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THE EFFECT OF PRODUCTIVE MODEL ASSISTED BY FLASHCARDS ON STUDENTS WRITING ABILITY OF DESCRIPTIVE TEXT

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Abstract

This study aims to determine the effect of the Productive Model assisted by question cards on students' descriptive text writing skills. This study was conducted using a quasi-experimental design with two groups: an experimental group taught using the Productive Model and question cards, and a control group taught using conventional methods. Participants were grade XI students of SMAN 1 Sei Kepayang, selected through random sampling. Data were collected using a writing test and analyzed quantitatively. The results showed that students in the experimental group achieved significantly higher scores in writing descriptive texts compared to the control group with a ratio of 10% in the control class and 15.8% in the experimental class. Data analysis using the t-test showed that the increase was significant, as evidenced by the t-score value exceeding the critical value at a significance level of 0.05. With degrees of freedom (df) 66 and a significance level of 0.05, a t-score value of 5.74 was obtained, which was greater than the t-table of 1.668 (5.74> 1.668). These results indicate that the alternative hypothesis (Ha) is accepted, the integration of the Productive Model and question cards is effective in improving students' descriptive writing skills.

Key word : Productive Model, flashcards, writing , descriptive text, learning model

INTRODUCTION

Writing skills taught in Senior High School is writing descriptive texts (Husna, 2017). This is in accordance with the principles of text-based learning according to the Indonesian language books prepared by the government in the context of implementing the 2013 curriculum, namely: (1) language should be viewed as text, not merely a collection of words or linguistic rules, (2) language use is a process linguistic forms to express meaning, (3) language is functional, namely the use of language that can never be separated from the context because the form of language used reflects the ideas, attitudes, values, ideology of its users, (4) language is a means of forming human thinking abilities.

In connection with this principle, it is necessary to realize that each text has its own structure. When it is related to the aspects of understanding the structure

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and characteristics of the descriptive text language, it is hoped that students will be able to understand it (Jamaluddin, Jupri, Arif Rahman, & Hassan, 2024).

While the productive model Sanjaya (2006) stated that the productive learning model aims not only to make students know something, but also to be able to do something independently. Learning must be able to develop students' potential so that they are ready to face real-world challenges.

One of the primary challenges in teaching writing is how to engage students actively and help them organize their ideas effectively. Conventional teaching methods often fail to provide sufficient scaffolding for students to develop their writing competence. Therefore, there is a need for more interactive and student-centered approaches that can stimulate learners' interest and creativity.

The Productive Model, which emphasizes active involvement in language production, offers a potential solution. This model encourages students to process and produce language through meaningful activities, which can lead to better retention and application of language skills. When combined with the use of flashcards—a visual learning aid that enhances vocabulary acquisition—the model may offer a more effective way to improve students' writing ability, particularly in descriptive text.

Several studies have suggested that visual aids such as flashcards can significantly support vocabulary learning and idea development. By integrating the Productive Model with flashcards, students are expected to be more engaged, motivated, and better equipped to express their ideas in writing. However, empirical evidence on the effectiveness of this combination, particularly in the context of writing descriptive texts, remains limited.

Therefore, this study aims to investigate the effect of the Productive Model assisted by flashcards on students' writing ability of descriptive text. It is hoped that the findings will provide insights into innovative and effective teaching strategies to enhance students' writing performance in English classes.

METHOD

This study used an experimental design to investigate the impact of using a flashcard-assisted productive learning model in improving descriptive text writing skills in grade XI students. Two groups of students were involved: the experimental group, which was taught using the flashcard-assisted productive model, and the control group, which received conventional teaching methods. Both groups underwent pre-tests and post-tests to measure the results. The design framework follows the proposed model (Sugiyono 1967:69)

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Table 1. Two Groups Pre-test Post-test

Group	Types	Experiment	Types
Control Class Group	Pre-test	X	Post-test
Experimental Class group	Pre-test	Y	Post-test

Note:
X : Using Conventional way
Y : Using Productive Model and Flashcard

The data collection techniques are a fundamental aspect of research strategy, as the primary goal of research is to obtain data. Without understanding the appropriate methods for collecting data, researchers cannot acquire the information needed to meet the essential requirements of their study (Sugiyono, 2018:224)

1. Pre-test

A pre-test was given before the treatment was given. During data collection, the author visited the class and gave a matching test consisting of 5 items. This test was given to the experimental and control groups, with all items designed to have the same level of difficulty. Each correct answer was scored 20 points, while an incorrect answer was scored 0 points.

2. Treatment

The treatment was applied in the experimental class and the control class. The experimental class was taught using the Productive Learning Model, while the control class followed the conventional teaching method.

3. Post-test

The last stage is the post-test. At this stage, the author gives a matching test consisting of 5 questions. The test given is the same as the initial test. Each question has the same level of difficulty. The assessment of the question is 20 points for each question for the correct answer and 0 points for the wrong answer.

4. Scoring Test

Data analysis involves processing research findings, and the t-test was employed as the primary technique. To perform the t-test, the writer calculated both the mean and standard deviation of the pre-test and post-test scores.

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1. To find out the students' individual score, the writer used a formula as follows:

$$\text{Score} = \frac{\text{The number right answer}}{\text{The number of items}} \text{ x } 100$$

Table 2. Scoring Students' criteria and percentage

Mastery level	Category value	Description
85 - 100	A	Very good
75- 84	B	Ok
60 - 74	C	Enough
40 - 59	D	less

RESULTS AND DISCUSSION

The result of the students' test can be seen on the following table score.

Table 4. The Sore of Pre-test and Post-test in Control Group

initial name	score of pre-test (X)	score of post-test (Y)	X	Y	XY
AD	55	55	3025	3025	3025
AFA	40	65	1600	4225	2600
AG	45	50	2025	2500	2250
AGD	30	40	900	1600	1200
AHA	45	55	2025	3025	2475
AHI	65	65	4225	4225	4225
BA	55	60	3025	3600	3300
BM	60	60	3600	3600	3600
CF	45	55	2025	3025	2475
CMH	30	45	900	2025	1350
DA	60	60	3600	3600	3600
DP	45	60	2025	3600	2700
DRA	50	55	2500	3025	2750
EKR	40	45	1600	2025	1800
FAR	40	50	1600	2500	2000
FAZ	45	60	2025	3600	2700
GSP	40	45	1600	2025	1800
HAE	55	60	3025	3600	3300
HED	70	70	4900	4900	4900
HIS	55	60	3025	3600	3300
IPP	35	60	1225	3600	2100
IZ	55	65	3025	4225	3575

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JDI	35	60	1225	3600	2100
JM	45	60	2025	3600	2700
KS	45	70	2025	4900	3150
KZA	60	65	3600	4225	3900
LWS	55	65	3025	4225	3575
MAS	55	55	3025	3025	3025
MEH	35	60	1225	3600	2100
MMA	45	55	2025	3025	2475
NAH	40	40	1600	1600	1600
NP	60	70	3600	4900	4200
PSR	35	45	1225	2025	1575
PM	55	60	3025	3600	3300
score	1625	1945	81125	113475	94725

From the data above, it can be seen that highest and lowest values in the Pre-Test are:

a. Students who got 30 score was 2 students
b. Students who got 35 score was 4 students
c. Students who got 40 score was 5 students
d. Students who got 45 score was 8 students
e. Students who got 50 score was 1 student
f. Students who got 55 score was 8 students
g. Students who got 60 score was 4 students
h. Students who got 65 score was 1 student
i. Students who got 70 score was 1 student

From the data above, it shown that the highest and the lowest score in Post-Test was:

a. Students who got 40 score was 2 students.
b. Students who got 45 score was 4 students.
c. Students who got 50 score was 2 students.
d. Students who got 55 score was 6 students.
e. Students who got 60 score was 12 students.
f. Students who got 65 score was 5 students.
g. Students who got 70 score was 3 students.
.

Table 5. The Sore of Pre-test and Post-test in Experimental Group

initial name	score of pre-test (X)	score of post-test (Y)	X	Y	XY
AC	45	60	2025	3600	2700
AD	45	75	2025	5625	3375
AF	65	80	4225	6400	5200

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AK	50	55	2500	3025	2750
AN	55	70	3025	4900	3850
AR	45	50	2025	2500	2250
BK	40	55	1600	3025	2200
DA	40	55	1600	3025	2200
FA	60	60	3600	3600	3600
FS	75	85	5625	7225	6375
GK	45	75	2025	5625	3375
HMA	75	85	5625	7225	6375
HRM	60	65	3600	4225	3900
IJM	60	85	3600	7225	5100
IN	70	80	4900	6400	5600
KAM	75	90	5625	8100	6750
KDN	45	75	2025	5625	3375
LMA	55	85	3025	7225	4675
LRF	65	80	4225	6400	5200
MM	60	75	3600	5625	4500
MP	50	80	2500	6400	4000
MRS	70	90	4900	8100	6300
NPP	70	80	4900	6400	5600
NRF	60	65	3600	4225	3900
RA	50	70	2500	4900	3500
RFA	60	75	3600	5625	4500
RIK	65	80	4225	6400	5200
SAF	55	80	3025	6400	4400
SD	40	65	1600	4225	2600
SI	45	60	2025	3600	2700
S	80	85	6400	7225	6800
TTM	60	65	3600	4225	3900
TU	40	55	1600	3025	2200
VAZ	75	90	5625	8100	6750

From the data above, it's shown that the highest dan the lowest score in the pre-test. In addition, the data could be presented at the chart below.

a. Students who got 40 score was 4 students
b. Students who got 45 score was 6 students
c. Students who got 50 score was 3 students
d. Students who got 55 score was 3 students

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e. Students who got 60 score was 7 students
f. Students who got 65 score was 3 students
g. Students who got 75 score was 4 students
h. Students who got 80 score was 1 students

From the data above, it shown that the highest and the lowest score in Post-Test was:

a. Students who got 50 score was 1 students
b. Students who got 55 score was 4 students
c. Students who got 60 score was 3 students
d. Students who got 65 score was 4 students
e. Students who got 70 score was 2 students
f. Students who got 75 score was 5 students
g. Students who got 80 score was 7 students
h. Students who got 85 score was 5 students
i. Students who got 90 score was 3 students

CONCLUSION

Based on the findings of this study, it can be concluded that the use of Productive Model assisted by question cards has a significant positive effect on students' descriptive text writing skills. Students taught using this approach showed better performance in organizing ideas, using appropriate vocabulary, and applying correct grammatical structures compared to those taught using conventional methods. The integration of question cards as visual aids helped students expand their vocabulary and produce more concrete and clear descriptions, while the Productive Model encouraged active language use and structured practice. Therefore, this combination proved to be an effective teaching strategy to improve students' descriptive writing skills. It is recommended that English teachers consider implementing this approach in their classroom teaching to improve students' writing engagement and outcomes.

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