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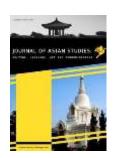Journal Homepage:
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THE EFFECT OF THE USE OF PRODUCTIVE CREATIVE MODELS ON THE WRITING SKILLS OF EXPLANATION TEXTS OF GRADE VIII STUDENTS OF SMP N 6 SAWAHLUNTO

PENGARUH PENGGUNAAN MODEL KREATIF PRODUKTIF TERHADAP KETERAMPILAN MENULIS TEKS EKSPLANASI SISWA KELAS VIII SMP N 6 SAWAHLUNTO

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Abstract
This research is motivated by the lack of interest of students in writing explanatory texts because these students are not able to distinguish explanatory texts and these students are difficult to determine the structure of explanatory texts. The student is also unable to develop or determine the ideas that will be written into explanatory text. This study aims to examine the students' explanatory text writing skills without and by using the Creative-Productive model and the effect of using the Creative-Productive model on the students' explanatory text writing skills in class VIII SMPN 6 SawahLunto. This type of research is a quantitative study with an experimental method. The design of this study was a posttest only control design. The population in this study, all students of class VIII SMPN 6 SawahLunto, totaling 103 students. The research sample for the control class was 34 students of class VIII 2, the sample for the experimental class of class VIII 1 students. The data in this study were the scores of explanatory text writing skills without using and using the Creative-Productive model. This research can be concluded as follows. First, the skill of writing explanatory texts without using the Creative-Productive model for the control class obtained an average score of 75.24 at the mastery level of 66-75% with Enough (C). Second, the skill of writing explanatory texts using the Creative-Productive model obtained an average score of 79.02 at the mastery level of 76-85% with good qualifications (B). Third, based on the results of

the t-test, it can be concluded that there is an effect of using the Creative-Productive model. with tcount > ttable (3.00 > 1.67) on the writing skills of the eighth grade students of SMPN 6 SawahLunto.
Keywords: Writing, Explanation, Productive Creative

Abstrak
Penelitian ini dilatar belakangi oleh kurangnya minat siswa dalam menulis teks eksplanasi karena siswa tersebut tidaka mampu membedakan teks eksplanasi dan siswa tersebut sulit menentukan struktur teks eksplanasi. Siswa tersebut juga tidak mampu mengembangkan atau menentuka ide gagasan yang akan dituliskan menjadi teks eksplanasi. Penelitian ini bertujuan untuk keterampilan menulis teks eksplanasi siswa tanapa dan dengan menggunakan model Kreatif-Produktif serta pengaruh penggunanaan model Kreatif-Produktif terhadap keterampilan menulis teks eksplanasi siwa kelas VIII SMPN 6 SawahLunto.Jenis penelitian ini adalah penelitian kuantitatif dengan metode eksperimen. Design penelitian ini adalah postest only kontrol design. Populasi dalam penelitian ini, seluruh siswa kelas VIII SMPN 6 SawahLunto yang berjumlah 103 siswa. Sampel penelitian untuk kelas kontrol adalah siswa kelas VIII 2 yang berjumlah 34 orang siswa, sampel untuk kelas eksperimen siswa kelas VIII 1. Data dalam penelitian ini adalah skor keterampilan menulis teks eksplanasi tanpa menggunakan dan dengan menggunakan model Kreatif-Produktif. Penelitian ini dapat disimpulkan sebagai berikut. Pertama, keterampilan menulis teks ekplanasi tanpa menggunakan model Kreatif-Produktif untuk kelas kontrol memperoleh nilai rata-rata 75,24 berada pada tingkat penguasaan 66-75% dengan Cukup (C). Kedua, keterampilan menulis teks ekplanasi dengan menggunakan model Kreatif-Produktif memperoleh nilai rata-rata 79, 02 berada pada tingkat penguasaan 76-85% dengan kualifika baik (B) Ketiga, berdasarkan hasil uji t dapat disimpulkan bahwa terdapat pengaruh penggunaan model Kreatif-Produktif dengan thitung> ttabel (3,00> 1,67) terhadap keterampilan menulis teks ekplanasi siswa kelas VIII SMPN 6 SawahLunto.
Kata kunci: Menulis, Eksplanasi, Kreatif Produktif

1. INTRODUCTION

Based on the results of interviews conducted with the Indonesian language teacher class VIII Rahayu, S.Pd conducted at SMPN 6 Sawahlunto, found several problems in the teaching and learning process of writing explanatory texts. logically and systematically in the form of explanatory text writing. Second, students' skills are still lacking, because many students still have doubts and students find it difficult to distinguish explanatory texts from other texts, so students do not understand how to compose explanatory texts so that the results of writing explanatory texts are still relatively low. Third, students have difficulty in finding ideas, and pouring ideas into written form, because students do not understand the explanatory text. Fourth, the learning materials have not been effective, there are still some that are lacking because in the teacher's book there is no material on learning resources.

In addition, interviews were also conducted with several eighth grade students of SMP N 6 Sawahlunto. Based on these interviews, it can be concluded several problems as follows. First, students find it difficult to find the content of a subject or conclusion in an explanatory text, because students do not understand the explanatory text. Second, students have difficulty understanding or concluding what is meant by explanatory text, because students do not understand the structure in the exposition text. Third, students have difficulty presenting the main ideas of explanatory texts, because the information contained in explanatory texts written by students is often incomplete. Fourth, students have difficulty in determining the structure of explanatory texts. This is due to the lack of books related to the study of explanatory texts in

particular. This results in students getting less ideas for writing explanatory texts. Fifth, students find it difficult to understand or conclude the main content of a subject or conclusion in an explanatory text. Students lack reference books in learning so that students find it difficult to understand lessons that are only guided by one book. This causes students difficulty in developing ideas to string words in writing explanatory texts. This is evidenced by the learning outcomes of students who have difficulty in developing ideas, ideas and thoughts in writing explanatory texts. Developing a written framework of the topic students still face difficulties. Therefore, there needs to be an update in the learning that will be studied.

In connection with the problems faced in writing explanatory texts, it is necessary to have an appropriate learning model so that the learning objectives are achieved. The way that needs to be done to solve this problem is to choose the right and appropriate learning model that is able to attract the attention of students, namely by using the creative-productive learning model. Creative-Productive Model is a creativity that is directly related to productivity and is an essential part of problem solving. This learning model was chosen because it can be used to help students write explanatory texts, so that students' explanatory writing skills can increase because it can increase students' creativity and solve problems.

Based on the explanation above, research on the ability to write explanatory texts using the Creative-Productive model is important in class VIII of SMPN 6 Sawahlunto. The use of this model is expected to improve students' ability in writing explanatory texts. Therefore, a research was conducted with the title "The Influence of the Use of Creative-Productive Learning Models on the skills of writing explanatory texts for class VIII students of SMPN 6 Sawahlunto".

2. METHODS

This research method is descriptive. Descriptive method is an attempt to describe, record, analyze and interpret the current conditions that occur or exist. In other words, descriptive research aims to obtain information about the current situation, and to see the relationship between the existing variables (Arikunto, 2006:89). Sugiyono (2010:80) reveals that the population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and drawn conclusions. In line with that, Arikunto (2006:173), stated that the population is the entire research subject. According to Sugiono (2010:81), the sample is part of the number and characteristics possessed by the population. Then Arikunto (2006:174), suggests that the sample is part or representative of the population studied.

The population in this study were all students of class VIII SMP N 6 Sawahlunto who were registered in the 2018/2019 academic year, totaling 75 people spread over three classes. Sugiyono (2010:81), also added that the sample is part of the number and characteristics possessed by the population.

The technique used in sampling in this study is to use purposive sampling. Sugiyono (2010:85), suggests that purposive sampling is a sampling technique with certain considerations. Thus, the proportional sampling technique is carried out by taking the subject not based on strata, random, or regional but based on a specific purpose. The sample is determined by calculating the standard deviation of each population class.

3. RESULTS AND DISCUSSION

The results and discussion can be seen as follows: Table 1. Frequency distribution of the effect of using productive creative learning models on the skills of writing explanatory texts for class VIII SMP N 6 Sawahlunto

No	XFFX
1	58,336349,98
2	66,677466,69
3	757525
4	83,338666,664
5	91.676550.02
total	34 2558.35

Based on the results of the analysis obtained an average value of 75.24, it was concluded that the arithmetic level was 75.24, so it was concluded that the level of mastery of the ability to write explanatory texts before using the productive creative model for class VIII SMP N 6 Sawahlunto was at the mastery level of 66-75% qualified. almost enough (HC).

Based on the literature study conducted, several studies that are relevant to this research were found, as follows. First, the research conducted by Setiandini (2015) with the title "The Influence of Problem Based Instruction Learning Methods on the Ability to Write News for Class VII Students at MTsN Lubuk Buaya Padang". VII MTsN Lubuk Buaya Padang is in the range of 56%-65% with sufficient qualifications with an average score of 60.9. Second, the ability to write news for class VII students of MTsN Lubuk Buaya Padang after using the Problem Based Instruction learning model is in the range of 66%-75% qualification is more than adequate with an average value of 69.7. Third, there is a significant difference from before using the Problem Based Instruction learning model and after using the Problem Based Instruction model in learning news writing skills. while the title to be studied is "The Influence of the Use of Problem Based Instruction Models on the Skills of Writing Exposition Texts for Class X Students of SMA Negeri 2 Sijunjung", from the two studies there are similarities and differences, the similarities are independent variables, while the differences are the dependent variable.

Second, the research conducted by Hamni (2018), students of STKIP PGRI West Sumatra with the title: "The Influence of the Use of Take and Give Cooperative Learning Models on the Ability to Write Explanatory Texts for Class VIII Students of SMPN 7 Bukitinggi". The problem in this research is that students have difficulty in developing explanatory texts (phenomena) into an essay from spoken language into writing, in writing explanatory texts, students' knowledge is still very lacking in mastering the structure and linguistics of explanatory texts, the low ability of students to develop essays, students' writing enthusiasm is still lacking, in the use of vocabulary and PUEBI students still do not understand, the teacher uses the lecture method and does not use the media in learning. This type of research is a quantitative research with a pure experimental method (true experimental design). The sampling technique used is sample random sampling. The results of this study indicate that (a) the ability to write explanatory texts for grade VIII students of SMP Negeri 7 Bukittinggi without using a take and give type cooperative model obtained an average grade of 66.66 with more than adequate qualifications, (b) the ability to write explanatory texts for first-class students. VIII SMP N 7 Bukitinggi using the take and give type cooperative model obtained an average grade of 80.10 with good qualifications, (c) there is a significant effect of using the take and give type cooperative model on the ability to write explanatory texts of class VIII SMP N 7 Bukittinggi because tcount>ttable (4.07>1.67).

Third, the research conducted by Fitri Wulan Sari (2018) students of STKIP PGRI West Sumatra with the title: "The Effect of Concept Sentence Learning Models on Writing Explanatory Text Skills for Class XI Students of SMA Negeri 2 Gunung Talang". The problem in this research is that students have difficulty in developing ideas or ideas in writing and do not

understand the explanatory text material. This type of research is quantitative with experimental methods. The population of this study were all class XI students of SMA Negeri 2 Gunung Talang who were registered in the 2017/2018 academic year totaling 104 people and a sample of 41 people with random sampling. The results of this study were using the Concept Sentence model with an average value of 76.45 which is at the level of mastery of 76-85%, which is in good qualification (B). Using the Concept Sentence learning model, the average value is at the assignment level of 86-95%, which is very good qualification (BS). Based on the results of the t-test, it can be concluded that there is an explanatory text writing skill for class XI students of SMA Negeri 2 Gunung Talang. Because tcount = 4.69 > ttable, H0 is rejected and H1 is accepted.

This research is different from previous research. The difference lies in the techniques and methods used in the learning process. The theory used in the material, explanatory text is a text that explains the relationship of events or the process of something happening (in full). The model used in this study is the Creative-Productive learning model

4. CONCLUSION

Based on the results of data analysis, it can be concluded the following 3 things. *first,* the skill level of writing explanatory texts for class VIII SMP N 6 Sawahlunto before using the productive creative learning model obtained an average score of 75.24 with a classification of 66-75%, which is almost sufficient (HC). *Second,* the skill level of writing explanatory texts for class VIII SMP N 6 Sawahlunto after using the productive creative learning model obtained an average score of 79.02 with a classification that is better (LB). *Third,* it can be seen that the effect of using productive creative learning models is in writing students' explanatory text skills, it can be seen that the alternative hypothesis is accepted at a significant level of 95%.

5. ACKNOWLEDGMENTS

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