

CREATIVE THINKING SKILLS IN WRITING DESCRIPTION ESSAYS BASED ON LEARNING ANXIETY CLASS V MIN 2 PONOROGO

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ABSTRACT

Indonesian language subjects aim to improve students' ability to communicate, both orally and in writing. In Indonesian language learning at MIN 2 Ponorogo, the material for writing essays, students have difficulty in developing ideas. Their essays are still limited to repetitive sentence patterns. One of the factors is influenced by learning anxiety which is considered an obstacle to learning so that it interferes with cognitive function. This article is to describe the ability to think creatively in writing description essays based on low, moderate and severe learning anxiety. The approach used is descriptive qualitative, with informants 22 students and 1 Indonesian language teacher. Data were collected through observation, interviews, documentation and questionnaires with data collection procedures, data presentation and conclusion verification. Data validity using source triangulation technique. The results show that students with low learning anxiety, creative thinking at level 3. At this level, students can show the elements of fluency in writing an essay. They do not experience difficulties in writing description essays and there is an element of novelty. Students with moderate learning anxiety, their creative thinking is at level 2. Students can write fluently and there is an element of novelty. Students with severe learning anxiety, their creative thinking is at level 1. They write fluently, but the essay is not from their own thoughts..

Keywords: Writing Skill, Creative Thinking Skill, Description Essay, Learning Anxiety, Indonesia Language.

ABSTRAK

Mata pelajaran Bahasa Indonesia bertujuan meningkatkan kemampuan siswa dalam berkomunikasi, Good lisan maupun tulis. Pada pembelajaran Bahasa Indonesia di MIN 2 Ponorogo, materi menulis karangan, siswa mengalami kesulitan dalam mengembangkan ide. Karangannya masih terbatas pada pola kalimat yang berulang-ulang. Salah satu faktornya dipengaruhi oleh kecemasan belajar yang dianggap sebagai penghambat belajar sehingga mengganggu fungsi kognitif. Artikel ini untuk mendeskripsikan kemampuan berpikir kreatif dalam menulis karangan deskripsi berdasarkan kecemasan belajar rendah, sedang dan berat. Pendekatan yang digunakan adalah kualitatif deskriptif, dengan informan 22 siswa dan 1 guru bahasa Indonesia. Pengumpulan data diperoleh melalui observasi, wawancara, dokumentasi dan angket dengan prosedur pengumpulan data, penyajian data dan verifikasi kesimpulan. Keabsahan data dengan teknik triangulasi sumber. Hasil menunjukkan bahwa siswa dengan kecemasan belajar rendah, berpikir kreatifnya pada tingkat 3. Pada level ini, siswa dapat menunjukkan unsur kelancaran menulis karangan. Mereka tidak mengalami kesulitan dalam menulis karangan deskripsi dan ada unsur kebaruannya. Siswa dengan kecemasan belajar sedang, berpikir kreatifnya berada pada tingkat 2. Siswa dapat menulis secara lancar dan ada unsur kebaruannya. Siswa dengan kecemasan belajar berat, berpikir kreatifnya berada pada tingkat 1. Mereka mengarang dengan lancar, tetapi karangannya tidak dari pemikirannya sendiri.

Kata Kunci: Kemampuan Menulis, Kemampuan berpikir kreatif, karangan deskripsi, kecemasan belajar, Bahasa Indonesia.

Introduction

Humans are God's most perfect creation. Perfection is not only found in the construction of a very proportional body, but also given the gift of potential reason and mind. According to Wijaya (2010), philosophically, humans are perfect creatures that God sent down to earth with full beauty, both internal, external, spiritual and physical. In personality, in humans there are two types of personality, namely animal and divinity or perfection.

Animal personality is instinct and humans have instinct. Indicators of humans having instincts are eating, drinking, anger, sadness, and others. Humans who have a divine personality means that their nature and heart adjust to what God wants. So, he is able to use his mind to think towards perfection. Perfection in thinking is being able to utilize the potential of his mind to build good relationships with fellow humans, relationships with God, and relationships with the universe in managing and empowering in accordance with God's mandate. In essence, as long as humans live, they cannot be separated from thinking activities.

Thinking, which is the ability possessed by a person as the basis for carrying out all life activities. Thinking can also solve problems that a person faces. This thinking ability is only owned by humans. In the Big Indonesian Dictionary (KBBI), thinking is a person's action in using reason to consider or decide something. According to Abduh and the Head of the Education Assessment Center (2019), thinking is a mental activity that occurs when a person is faced with a situation or a problem that must be resolved. Mental activities or thinking activities that occur can vary in level depending on the situation or complexity of the problem at hand. A problem that can be faced with low-level thinking, for example understanding or remembering something. Problems that require higher levels of thinking such as analyzing and evaluating.

Fahrurozz (2022) suggests the definition of thinking from various experts. According to Gilmer, thinking is a problem-solving process and the process of using ideas or symbols instead of a physically visible activity. Furthermore, Dewey defines that thinking is (1) stream of consciousness, (2) imagination or awareness, (3) belief or believing. In a book entitled *Learning to Teach*, Arends (2008) states that thinking is the ability to analyze, criticize, and reach conclusions based on good inference or judgment. Meanwhile, according to Kartikasari (2021), thinking occurs in every human mental activity that functions to solve problems, make decisions, and seek understanding..

Furthermore, Neni (2021) states that the definition of creative is a power to create, or the ability to create something imaginative. Meanwhile, according to Sudarmanto et al. (2022) the word creative comes from the English word to create, which stands for the words combine, reverse, eliminate, alternative, twist, elaborate. Combine is combining or combination of one thing with other things. Reserve means to reverse some parts while eliminate means to eliminate some parts. Then,

alternative means the possibility to find another way to successfully achieve the goal and twist means to rotate or turn a thing with ties and elaborate means to detail or add to a thing. Based on this explanation, it can be concluded that creativity is a person's ability to produce new or unprecedented ideas. These ideas can be in the form of ideas and works, both new works and works from combinations. Creative thinking is generating ideas or expressing new ideas that are useful. Someone who thinks creatively usually often uses metaphors and analogies in their daily life and thinking patterns.

Creative thinking is closely related to the performance of the right side of the brain. Muhammad Alwi (2011) states that there are three requirements for creative thinking. First, the creativity that emerges is a new idea or one that is still rare. However, novelty alone cannot be said that someone is able to think creatively. Second, the creativity can solve problems realistically. Third, the creativity created is able to maintain original insight, assess and develop it as best as possible.

Munandar (2014) revealed that creativity is a person's ability to form something new, based on data or information that has previously been obtained, be it in the school, family, or community environment. According to Sidabutar (2002), creativity is the result of mental activity involving brain components. This creativity arises from mental activities that include aspects of knowledge and logical imagination. From this opinion, it can be concluded that creativity is a person's ability to create something new from the combination, both in the form of data and information previously obtained so that an idea or work is realized.

According to Yoswanto (2021), one of the works that requires creative thinking skills is writing. During the writing process, the brain will look for new ideas to be poured into writing. This will make someone who writes more creative because the right brain is always invited to think. Writing is an activity carried out by someone to pour what is felt or something that is thought in the form of written work so that it can be understood by other people or readers. The writing can be in the form of essays of description, persuasion, argumentation and narration.

According to Pratiwi (2015), an essay is one of the works in the form of writing which can be interpreted as a series of results of a person's thoughts or feelings that are poured in the form of regular writing. Saadi (2022) states that an essay is composed of a series of sentences that are interrelated, both in form and meaning. The linkage of forms in an essay will make interconnected sentences so as to form a unified theme, information, and ideas. This will be created if someone has motivation in writing. Someone who has motivation in writing will produce a good and creative work. According to Harisudin (2019), if student learning motivation increases, it will affect the improvement of students' creative thinking skills. Vice versa, if the motivation is low, students' ability to think creatively is also lacking. One of the factors that influence student learning motivation is anxiety..

Anxiety is a form of emotion related to fear of something. Anxiety with reasonable intensity will have a positive impact on a person, which can generate motivation in him. However, if the anxiety that is in a person has a high intensity, it will have a negative impact, which can interfere with his physical and psychological state. According to Sigmund Freud in Bertens (2016), anxiety is one of the components that plays an important role in a person's personality.

According to Astuti and Resminingsih (2010), anxiety can be experienced by anyone and anywhere, including students at school. Because anxiety is an invisible psychological process, it is difficult to identify whether a student has reasonable anxiety or not. To find out the level of anxiety in a student, it must be examined carefully, by exploring the symptoms, and the factors behind it.

In his book, Astuti (2010), every student has anxiety in facing the learning process. However, the way students deal with their anxiety is different, some can control their anxiety, some are reluctant to do or try something new. Excessive anxiety will have a negative impact on students, namely their performance in learning is not optimal. Negative anxiety can reduce students' motivation in learning, they will tend to run away from responsibility, avoiding the assigned tasks.

The results of Jamaris' research, as cited by Erdhita Oktrifianty (2021) show that students who have high learning anxiety have low learning outcomes when compared to students who have low learning anxiety. Duchesne also stated that anxiety will have an impact on student academic achievement. According to Harper & Daane, learning anxiety is caused by several things, including emphasis on the right answer and the right method, fear of making mistakes, feeling frustrated with the amount of time given to do the task, feeling stupid when not doing it, and not having confidence in one's own abilities. The results of research by Puji Rahayu, et al. in 2021 also show that the results of the creative thinking ability of fifth grade students of SDN Pondok Bahar 5, Tangerang City in writing essays still do not fully understand how to write narrative essays with correct creative thinking.

In fact, improving Indonesian language skills is always related to various needs that are in accordance with the situation and conditions of students, both oral and written needs. Being skilled in language means that students can be skilled in several aspects that exist in Indonesian language lessons, namely listening, speaking, reading and writing skills. Writing skills are one of the materials and areas of activity that play an important role that students can do in Indonesian language lessons in elementary schools. Writing is a difficult skill of the other four language skills, because writing requires involvement in the creative thinking process. Therefore, the results of research by Rahayu et al. in 2021 show that creative thinking in writing essays is needed so that students are considered to be skilled in writing, so that they can pour ideas into essays.

Based on the results of interviews with the fifth grade Indonesian language teacher at MIN 2 Ponorogo, Mr. Nur Cholis, S.Pd.I. conducted on January 23, 2021 at MIN 2 Ponorogo related to skills in writing essays, it is explained that the condition of students when participating in the Indonesian language learning process was very enthusiastic, but still needed special attention. Especially when learning to write essays, students still have difficulty in developing sentences. This is what makes them hesitate in writing essays. They often complain when told to write an essay. The results of their essays are also still limited, namely the sentence patterns are repetitive. This is because they are less accustomed to using Indonesian in daily communication, and their lack of understanding of the theme of the essay. Another factor that can influence, namely internal factors or factors that come from within students, is learning anxiety. Anxiety is considered as one of the inhibiting factors in learning that can interfere with the performance of one's cognitive functions, such as in concentrating, remembering, concept formation and problem solving.

At MIN 2 Ponorogo, the Indonesian language lesson that students are less fond of or interested in is writing. This can be seen when during Indonesian learning time, students look bored when they are told to write an essay, because they do not know what to write. This causes students to be less motivated in taking Indonesian lessons. In fact, the ability to write is very important. According to Yoswanto (2021), by writing, students can think creatively, because during the writing process, the brain will look for new ideas to be poured into writing. Through writing, one can communicate with their readers. This is because writing is an expression of one's thoughts that is conveyed so that others can know it. One of the factors that affect creative thinking ability is learning anxiety.

Therefore, this article reviews the ability to think creatively based on learning anxiety seen from the results of their written work in the form of essays with the aim of describing the ability to think creatively in writing descriptive essays for fifth grade students of MIN 2 Ponorogo based on low, medium, and high learning anxiety which is packaged in the research title "Creative Thinking Ability in Writing Descriptive Essays Based on Learning Anxiety of Fifth Grade Students of MIN 2 Ponorogo".

Research Method

Research type

The approach used in this research is a descriptive qualitative approach. With this approach, it is hoped that it can get an understanding of the environment around it, both the events it experiences and its human behavior. This approach is to understand the meaning of phenomena related to learning anxiety which is closely related to students' creative thinking skills in writing descriptive essays of fifth grade students of MIN 2 Ponorogo.

Location and Time of Research

The location used in this research is MIN 2 Ponorogo, which is located on Imam Muhyi street, Sambu, Lengkon, Sukorejo District, Ponorogo Regency. The reason the researcher conducted research at MIN 2 Ponorogo. The school is an interesting place to be researched, because the students in the school have different characteristics. In addition, this research location is easy to reach so as to facilitate the research process.

Aim and Subject of Research

The aim of this study is to explain students' creative thinking skills in writing descriptive essays based on low, medium and high levels of learning anxiety.

The subjects in this study were fifth grade students of MIN 2 Ponorogo, totaling 22 students.

Research procedure

This study uses data collection procedures with interview, observation, questionnaire and documentation techniques. First, interviews were conducted with the steps of preparing interview instruments, conducting interviews directly with fifth grade Indonesian language teachers and fifth grade students of MIN 2 Ponorogo, writing down the results of interviews.

Second, observations were made directly when students wrote essays. With the steps of preparing observation instruments, making direct observations when students write essays, and making observations of student essay results and writing down the results of observations.

Third, the questionnaire is used to determine the level of student anxiety. with the procedure of preparing a questionnaire to measure student anxiety, validating the questionnaire with a psychology lecturer, distributing validated questionnaires to students, and grouping the questionnaire results according to their anxiety level, then analyzing the questionnaire results.

Data and Instrument

Data according to Prastowo (2016), is information or information of facts used to be used as material for solving problems or material to reveal a symptom. This data is qualitative in the form of words about the creative thinking skills of fifth grade students of MIN 2 Ponorogo obtained from interviews, observations, and documentation. The data in this study were obtained directly from related parties, namely from Indonesian language teachers and fifth grade students of MIN 2 Ponorogo.

Data Collection and Data Analysis Techniques

The main step in research is data collection. Because, without data collection, the data obtained does not meet the specified standards. The data collection

techniques used in this research are observation, interview, questionnaire and documentation.

In order for the data to be understood by others, it is necessary to analyze the data. Data analysis is the process of systematically compiling data obtained from interviews, field notes and documentation. The data analysis stage according to Sugiyono (2018) is carried out by organizing data into categories, compiling into patterns, breaking down into units, synthesizing, compiling into patterns, selecting important things and making conclusions. The stages of analysis are as follows:

- a. Researchers collect data, which is the process of selecting, focusing, simplifying, summarizing, and transforming raw data. At this stage, the researcher collects the required data, namely data on the ability of fifth grade students at MIN 2 Ponorogo to think creatively when writing (description essay) and the level of student anxiety.
- b. Researchers display the data that has been obtained into a form to help draw conclusions. At this stage, researchers organize the data that has been collected systematically so that it is easy to understand.
- c. Researchers draw and verify conclusions, which is the process of concluding research results while verifying that these conclusions are supported by the data that has been collected and analyzed. At this stage, researchers look at the results of data reduction and still refer to the analysis objectives to be achieved.

Result

To obtain the necessary information, researchers have conducted interviews, observations, documentation and provided questionnaires to class V MIN 2 Ponorogo of 22 students. The data obtained, namely information about students' creative thinking skills, the results of students' description essays and students' learning anxiety levels. The following is the data obtained:

- a. Student anxiety data seen from the results of a questionnaire filled out by class V MIN 2 Ponorogo of 22 students are as follows.

Table 1.1 Student Anxiety Data

No.	Student Name	Total Score	Anxiety Level
1.	Abdul Sholeh Ghofur	29	Severe
2.	Aisyah In'am N.	40	Severe
3.	Ajeng Sagita Armadina	28	Severe
4.	Aqila Shafa Salsabila	28	Severe
5.	Azka Halimatul Husna	21	Moderate
6.	Dinda Ayu Nur Rohmah	20	Mild
7.	Faisal Hamdani	32	Severe
8.	Fatimatuz Zahra Asy S.	31	Severe

9.	Habibah Putri Widodo	23	Moderate
10.	Hafiz Rifqi Anaqi	30	Severe
11.	Kholifatur Rohmah	28	Severe
12.	Mohamad Ilham W.P	25	Moderate
13.	Muhammad Faiz Basyaif	29	Severe
14.	Muhammad Hafiz E.F	28	Severe
15.	Muhammad Khoirul A	17	Mild
16.	Muhammad Nizam Tsani	29	Severe
17.	Muhammad Syaifulloh	20	Mild
18.	Nadhif Magfiroh K.A	31	Severe
19.	Nauval Nizam Latif	24	Moderate
20.	Queennadira Azka F.	28	Severe
21.	Rivalda Naulia Putri	29	Severe
22.	Viorenza Yasmin C.N	28	Severe

Score Classification:

<14 : Not anxious

14-20 : Mild anxiety

21-27 : Moderate anxiety

28-41 : Severe anxiety

42-56 : Extreme anxiety

b. Data on the assessment of descriptive essays of fifth grade students of MIN 2 Ponorogo are as follows:

Table 1.2 Assessment Data of Descriptive Essay

No.	Name	Assessment Indicator					Total	Criteria
		1	2	3	4	5		
1.	Abdul Sholeh Ghofur	17	10	9	8	5	49	Insufficient
2.	Aisyah In'am N.	17	10	9	6	7	42	Insufficient
3.	Ajeng Sagita Armadina	17	10	7	6	10	50	Insufficient
4.	Aqila Shafa Salsabila	16	9	9	10	9	53	Insufficient
5.	Azka Halimatul Husna	22	14	15	7	8	66	Good Enough
6.	Dinda Ayu Nur Rohmah	26	16	15	10	10	77	Good
7.	Faisal Hamdani	16	9	9	6	6	46	Insufficient

8.	Fatimatuz Zahra Asy S.	18	10	11	6	7	52	Insufficient
9.	Habibah Putri Widodo	20	15	14	10	10	69	Good Enough
10.	Hafiz Rifqi Anaqi	17	11	10	7	8	53	Insufficient
11.	Kholifatur Rohmah	15	9	10	6	7	53	Insufficient
12.	Mohamad Ilham W.P	21	15	15	11	12	74	Good Enough
13.	Muhammad Faiz B.	17	10	10	8	7	52	Insufficient
14.	Muhammad Hafiz E.F	15	9	9	6	6	45	Insufficient
15.	Muhamad Khoirul A	28	17	14	13	10	82	Good
16.	Muhammad Nizam T.	16	9	9	6	7	47	Insufficient
17.	Muhammad Syaifulloh	26	15	15	11	10	77	Good
18.	Nadhif Magfiroh K.A	13	12	9	12	9	55	Insufficient
19.	Nauval Nizam Latif	23	14	15	7	8	67	Good Enough
20.	Queennadira Azka F.	17	10	10	7	7	51	Insufficient
21.	Rivalda Naulia Putri	17	10	10	8	10	55	Insufficient
22.	Viorenza Yasmin C.N	16	7	8	6	7	44	Insufficient

Kriteria Kualitas Penilaian Menulis Karangan Deskripsi:

No.	Interval	Predicate
1.	85-100	Vary good
2.	75-84	Good
3.	60-74	Enough
4.	40-59	Insufficient
5.	0-39	Bad

c. Results of Researcher Interview with Indonesian Language Teacher of MIN 2 Ponorogo

The following are the results of the researcher's interview with the fifth grade Indonesian language teacher of MIN 2 Ponorogo conducted on March 10, 2023 at MIN 2 Ponorogo.

The creative thinking ability of each student cannot be assessed equally, when referring to the Assessment of Indonesian Madrasah Competencies (AKMI) class V there are 5 categories or levels of creative thinking, namely needing assistance, basic, capable, skilled and needing creative space. Based on observations of children, in general, they are still at the basic

level, capable and there are some small parts that are skilled. This means that the child when thinking creatively related to language development in general can only string together 50-100 words. Grade V students at MIN 2 Ponorogo are still fixated on limiting existing topics in developing ideas for writing essays. This means that the ideas issued when writing essays are still limited. The factor that influences this is the fear of what is done. Fifth grade students are afraid of the work they create, afraid of being wrong, afraid of being considered bad and so on. Therefore, students' essays tend to be limited to the main ideas requested. The factor behind this fear is that they are not used to it. Secondly, there is a lack of appreciation for their creations, usually limited to appreciation in the lesson in question. The ideas expressed in the essay need to be provoked first because children at the fifth grade level are not yet able to fully come up with their own ideas. Sometimes, they adopt other ideas. So, we ask them to modify. The results of the description essays are partly in accordance with the theme but also some are outside the theme. Moreover, Indonesian language learning now tends to be applicative, directly on the action of writing. Then, there is correction on grammar, writing rules, and so on, which makes it difficult for students..

Discussion

Writing is one of the skills in language. Someone who writes needs the ability to think creatively, because when writing, the brain will look for new ideas to be poured into his writing. One of the works that requires the ability to think creatively is writing an essay. An essay is composed of a series of sentences that are interrelated, both in form and meaning. The interconnectedness of the forms in an essay will make the sentences interconnected so that they form a unified theme, information and ideas.

As stated in the previous chapter, a good essay will be created if someone has motivation in writing. One of the factors that influence motivation is anxiety. Anxiety is a form of emotion related to fear of something. Anxiety with reasonable intensity will have a positive impact on a person, which can generate motivation in him. However, if you have anxiety with high intensity, it will have a negative impact, which can interfere with your motivation.

As revealed in the previous chapter, that learning anxiety is high, learning outcomes are low when compared to students who have low learning anxiety. In this study, researchers also found that students with low anxiety have good creative thinking skills in writing essays, students with moderate anxiety have good creative thinking skills in writing essays and students who have severe learning anxiety have poor creative thinking skills in writing essays.

The following is a discussion of students' creative thinking skills in writing essays based on learning anxiety.

- 1) Creative thinking ability in writing essays in fifth grade students of MIN 2 Ponorogo with low learning anxiety.

At MIN 2 Ponorogo there are 3 students who have low anxiety. According to Budi (2020), it is said an anxiety considered low if the score obtained in the HARS questionnaire scores between 14-20. The total questionnaire score obtained by S₆ and S₁₇ is 20 and S₁₅ obtained a score of 17. This shows that their anxiety level is at a low level.

Based on the characteristics of creative thinking according to Nadia (2013) and Susanti (2022), namely original, which means that the ideas issued come from their own thoughts, spontaneous or fluent. This means that the idea exists immediately because there is a rapid response from the four components (objects, senses, brain and information), and flexibility. It is said that the ability to think at level three if students are able to show novelty and flexibility without fluency or able to show novelty and fluency without flexibility.

This shows that S₆, S₁₇ and S₁₅ belong to the characteristics of third-level thinking or creative. It is evident that they were able to show the element of flexibility when writing and the results of the essay they wrote came from their own thoughts or were able to show the element of fluency when writing, and the results of the essay were in accordance with the theme.

- 2) Creative thinking skills in writing essays for fifth grade students of MIN 2 Ponorogo with moderate learning anxiety.

The results of the HARS questionnaire filled out by class V MIN 2 Ponorogo, showed that there were 4 students who had moderate learning anxiety, namely S₅, S₉, S₁₂ and S₁₉. The questionnaire scores obtained by S₅ amounted to 21, S₉ amounted to 23, S₁₂ amounted to 25 and S₁₉ amounted to 24. In accordance with the theory discussed in the previous chapter, if the total score obtained is 21-27, it is included in the moderate anxiety category.

The results of their essays are also classified in a fairly good category. Their creative thinking ability is at level 2, which is quite creative. This is evident when they are able to write essays fluently or fluently and the ideas expressed in the essays have elements of novelty. It can be said to be fluent or fluent when they have no difficulty in writing the essay, and can be said to have an element of novelty if the ideas they write have never existed before or the results of modifying other people's ideas so as to create new ideas.

- 3) Creative thinking skills in writing essays for fifth grade students of MIN 2 Ponorogo with severe learning anxiety.

At MIN 2 Ponorogo there are 15 students who have anxiety with heavy intensity. This is evidenced by their scores in filling out the HARS questionnaire. S₁ scored 29, S₂ scored 40, S₃ scored 28, S₄ scored 28, S₇ scored 32, S₈ scored 31, S₁₀ scored 30, S₁₁ scored 28, S₁₃ numbered 29, S₁₄ numbered 28, S₁₆ numbered 29, S₁₈ numbered 31, S₂₀ numbered 28, S₂₁ numbered 28, and S₂₂ numbered 28. As stated in the previous chapter, students who score between 28-41 in the HARS questionnaire, then they have anxiety with heavy intensity.

Their creative thinking ability is classified at level 1, which is less creative. This is evidenced when they write an essay, they are only able to fulfill the element of fluency. They were fluent in writing the essay but the ideas they expressed did not come from their own thoughts, they wrote essays from other people's thoughts without modifying the ideas. The results of their essays are also Bad, the content of the essay is not in accordance with the theme, the sequence is not logical and the grammar is not communicative.

Conclusion

Based on the research and data analysis that has been carried out, the researcher can conclude the results of the study (1) Students' creative thinking ability in writing descriptive essays based on low learning anxiety is classified at level three, which is creative. Students with low anxiety are able to write descriptive essays well. (2) Students' creative thinking ability in writing descriptive essays based on moderate learning anxiety is classified at level two, which is quite creative, students are able to write descriptive essays quite well. (3) Students' creative thinking ability in writing descriptive essays based on severe learning anxiety is classified at level one, which is less creative, the results of the essays of students who have severe anxiety are Bad.

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