The Use of Creative and Productive Models Assisted by Picture Media to Improve the Skills of Writing Descriptive Text in Grade VII Students of SMN 2 Sungguminasa

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Abstract

Improving Descriptive Text Writing Skills Using Creative and Productive Models Through Image Media for Grade VII Students of SMPN 2 Sungguminasa. This study aims to improve the learning outcomes of grade VII students of SMPN 2 Sungguminasa in learning to write descriptive texts using creative and productive models through image media in the 2022-2023 academic year. Data collection was carried out using text and non-test techniques, in the form of observation, documentation, and products. Data analysis techniques consist of quantitative and qualitative data. This study uses Classroom Action Research (CAR). The subjects of this study were 30 students in grade VII consisting of 13 male students and 17 female students. In this study, two cycles were carried out, each cycle consisting of cycle I meeting 1, and cycle II with 1 meeting. This study only focuses on one class. Based on the results of the data analysis, it is known that after the creative and productive model through image media was applied, students' descriptive text writing skills increased. This can be seen from the increase in the completion of student learning outcomes in cycle I of 44.83 and cycle II of 86.50, the difference between cycle I and cycle II of 41.67%. experienced an increase. From the data analysis, it can be understood that the learning outcomes of grade VII students of SMPN 2 Sungguminasa in learning to write descriptive texts using creative and productive models through image media can improve students' writing skills in the Indonesian Language subject.

Keywords: *Descriptive Text, Creative and Productive, Image Media*

Introduction

Regulation of the Minister of National Education Number 22 of 2006 concerning Content Standards for Elementary and Secondary Education Units States that language has a central role in the intellectual, social, and emotional development of students and is a supporter of success in studying all fields of study. Indonesian language learning is directed to improve students' ability to communicate in Indonesian well and correctly, both orally and

in writing, and to foster appreciation for literary works in Indonesia.

Writing is an activity of conveying messages through writing using language that can be understood by the reader. In the world of education, writing has an important meaning. Students who like to write will be skilled, creative, and have directed abilities to express themselves. Skilled in carrying out writing activities, creative in producing writing, and directed when about to carry out writing activities, so that they can clearly know what will be written and produce a product in the form of creative writing.

Aspects of writing skills in addition to language teaching are also given in literature teaching. In language learning consists of several aspects of skills, namely writing, reading, listening, and speaking. One of them is writing descriptive text.

Referring to the 2013 curriculum, descriptive text writing skills have been taught starting from elementary, junior high, and high school levels. Writing descriptive text is a form of indirect communication (written language) that emphasizes self-expression, emotions, ideas, and ideas. In addition, descriptive text writing skills are a process of human thinking activities that are productive and effective and supported by the process of knowledge, language, and writing techniques.

Writing that can be seen, heard, and feel what is felt when the writing is read is what is meant by writing. In other words, forming a writing must involve the five senses in entering every depiction that can be felt when read by an individual.

Current Indonesian language teaching does not train students in writing. Students are given more knowledge and grammar rules, without ever understanding how to relate them to writing exercises. Students lack the courage and practice to express their thoughts, feelings and experiences through written media. Students do not understand how to determine the main sentence. Students do not understand how to compose paragraphs in writing.

The teacher's skill factor in learning in class VII of SMP Negeri 2 Sungguminasa is appropriate in determining teaching and learning activities, only in writing learning there is no use of appropriate strategies and varied media in writing learning. So that students are less active in learning and their learning outcomes are also low.

Creative and productive models are developed by considering various learning strategies that are believed to have the potential to improve the quality of the learning process and outcomes. Creative models are design techniques that try to encourage creative thinking by making it easier to generate new ideas, eliminate mental barriers to creativity, or make it easier to find solutions. While learning media are tools that can convey messages and motivate students to learn. One tool for teaching and motivating students to learn is the use of learning media. Sound, such as radio and cassette tapes, and visual media (such as video) are two types of media that can be used for educational purposes. Visual media in the form of images is one type of media that can be used in the process of learning to write descriptive texts.

From the results of interviews with Indonesian language teachers at SMP Negeri 2 Sungguminasa, the difficulties of students in writing descriptive texts actually lie in themselves. Among them are that students always assume that the language used in writing descriptive texts tends to be complicated, so that students have difficulty in expressing the imagination in their minds in written form.

From the results of interviews with Indonesian language teachers at SMP Negeri 2 Sungguminasa, the difficulties of students in writing descriptive texts actually lie in themselves. Among them are students always assume that the language used in writing descriptive texts tends to be complicated, so that students have difficulty in pouring out the imagination in their minds in written form. Then students also have difficulty in determining the first word in writing the descriptive text to be made, difficulty in finding ideas, and developing the ideas that have been obtained to pour them into the form of written descriptive texts is still low, so

changes are needed in the learning process.

The results of initial observations at SMP Negeri 2 Sungguminasa, that the learning model used by teachers in teaching is not conducive enough to achieve the goals. One of the problems in this study, the researcher describes the existence of a main factor that causes the teaching and learning process activities to not be realized as expected, one of the problems is in the teacher concerned. Teachers seem unable to manage teaching activities in accordance with the objectives of forming the planned competencies and abilities of students.

In addition, appropriate learning models and learning media are needed in learning to write descriptive texts. Learning to write using the right media can make students feel less bored and have difficulty in following writing lessons at school. Various learning media require teachers to be selective in choosing the media to be used. One of them is image media. Image media is appropriate for use in learning to write descriptive texts because image media will help students think creatively and express their ideas or thoughts in the form of descriptive text writing. Basically, descriptive text is composed of a series of words that suit the creativity of students.

Based on the statement above, the researcher hopes that by using creative and productive models through image media, students can write descriptive texts more easily which will improve student learning outcomes. The benefits of this study are to improve descriptive text writing skills in grade VII students of SMP Negeri 2 Sungguminasa, so that students are more active, creative, and skilled, can work together in groups and help students in learning writing skills in Indonesian language subjects.

Research Methods

The type of research that will be used in this research is classroom action research. According to Arikunto, et al (2015: citing McNiff who will view that classroom action research class as a form of reflective research conducted by education itself on the curriculum, school development, improving learning achievement, developing teaching skills and so on. This classroom action research will be carried out in two cycles. With each cycle consisting of four main stages of activity, namely: a) action planning, b) action implementation, c) observation, and d) reflection.

Classroom action research aims to change the situation where classroom action research is conducted to change academic activities and the situation where the research takes place towards improvement. These changes and improvements are based on information or in research terms, data that is collected systematically. In other words, the changes and improvements that will be made in education are based on valid information, not just prejudice, assumptions or feelings.

Results and Discussion
Research Results

Researchers took action by implementing a creative and productive learning model through this image media which was proven to improve Indonesian language learning, especially in the material of writing descriptive texts for class VII of SMP Negeri 2 Sungguminasa. This research was conducted in two cycles, each cycle consisting of two cycles, each cycle consisting of one meeting. Qualitative data were obtained in the form of observation results and group discussions on student activity during the Indonesian language learning process about writing descriptive texts, while quantitative data were in the form of student learning outcomes obtained in each evaluation.

The following will present the results of the study consisting of the presentation of observations of student activity, descriptive text writing skills and learning outcomes in writing descriptive texts using creative and productive models through image media in the learning process of class VII of SMP Negeri 2 Sungguminasa. Based on the results of the research that has been conducted by the researcher, therefore it is obtained from the results of student learning in cycle I.

In this cycle, a test of students' learning outcomes in writing descriptive texts using creative and productive models was

carried out, after completing the implementation of the actions for cycle I. The descriptive analysis of the scores of learning outcomes in writing descriptive texts using creative and productive models through picture media for class VII of SMP Negeri 2 Sungguminasa.

The results of students' descriptive text writing scores in cycle I can be seen below, there are 4 categories and the frequency distribution is as follows:

Table 1.1 Statistics of Cycle I Scores Writing Descriptive Texts

Statistics	Statistical Values
Subject	30
Ideal Score	100
Highest Score	95
Lowest Score	20
Total Score	1,345
Average Score	44, 83

Student learning outcomes in the Indonesian Language subject about writing descriptive texts using creative and productive models through image media in the form of product assessments obtained from the results of creative product work in groups and with evaluation tests conducted at the end of learning or final evaluation. By writing descriptive texts based on the directions of the questions given for the evaluation task and the images distributed to each student to be described according to the images obtained by students in the form of paragraphs.

This data is collected through Indonesian language learning outcome instrument. The results of the first cycle test can be seen through the frequency distribution table and the percentage of writing descriptive texts, namely as follows:

Table 2.1 Frequency Distribution and Percentage of Writing Descriptive Texts in Cycle I

Mark	Frequency	Percentage	Qualification
-39	17	56.66%	Not Completed
-59	4	13.33%	Not Completed
-79	4	13.33%	Not Completed
-100	5	16.67%	Completed
Amount	30	100%	

Based on

tables 1.1 and 2.1, it can be concluded that the average score of learning outcomes of class VII students of SMP Negeri 2 Sungguminasa in cycle I is in the low category. The completeness of student learning outcomes was obtained with 5 students categorized as complete and 25 students categorized as incomplete. From the results obtained, it can be concluded that student learning outcomes in cycle I are still very low because they only increased by 44.83 , so the next step will be continued with Cycle II to improve student learning outcomes in writing descriptive texts.

The results of the research conducted by researchers, therefore obtained from student learning outcomes in cycle II. This data was collected through the Indonesian language learning outcome instrument.

In this cycle, a test of students' learning outcomes in writing descriptive texts using creative and productive models was carried out, after completing the implementation of actions for cycle II. The descriptive analysis of the scores of learning outcomes in writing review texts with creative and productive models through image media of class VII.11 SMP Negeri 2 Sungguminasa.

The results of students' descriptive text writing scores in cycle II can be seen below, there are 4 categories and the frequency distribution is as follows:

Table 3.1 Statistics of Cycle II Scores Writing Descriptive Texts

Statistics	Statistical Values
Subject	30
Ideal Score	100
Highest Score	100
Lowest Score	70
Total Score	2.422
Average Score	86.50

Student learning outcomes in the Indonesian Language subject about writing descriptive texts using creative and productive models through image media in the form of

product assessments obtained from the results of creative product work in groups and with evaluation tests conducted at the end of learning or final evaluation. By writing descriptive texts based on the directions of the questions given for the evaluation task and the images distributed to each student to be described according to the images obtained by students in the form of paragraphs.

The results of the cycle II test can be seen in the frequency distribution table of students' written tests in learning Indonesian writing descriptive texts cycle II. namely as follows:

Table 4.1 Frequency Distribution and Percentage of Writing Descriptive Texts in Cycle II

Mark	Frequency	Percentage	Qualification
-39	-	-	-
-59	-	-	-
-79	2	6.67%	Not Completed
-100	28	93.33%	Completed
Amount	30	100%	

Based on tables 3.1 and 4.1, it can be concluded that the average score of student learning outcomes in class VII. 11 of SMP Negeri 2 Sungguminasa in cycle II was 86.50%, increasing. The completeness of student learning outcomes was obtained with 28 students categorized as complete and 2 students categorized as incomplete. From the results obtained, it can be concluded that student learning outcomes in cycle I were still very low because they increased by only 44.83, and increased in cycle II by 86.50%. The results of cycle II can be concluded that student learning outcomes in writing descriptive texts using creative and productive models through image media in class VII students of SMP Negeri 2 Sungguminasa have increased.

B. Discussion

Based on the results of the research conducted, it can be concluded that there is an increase in writing descriptive texts using creative and productive models through picture media for class VII students of SMPN 2 Sungguminasa.

The writing skills of grade VII students of SMPN 2 Sungguminasa before the action had not developed optimally. This is because learning that develops students' writing skills, especially descriptive text writing skills, teachers do not do enough learning that involves students' activeness in creative thinking, have not implemented varied learning models and learning media. This is evident from the results of initial observations by researchers, but after applying creative and productive models through image media, students' descriptive text writing skills have increased.

Creative and productive models through image media used in the Indonesian language learning process can be seen from the results of this study which experienced an increase in the descriptive text writing skills of class VII students of SMPN 2 Sungguminasa. This increase is evidenced by the increase in student scores in the implementation of cycle I to cycle II. The average student score in cycle I was 44.83%, and the average student score in cycle II was 86.50%. In cycle I, it was 44.83%, the category of students who completed was 5 students with a percentage of 16.67%, and those who did not complete were 25 students with a percentage of 83.32%, the category of students who did not complete was 5 students with a percentage of 16.67%. In cycle II, it was 86.50%, the category of students who completed was 28 students with a percentage of 93.33%, the category of students who did not complete was 2 students with a percentage of 6.67%. So the difference between cycle I and cycle II was 41.67%, the results of cycle II were said to be successful because the learning success indicator had reached 85%.

The improvement that occurred in cycle I and cycle II showed that the learning model and media used were able to improve students' descriptive text writing skills and reduce the number of students who obtained low scores. The average score of the results Students' descriptive text writing skills, if converted into a four-category scale, are in the very good category and initially in the poor category.

According to Solihatin (2012: 161) creative and productive learning is a model developed by referring to various learning approaches that are assumed to be able to improve the quality of the learning process and outcomes. Meanwhile, according to Amir, A (2016) explains that image media is anything that is manifested visually into 2 dimensions as an outpouring or various thoughts such as paintings, portraits, slides, films, strips, projectors.

With the existence of creative and creative models, and this image media is a design of a learning policy by presenting integrated learning materials that will help teachers and students in delivering and receiving learning, and can attract and help students think creatively.

The research was conducted at SMP Negeri 2 Sungguminasa using a creative and productive learning model through image media for grade VII students in learning to write descriptive texts. To improve descriptive text writing skills, it is necessary to apply a creative and productive model through image media that will motivate students to be more creative and can produce products, problem solving or modify products and solve new problems that already exist according to the material being studied by linking to images that are easy for students to understand. The creative and productive model through image media is by using the help of images in carrying out the stages of the creative and productive model which include the orientation, exploration, interpretation, recreation, and evaluation stages. Researchers apply Classroom action research was carried out in two cycles, each cycle consisting of one meeting.

In the planning stage of cycle I and cycle II, there are similarities in planning, the difference lies in the learning steps that will be carried out. The learning steps of cycle I were carried out optimally but in cycle II they were more implemented overall. This caused the results obtained in cycle I not to increase compared to cycle II because in cycle II the learning steps were appropriate and carried out well.

At the initial implementation stage of cycle I, it began by conveying the learning objectives to students, entering the core of

learning and then asking students to form several groups, then distributing a paper to each group, the paper contained assignments regarding the material on writing descriptive texts that would be completed by each group but did not improve, then the researcher gave individual evaluation assignments, but the results in cycle I had not improved. However, in cycle II, it was seen from the students' learning activities that there had been an increase.

Based on the discussion above about the application of creative and productive models through image media, this is what makes the author use it as a reference so that it is hoped that the results of the research that will be carried out by the author will be successful as with previous research. It can be concluded that by using creative and productive models through image media, it can improve the skills of writing descriptive texts in class VII students of SMPN 2 Sunggumina

Conclusion

Based on the results of the research and discussion above, it can be concluded that with a creative and productive model through image media can improve descriptive writing skills in class VII students of SMPN 2 Sungguminasa. This can be seen from the results of research that has been conducted in cycle I and cycle II with the application of learning models and media for class VII students in descriptive text writing skills has increased.

The writing skills of grade VII students of SMPN 2 Sungguminasa before the action had not developed optimally. This is because learning that develops students' writing skills, especially descriptive text writing skills, teachers do not do enough learning that involves students' activeness in creative thinking, have not implemented varied learning models and learning media. This is evident from the results of initial observations by researchers, but after the creative and productive model was applied through image media, students' descriptive text writing skills increased.

It can be seen according to the implementation of cycle I on students' descriptive text writing skills is still in the low category seen from the average percentage of

learning outcomes of descriptive text writing skills in cycle I of 44.83% with a value below the KKM of 80. The average value of students in cycle I was 44.83%, and the average value of students in cycle II was 86.50%. In cycle I of 44.83%, the category of students who completed was 5 students with a percentage of 16.67%, and those who did not complete were 25 students with a percentage of 83.32%, the category of students who did not complete was 5 students with a percentage of 16.67%. In cycle II of 86.50% the category of students who completed was 28 students with a percentage of 93.33%, the category of students who did not complete was 2 students with a percentage of 6.67%. The results of cycle II are said to be successful because the learning success indicator has reached 85%.

The results of the study through test results and learning evaluations, it can be concluded that Indonesian language lessons, especially in improving students' descriptive text writing skills using creative and productive models through image media in class VII students of SMPN 2 Sungguminasa, experienced an increase from the difference between cycles I and II of 41.67%.

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