foster students' creativity in writing. Therefore, this study aims to evaluate the creative thinking ability of grade VII junior high school students in writing fantasy texts, focusing on several creative thinking indicators.

Research on creative thinking skills in the context of language learning, especially in writing skills, has been widely conducted by previous researchers. In general, the results of these studies show that creative thinking skills have a significant role in improving the quality of student writing, especially in imaginative text types such as short stories, poetry, and fantasy texts.

Fantasy text is one type of narrative text that demands high imagination from the writer. This text offers freedom of thought and creativity, as it is not bound to reality. In fantasy texts, students are invited to create unusual worlds, characters and events, often involving magical, supernatural or futuristic elements. Therefore, the ability to think creatively determines the quality of fantasy text writing produced by students.

In reality, based on observations in the field and preliminary studies conducted, students' ability to write fantasy texts is still at a concerning level. Many students have difficulty developing ideas freely, producing monotonous stories, or even copying existing stories without creative adjustments. In addition, students' understanding of fantasy text structure, linguistic elements, and imaginative elements that characterize the text is still limited. This can reflect students' weak creative thinking skills, especially in the aspects of fluency, flexibility, originality, and elaboration, which are the main indicators of creative thinking according to Torrance.

One of the relevant studies was conducted by Fitrotin Nazidah (2023, who examined the effect of project-based learning on creative thinking skills in writing fiction stories in junior high school students. The results of her study showed that when students were given space to think freely, express imagination, and explore new ideas, their writing ability improved significantly, especially in the aspects of novelty of ideas and flexibility of story development. This shows the importance of the connection between the creative thinking process and the end result of imaginative writing.

Another study by Fall Padmi, (2017) examined the level of student creativity in writing narrative texts using a contextual approach. The findings in this study show that although some students have the potential for creativity, there are still many of them who have difficulty expressing ideas in a deep, structured and original manner. The lack of creative thinking exercises in writing lessons was cited as one of the main causes of weak development of ideas and details in students' writing.

In addition, research from Aryanti, Afandi, Wahyuni & Putra (2021) which specifically evaluates creative thinking skills based on Torrance indicators (fluency, flexibility, originality, and elaboration) shows that these skills can be measured through students' writing and provide a fairly accurate picture of how they think. This research strengthens the theoretical basis that students' writing, especially imaginative texts such as fantasy texts, can be used as an indicator to evaluate their level of creative thinking.

However, there are not many studies that specifically evaluate students' creative thinking skills in the context of writing fantasy texts, especially at the seventh grade junior high school level. The majority of studies tend to focus on other text types such as short stories, realistic narratives, or poetry. In fact, fantasy texts have unique characteristics that are very close to the creative thinking process because they require the creation of unusual worlds and logic. This is the gap that this study aims to fill.

By evaluating students' creative thinking ability through fantasy text writing, this research is expected to complement and expand the scope of previous studies, as well as offer new contributions in the development of creative evaluation models in writing learning. This research will also provide more specific insights into how creative thinking



can be elicited, enhanced, and analyzed through imaginative writing genres, as well as what are the challenges faced by students at the junior secondary education level.

Previous studies have shown that creative writing, such as fantasy text writing, contributes positively to improving students' divergent thinking skills. However, not many studies have specifically evaluated students' creative thinking skills from their fantasy text writing, especially at the junior high school level. In fact, junior high school, especially grade VII, is a very strategic stage of cognitive and affective development to foster creativity. At this age, students begin to have a more complex imagination, and the ability to express ideas in writing also begins to form more maturely.

Therefore, it is important to conduct research that evaluates the extent of students' creative thinking skills in writing fantasy texts. This evaluation is not only aimed at assessing the results of students' writing in general, but furthermore to examine in depth the creative thinking skills reflected in their writing. Thus, this research will provide a more comprehensive picture of the potential and challenges faced by students in developing creativity through writing.

The results of this study are expected to be material for reflection for teachers in designing writing learning strategies that are more effective and oriented towards developing student creativity. In addition, this research also supports efforts to implement the Merdeka Curriculum which emphasizes student-centered learning, fosters independence, and develops the Pancasila learner profile, one of which is creative character.

By evaluating students' creative thinking skills in writing fantasy texts, it is hoped that various important findings will be found, both in terms of student potential that can be further developed and in terms of difficulties or obstacles that need to be addressed pedagogically. This research is also expected to be the basis for the development of more innovative and contextual learning models, approaches, or media in learning writing in junior high school.

Although many studies have covered skill improvement and instrument development, few have specifically analyzed the components of creative thinking, e.g. fluency, originality, flexibility, elaboration reflected in fantasy texts of grade VII students. Similarly, many studies have used specific learning methods, but have not evaluated students' creative thinking outcomes with Torrance indicators in a structured manner.

METHOD

Type of Research

This study used a descriptive qualitative approach, with the aim of evaluating and describing students' creative thinking skills in writing fantasy texts. This approach was chosen because the research focused on an in-depth analysis of students' written work as well as the creative thinking process reflected in the writing.

Research Subjects

The subjects in this study were seventh grade students in one of the junior high schools in Babelan Bekasi, who had received material on fantasy texts in the Indonesian language subject. The number of subjects selected was 30 students, chosen purposively to represent various levels of academic ability.

Instruments and Data Collection Techniques

The main instruments in this study were the fantasy text writing assignment sheets given to students, as well as the creative thinking assessment rubric compiled based on indicators from Torrance (1974), namely:

- Fluency (fluency of ideas),
- Flexibility (flexibility in developing stories),
- Originality (uniqueness of ideas),
- Elaboration (development of story details).

In addition, supporting data were collected through observation, brief interviews with students and teachers, and documentation of student writing.

Data Analysis Technique

Data were analyzed qualitatively with the following steps:

- Data reduction: selecting parts of students' writing that reflect aspects of creative thinking.
- Categorization: grouping findings based on creative thinking indicators.
- Interpretation: analyzing the quality of students' writing based on the assessment rubric.
- Conclusion drawing: concluding the level of students' creative thinking ability in writing fantasy texts.

Data validity was obtained through triangulation of sources and techniques, namely comparing the results of writing, interview results, and classroom observations.

RESULTS AND DISCUSSION

Fluency in Writing Fantasy Texts refers to the ability of students to generate many ideas in writing. Based on the analysis of the fantasy texts of seventh grade students, most students are able to develop a story with a complete plot (beginning, middle, and end). However, the number of ideas generated is still limited to a simple and not too complex plot. This shows that although students have a basic story idea, they are still not optimal in exploring the various possibilities of the story. This condition is in line with Torrance's (1974) opinion, that fluency in creative thinking is not only shown by writing length, but also in the number of alternative ideas developed. Students tend to write one main plot without exploring additional conflicts.

Flexibility in Developing Story Elements relates to the ability to think from various points of view and use different approaches in story development. The results of the analysis show that some students have begun to show variations in the development of settings, characters, and conflicts. For example, there are students who use parallel world settings and non-traditional fantasy characters. However, some other students still used structures and characters that were similar to well-known fables or legends. This shows that their flexibility still needs to be improved, especially in creating fresh and different story elements.

Originality in Story Ideas is the most striking aspect of demonstrating creativity. The findings showed that only a small number of students were able to come up with ideas that were truly original and not influenced by popular stories. Some students created characters with unique characters and unusual settings, such as floating cities or imaginative creatures of their own creation. However, most students still copied themes from popular movies or stories such as superheroes or Harry Potter-style wizarding adventures, which shows that they were not yet completely free in creating new ideas.



This shows that although creativity exists, the influence of popular culture greatly affects the originality of students' work.

Elaboration in Developing Story Details includes the extent to which students are able to develop story details such as character descriptions, atmosphere, dialog, and conflict. Based on the writing results, students' elaboration is generally still limited. They often mention characters or settings without in-depth explanation. For example, a sentence like “in a dark forest” is not followed by a description of the atmosphere or its impact on the storyline. According to Paul and Elder (2010), creative thinking needs to be supported by critical thinking so that students not only have ideas, but can also organize and develop these ideas systematically. The lack of elaboration could be due to the lack of in-depth writing practice as well as vocabulary limitations and the learning model used.

The results of this evaluation show that students' creative thinking skills in writing fantasy texts are still at an intermediate level, with a dominant tendency towards fluency and little originality. This signals to teachers that more exploratory learning approaches are needed, such as mind mapping, free writing techniques, or visual/audio stimuli to activate students' imagination and alternative thinking.

CONCLUSION

Based on the evaluation of the creative thinking ability of seventh grade junior high school students in writing fantasy texts, it can be concluded that students' creative thinking ability is generally in the medium category. This is shown by the ability of most students in writing fantasy stories that have a basic structure (beginning, middle, and end), but have not fully demonstrated the exploration of complex ideas. Meanwhile, the fluency aspect is most dominant in students' writing. They are able to express ideas in the form of complete paragraphs, although their ideas are still limited and less varied. In addition, the flexibility aspect has been partly reflected in the variation of characters, settings, and plot, but it has not been consistent across students. Some students still tend to follow common and conventional story patterns. Meanwhile, the originality aspect has not been developed optimally. Many students still adapted ideas from popular movies or stories, thus showing less pure creativity from within themselves. Meanwhile, the elaboration aspect, which is the ability to detail and develop ideas in writing, is relatively low. Details of setting, atmosphere and characters were often written briefly and lacked imagination. Overall, these results show that learning to write fantasy texts in grade VII needs to be designed more challenging and creative in order to encourage the development of all four aspects of students' creative thinking in a balanced manner.

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