

EFFORT TO IMPROVE WRITING SKILLS PARAGRAPH PERSUASIVE THROUGH GRADE VIII STUDENT IMAGE MEDIA SMP NEGERI 3 ALASA TALUMUZOI 2020/2021

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ABSTRACT

Language is communication tool. One part of teaching writing skills is writing or composing paragraphs. Based on the results of observations by researcher to Indonesia language subject teachers in SMP N 3 Alasa Talumuzoi it was found that some problems in learning to write persuasive paragraphs were still lacking, students' understanding in arranging words in form a persuasive paragraphs was still lacking, because student were still lacking understand the meaning and way of writing persuasive paragraphs. The research problem is limited to " Effort to Improve Writing Skill Paragraph Persuasive Through grade SMP N 3 Alasa Talumuzoi 2020/2021. The formulation of this research is how to improve and process image media in improve persuasive paragraph writing skill and the process of class VIII SMP N 3 Alasa Talumuzoi. While the purpose of this study was to describe to improvement of persuasive paragraph writing skills the process of drawing media for class VIII SMP N 3 Talumuzoi. The method used in this study namely classroom action research using image media, which means media that combines the expression of word in pictures. The result of the research in the first cycle with an average student score of 43,92 with a completeness percentage of 11,90 % and the percentage of 88.09 % incompliance indicate that the level of mastery was still lacking. Furthermore in the second cycle with an average student score 80,11 with a completeness percentage of 95,24 % and a percentage of 4, 76 % incompleteness, an increase in the level of mastery showed excellent. The conclusion in this study by applying image media can improve students' ability to write persuasive paragraph and student are more active in learning and the suggestion in this study are expected to provide input for Indonesian language and literature subject teachers in SMP N 3 Alasa Talumuzoi by applying image media in writing persuasive paragraphs is expected to increase student' insight in solving a problem.

Key word :Writing, Persuasive Paragraphs, Image Media.

1. INTRODUCTION

Language is a communication tool. With language, humans can express, convey messages, ideas, ideas, or opinions. It is not an exaggeration to say that language is part of life. In language life we recognize four language skills, namely listening, speaking, reading, and writing. The four skills are one unit that supports each other. Tarigan (1986: 1) argues, "Each skill is closely related to the other three skills in various ways. In acquiring language skills, we usually go through regular order relationships, first as a child we learn to listen to the language, then speak, after that we learn to read and write. Listening and speaking we learn before entering school. The four skills basically one unit a single chess.

Every language skill is closely related to the processes that underlie language. Written language has advantages, especially for matters of a scientific nature. Writing papers, theses, and other scientific works cannot be separated from the use of written language. For this reason, writing skills are often used as the object of research. This does not mean neglecting other language skills. Through writing, it can be obtained an overview of the freedom of insight and ability of a person in certain disciplines, both in the field of linguistics and other sciences.

One part of teaching writing skills is writing or composing paragraphs. Paragraph based on its content consists of five types, namely argumentative paragraphs, descriptive paragraphs, exposition paragraphs, narrative paragraphs, and persuasive paragraphs. Paragraph teaching is a systematic process for developing an interrelated idea. The results of this paragraph teaching are expected that students will be able to compose sentences to develop these ideas so that they become good and interesting writing. In general, a paragraph is composed of a main sentence and an explanatory sentence which are related to each other, thus forming a unified thought. To form a good paragraph, the sentences contained in the paragraph are arranged carefully so that there is no deviation from the main idea. However, if a paragraph is not handled carefully, there will be distortion of the main idea. As a result, the paragraph is imperfect and ambiguous.

According to Keraf (1995: 118), "Persuasive is a verbal art that aims to convince someone to do something the speaker wants in the future". Since the ultimate goal is to get the reader or listener to do something, persuasion can also be incorporated into ways of making decisions. Those who accept persuasion must have confidence that the decisions they make are the right and wise decisions and are carried out without coercion.

Persuasive always aims to change the minds of others; it tries to get other people to accept and do something we want. To accept and do something that we want, it is necessary to create a basis, namely the basis of trust. So persuasive is an attempt to create conformity or agreement through trust. So, it can be concluded that a persuasive paragraph is an essay that aims to convince someone to do something the writer wants. Based on the results of observations and interviews of researchers with Indonesian language subject teachers in SMP N 3 Alasa Talumuzoi it was found that several problems in learning to write persuasive paragraphs were still lacking, students' understanding in arranging words in the form of persuasive paragraphs was still lacking, because students still don't understand understanding and writing persuasive paragraphs. Given the importance of writing skills in people's lives, the authors try to improve learning using image media. According to Wijaya and Rusyan (1994: 37) "image media acts as a learning stimulant and can foster learning motivation so that students do not become bored in achieving learning goals".

Image is part of visual media that relies on the sense of sight in the form of images or paintings, photographs, film strips (film sequences), slide (film frames). This image media was chosen to make it easier for students to learn, especially in making persuasive paragraphs. Therefore, this image media was chosen in this study.

DISCUSSION

Definition of writing

Tarigan (1994: 3) argues, "Basically writing is a language skill that is used to communicate indirectly, not face to face with other people. In writing activities, a writer or author must be skilled at utilizing graphology, language structure, and vocabulary. These skills will not be mastered automatically, but through extensive and regular practice and practice. According to Marwanto (2002: 12) writing is a person's ability to express ideas, thoughts, knowledge, and life experiences in written language that is clear, coherent, expressive, easy to read and can be understood by others. Thus it is clear that writing is closely related to the activities of developing knowledge, teaching and learning processes, effort to expand the horizons of thinking, and deepen general knowledge. From several definitions of the meaning of writing described above, it can be concluded that writing is a component of a communication system for expressing ideas in written form.

Definition of Paragraph

According to Tarigan (1987: 13), "Paragraph is a unity of expression which consists of a set of sentences which are used by the author as a tool to state and convey his thoughts to the readers". Alek et al (2010: 214) suggest that the unity in a paragraph, namely all sentences that build the paragraph together state something. Unity here should not be interpreted as containing only one thing. A unified paragraph may contain several items or several details, but all of these elements must be moved together to support a single purpose or a single theme. Paragraph is a chapter in an essay (usually contains the main idea and begins with a new line). Paragraphs are also called paragraphs. The word paragraph is absorbed into the Indonesian language from the English word paragraph, while the paragraph word from the Dutch language has the same spelling. The word Dutch itself comes from the Latin word paragraph, which means "the beginning of a new line". The English word paragraph is formed from the Greek words para-, which means "before," and -graphien, "to write, to scratch".

According to Zaenal (2004: 113) Paragraph is a set of sentences that discuss an idea or topic. Sentences in paragraphs show unity of thought or have a relationship in forming the idea or topic. A paragraph usually consists of thoughts or main ideas assisted by supporting sentences. Non-fiction paragraphs usually start out general and move more specifically to give rise to an argument or point of view. Every paragraph starts with a theme earlier and stopped to be continued. Paragraphs generally consist of three to seven sentences all joined together in a single paragraph statement. Based on some of the expert opinions above, it can be concluded that paragraphs are sections of essays consisting of related sentences as a whole and having one main idea.

Definition of Persuasive

According to Keraf (2001: 118) argues that Persuasion is a verbal art that aims to convince someone to do something that the speaker wants in the future. Since the ultimate goal is to get the reader or listener to do something, persuasion can also be included in ways of making decisions. Those who accept persuasion must have confidence that the decisions they make are correct decisions and are carried out without coercion. With the end goal is for the reader to do something. Persuasion can also be included in the ways to make decisions. Those who accept persuasion must have the confidence that the decisions taken are correct and wise and are carried out without coercion. In order to convince the reader of what is satisfying, the writer must inspire the readers' trust. Through persuasion, a writer tries to change the viewpoint of a particular problem. The author presents facts and opinions that can be obtained by readers to understand why something is true, false or both. Editorials, advertisements in the form of editorials, leaflets and so on are examples of persuasion writing.

Definition of Learning Media

The word media comes from Latin and is the plural form of the word "medium", which literally means "intermediary or introduction". Thus, the media is a vehicle for channeling learning information or transmitting messages. Gerlach & Ely (1971) in their book Arsyad argues that the media when understood in broad terms is human, material, or events that build conditions that enable students to acquire knowledge, skills or attitudes.

Fleming (1987: 234) in his book Arsyad argues that the media shows the function or term of a mediator, namely managing an effective relationship between the two main parties in the student learning process and lesson content. In the teaching and learning process, the presence of the media has quite an important meaning. Because in this activity the unclear material presented can be helped by presenting the media as an intermediary. The complexity of the material to be conveyed to students can be simplified with the help of the media. The media can represent what the teacher is unable to say through certain words or sentences. Even the abstractness of the material can be made concrete by the presence of the media. Thus, it is easier for students to digest the material with the help of the media.

Definition of Image Media

Pictures or photos are the media most commonly used in learning. Images and photos are universal, easy to understand, and not bound by language limitations. Image is a common language that can be understood and enjoyed everywhere. Hence, the Chinese saying that a picture speaks more than a thousand words. Rumiati's opinion (2008: 23) states that image media is a graphic medium to transmit messages from the source to the message recipient.

The channel used concerns the sense of sight. The message to be conveyed is written in a visual communication symbol. According to Arief S. Sadiman, (2009: 29) an image is anything that is manifested visually in two-dimensional form as an outpouring of feelings and thoughts.

From some of the opinions above, the author concludes that media images are media that contain certain messages which are poured into two dimensions.

1) Benefits of Image Media

According to Ruminiati (2008: 23) there are several benefits of image media, namely: (1) concretizing things that are abstract, (2) getting closer to the actual object, (3) training students to think concretely, and (4) clarifying a problem. Meanwhile, Aristo Rahadi (2003: 27) mentions several advantages of pictorial media, namely: (1) it is concrete, (2) it can overcome space and time constraints, and (3) it is relatively cheap and easy to make and use in classroom learning. According to Aristo Rahadi (2003: 27-28), in order to be more useful in learning, images / photos should meet the following requirements.

- a. Authentic, meaning that it can describe objects / events as if students saw it directly.
- b. Simple, it must show clearly the main parts of the picture. The size is proportional, so students can easily imagine the objects / objects being drawn.
- c. Combining beauty with its suitability to achieve learning goals.

Based on some of the above opinions, the writer concludes that image media has enormous benefits in learning, namely: (1) attracting student attention, (2) increasing student motivation, (3) concretizing abstract objects, and (4) overcoming space limitations and time.

2. Image Media Steps

In using image media in learning there is separate steps in its use:

- a. Prepare the materials used
- b. Assign students to prepare materials used in the teaching and learning process
- c. Display pictures so that all students can see them clearly.
- d. The teacher asks students to comment on the pictures that have been displayed and other students.
- e. Asked to provide a response to these comments
- f. The teacher explains the subject matter through the media that has been prepared as well as instilling moral values and norms that are the target of his hopes.
- g. The teacher concludes the subject matter as well as follows up by giving assignments to students to enrich their mastery of Indonesian language subject matter about writing persuasive paragraphs.

2. RESEARCH METHOD

A. Research Subject

The subjects of this study were students of class VII-A SMP N @ Talumuzoi.

B. Action Plan

The action plan in research is as follows:

1. Planning which includes the application of learning materials and timing of its implementation
2. Actions that include the process of teaching and learning activities to write persuasive paragraphs through the media of images.

3. Observations carried out simultaneously with the ongoing learning process which includes student activities, material development and learning outcomes.
4. Reflection which includes the analysis of learning outcomes and at the same time preparing a lesson plan for improvement and the next cycle. In this study, two cycles, were applied, namely the action process cycle I and cycle II.

3. RESULTS AND DISCUSSION

The research was carried out by triangulating researchers with teachers who care for Indonesian language subjects in class VIII SMP N 3 Alasa Talumuzoi as well as assisting researchers in carrying out observations during the study. This research was conducted in two cycles by taking the following steps:

- a. Planning, compiling learning units, preparing material that will be delivered to students, namely writing persuasive paragraphs based on the images provided by the researcher, preparing observation forms, preparing attendance lists.
- b. Actions are presenting persuasive paragraph writing material to students, explaining one by one the material for writing persuasive paragraphs to students, providing examples of persuasive paragraphs to students, applying image media to learning to write persuasive paragraphs, asking students to write persuasive paragraphs based on the images provided by researchers, concluding the subject matter, conduct an evaluation.
- c. Observation, carried out in conjunction with the learning process which includes students' activities and creativity while participating in learning, as well as increasing students' ability to write persuasive paragraphs.

In the first cycle, with persuasive writing paragraph learning materials, it was found that many students were not active, this can be seen from the average value of 43.92. This result is very low, this is because the students of class VIII SMP N 3 Alasa Talumuzoi do not understand deeply the material of writing persuasive paragraphs, students are less motivated during the teaching and learning process.

In the second cycle there was an increase in students' activeness and ability in writing persuasive paragraphs using image media. Based on the results of the evaluation of the second cycle, it was found that the students' average score was 80.11. This increase was obtained as a result of the improvement of the first cycle of learning. The increase in student scores was satisfactory, it can be concluded that using image media could improve students' ability to write persuasive paragraphs. Based on the data obtained, the student's achievement in writing persuasive paragraphs using image media showed satisfactory results.

This is evident in the table below:

Table 1

Level of Achievement of Student Learning Outcomes in Writing Persuasive Paragraphs Using Image Media

| No | Cycle | Average value |
|----|--------|---------------|
| 1 | First | 43.92 |
| 2 | Second | 80.11 |

Table I above shows the level of achievement of student learning outcomes in writing persuasive paragraphs using image media, as in the results in the first cycle with an average value of 43.92, and the second cycle of 80.11.

Table II
Achievement Level of Observation Sheet Results from Cycle I Cycle II Teacher Observers

| No | Observation Teacher | Observer Learning is not good | Learning is good enough | Learning is good | Learning is very good |
|----|---------------------|-------------------------------|-------------------------|------------------|-----------------------|
| 1 | First Cycle | 9 | 8 | - | - |
| 2 | Second Cycle | - | - | 6 | 11 |

Table II shows the level of achievement of the results of the observation sheet of the observer teacher in cycle I, as in the results in the first cycle, learning was not good as many as 9, learning was quite good as many as 8. While in cycle II learning was good 6 and learning was very good as many as 11.

Table III
Achievement Levels of Student Activity Observation Sheet Results Cycle I and Cycle II

| No | Observation Student activities | Very Good | Good | Enough | Lacking |
|----|--------------------------------|-----------|------|--------|---------|
| 1 | First Cycle | - | - | 9 | 11 |
| 2 | Second Cycle | 8 | 12 | - | - |

Table III above shows the level of achievement of the results of student activity observation sheets in cycles I and II, as the results in the first cycle of student activity observation sheets were sufficient as many as 9, student activity observation sheets were less than 11. While in cycle II there were 12 good student activity observation sheets and observation sheets. student activities are very good as many as 8.

4. CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results of the research findings and the results of the analysis in the previous chapter, by paying attention to the formulation of the problem and the research objectives, the researcher draws some conclusions:

1. The writing skills of students in writing persuasive paragraphs improve using picture media and students using image media and students are more active in learning as the results in the first cycle are 11.90% completeness percentage and 88.09% incompleteness percentage, and the second cycle with the percentage of completeness 95.24% and the percentage of incompleteness 4.76%.
2. The students' writing skills of persuasive paragraphs using image media in the first cycle were in the category of still lacking with the student's average score of 43.92. Whereas in the second cycle it was in the very good category with an average score of 80.11 students.
3. The advantages of image media are: (1) It is concrete and more realistic in bringing up the main problem, when compared to verbal language, (2) it can overcome space and time

constraints, (3) it can overcome limitations of our observations, (4) clarifying problems in any field and for everyone, (5) cheap and easy to obtain and use. While the weaknesses of image media are: (1) only displaying eye sensory perceptions, its size is limited only to a group of students, (2) images are interpreted personally and subjectively, (3) Images are presented in a very small size, so they are less effective in learning.

SUGGESTION

Suggestions that can be given by researchers based on research are:

1. This research is expected to provide input for teachers of Indonesian language and literature subjects in SMP N 3 Talumuzoi by applying image media in writing persuasive paragraphs. It is hoped that it can add insight to students in completing a problem.
2. Can be an input to students of class VIII A SMP N 3 Talumuzoi that applying image media can motivate and help students in Indonesian language and literature learning activities, especially in persuasive paragraph writing skills.
3. Although there are advantages to image media, there are also difficulties and weaknesses faced by researchers as stated in the conclusion. So the suggestions put forward by the researcher in dealing with these weaknesses are because the images are presented in a very small size, the researchers teach students by displaying images that can be seen by students.

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