

Learning to Write Persuasive Text Using Advertising Media for Students in High School Education Units

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Abstract. The purpose of this research is to analyze persuasive text learning using text as a medium to write persuasive text for learners in high school. The research method is a library study with researcher himself as the main research instrument. The results of the study show that learning persuasive text at high school using ad text as a medium in writing persuasive texts results in an effective outcome. This is evidenced by the results of previous research that the authors examined. In the study it was discovered that after asking learners to write persuasive text with the help of advertising media, the ability to write persuasive text for learners increased, rather than before, because the text of the ad has the same characteristics as persuasive text, which invites and affects the reader. This means that learners succeed in learning to write persuasive text because the learning process uses advertising media as a "stimulus" to write persuasive text. Thus, learning to write persuasive text using ad media in high school can help teachers and students in the process of learning persuasive text.

Keywords: language learning, persuasive text

1 Introduction

Writing is arguably the most complicated language skill among other types of language skills [1]–[3]. This is because writing is not just copying words and sentences but also developing and expressing thoughts in an orderly writing structure. Language skills consist of four aspects, namely speaking, listening, writing, and reading skills. Language skills in writing need to be developed because writing is one type of productive written language skills. Writing is an activity to express ideas, thoughts, experiences, and knowledge in the form of notes using letters, symbols, or symbols, which are made systematically so that they can be easily understood by others [4]. Writing is a creative activity, by writing someone can display a work. Word for word that is written is a representation of ourselves and a reflection of ourselves. The aspects of writing that are the subject of learning Indonesian are word accuracy, sentence accuracy, spelling and writing.

Writing is an integrated skill activity and is always present in every learning activity, as well as reading [5], [6]. Good writing skills are not only addressed to a writer but to everyone to be skilled at communicating in spoken and written language. Writing activities are also very important in education because they can help students practice thinking and expressing ideas [7], [8]. One example of writing activities in learning is writing persuasive texts. Persuasive text that is embodied in a persuasive paragraph is a continuation or development of an argument. Persuasive first presents ideas with reasons, evidence or examples to convince the reader. Then it is followed by an invitation, persuasion, seduction, appeal, or suggestion to the

reader [9]. Thus, it can be concluded that persuasive text is a text with the main function to influence the reader to have the same opinion, feeling, or action. As long as a text has such a purpose, it can be said that the text is persuasive.

In learning, the use of media is needed in fostering the creativity of students, especially in learning to write persuasive texts. This is because writing an essay requires a high imagination and creativity in order to attract the interest of the readers [10]–[12]. In addition, the use of media in learning can make it easier for students to understand the material explained by the teacher so that the application of the material can be easily understood by students. In learning to write, of course, it is very boring if you do not use media that support the imagination of students. Therefore, teachers must be creative in choosing media that are appropriate to the material and characteristics of students and of course increase students' imagination in writing essays. One of the suitable media in learning to write persuasive texts is advertising media. Learning is a complex process and involves various interrelated aspects. Therefore, to create creative and fun learning, teaching and learning skills are needed [13]–[15]. One of those skills is using advertising as a medium in writing persuasive texts.

The word persuasive is derived from the verb to persuade (Ing), which means to persuade or suggest. Persuasive text that is embodied in a persuasive paragraph is a continuation or development of an argument. Persuasive first presents ideas with reasons, evidence or examples to convince the reader. Then it is followed by an invitation, persuasion, seduction, appeal, or suggestion to the reader [16]. The concept of persuasion is defined as a form of discourse that deviates from argumentation, and specifically seeks to influence other people or readers, so that the reader or listener does something for the person who is persuading, even though the person being persuaded does not really believe what is being said [17], [18]. Meanwhile, in persuasion, facts and evidence are used as necessary. If you use too many facts and evidence, your weaknesses will be discovered so that the party being persuaded will not be trusted by the author.

A persuasive text is formed by several parts, which are arranged in a systematic and interconnected manner between the parts. A persuasive text begins with an introduction to the issue, followed by an explanation of a number of arguments. After that, the invitations are stated, which ends with a reaffirmation. The introduction of issues, arguments, invitations and reaffirmations, can be described as follows: 1). Introduction to the issue, which is in the form of an introduction or delivery of the problem that is the basis of the writing or discussion. 2). A series of arguments, namely in the form of a number of opinions of the author/speaker related to the issues raised in the previous section. In this section a number of facts are also presented to strengthen his arguments. 3). Invitation statement, which is the core of a persuasive text in which an encouragement is expressed to the reader/listener to do something. The statement may be made expressly or impliedly. The presence of arguments serves to direct and strengthen the invitations. 4). Reaffirmation of the previous statements, which are usually marked by expressions such as, thus, thus, because of that.

2 Method

This research method, namely literature study with an approach to limited documents, in the form of 3 (three) theses according to the topic of this study. the data sources of this research, namely theses as primary sources and books as secondary sources. The data of this study, namely the content of primary sources that state the results of persuasive text learning using advertising media at the level of high school education units. The data collection technique is by reading and taking notes.

3 Results and Discussion

3.1 Persuasive Text Learning Steps

Persuasive text learning is the application of strategic steps to help students succeed. The three research results reviewed by the author show that persuasive text learning actually has steps. The steps in question are found by researchers in each research result and can be explained practically, namely (1) the teacher opens the lesson; (2) the teacher provides apperception by exploring students' knowledge about various kinds of paragraphs that they already know; (3) the teacher provides material about persuasive writing; (4) the teacher shows examples of advertisements, persuasive paragraph outlines, and their development based on the advertisements; (5) The teacher distributes advertisement sheets to students, then discusses its contents; (6) The teacher distributes composing worksheets and assigns students to write persuasion based on the public service advertisement; (7) the teacher asks students to improve the contents of the writing, assigns students to edit their friends' writings, assigns students to rewrite the writing that has been corrected; (8) The teacher evaluates and analyzes the students' writing. These steps are a practical form of the learning process carried out by the teacher in teaching. That is, the teacher applying these steps means that he carries out persuasive text learning that allows students to achieve cognitive, psychomotor, and affective aspects.

3.2 Challenges of Using Advertising Media in Learning to Write Persuasive Texts

The author finds that in teaching persuasive texts using advertising media there are various challenges faced by teachers. These challenges are manifested explicitly in the problems encountered by the researchers. For example, in these theses the author finds challenges, such as; (1) not all students are skilled in writing because to be skilled at writing requires practice and becomes a habit; (2) many students have difficulty learning about writing persuasive texts so that their learning achievement tends to be low; and (3) the media for delivering the material is less attractive, so the teacher chooses to use advertising as a medium of learning.

Meanwhile, in general, every text writer (including persuasive text writers) experiences challenges in learning to write. The author supports the results of the study of Sitorus (2019: 90) that generally a person's challenges in writing (including in the process of learning to write) have at least six aspects. The six aspects of the challenge are: (1) There is no intention or passion to write; (2) there is an intention, but always feels it is not time to write; (3) feeling that they do not know what to write (idea level); (4) fear of being wrong, feeling inferior (technical and content level); (5) the effect of attention on things that are not productive; (6) unable to utilize technology appropriately

3.3 Variation of Research Results

The variations found by the author through the study process can be explained below. First, the thesis written by Ari Setyaningsih with the title "Use of Public Service Advertising Media to Improve the Quality of Persuasive Writing Learning in Class X-1 Students of Senior High School (SHS) Negeri 1 Mojolaban (Classroom Action Research)", shows that teaching techniques used by teachers are proven to increase student activity and ability. in writing persuasion, which is 80%. Teachers have succeeded in arousing students' enthusiasm for

learning by building a pleasant learning atmosphere, namely by broadcasting public service advertisements with themes that are familiar to students. This is proven by the success of all students in writing persuasion, although there are still students' writing that is not perfect. The imperfection lies more in the mechanics of writing, such as aspects of spelling and conjunctions in sentences and between sentences. In terms of learning outcomes, all students can reach the minimum completeness limit, this can be seen from their writing scores that reach a score of 65 and above. Success can also be seen from the achievement of several predetermined indicators. All students have been able to reach the limit of mastery learning.

Ari Setyaningsih's description proves that there are variations in research. Researchers present forms of learning variations in research by displaying learning media (in the form of advertisements) that are in accordance with student needs. This is evidence that the researcher captures the situation faced or experienced by students so that he arouses students' enthusiasm for learning by building a pleasant learning atmosphere. Thus, it can be said that researchers need to have the initiative and creativity to build a student learning atmosphere with various variations of learning, such as changing learning media, changing learning methods and strategies, and so on.

Second, the thesis written by Ika Sari Astarina with the title "Improving Persuasive Paragraph Writing Skills based on Advertising in Print Media with Learning Models and Portfolio Assessment in Class X E SHS 8 Semarang," shows that the results of persuasive paragraph writing skills for class X SHS 8 Semarang students in the cycle II has increased from cycle I. The results have reached an average of 76.87 or categorized as good and have reached the expected target. In cycle II, students can show the contents of the advertisements given and observe the advertisements enthusiastically. Most students have been able to develop an outline from an advertisement into an interesting and convincing persuasive paragraph. In terms of linguistic aspects such as spelling, they also understand enough. The persuasion paragraphs made by the students were better than in the first cycle.

At the observation stage, it was seen that most of the students had not carried out negative behavior. Students follow the lesson from beginning to end with a good attitude and calm. Students are very happy and enthusiastic about the learning that is carried out. The media and learning models used make students not feel bored when participating in learning. Most of the students stated that this learning was very fun. This is evidence of a change in student behavior in a positive direction. While the results of the non-test in the form of photo documentation can be seen that learning is increasingly conducive and more fun. Students are very active in participating in learning. When making persuasive paragraphs, students are no longer shy to ask or answer questions from the teacher. They complete the assigned tasks with a good attitude and calm.

The results of Ika Sari Astarina's research indicate that there are variations in the study. Astarina conducts research variations by presenting a cycle to achieve the research objectives, namely students experience an increase in their skills in writing persuasive paragraphs based on advertisements in print media with learning models and portfolio assessment. That is, the researcher did not stop at the first cycle, but he did the second cycle by changing the media and learning models. It also implied that the researcher displayed variations in learning in the study so that students did not experience difficulties, but on the contrary, students were enthusiastic in the learning process.

Third, the thesis written by Dewi Ambarwati with the title "Improving Persuasion Writing Skills with Advertorial Advertising Media for Class X Students of SHS Negeri 1 Prembun," shows that there has been an improvement both in terms of process and results/products. The increase that occurs already meets the criteria for the success of the action. Teaching and

Learning Activities (KBM) are carried out 1 month before the students' test so that students' concentration is slightly disturbed and lacks focus. However, all can be overcome by students so that students successfully complete the task of writing persuasion well. The results of Dewi Ambarwati's research show the form of research variations, namely the research process within a certain period of time so as to help students succeed and the research objectives are achieved. Researchers carry out various variations of approaches in research so that they slowly achieve research objectives

3.4 Author's Reflection

Learning is an academic activity that demands creativity, innovation, and variety of teachers to assist students in the process of achieving the learning objectives themselves. This is, as done by DewiAmbarwati, Ika Sari Astarina, and Ari Setyaningsih in their research which is reviewed by the author in this thesis. The three researchers focused their research on the use of advertising media in learning to write persuasive texts. This means the existence of advertising as a medium for learning to write persuasive texts.

In fact, the use and utilization of creative, innovative and varied learning media makes learning possible by optimizing the process and being oriented to learning achievement and the learning atmosphere is more attractive to students. Creative learning is learning that encourages students to carry out a creative learning process as well. The creative learning process displayed by the three researchers is an act of continuous discovery, deep exploration with the heart, mind and spirit to gain beauty and new experiences that they feel as teachers and students as learners.

Generally, the form of creative learning displayed by the three researchers, namely students observing advertising media, then pouring, exploring, and developing ideas in the form of persuasive writing. Meanwhile, the three researchers also presented an innovative process that was new, unlike what is usually done, and aimed to facilitate students in building their own knowledge in the context of changing behavior towards a better direction in accordance with the potential and differences of students. Generally, researchers use advertising learning media in teaching and learning activities to increase the value and activity according to the potential of students with the aim of students having the skills to write persuasive texts. Of course, the three researchers also applied varied learning, namely learning to vary learning media, approaches and strategies, and learning methods. This makes students not bored and can increase student interest and students' attention continues to focus on learning.

In the context of this study, the author can reflect that learning to write persuasive texts using advertising media must be creative, innovative, and varied. It also forms the basis for Classroom Action Research (CAR). In the context of this paper, teaching persuasive texts using advertising media shows that actually learning to write persuasive texts at the high school level gets effective results. This is acceptable, because the ad text has the same characteristics as persuasive text, which is to invite and influence the reader. Therefore, by using advertising as a medium in learning to write persuasive texts, students can be helped in writing persuasive texts. In other words, that students can succeed in learning to write advertising texts, it means that they are also successful in writing persuasive texts

4 Conclusion

Based on the results of research studies that have been read and analyzed through documentation studies, the authors can conclude that teaching persuasive texts using advertising media in high school can help students to write persuasive texts easily. This is because the teacher conducts persuasive text learning by applying strategic steps to help students succeed in writing persuasive texts. The learning steps are a form of the learning process carried out by the teacher in achieving cognitive, psychomotor, and affective aspects. This means that students are successful in learning to write persuasive texts because the learning process uses advertising media as a "stimulus" to write persuasive texts.

In addition, the persuasive text learning process is very appropriate when using learning media in the form of advertisements. This, apart from having the same characteristics, persuasive text is also reflected in the ad text and vice versa. In fact, the use and utilization of creative, innovative and varied learning media makes learning possible by optimizing the process and being oriented to learning achievement and the learning atmosphere is more attractive to students. This is also the basis for Classroom Action Research (CAR), namely persuasive text learning using advertising media shows that actually learning to write persuasive texts at the high school level gets effective results. The results of the study also illustrate that persuasive text learning by using advertising media is very helpful for the success of students' learning. This can be justified, because the characteristics of persuasive text have similarities with the characteristics of advertisements

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