



THE RELATIONSHIP OF STUDENTS' CREATIVITY LEVEL TO THE ABILITY TO WRITE THE NARRATIVE ESSAYS

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ABSTRACT

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Student creativity refers to the ability to create something new to provide knowledge in the learning process, such as writing narrative essays. This study aims to explain whether there is a relationship between the level of student creativity and the ability to write narrative essays of grade IV students of SDN 98 Palembang. This research uses correlation research method with quantitative approach. The results of this study indicate that the questionnaire of student creativity with a total score of 5 (8%) students in the moderately creative category, 29 (49%) students in the creative category, 25 (42%) students in the very creative category. The results of the narrative essay writing test show that 35 students scored above the average, which is 78. Many students have the ability to write narrative essays, namely 13 students are categorized as sufficient, 32 students are categorized as good, and 14 students are categorized as very good. Students are able to develop their creativity into a narrative essay. The results of the data show that there is a significant relationship between the level of student creativity and the ability to write narrative essays of grade IV students of State Elementary School 98 Palembang, which means accepting H_a and rejecting H_o . This research method is correlational, for further researchers can examine more deeply about the level of student creativity regarding writing skills.

Keywords: *Creativity, Narrative Writing, Students*

1. INTRODUCTION

The ability to create or produce something new in order to deliver a specific level of information during the learning process is referred to as student creativity. Most people define creative capacity as creativity. A creative student, in the words of Lubis (2022, p. 126), is an exceptionally gifted synthetic thinker who naturally makes connections between disparate ideas that other people are unaware of.

All students possess the mental capacity known as creativity, which they employ to generate new ideas and concepts. Students can express themselves and hopefully expand their knowledge to a larger range by increasing their level of creativity (Yasa & Chrisyarani, 2020, p. 243). Learning that prioritizes creativity might help students become more creative thinking abilities.

In the learning process in elementary school, students are emphasized on always having flexibility in thinking and being able to solve various current life problems creatively (Aulia, 2023, p. 2). Several indicators of creativity in students include being curious, being active in asking meaningful questions, providing lots of ideas and suggestions for a problem.

Teaching and learning Indonesian require an emphasis on language and literature, which are inextricably linked to reading and writing assignments. According to Kartika, Rahayu, and Hidayat (2021), reading and writing are language-based skills that need to be acquired from an early age (p. 868). Literacy is seen as a skill that requires a high degree of inventiveness, particularly in the realm of writing skills.

One of the tasks in learning Indonesian is writing. Composing is a practice that can foster creative thinking in addition to teaching grammar and punctuation (Yarmi, 2019, p. 9). Students benefit from learning to write.

Writing students' narrative essays can be measured by the form of ideas and ideas as well as the way students develop and express them in an orderly writing structure, which is able to arrange words well, clearly, completely and is able to attract readers (Maulina, Intiana, & Safruddin, 2021, p. 483). The writing lesson that elementary school students need to learn and master is writing narrative essays. Therefore, students can express their creative ideas to others through the activity of writing narrative essays.

During their PPL (Practical Field Experience), researchers briefly observed fourth grade students at SDN 98 Palembang. Many of the students still required assistance and continued to struggle with writing narrative essays. Students who do not comprehend terminology and do not use Indonesian correctly demonstrate this. Regarding capitalization, title creation, punctuation, sentence structure, and students' lack of confidence, many pupils are perplexed. Interviews with teachers revealed that many students still required assistance with the craft of writing narrative essays. Based on the findings, pupils' writing abilities remain inadequate and unfinished.

Additionally, students face difficulties when it comes to expressing their original thoughts. Previous research conducted by (Sidabutar, 2021) entitled "The Relationship between Creative Thinking Ability and the Ability to Write Descriptive Essays for Elementary School Students" from the research results showed that fifth grade students at SDN 091539 Hutabayu in the 2019-2020 academic year explained Mark results Study descriptive essay student Which own ability think creative tall more tall compared to student Which own ability think creative low. There is difference big between results Study student with ability think creative on moment write essay

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descriptive. The value of writing a narrative essay was higher for students with high creative thinking abilities and a high average score ($X=83.90$) compared to students with low creative thinking abilities and a low average score ($X=68.46$).

From the results of temporary observations and interviews with class teachers as well as the results of previous research, it is necessary to carry out research again to find out ideas on the level of student creativity regarding the writing ability of class IV students at SDN 98 Palembang. From this presentation, the researcher conducted correlation research with the title "The Relationship between Students' Creativity Level and the Ability to Write Narrative Essays for Class IV State Elementary School 98 Palembang".

2. LITERATURE REVIEW**Understanding Creativity**

All humans are born with the capacity for thought, including creative thought. A person's creativity can be enhanced via creative thinking in a number of ways. The development of creativity itself requires early honing in order to restore the degree of originality. (Salsabila & Ramdhini, 2020, p. 20) state that creativity is the synthesis of thought and imagination to make something original, well-formed, and interesting that sparks the interest of many people or generates fresh concepts for problem-solving. Creativity is not a specific quality that is lost over time; rather, it is a product of human experience, education, imagination, and thought processes.

In line with that (Sitepu, 2019, p. 34) creative ability is not a gift that is constant but can be trained or developed. Because not all individuals are able to develop their creativity, critical thinking needs to be honed from an early age.

Meanwhile, Sidabutar (2021, p. 5380) believes that ideas are created from a high level of creativity and better ideas. Which means that the higher an individual's creativity, the better the results delivered when writing an essay.

Based on the opinion above, creativity is thinking that produces ideas to provide new ideas to solve problems and human creativity itself needs to be honed from an early age so that it can develop because the higher a person's level of creativity, the better the results will be. Sudarma (2016, p. 25) states, there are also forms of creativity, namely creativity appears in the form of combination, creativity appears in the form of exploration, and creativity is a transformation or change from an idea into a real action.

Characteristics of cognitive creativity (aptitude) are related to the ability to think creatively and affective creativity (non-aptitude) is related to feelings and attitudes. These two characteristics of creativity are continuous and are very necessary so that creative behavior can be realized.

Writing Ability

Write an activity that is continuous so that the learning is interrelated. Writing is generally an activity involving imagination and expressed in written form so that the contents can be read and understood.

As stated by (Tantawi, 2019, p. 141) a person has the ability to write to convey thoughts using written language and the writing is orderly so that readers can understand it. Writing activity is also an activity of conveying messages in writing to other parties. According to (Dafit, 2017, p. 50) writing is a method or process of conveying ideas, thoughts or messages that contain added value and represent a unique and original work from the author.

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The benefits of writing according to (Rinawati, 2024, p. 2) are:

- 1) Writing can identify one's potential and assess oneself objectively by developing various ideas expressed explicitly.
- 2) Writing can involve more searching, mastering information related to the topic being written so that it can be conveyed to readers.
- 3) Write allows students to solve problems by analyzing them specifically in a concrete context, encouraging more active learning and critical thinking.

Learning to Write in Elementary Schools

Since they are in the lower grades, pupils are taught Indonesian as a lesson to help them with writing and reading exercises. Writing instruction in primary schools needs to be planned to help children' writing abilities advance gradually, from the ability to recognize letters and words to the ability to compose paragraphs and longer, more sophisticated writings. Writing instruction in primary schools is inextricably linked to teachers' responsibility of teaching pupils how to write properly. In order to prevent students from becoming disinterested in their writing assignments, teachers must employ effective teaching strategies. As a result, instructors are crucial in helping pupils improve their writing abilities. Students in elementary school who write can concentrate better on producing written work. Writing abilities and the function of the teacher are inextricably linked in training and motivating so that students' writing abilities increase.

Definition of Narrative Essay

A narrative essay can be a story that occurs through a real event that actually

happened or it can also just be the author's imagination. A narrative essay is a type of writing that tells an event or series of events in a usually chronological order, with the aim of entertaining, informing, or providing a moral message to the reader. Based on the opinion (Saputra, 2022, p. 185) states A narrative essay describes a series of events in chronological order. A narrative essay is an essay that tells an event or event with the aim of making the reader feel as if they have experienced the event being told.

This indicator helps readers or assessors to understand and measure the extent to which the essay meets the standards of a good narrative. According to Dalman (2020, p. 17) in writing narrative essays there are several indicators as follows:

- 1) Plot, which is the plot in a story, usually has a forward, backward and backward plot.
- 2) Characterization, namely describing the characters of the shops in a story.
- 3) Setting is an intrinsic element in a story such as the setting of place, setting of time, and atmosphere that describes an event.
- 4) Point of view, namely the position of the author in presenting the story. The narrator's point of view can be first, second, or third person. The point of view used is consistent throughout the story.

The characteristics of a narrative essay according to (Wati & Sudigdo, 2019, p. 278) are below:

- 1) The text contains stories, tales and certain events that apply a narrative language style and there are elements that form a narrative essay, namely setting, theme, plot, angle and character.

- 2) There is an event or conflict that highlights elements of action and deed. Events are arranged in a clear time or cause-effect sequence.
- 3) There are elements of a series of time and information, atmosphere, place, and interconnected sequences of time and place.
- 4) Has a clear character and character. There is a main character who is the center of the story, other characters who support the development of the story. Characters are described with clear traits, backgrounds and developments throughout the story.

Apart from that, the structure of the narrative text must be studied in creating an appropriate narrative text. The structure of the narrative text quoting from (Anggraini, Dawud, & Basuki, 2022, p. 291) consists of:

- 1) Orientation, in this section the author describes the time, place, characters and character of each character and what is happening.
- 2) Complication, in this section the author tells important events, causes and triggers that give rise to conflict between characters which gives rise to other events as a result of the previous conflict until it reaches its peak.
- 3) Resolution, this part of the conflict decreases and can be resolved.
- 4) Reorientation, this section is the conclusion of the essay which contains the moral message of the story. This stage is not mandatory in a narrative essay

There are 4 essays based on different opinions (Sunariati, Ismawati, & Riyadi, 2019, p. 315):

- 1) An informative narrative is an essay that aims to provide

accurate information about an event in a factual and objective manner. Often used in journalistic contexts or formal documentation.

- 2) An artistic narrative essay is an essay that tells a story or event with the aim of conveying an experience to the reader. This story can be fiction or nonfiction with figurative or figurative language.
- 3) Suggestive narrative tells an event or story with a specific purpose to readers and listeners.
- 4) Expository narrative is a narrative that has the aim of accurately conveying information about an event to expand people's knowledge about someone's story. The perpetrator in an expository narrative is usually only one person.

3. RESEARCH METHODOLOGY

According to Sugiyono (2021), research procedures are a scientific approach to gather data for certain uses and purposes (p. 2). This study employs a quantitative methodology and the correlation research method. The aim of this study is to investigate the connection between students' creative thinking and their narrative essay writing skills. The State Elementary School 98 Palembang, situated at Jalan Pembangunan, 16 Ulu, Sebrang Ulu II District, Palembang City, South Sumatra, is the location of the research. From April 26, 2024, to April 30, 2024, the even semester of that school year, this research was carried out.

The population in this study was 59 class IV students at State Elementary School 98 Palembang. For this research, a saturated sampling technique was used. Saturated sampling is a sampling technique in which all members of the population become the research sample. The sample in this study was class IV A and class IV B students at SDN 98 Palembang, totaling 59 people.

In this research, the data collection techniques used were questionnaires,

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tests and documentation. Before a questionnaire is used in research, each statement item must be valid and reliable. The validity of the measuring instrument used to determine whether the measured data is valid or not. To find out the validity of an item, the valid item score is tested with the total item using the person product moment formula (Kesumawati, 2018). Reliability test is a measure that explains the extent to which measurement results remain consistent if measurements are carried out twice or more on the same symptoms with the same measuring instrument (Siswanto & Suyanto, 2018)

The first data collection technique is the normality test. normality test which aims to study whether the data is normally or abnormally distributed (Sugiyono, 2022). In this study, the normality test using Kolmogorov-Smirnov was seen using whether the residual values were normally distributed or not with the help of the SPSS program with a significant value of 0.05. The test criteria were: if the value was > 0.05 then the data was said to be normal, if the value was < 0.05 then the data was said to be abnormal.

Second test regression linear simple the based on connection functional or causal between variable independent Andvariablesdependent(Siswanto & Suyanto, 2018, p. 300). Collection data in test regression simple linear refers on two matter. Wrong the only one is comparison mark significance And mark probability as big as 0.05.

Third, determinant coefficient test. The determinant coefficient test is used to measure the magnitude of the contribution of the independent variable to the dependent variable(Siswanto & Suyanto, 2018, p. 278). The coefficient of determination is formulated as follows:
 $Kd = x \ 100\% .r^2$

Fourth hypothesis test Hypothesis testing is used to find a correlation between students' level of creativity and their ability to write narrative essays.

This research hypothesis test uses a correlation test with the person product moment formula. To determine the relationship between the independent variable and the dependent variable using the correlation coefficient in the SPSS version 26 program. H_a is accepted if the value $r_{(table)} < r_{(calculate)}$.

4. RESULTS AND DISCUSSION

The research was carried out by measuring validity and reliability tests first on a creativity questionnaire.

Validity test

Test the validity of the creativity questionnaire using SPSS version 26 with 24 statements for 30 students.

Pernyataan	R-hitung	R-tabel (signifikasi 5%)	Keputusan
1.	0.452	0.361	Valid
2.	0.260	0.361	Tidak valid
3.	0.202	0.361	Tidak valid
4.	0.406	0.361	Valid
5.	0.378	0.361	Valid
6.	0.141	0.361	Tidak valid
7.	0.698	0.361	Valid
8.	0.579	0.361	Valid
9.	0.685	0.361	Valid
10.	0.466	0.361	Valid
11.	0.616	0.361	Valid
12.	0.306	0.361	Tidak valid
13.	0.507	0.361	Valid
14.	0.450	0.361	Valid
15.	0.636	0.361	Valid
16.	0.627	0.361	Valid
17.	0.691	0.361	Valid
18.	0.709	0.361	Valid
19.	0.436	0.361	Valid
20.	0.605	0.361	Valid
21.	0.727	0.361	Valid
22.	0.768	0.361	Valid
23.	0.607	0.361	Valid
24.	0.429	0.361	Valid

Based on the calculation of the results of the student creativity questionnaire trial above, it can be seen that of the 24 statements, only 20 statements are valid. Seen from $r_{xy} >$ is above 0.361 and 4 statements are invalid because $<$ is below 0.361. $r_{hitung} r_{xy} r_{hitung}$

Reliability Test

Research is considered usable if it provides consistent results for the same

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measurements. Testing the reliability of the instrument used in this research is the Cronbach Alpha formula:

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,860	,871	24

Based on the calculation of the reliability test of the student creativity questionnaire using SPSS version 26 above, a reliability value of $0.871 > 0.602$ was obtained with a significance of 5% for 24 statements so that it was declared reliable.

Description of Questionnaire Data

The questionnaire in this study was intended for research samples in classes IV A and IV B. This study used a questionnaire to measure students' creativity levels. This questionnaire has been tested for validity and reliability so it is suitable to be used as a data collection technique in this research. This questionnaire contains 20 statement items with a maximum score of 100. The questionnaire is used to measure students' level of creativity regarding their ability to write narrative essays. The following is a presentation of student creativity questionnaire data in classes IV A and IV B:

- The maximum score obtained from both classes is 92 and the drinking score is 64. The average score is 80.
- Distribution data is presented as follows:

Range = largest data – smallest data = $90 - 66 = 24$. Number of classes = $1 + 3.3 \text{ Log } n = 1 + 3.3 \text{ Log } 59 = 1 + 3.3 (1,770) = 6$

Class interval length = $\text{range}/(\text{number of classes}) = 24/6 = 4$

So the length of the class interval is 4

Tabel 4.1 Distribusi Frekuensi Angket Kreativitas

Interval	Frekuensi	Persentase
66 - 69	5	8%
70 - 73	11	18%
74 - 77	7	11%
78 - 81	11	18%
82 - 85	9	15%
86 - 89	6	10%
90 - 93	10	16%
Total	59	100%

(Sumber: Peneliti, 2024)

Based on the data above, the results of the answers to the creativity questionnaire for class IV A and IV B students have an average score of 80. There are 5 students with a total score of 66 – 69 with a percentage of 8%, a total score of 70 – 73 for 11 students with a percentage of 18%. , total scores of 74 – 77 as many as 7 students with a percentage of 11%, total scores of 78 – 81 as many as 11 students with a percentage of 18%, total scores of 82 – 85 as many as 9 students with a percentage of 15%, total scores of 86 – 89 as many as 6 students with a percentage of 10 %, total score 90 – 93 as many as 10 students with a percentage of 16%.

Based on the explanation above, it can be seen that there are 5 students in the quite creative category of creativity, 29 students in the creative category, and 25 students in the very creative category.

Description of Test Data Creating a Narrative Essay

Tabel 4.2 Hasil Tes Menulis Karangan Narasi Kelas IV A

Nama	Penilaian Aspek						Skor	Nilai	Ket
	Tema	Bentuk	Konjungsi	Tanda	Ejaan	Total			
	Karangan		Baca	Bahasa					
AS	4	4	2	2	3	15	75	B	
AB	4	4	1	3	2	14	70	C	
ARP	4	4	4	3	4	19	95	A	
AGRF	4	4	3	4	3	18	90	A	
ATA	3	4	3	3	3	16	80	B	
AAP	3	4	2	3	3	15	75	B	
AZS	4	4	3	4	3	16	80	B	
AAH	4	4	2	3	4	17	85	A	
ARA	2	4	3	3	3	15	75	B	
FDN	4	4	2	3	3	16	80	B	
FJ	4	4	2	3	3	16	80	B	
FFF	1	4	3	2	2	12	60	C	
IK	4	4	3	2	2	15	75	B	
MRP	3	4	3	2	3	14	75	B	
MA	4	4	1	3	3	15	75	B	
MAI	4	4	3	3	4	18	90	A	
MIRAN	2	4	1	3	3	13	65	C	
MIRAG	4	4	3	4	2	16	80	B	
MYM	4	4	2	3	1	14	70	C	
MK	4	4	3	2	3	16	80	B	
MAA	4	4	2	3	2	15	75	B	
MF	4	4	3	2	3	16	80	B	
MHA	3	4	3	2	2	14	70	C	

Tabel 4.3 Hasil Tes Menulis Karangan Narasi Kelas IV B

Nama	Penilaian Aspek						Skor	Nilai	Ket
	Tema	Bentuk	Konjungsi	Tanda	Ejaan	Total			
	Karangan		Baca	Bahasa					
AMP	4	4	3	3	2	16	80	B	
AL	4	4	3	2	3	16	80	B	
ACK	4	4	2	4	2	16	80	B	
AKS	2	3	2	3	3	13	65	C	
APZ	3	4	2	3	3	15	75	B	
AD	4	4	3	2	3	16	80	B	
AA	4	4	3	3	3	17	85	A	
ESF	4	4	3	3	2	16	80	B	
GAS	4	4	3	3	3	17	85	A	
KPH	2	2	3	2	3	12	60	C	
KZ	4	3	3	2	1	13	65	C	
LPA	4	4	3	4	3	18	90	A	
MII	4	4	3	3	4	18	90	A	
MRM	4	4	3	3	2	16	80	B	
MRA	3	4	4	2	2	15	75	B	
MAD	4	4	3	4	4	19	95	A	
MAW	4	4	3	3	2	16	80	B	
MANH	4	4	4	3	2	17	85	A	
MGA	4	4	3	2	3	16	80	B	
MR	4	4	3	2	3	16	80	B	
NRC	4	3	3	3	3	16	80	B	
NNA	4	3	3	2	2	14	70	C	

From the data above, the maximum score for students in class IV A and IV B in writing narrative essays is 95 and the minimum score is 60, with an average score of 78. Students who have the ability to write narrative essays are categorized as very good, good, fair, poor. So there are 14 students who are categorized as very good, 32 students who are categorized as good, and 13 students who are categorized as fair. It can be concluded that the total number of students in classes IV A and IV B was 59 students, so the average number of students who got grades above the average was 35 students.

Normality test

The normality test is a test carried out to determine whether the data in a study is normally distributed or not for each variable. Management of normality test data using the SPSS version 26 program using Kolmogorov-Smirnov with test criteria, namely if Sig. > 0.05 then the data is a normal distribution and if Sig. < 0.05 then the data is not normally distributed.

Tabel 4.4 Kolmogorov-Smirnov Uji Normalitas

N		59
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.80218229
Most Extreme Differences	Absolute	.076
	Positive	.067
	Negative	-.076
Test Statistic		.076
Asymp. Sig. (2-tailed)		.200 ^{c,d}

(Sumber: Data Output SPSS Versi 26)

Model	R	R Square	Adjust R Square	Std. Error of the Estimate
1	.819a	.670	.665	4,964

From the normality test table, it is explained by first knowing the residual value of variable X (creativity) and variable Y (writing narratives). From this residual value to find the significance value using Kolmogorov-Smirnov. So if the significance value is > 0.05 then the value is normally distributed, if the

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significance value is < 0.05 then the value is not normally distributed. From the SPSS version 26 output data using Kolmogorov-Smirnov above, it can be seen that variable

Simple Linear Regression Test

The simple linear regression test in this research was carried out to determine the relationship between the independent variable (creativity) and the dependent variable (narrative writing). Data was processed using SPSS version 26.

	Sum of Square	df	Mean Square	F	Sig
Regression	2855.834	1	2855.834	115.914	.000
Residual	1404	57	24.637		
Total	4260.169	58			

(Sumber: Data Output SPSS Versi 26)

Simple linear regression test calculation data using SPSS version 26 if the significance value is < 0.05 , variable X has an effect on variable Y, if the significance value is < 0.05 , variable with a significance level of $0.000 < 0.05$, the regression test can be used, meaning that there is a relationship between variable X (creativity) and variable Y (writing narratives).

Determinant Coefficient Test

The determinant coefficient test is used to measure the magnitude of the contribution or contributions of variable X to variable Y in percentage form. It is known that when processing data using SPSS version 26, the following:

The correlation or relationship value (R) is 0.819. From the output, the determinant coefficient (R Square) is 0.670 so it can be calculated in the formula:

$$Kd = r^2 \times 100\%$$

Kd = internal determining coefficient percentage

r = the size of the determining coefficient

$$Kd = r^2 \times 100\%$$

$$= 0.670 \times 100\%$$

$$= 67\%$$

So from the SPSS version 26 data output results it is known that the influence of variable X (creativity) and variable Y (writing narratives) has a contribution of 67%.

Data Hypothesis Testing

The problem formulation is answered using the data collection techniques in this research by making calculations to test known hypotheses. The creativity of class IV A and IV B students was maximally demonstrated when writing narrative essays in the form of short stories. The collected data is displayed in tabular form according to predetermined criteria which are explained in the person product moment correlation equation to calculate and determine the relationship between variable X (creativity) and variable Y (writing narratives).

Kreativitas	Pearson Correlation	1	.819**
	Sig (2-tailed)		.000
	N	59	59
Menulis Karangan	Pearson Correlation	.819**	1
	Sig (2-tailed)	.000	
	N	59	59

(Sumber: Data Output SPSS Versi 26)

Based on the person product moment correlation calculation data using SPSS version 26, if the significance value is < 0.05 then H_a is accepted and H_0 is rejected. The data obtained with a significance value of $0.000 < 0.05$ shows that there is a significant relationship between students' level of creativity and their ability to write narrative essays. Judging from the correlation coefficient value $> r_{table}$, it is $0.819 > 0.256$ with a significance level of 5% which shows that there is a very strong positive relationship. There is a significant relationship, thus H_a is accepted and H_0 is rejected.

Discussion

Based on the description above, this research was carried out to follow up and as an effort to overcome the problems that exist in class IV A and class IV B at SD Negeri 98 Palembang. From the results of the creativity questionnaire for students in grades IV A and IV B, with a total score of 5 (8%) students in the quite creative category, 29 (49%) students in the creative category, 25 (42%) students in the very creative category. In the results of the test for making narrative essays in the form of short stories (short stories), it is known that from the number of students in class IV A and IV B, there were 35 students who got a score above the average, namely 78. The ability to write narrative essays of 13 students was categorized as sufficient, 32 students had the ability to write narrative essays. categorized as good, and as many as 14 students were categorized as very good. Students are able to develop their creativity into a narrative essay. Creativity possessed by students is an activity that can produce something as well as solving problems.

As according to (Septiana, Gani, & Elizabeth, 2018, p. 6) students who have kreativitiycanshowed with ability student in solve problem And interesting self from thinking Which monotonous. Creativity so important in help increase learning student.

When making a narrative essay, students are required to develop their creativity because in making a narrative essay there is a conflict in which students are required to think to resolve the conflict in their narrative essay. In line with that (Febriyanto & et al, 2023, p. 1520) believes that one of the activities that increases creativity is writing narratives. Because this writing activity includes the skills of understanding, thinking, developing and producing. Writing skills are taught to elementary

school students so that students have creativity. The benefits of writing are numerous and can be gained from writing, namely that it can increase intelligence, develop innovation and creativity, strengthen courage, and increase the will and ability to gather information.

The level of student creativity regarding the ability to write narrative essays of students in class IV A and class IV B at State Elementary School 98 Palembang is included in the good category seen in the normality test analysis of the results of student creativity questionnaire data and student test data in classes IV A and IV B obtained a score of 0.200, which means that the student creativity questionnaire and the essay writing test had a normal distribution because the r -calculation value was > 0.05 . The hypothesis test was continued with a simple linear regression test as confirmation that there was a relationship between variable the correlation value is 67%. From the results of hypothesis testing carried out to determine the relationship between variable X (Creativity) and variable Y (Writing Narratives). In classes IV A and IV B at SD Negeri 98 Palembang, the level of student creativity and the ability to write narrative essays have a very strong relationship because they obtained a value of 0.819 with a significant level which shows that there is a positive relationship with a very strong level of correlation. So the hypothesis test shows that accept H_a and reject H_o .

Looking at the results of this research, it explains the level of creativity of students in writing narrative essays in class IV A and class IV B, showing that students are able to write narrative essays in expressing the right ideas or suggestions. This makes it possible that the level of student creativity in writing narrative essays is included in the very good category. It is also known from the

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research results that creativity has a strong correlation with the ability to write narrative essays in class IV A and class IV B students at State Elementary School 98 Palembang. Considering the results of the answers to the creativity questionnaire show a good level. It can also be seen that the student tests showed good results, namely 45 students out of 59 students. Good writing skills can be obtained with a high level of creativity. It can be explained that creative students are able to express their ideas, opinions or thoughts into written form.

5. CONCLUSIONS AND SUGGESTIONS**Conclusion**

From the results of the analysis and discussion of the research data that has been carried out, it can be concluded that the level of student creativity is related to the ability to write narrative essays. Where students who have high creativity can think quickly, can solve problems and can express them in the form of narrative essays. Judging from the average score of students in writing narrative essays, it is included in the good category. And the scores on the student creativity questionnaire are included in the very high category. As many as 5 (8%) students were in the quite creative category, 29 (49%) students were in the creative category, and 25 (42%) students were in the very creative category. From the average test score of 78, 45 students scored above average.

Based on the theory and relevant results that have been explained, it shows that there is a significant relationship between students' level of creativity and their ability to write narrative essays for class IV SD Negeri 98 Palembang.

Suggestion

This research is correlational in nature, therefore further research can

examine students' creativity in other subjects more deeply, which can be constructive in nature.

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