



EVALUATING STUDENTS CREATIVE THINKING ABILITY IN WRITING NEGOTIATION TEXTS: A STUDY OF TENTH GRADE HIGH SCHOOL STUDENTS

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ABSTRACT

This study evaluates the creative thinking ability of tenth grade high school students SMA class X in writing negotiation texts. This ability is crucial for generating original ideas and innovative solutions, demanding logical arguments, an understanding of perspectives, and mutual solutions. Using a qualitative descriptive approach, data were obtained through an analysis of negotiation texts. Aspects evaluated include fluency, flexibility, originality and elaboration of ideas. Results indicate that students creative thinking ability is generally sufficient, showing good fluency and flexibility, but requiring improvement in originality and idea elaboration. The implication is that creative thinking exercises need to be more integrated into the curriculum, especially in Negotiation Text material, to enhance effective and innovative communication.

Keywords: Creative Thinking, Writing, Negotiation Text, Tenth grade

INTRODUCTION

The increasingly dynamic and complex development of the world demands that every individual possesses thinking abilities that are not only critical but also creative. Creative thinking is the ability to view things from different perspectives, generate new ideas, and create innovative solutions to various problems faced. In the context of education, developing creative thinking skills is essential so that students do not merely become passive recipients of information but are also able to actively contribute to creating new knowledge and solutions relevant to the needs of the times. This aligns with the demands of the 21st-century curriculum, which places creativity as one of the main competencies students must have to compete and adapt in an era of globalization full of challenges and rapid changes.

Creative thinking also plays an important role in increasing students' motivation to learn. When students are given space to freely and innovatively express their ideas, the learning process becomes more meaningful and enjoyable. Moreover, creativity supports the formation of independent, innovative, and confident character—traits that are highly needed to face the uncertain and unpredictable challenges of future life. Therefore, integrating the development of creative thinking into every aspect of learning is an imperative that cannot be ignored to create a generation that is not only academically intelligent but also capable of innovating and adapting in various situations. Education that instills creativity values will help students become proactive, innovative individuals who can take initiative in facing various challenges. With creativity as their foundation, students will not only follow the flow but also create new opportunities and effective,

efficient solutions in various situations. They will be more confident in expressing original ideas, daring to try new approaches, and able to adapt to rapid changes in their environment.

Furthermore, creative thinking ability is closely related to language skills, especially in writing. Writing is one of the most important communication skills in the learning process because through writing, students can express ideas, thoughts, and arguments systematically and logically. However, effective writing requires not only mastery of technical aspects such as grammar and text structure but also creative thinking skills so that the resulting writing has originality, appeal, and strong persuasive power. Thus, developing creative thinking in writing becomes the key to producing written works that not only meet academic standards but also make meaningful contributions in real life. This ability enables students to construct logical arguments, develop new ideas, and convey messages clearly and attractively, making their writing more lively and meaningful.

In facing the digital era and rapidly evolving information, creative thinking becomes a primary asset for students to filter, analyze, and process information critically and innovatively. Education that nurtures creativity will prepare students to become reliable problem solvers, visionary innovators, and effective communicators in various fields of life. This is crucial considering that current global challenges demand not only intellectual intelligence but also the ability to adapt and innovate amid rapid and complex changes. Therefore, education must pay special attention to developing creative thinking as an integral part of the learning process so that students are ready to face global challenges with innovative and highly effective solutions. Hence, developing creative thinking is not only an academic necessity but also a strategic investment in shaping a future generation capable of competing globally and contributing positively to national and global progress.

The importance of creative thinking ability in writing negotiation texts not only impacts students' academic success but is also highly relevant to real life. In various social situations, creative negotiation skills are essential to resolve conflicts, reach agreements, and build harmonious relationships. Therefore, teaching negotiation texts should focus not only on mastering structure and language rules but also on developing students' creative thinking skills. However, in reality, many students still struggle to write negotiation texts creatively. Many tend to imitate given text examples or follow existing patterns without daring to develop new ideas.

According to Kosasih (2013), negotiation is a joint decision-making process among several parties with different interests; a way to establish decisions agreed upon by two or more parties to achieve satisfaction for all involved. This process requires effective communication, mutual understanding, and the ability to compromise to reach results beneficial to all parties. Negotiation is not merely a debate or exchange of demands but a constructive interaction to find common ground amid differing interests. Thus, negotiation becomes an important tool in resolving conflicts, building cooperation, and maintaining harmonious relationships among individuals or groups.

Meanwhile, according to Ahmad (2018), negotiation text is a form of social interaction that functions to reach an agreement among parties with different interests. This text not only contains arguments and offers but also reflects a strategic and persuasive communication process to convince the other party to agree with the proposal presented. In language learning contexts, understanding negotiation texts is very important because it trains students to master effective communication, construct logical



arguments, and develop critical and creative thinking skills. Thus, negotiation texts are not only academic material but also essential life skills in various social and professional situations, where the ability to dialogue, negotiate, and reach mutual agreements between two or more parties to obtain the best results is required.

Kosasih (2020) explains that the structure of negotiation texts consists of five main parts: orientation, request, fulfillment, offer, and agreement. Besides structure, mastery of linguistic rules in negotiation texts also greatly determines communication success. According to Kurniawan (2019), the use of persuasive language plays a role in convincing the other party, while declarative sentences are used to convey information clearly. Polite language is also necessary to maintain a conducive communication atmosphere and avoid conflict. Additionally, the use of personal pronouns such as “I,” “we,” and “you” helps clarify each party’s position in the negotiation. Direct speech adds authenticity by mimicking the other party’s utterances, while conditional sentences such as “if” and “if only” indicate the basis of arguments and clarify the consequences of decisions. The use of conjunctions like “but,” “because,” and “therefore” is very important to logically connect arguments and provide convincing reasons during the negotiation process.

In writing negotiation texts, students must be able to construct logical arguments, consider various perspectives, and offer mutually beneficial solutions. This process requires students to think innovatively and creatively to produce ideas that not only comply with language rules but are also effective in achieving negotiation goals. According to Guilford (1950), creative thinking consists of four main aspects: fluency, flexibility, originality, and elaboration. These aspects are highly relevant in the writing process, especially in writing negotiation texts that demand creativity.

One factor causing difficulties is the lack of deep and comprehensive evaluation of students’ creative thinking abilities in writing negotiation texts. Evaluations conducted so far tend to emphasize technical aspects such as grammar, structure, and content completeness without giving sufficient attention to originality, idea fluency, and creativity in argument construction. As a result, students are less motivated to develop new ideas because the assessments they receive do not optimally appreciate their creativity. Moreover, the lack of constructive feedback related to creativity makes it difficult for students to understand how to enhance their creative thinking skills. Therefore, evaluation needs to be designed more holistically and oriented toward creativity development, encouraging students to dare to innovate and develop original ideas in writing negotiation texts.

Evaluation should be designed not only to assess technical aspects but also to encourage students to think critically and creatively in constructing arguments and innovative solutions in negotiation texts. Thus, comprehensive evaluation can become a key driver in improving students’ abilities to write negotiation texts creatively and effectively. Evaluation focusing solely on technical aspects such as grammar, structure, and content completeness tends to limit students’ freedom to innovate and express original ideas. Therefore, it is important for educators to develop evaluation instruments that can measure and appreciate creativity, idea fluency, and students’ thinking flexibility in presenting logical and persuasive arguments. For example, assessment can include aspects of idea originality, ability to connect various perspectives, and courage to offer unconventional but contextually relevant solutions. With this holistic evaluation approach, students will be more motivated to hone their critical and creative thinking skills because they feel valued for their efforts and innovations in writing. Furthermore,

comprehensive evaluation can provide specific and in-depth constructive feedback, enabling students to understand strengths and weaknesses in their thinking and argumentation processes. This is crucial to encourage continuous improvement and more effective writing skill development.

Ultimately, improving the quality of evaluation not only impacts the ability to write negotiation texts but also contributes to enhancing the overall quality of Indonesian language learning. Students accustomed to thinking critically and creatively in academic contexts will be better prepared to face real-life challenges, where effective and innovative negotiation skills are highly needed in various social, professional, and personal aspects. Thus, properly designed evaluation can be one of the keys to educational success in shaping a generation that is not only linguistically competent but also possesses adaptive and innovative thinking skills to face the ever-changing dynamics of the world.

This study focuses on tenth-grade high school students as subjects because at this level, students begin to be introduced to various types of texts, including negotiation texts, which require a relatively high level of creative thinking. At this stage, students are not only required to understand the structure and language rules but also to be able to develop ideas originally and flexibly in real communication contexts. Through this study, it is expected to obtain a clear and in-depth picture of students' creative thinking abilities in writing negotiation texts, thereby providing appropriate and practical recommendations for improving the quality of Indonesian language learning in senior high schools.

Thus, the results of this study are expected to make a tangible contribution to the field of education, particularly in developing negotiation text writing instruction that is not only oriented toward technical aspects but also emphasizes student creativity as one of the main competencies of the 21st century. This is important so that students are not only able to write negotiation texts that co

nform to correct linguistic rules and structures but also able to produce original and innovative works, which will ultimately support their success in various aspects of life, both academic and social. Furthermore, creative thinking ability in writing is also expected to enhance students' competitiveness in an increasingly complex and dynamic era of globalization, where creativity becomes one of the key factors in facing future challenges. Therefore, this study is highly relevant to provide insights and empirical foundations for teachers, education practitioners, and researchers in developing effective and enjoyable learning strategies, thereby maximizing students' creative potential optimally.

METHOD

This study employs a qualitative descriptive approach aimed at describing and analyzing in depth the creative thinking abilities of tenth-grade high school students in writing negotiation texts. Mukhtar (2013) defines the qualitative descriptive research method as a method used by researchers to discover knowledge or theory by describing data naturally and systematically, usually in the form of words rather than numbers. According to Sugiyono (2010), qualitative research is a research method based on post-positivist philosophy, used to investigate objects in their natural conditions, where the researcher acts as the key instrument, data collection techniques are conducted through triangulation (combination), data analysis is inductive/qualitative, and the research results emphasize meaning rather than generalization. Thus, the qualitative descriptive research method is an appropriate approach to explore and understand phenomena deeply in a natural context without manipulation, focusing on the meaning and processes that occur.



This approach allows researchers to obtain a comprehensive picture of students' creative thinking abilities in writing negotiation texts through diverse data collection and systematic analysis oriented toward meaning interpretation rather than mere numbers or statistics. This aligns with the principles of qualitative research, which position the researcher as the primary instrument in examining social reality holistically and contextually.

The primary data were obtained through analysis of negotiation texts produced by students from Indonesian language learning assignments, complemented by observations of the learning process and brief interviews to explore students' understanding and creative thinking processes. The research instrument consisted of an analysis rubric referring to the aspects of creative thinking according to Guilford (1950), namely fluency, flexibility, originality and elaboration, while also accommodating technical aspects such as text structure and language rules. Data analysis was conducted qualitatively through stages of reduction, presentation, and conclusion drawing to understand the extent to which students' creativity is reflected in their written work and to identify challenges faced. Data validity was maintained through source triangulation techniques by comparing the results of text analysis, observations, and interviews, as well as member checking with several students to ensure the accuracy of interpretations.

By applying this methodology, the research is not only able to provide a comprehensive description of students' creative thinking abilities in writing negotiation texts but also reveal the cognitive and affective processes occurring during learning. The triangulation approach strengthens data credibility by integrating various sources of information, making the analysis results more valid and reliable. Additionally, the use of a structured analysis rubric facilitates the researcher in objectively and systematically assessing both creative and technical aspects of students' work. The interview and observation processes also provide additional insights into factors influencing students' creativity, such as motivation, writing strategies and obstacles they experience. Therefore, the results of this study are expected to offer concrete and practical recommendations for Indonesian language teachers in designing more effective and innovative learning strategies, thereby optimally enhancing students' creative thinking abilities. This is particularly important considering creativity is one of the key competencies in 21st-century learning that supports the holistic development of students' potential.

RESULTS AND DISCUSSION

This study reveals that the creative thinking ability of tenth-grade high school students in writing negotiation texts still shows significant limitations, especially in the aspects of flexibility, originality, and idea elaboration. These abilities are crucial for generating original ideas and innovative solutions, which require logical arguments, understanding various perspectives, and mutually beneficial solutions. From the analysis of the negotiation texts collected, it appears that most students can produce initial ideas with good fluency; however, these ideas tend to be simple and lack in-depth development. This indicates that although students do not have difficulty generating ideas, they still struggle to elaborate ideas in detail and systematically, resulting in arguments that are weak and unconvincing. These limitations suggest that students' creative thinking abilities are generally good in terms of fluency but need improvement in originality and idea development.

This condition is closely related to students' mastery of the negotiation text structure. Kosasih (2020) explains that the structure of negotiation texts consists of five main parts: orientation (an opening to introduce the topic), request (expression of desires or problems), fulfillment (response to the request), offer (proposed solutions or compromises), and agreement (final consensus). Although most students can follow this basic structure, content development in each part is still minimal and lacks variety. For example, in the offer and agreement sections, students often write formal and monotonous sentences without presenting innovative arguments or creative alternative solutions. This clearly shows limitations in the flexibility aspect of creative thinking, where students are not yet able to view problems from multiple perspectives and offer various alternative solutions in their negotiation texts. Flexibility, as one of the creative thinking aspects according to Guilford (1950), is the ability to see things from different viewpoints and generate new ideas. Students' inability to present varied ideas and solutions in their negotiation texts indicates that this flexibility aspect still needs improvement, which aligns with the findings that fluency and flexibility are good, but originality and idea development need enhancement.

Besides structure, mastery of linguistic rules in negotiation texts is also an important factor affecting students' creative thinking abilities. Mastery of linguistic rules is crucial for successful communication. Linguistic elements such as the use of persuasive language (e.g., word choice that can influence the interlocutor), declarative sentences (to convey information clearly and straightforwardly), direct speech (to authentically represent dialogue), conditional sentences (e.g., use of "if" or "suppose" to indicate consequences or conditions), conjunctions (such as "however," "therefore," "so" to logically connect ideas and arguments), and appropriate use of personal pronouns (e.g., "I," "we," "you" to clarify roles in communication) are elements that can strengthen the appeal and effectiveness of negotiation texts. According to Kurniawan (2019), persuasive language plays a role in convincing the other party, while declarative sentences are used to deliver information clearly. Polite language is also necessary to maintain a conducive communication atmosphere and avoid conflict. The use of personal pronouns like "I," "we," and "you" helps clarify each party's position in the negotiation. Direct speech adds authenticity by mimicking the other party's utterances, while conditional sentences such as "if" and "if only" indicate the basis of arguments and clarify the consequences of decisions. The use of conjunctions that logically link arguments and provide convincing reasons is very important during the negotiation process.

Evaluation results show that students still lack variety in using these linguistic rules. Many students use standard and rigid sentence patterns, making their writing less lively and less effective in persuading the other party. The use of conjunctions that logically connect arguments and conditional sentences showing cause-and-effect relationships is also rarely found optimally in students' texts. As a result, the negotiation texts produced are less convincing and do not reflect creative thinking ability in constructing logical and persuasive arguments. Effective writing requires not only mastery of technical aspects such as grammar and text structure but also creative thinking skills so that the writing has originality and high appeal.

Limitations in mastering structure and linguistic rules directly affect the originality and elaboration aspects of students' creative thinking. Students who have not mastered the text structure creatively tend to write rigid and less varied texts, while limited mastery of linguistic rules restricts their ability to develop arguments in detail and systematically. In other words, mastery of structure and linguistic rules is not only a



technical aspect but also an important foundation that determines the extent to which students can express their creativity in writing negotiation texts. Originality, as explained by Guilford (1950), is the ability to produce unique and unusual ideas. When students tend to imitate given text examples or follow existing patterns without daring to develop new ideas, their originality is hindered. Likewise, elaboration, or detailed idea development, cannot be optimally done if the structural and linguistic foundations are still weak.

This is reinforced by interviews with several students who expressed that they feel less confident to develop new ideas because they fear making mistakes or receiving low grades if their writing deviates from the provided examples. The lack of constructive feedback from teachers is also a hindering factor in developing students' creativity. The evaluation found that assessments so far have focused more on technical aspects such as grammar, text structure, linguistic rules, and content completeness without giving adequate attention to students' creativity. As a result, students are less motivated to innovate and develop original ideas in writing negotiation texts. This less holistic evaluation causes students' creativity to be underappreciated and difficult to develop. The lack of constructive feedback related to creativity makes it difficult for students to understand how to improve their creative thinking skills. Therefore, the evaluation of creative thinking ability must be designed comprehensively by including clear assessment criteria related to fluency, flexibility, originality, and idea elaboration. Evaluation should be designed not only to assess technical aspects but also to encourage students to think critically and creatively in constructing arguments and innovative solutions in negotiation texts. Thus, evaluation can become a major driver for students to dare to innovate and develop new ideas in their writing.

The importance of creative thinking ability in writing negotiation texts not only impacts students' academic success but is also highly relevant to real life, where creative negotiation skills are needed to resolve conflicts, reach agreements, and build harmonious relationships. The implications of this study emphasize the importance of a learning approach that not only emphasizes mastery of technical aspects but also develops students' creativity comprehensively. Teachers need to provide wider opportunities for students to explore various perspectives and use linguistic rules in a varied and persuasive manner. Learning methods such as discussions, brainstorming, and writing assignments that challenge creativity can improve students' creative thinking abilities. In addition, providing constructive feedback and consistent motivation is essential so that students feel confident and motivated to produce original and innovative works. This will ultimately improve the quality of Indonesian language learning, especially in the skill of writing negotiation texts, and prepare students to face real-life challenges better.

Overall, this study confirms that students' creative thinking ability in writing negotiation texts is strongly influenced by their mastery of the structure and linguistic rules of negotiation texts. Comprehensive evaluation and learning that emphasize the simultaneous development of creativity and linguistic mastery will improve the quality of students' writing. Thus, students will not only be able to write negotiation texts that conform to structure and rules but also produce original, innovative, and effective works in achieving communication goals in real-life negotiations. This aligns with the demands of the 21st-century curriculum, which places creativity as one of the main competencies students must possess.

Teachers do not only function as material providers and assessors but also as facilitators who encourage students to think critically and creatively in writing negotiation

texts. By assigning challenging tasks, such as writing negotiation texts on relevant and contextual topics, teachers can stimulate students' interest and motivation to explore various new ideas. Furthermore, implementing interactive learning techniques such as group discussions, negotiation simulations, and others can help students understand different perspectives and enrich their writing content. This will also build a deeper understanding of negotiation dynamics. Moreover, providing constructive and specific feedback related to creativity is necessary so students can recognize strengths and weaknesses in their written works. Feedback that focuses only on grammatical or structural errors without addressing creativity tends to make students feel that creativity is not a priority in assessment. Therefore, teachers must develop assessment rubrics that measure not only technical aspects but also creativity aspects such as idea fluency, thinking flexibility, idea originality, and argument elaboration. The research instrument consists of an analysis rubric referring to creative thinking aspects according to Guilford (1950), namely fluency, flexibility, originality, and elaboration, while also accommodating technical aspects such as text structure and linguistic rules. Thus, students will be encouraged to dare to innovate and develop original ideas without fear of negative assessment.

Creative thinking ability in writing negotiation texts must also be supported by providing varied and inspiring learning resources. Textbooks, diverse examples of negotiation texts, learning videos, and interactive digital media can be sources of ideas and references for students to broaden their horizons and creativity. The use of technology in learning, such as online writing platforms or digital discussion forums, can also provide space for students to collaborate and give feedback to each other, making the creative writing process dynamic and enjoyable.

Learning that emphasizes creative thinking in writing negotiation texts must be integrated continuously into learning activities. Creativity development cannot be achieved through just one or two activities but must be part of a routine and systematic learning process. Thus, students will become accustomed to thinking creatively, daring to take risks in writing, and able to produce works that not only meet academic standards but also have added value in terms of originality and innovation. This study targets tenth-grade high school students as subjects because at this level, students begin to be introduced to various types of texts, including negotiation texts, which require a relatively high level of creative thinking. Through this study, it is expected to obtain a clear picture of students' creative thinking abilities in writing negotiation texts, thereby providing appropriate recommendations for improving the quality of Indonesian language learning. The results of this study affirm that the evaluation of students' creative thinking abilities in writing negotiation texts must become a primary concern in Indonesian language learning at the high school level. By integrating deep mastery of structure and linguistic rules and providing space and support for creativity development, it is expected that the quality of students' negotiation text writing will improve significantly. This will not only support students' academic achievement but also prepare them to face communication and negotiation challenges in social and professional life in the future. Therefore, collaboration among teachers, students, and relevant parties is highly needed to create a conducive learning ecosystem for the optimal growth of creative thinking abilities. The implication is that creative thinking exercises need to be more integrated into the curriculum, especially in the Negotiation Text material, to enhance effective and innovative communication.



CONCLUSION

Based on the analysis and discussion presented, this study concludes that the creative thinking ability of tenth-grade high school students in writing negotiation texts still faces several significant challenges. Although students demonstrate fairly good fluency and flexibility in generating initial ideas and attempting to view various perspectives, their abilities in originality and elaboration (detailed idea development) still require substantial improvement. This is evident from students' tendency to produce negotiation texts with relatively standard ideas that are less innovative and insufficiently developed with deep arguments and varied alternative solutions. The negotiation texts produced tend to follow common patterns without distinctive creative touches, making them less convincing and less capable of achieving optimal agreements.

These limitations are fundamentally influenced by two main factors: mastery of the negotiation text structure and linguistic rules. While students generally understand and can apply the basic structure of negotiation texts, which includes orientation, request, fulfillment, offer, and agreement, content development in each section remains minimal. They struggle to fill these structures with strong arguments, convincing details, or proposals that are truly creative and mutually beneficial. Similarly, mastery of linguistic rules such as the use of persuasive language, declarative sentences, direct speech, conditional sentences, and conjunctions has not been applied variably or effectively. This results in negotiation texts that are less lively, rigid, and less able to convey messages persuasively and convincingly, ultimately hindering the emergence of original ideas and in-depth elaboration.

Another contributing factor to this condition is the evaluation practices applied. This study found that assessments often emphasize technical aspects such as grammar, text structure, and content completeness without giving adequate attention or clear criteria for assessing students' creativity. As a result, students are less motivated to innovate and develop original ideas in their writing. The lack of specific feedback regarding creativity also leaves students unclear about how to improve their creative thinking skills. A learning environment that does not support the exploration of new ideas—such as students' fears of making mistakes or receiving low grades if their writing “deviates” from examples—further exacerbates barriers to creativity development. Therefore, it is crucial to integrate creative thinking exercises into the Indonesian language curriculum, especially in the Negotiation Text material. Learning should be designed not only to teach the technical aspects of writing but also explicitly encourage students to think outside the box, generate unique ideas, and develop them comprehensively. The teacher's role as a facilitator who provides guidance, constructive feedback, and creates a conducive learning atmosphere for innovation is vital. The use of varied learning media such as videos and digital platforms also strongly supports a more engaging and effective learning process, stimulating students to think creatively and exploratively.

Comprehensive evaluation that explicitly includes creativity aspects—through clear assessment rubrics covering fluency, flexibility, originality, and elaboration—is essential to encourage students to dare to develop original ideas in writing negotiation texts. Ultimately, the simultaneous integration of mastery of structure, linguistic rules, and creative thinking development will significantly improve the quality of students' negotiation text writing. This will not only enhance students' academic achievement in Indonesian language subjects but also better prepare them to face communication and negotiation challenges in social and professional life in the future, where the ability to think creatively and innovatively is highly needed.

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