



## Proficiency in Composing Persuasive Texts Utilizing Audiovisual Advertising Media for Grade VIII Students MTs. Al-Ishlahiyah Binjai

**Evy Khairani Harahap**

<sup>1</sup> (Indonesian Language Education, Faculty of Teacher Training, STKIP Pelita Bangsa)  
E-mail : evykhairanih@gmail.com

### ABSTRACT

Ability to Write Persuasive Texts Based on Audiovisual Advertising Media in Grade VIII Students MTs. Al-Ishlahiyah Binjai. The purpose of this study is to characterize the structure, linguistic conventions, and language use features of the ability to compose persuasive texts based on audiovisual advertising medium. This study falls under the category of quantitative description research. A written test is used as the research tool. The study's findings indicate that: (1) The ability to write persuasive texts is evaluated in terms of the following structure: students with scores between 78 and 100 made up 12 students with a percentage of (36.36%), while students with scores between 0 and 74 made up 21 students with a percentage of (63.64%) that placed them in the moderately capable category. (2) The ability to write persuasive texts is evaluated in terms of linguistic rules; students who scored between 78 and 100 added up to 18 students with a percentage of 54.54%, and students who scored between 0-74 added up to 15 students with a percentage of 45.46%), all of whom fall into the category of able. (3) Students who score between 78 and 100 on the language use characteristics are evaluated for their persuasive text writing skills. Of the students who received a score between 0-74, there were 15 with a percentage of 45.45%, and the remaining 18 with a percentage of 54.55% were classified as fairly capable. This demonstrates that eighth-grade MTs. Al-Ishlahiyah Binjai pupils possess the ability to compose persuasive texts based on audiovisual advertising media, placing them in the category of quite capable.

**Keywords:** *Audiovisual Media, Persuasive Text, Writing.*

### 1. INTRODUCTION

Acquiring knowledge of Indonesian language skills through education is one way to help students communicate more effectively, both in written and spoken forms. The purpose of structuring Indonesian language instruction in schools is to help pupils become more proficient communicators. Written and oral communication constitute the communication intelligence under consideration.

By enhancing reasoning and critical thinking skills, learning Indonesian also aims to improve knowledge and widen viewpoints. With each book having its own structure, the aim of text-based Indonesian learning design is to allow students to freely construct multiple thinking frameworks. Texts provide students with the basis for comprehending the 2013 Curriculum, as they can enhance their critical thinking skills (Mahsun, 2014:95).

A video-based video platform is a compilation of text and image presentations (Angriani, Putri., 2019). According to Ardianto (2020), the benefits of audio activities are as follows: First, it conveys information to children so that they can better grasp those information. Persuasive articles are usually the following.

Persuasive writing is essential for students to write subjective writing because the information is limited to the author's point of view on the topic. The goal of persuasive writing is to convince the reader to follow the author's wishes. These are some examples of the linguistic guidelines found in persuasive texts. (a) Persuasive texts use persuasion and invitations. In persuasive writings, statements

typically 'promote' something that readers need to know. This serves as an invitation to write. Words like "should," "try," "don't," and "avoid" are used to indicate an invitation. Nonetheless, there are also a lot of convincing sentences that subtly expressed his invitation. (b) Authors may employ expert facts and opinions in addition to invites and persuasions to sway readers' desire to accept the author's arguments. (c) To exert persuasive power More effectively, writers of persuasive texts typically employ our pronouns to create the impression that there is no separation between the author and the readers the author's interests and the readers' interests are one and the same (Kosasih, 2017:35).

## **2. LITERATURE REVIEW**

The following are traits of persuasive texts: (1) Emotional language: the writer uses language to entice the reader to follow along with what the author expects; (2) Special word choice or diction selection: the writer uses language that is easily understood by the reader in order to write persuasive texts; (3) Invitation: the writer inserts an intention or meaning in a persuasive paragraph that contains an invitation to the reader on a particular topic; (4) Dramatic writing and factual support are necessary components of persuasive writing (Dalman, 2016:147).

This suggests that students need to work toward understanding the techniques and guidelines for creating persuasive writing.

## **3. RESEARCH METHODS**

Quantitative research methods are the kind of research used in this study. Quantitative research relies on measurements that are represented as numbers. Quantitative research is an investigative method whereby information about a subject is analyzed using data in the form of numerical values. The study was conducted at MTs. Al-Ishlahiyah Binjai. All eighth-grade MTs. Al-Ishlahiyah Binjai students make up the study's population. Al-Ishlahiyah Binjai, has a total of 135 pupils in three (3) courses.

In this investigation, simple random sampling is the sample method used. Simple random sampling, according to Sugiyono (2014:82), is the sampling of a random population without taking into account the strata that the population may contain. Because of this, one class from the student body of grade VIII MTs. Al-Ishlahiyah Binjai was chosen at random to serve as the sample for this study. Following the draw, class VIII 3, consisting of 33 students, 16 male and 17 female was chosen as the winning class. Every student in this course served as a research sample.

On the other hand, interviews were used in this study as a non-test based method. An interview is the practice of asking and answering questions to collect data for a study. The researcher conducts comprehensive and systematic organized interviews to collect data.

## **4. DISCUSSION**

### **1). Structural Aspects of Data Analysis of Persuasive Text Writing Ability Based on Audiovisual Advertising Media**

The following chart shows the degree of persuasive text writing skill based on audiovisual advertising media in grade VIII MTs. Al-Ishlahiyah Binjai pupils in terms of structure.

**Table 1 shows the frequency distribution of students' ability to write persuasive text based on the structure of audiovisual advertising media.**

Score	Value	Frequency
14	94	3
13	90	2
12	88	3
11	85	1
10	80	3
9	75	4
8	70	3
7	68	2
6	65	3
5	60	2
4	58	3
3	50	1
2	48	1
1	25	2

According to Table 1, among the students with the highest scores, there are 3 students with 94 points, 2 students with 90 points, 3 students with 88 points, 1 student with 85 points, and 3 students with 80 points. 4 students. 75 points with 8 students and 70 points with 2 students scoring 7 for a value of 68. 4 out of 3 samples scored 58.

**Table 2. Test Score Frequency Distribution and Percentage of Persuasive Text Writing Capability Based on Audiovisual Advertising Media in Structural Aspects**

No.	Value	Frequency	Percentage (%)
1	94	3	9,10%
2	90	2	6,10%
3	88	3	9,10%
4	85	1	3%
5	80	3	9,10%
6	75	4	12%
7	70	3	9,10%
8	68	2	6,10%
9	65	3	9,10%
10	60	2	6,10%
11	58	3	9,10%
12	50	1	3%
13	48	1	3%
14	25	2	6,10%
<b>Sum</b>		<b>33</b>	<b>100%</b>

Table 2 demonstrates which samples received a score of 94: three samples with a percentage of 9.10%, two samples with a percentage of 6.10%, three samples with a percentage of 9.10%, three samples with a value of 88, one sample with a percentage of 3%, three samples with a percentage of 80, and four samples with a percentage of 12%. Score 70 represents the number of samples with a

percentage of 9.10%; Value 68 represents the number of samples with a percentage of 6.10%; Value 65 represents the number of samples with a percentage of 9.10%; Value 60 represents the number of samples with a percentage of 6.10%; Value 58 represents the number of samples with a percentage of 9.10%; Value 50 represents the number of samples with a percentage of 3%; Value 48 represents the number of samples with a percentage of 3%; and scores of 25 represent the number of samples with a percentage of 6.10%.

**Table 3: Mean Capability to Compose Convincing Text Using Audiovisual Advertising Media in Terms of Organization**

No	Value (X)	Frequency (F)	(f) X
1	94	3	282
2	90	2	180
3	88	3	264
4	85	1	85
5	80	3	240
6	75	4	300
7	70	3	210
8	68	2	136
9	65	3	195
10	60	2	120
11	58	3	174
12	50	1	50
13	48	1	48
14	25	2	50
<b>Sum</b>		<b>N=33</b>	<b>X2.334</b>
<b>Average</b>		<b><u>2,334</u></b> <b>33</b>	<b>70,72</b>

Table 3 indicates that out of the 33 students that were utilized as a study sample to learn how to produce persuasive texts based on audiovisual advertising media, they received an average score of 70.72, which puts them in the fairly proficient category.

**Table 4: Structural Aspect Classification of Media Audiovisual Advertising-Based Persuasive Text Writing Ability Values**

No	Interval Value	Frequency	Percentage (%)	Predicate	Level Ability	Value Average
1	90-100	5	15,15%	A	Highly Capable	70,72
2	80-89	7	21,21%	B	Can	
3	70-75	7	21,21%	C	Quite Capable	
4	>70	14	42,43%	D	Under-privileged	

Table 4 presents the findings from the classification of persuasive text writing skills based on audiovisual advertising media. The results are reviewed in terms of structure, with five students falling into the category of highly capable students (15.15%), seven students in the capable category (21.21%), seven students in the moderately capable category (21.21%), and fourteen students in the underprivileged category (42.43%). Consequently, grade VIII MTs. Al-Ishlahiyah Binjai students'

average score on the writing of persuasive writings based on audiovisual advertising media falls into the "quite capable" range.

**Table 5: Structure-Based Classification of Students' Persuasive Text Writing Skills Based on Audiovisual Advertising Media**

Interval Value	Category Ability	Frequency	Percentage (%)
78-100	Can	12	36,36%
0-74	Unable to afford	21	63,64%
<b>Sum</b>		<b>33</b>	<b>100%</b>

As can be seen in Table 5, 12 students (36.36%) were part of the sample that scored between 78 and 100, whereas 21 students (63.64%) were part of the sample that scored between 0-74. Based on the fact that students at MTs. Al-Ishlahiyah Binjai, grade VIII, do not meet the established criteria of 78%, it can be concluded that their persuasive texts based on audiovisual advertising media are evaluated in terms of structure, including being quite capable.

## 2). Data Analysis of Persuasive Text Writing Skills of Students Using Audiovisual Advertising Media according to Language Rules

The following chart shows the students' level of persuasive text writing skill based on audiovisual advertising media in grade VIII MTs. Al-Ishlahiyah Binjai in terms of linguistic rules.

**Table 6 shows the frequency distribution of students' ability, according to linguistic principles, to write persuasive texts based on audiovisual advertising media.**

Score	Frequency	Value
8	5	96
7	3	87
6	5	85
5	2	82
4	3	80
3	6	75
2	6	50
1	3	25

The samples that scored the highest were as follows: 5 samples with a score of 96, 7 as many as 3 samples with a score of 87, 6 as many as 5 samples with a value of 85, 5 as many as 2 samples with a value of 82, 4 as many as 3 samples with a value of 80, 3 as many as 6 samples with a value of 75, 2 as many as 6 samples with a value of 50, and 1 as many as 3 samples with a score of 25.

**Tabel 7. Distribusi Nilai Tes dan Persentase Kemampuan Menulis Teks Persuasif Berdasarkan Media Iklan Audiovisual Ditinjau Dari Segi Kaidah Kebahasaan**

No	Value	Frequency	Percentage (%)
1	96	12	36,33%
3	85	4	12,10%
5	80	2	6,10%
6	75	10	30,27%

7	50	3	9,10%
8	25	2	6,10%
<b>Sum</b>		<b>33</b>	<b>100%</b>

12 samples with a score of 96 and a percentage of 36.33%, 4 samples with a score of 85 and a percentage of 12.10%, 80 samples as many as 2 samples with a percentage of 6.10%, 75 samples as many as 10 samples with a percentage of 30.27%, 50 samples as many as 3 samples with a percentage of 9.10%, and 25 samples as many as 2 samples with a percentage of 6.10% are all displayed in the above table.

**Table 8 shows the average student's proficiency with language rules in writing persuasive texts based on audiovisual advertising media.**

No	Value (X)	Frequency (f)	(f)X
1	96	12	1152
3	85	4	340
5	80	2	160
6	75	10	750
7	50	3	150
8	25	2	50
<b>Sum</b>		<b>N=33</b>	<b>X2,602</b>

The data presented above indicates that out of the 33 students who were employed as a research sample, those who were able to compose persuasive texts based on audiovisual advertising media in terms of linguistic rules received an average score of 78.84, which placed them in the capable category.

**Table 9: Linguistic rules-based classification of persuasive text writing ability values based on media audiovisual advertising review**

No	Interval Value	Frequency	Percentage (%)	Predicate	Ability Level	Value Average
1	90-100	12	36,36%	A	Highly Capable	78,84
2	80-89	6	18,18%	B	Can	
3	70-75	10	30,30%	C	Quite Capable	
4	>70	5	15,16%	D	Underprivileged	

Table 9 shows the results of categorizing persuasive writing skills. According to this, the average score of Al-Ishrahiyya Binjai students in grade 8 in their ability to write persuasive writing based on audiovisual advertising media is 78.84 points in the "proficient" category when assessed using language rules.

**Table 10: Linguistic Rules-Based Classification of Students' Persuasive Text Writing Capabilities Based on Audiovisual Advertising Media**

Interval Value	Category Ability	Frequency	Percentage (%)
78-100	Can	18	54,54%
0-74	Unable to afford	15	45,46%
<b>Sum</b>		<b>33</b>	<b>100%</b>

As can be seen in Table 10, the sample that scored between 78 and 100 had 18 students with a percentage of 54.54%, while the sample that scored between 0-74 had 15 students with a percentage of 45.46%. Because the students have met the established criteria, which is 78%, it can be determined that grade VIII MTs. Al-Ishlahiyah Binjai students' persuasive works based on audiovisual media are examined in terms of linguistic rules contained in the capable category.

### 3). Analyzing Student Performance in Writing Persuasive Texts Based on Audiovisual Advertising Media and Reviewing Its Language Use Characteristics

The following table presents the language use characteristics of grade VIII MTs. Al-Ishlahiyah Binjai pupils in relation to their persuasive text writing skill based on audiovisual advertising medium.

**Table 11. Exam frequency distribution for students' writing persuasive texts based on audiovisual advertising media evaluated in terms of language use traits.**

Score	Frequency	Value
8	10	94
7	3	88
6	2	80
5	6	75
4	7	63
3	3	50
2	2	25

According to Table 11, the samples that received an 8 were 10 samples with a score of 94, 7 as many as 3 samples with a score of 88, 6 as many as 2 samples with a score of 80, 5 as many as 6 samples with a score of 75, 4 as many as 7 samples with a score of 63, and 3 as many as 3 samples with a score of 50, score 2 as many as 2 samples with a score of 25.

**Table 12: Exam Score Distribution The frequency and percentage of students' persuasive text writing abilities based on audiovisual advertising media reviewed in light of the characteristics of language use.**

No	Value	Frequency	Percentage (%)
1	94	10	30,25%
2	88	3	9,10%
3	80	2	6,10%
4	75	6	18,15%
5	63	7	21,20%
6	50	3	9,10%
7	25	2	6,10%
<b>Sum</b>		<b>33</b>	<b>100%</b>

The sample that received a score of 94 consisted of 10 samples with a percentage of 30.25%, 88 scores representing as many as 3 samples with a percentage of 9.10%, 80 scores representing as many as 2 samples with a percentage of 6.10%, 75 scores representing 6 samples with a percentage of 18.15%, 63 scores representing 7 samples with a percentage of 21.20%, 50 scores representing three

samples with a percentage of 9.10%, and 25 scores representing as many as two samples with a percentage of 6.10%, as indicated by Table 12.

**Table 13. Mean Proficiency of Students in Composing Persuasive Texts Utilizing Audiovisual Advertising Media with Regard to Language Use Features.**

No	Value (X)	Frequency (f)	(f) X
1	94	10	940
2	88	3	264
3	80	2	160
4	75	6	450
5	63	7	441
6	50	3	150
7	25	2	50
<b>Sum</b>		<b>N=33</b>	<b>100%</b>

Based on Table 13, it can be inferred that 33 students who were sampled for research on the acquisition of persuasive text writing skills based on the language use characteristics of audiovisual advertising media reviewed received an average score of 74.39, placing them in the Quite Able category.

**Table 14: Classification of Language Usage Characteristics for Persuasive Text Writing Ability Based on Media Audiovisual Advertising**

N	Interval Value	Frequency	Percentage (%)	Predicte	Level Ability	Value Average
1	90-100	10	30,30%	A	Highly Capable	74,39
2	80-89	5	15,16%	B	Can	
3	70-75	6	18,18%	C	Quite Capable	
4	>70	12	36,36%	D	Underprivileged	

Table 14 shows the findings for the area of persuasive writing skills. It is examined from the perspective of language use in relation to audio messages. .

**Table 15. Categorization of Students' Proficiency in Composing Persuasive Texts Using Audiovisual Advertising Media according to Language Use Features**

Interval Value	Category Ability	Frequency	Percentage (%)
78-100	Can	15	45,45%
0-74	Unable to afford	18	54,55%
<b>Sum</b>		<b>33</b>	<b>100%</b>

They do not reach the standard 78% that puts them in the category of qualified authors..



Although two students received the lowest score of 25 points, this was due to a lack of understanding of the construction of incentives, which was evident in their actions (e.g. throwing away rubbish). Data analysis shows that many students still find it difficult to write persuasive texts completely and coherently, which contributes to their poor writing skills.

This is similar to the study of Mulyani and Syahrul (2019), who found that students have difficulty understanding persuasive writing because of its structure..

The 2013 curriculum requires teachers to teach students to read persuasive literature. Students can learn the principles and features of language and the structure of persuasive writing..

The data analysis results on the ability to write persuasive texts were examined in terms of linguistic rules. Specifically, students who scored between 78 and 100 totaled 18 students, or 54.54% of the total, and students who scored between 0 and 74 totaled 15 students, or 45.46% of the total, who were included in the capable category.

Samples that yield values The sample with the highest score, 12 samples, had a score of 96. This resulted from students Proficient in crafting persuasive texts that adhere to grammatical rules; these texts include calls to action or arguments to sway readers. In addition to extending an invitation to readers, students can craft persuasive texts by utilizing argumentative connectives like consequently, concerning, expected, and so on.

For instance: (a) As a result, it is our duty to be aware of the candidates for office who would uphold the community's ambitions for the advancement of the country. (a) As a result, let's make the most of the government-provided nine-year compulsory education program and encourage everyone in our family and circle of friends to attend school. (c) It is anticipated that the neighborhood would maintain cleanliness and remove trash in its proper location.

This shows that students find it difficult to write persuasive texts that adhere to the language rules of the text, but the facts and data still do not support the point. Students can write essays that adhere to the rules of the language based on the percentage of students who get good results in this part of the course.

As a result of the examination of the data concerning the persuasive writing skills, for the use of language, 15 students (45.45%) obtained between 78 and 100 points, 15 students (45.45%) received between 0 and 74 points. Eighteen students (54.55%) were rated as average strength. This was done by the students; Ability to write persuasive texts that meet specific standards of language use, such as correct capitalization, correct sentence structure and good paragraph grammar. (a) So dispose of your waste properly. They wake up earlier than us and go to work cold and tired while we take out the trash.

Although the two students in the sample with the lowest score a score of 25 were able to demonstrate that they were unable to grasp the principles of writing persuasive texts, as evidenced by their numerous spelling mistakes, improper use of punctuation, excessive use of capital letters, and improper paragraph arrangement, for instance: (A) One of the leading causes of death worldwide is drug abuse. The global ban on the use of drugs has been in place for many years and is enforced in every nation. (a) Avoiding crowds, being at home, keeping quiet, and maintaining indoor health are all examples of countermeasures. Apply disinfectant to every area of the house to ensure that the surrounding area is as clean as possible.

In terms of research, the ability of 10th grade students in Subah district of Sambas Regency to write persuasive paragraphs is another relevant study by Surotim (2013), which is based on the way the results of the data analysis are presented.

According to Tarigan (2013: 22), writing is a useful tool for indirect communication. Among the advantages of writing exercises are The subsequent: (1) writing exercises can help people develop the habit of utilizing proper grammar or word choice. (2) Writing exercises can also help those who are not writers improve their ability to express themselves in the appropriate language. (3) Through

writing exercises, we learn how to arrange our ideas and points of contention in a logical, methodical, and cohesive way. (4) Writing can also help to create or bring to life the correct imagery.

According to Nurgiyantoro (2014:426), writing assignments should give students the freedom to choose and create their own linguistic expressions to communicate their opinions. This is in line with Dalman's (2014:3) assertion that writing is a communicative activity that uses the written word as a tool or medium to convey a message (information) to another party.

## 5. CONCLUSION (*Research Results*)

According to the findings, MTs. Al-Ishlahiyah Binjai Eighth grade students have the ability to write persuasive texts through audio-visual interpretation based on the structure of persuasive vocabulary, language skills and use of language. This can be seen in the review of students who do not meet the essay writing requirements. The grade VIII students MTs. Al-Ishlahiyah Binjai's persuasive text writing skills based on audiovisual advertising mediums revealed that the sample with a score of 78-100 consisted of 15 students, or 45.45% of the total, while the sample with a score of 0-74 consisted of 18 students, or 54.55% of the total.

The eighth grade students of MTs. Al-Ishlahiyah Binjai, are assessed on the basis of language rules on their ability to write persuasive writing based on audiovisual advertising media. The eighth grade students of MTs. Al-Ishlahiyah Binjai, are assessed on the basis of language features on their ability to write persuasive writing based on audiovisual advertising media. This shows that the eighth grade students of MTs. Al-Ishlahiyah Binjai, have the ability to write persuasive writing based on audiovisual advertising media and are in the category of fairly competent students.

## BIBLIOGRAPHY

- Anggriani, Putri. 2019. "Pengaruh Media Iklan Audio Visual Terhadap Keterampilan Menulis Teks Persuasi Siswa Kelas VIII SMP Negeri 15 Palembang." *Skripsi. Universitas PGRI Palembang*.
- Ardianto. 2020. "Pengaruh Media Iklan Audio Visual Dalam Pembelajaran Menulis Teks Iklan Siswa Kelas VIII SMP Muhammadiyah 12 Makassar." *Skripsi. Universitas Muhammadiyah Makassar*.
- Astuti, Windi. 2019. "Perbedaan Kemampuan Menulis Teks Persuasi Menggunakan Audio Visual Pada Kelas VIII-A Dan Yang Menggunakan Media Gambar Pada Kelas VIII-B Siswa SMPN 11 Kota Bengkulu." *Jurnal Ilmiah Korpus Vol 3((2))*.
- Barus, Laily Najmi. 2019. "Kemampuan Menulis Teks Persuasi Dengan Menggunakan Media Audiovisual Pada Siswa Kelas VIII Mts Al-Hamidiah Depok Tahun Pelajaran 2018/2019." *Skripsi. Uin Syarif Hidayatullah*.
- Dalman. 2015. *Keterampilan Menulis*. Jakarta: PT Raja Rafindo Persada.
- Djumingin, Sulastriningsih. 2015. *Perencanaan Pembelajaran Bahasa, Sastra Indonesia Dan Daerah: Teori Dan Penerapannya*. Makassar: Badan Penerbit UNM.
- Elpi, Arida. 2020. "Peningkatan Kemampuan Menulis Teks Persuasi Dengan Menggunakan Pemodelan Siswa Kelas VIII SMPN L Sidoharjo Kabupaten Musi Rawas." *Jurnal Diksa Vol (6)(1)*.
- Fazrien, Juhri. 2021. "Kemampuan Menulis Paragraf Persuasif Dalam Teks Negoisasi Siswa Kelas X SMAN Balai Riam." *Jurnal Ilmu Pendidikan*. Vol (6)(1).
- Kosasih, E. 2017. *Bahasa Indonesia SMP/MTS Kelas VIII*. Jakarta: Pusat Penerbitan dan Pembukuan, Balitbang. Kemendikbud.
- Mahsun. 2014. *Teks Dalam Pembelajaran Bahasa Indonesia*. Jakarta: PT. Raja Grafindo Persada.
- Nurgiyantoro, Burhan. 2014. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPFE-Yogyakarta.
- Tarigan, Henry Guntur. 2013. *Menulis: Sebagai Suatu Keterampilan Berbahasa*. Bandung.
- Wikaningsih. 2019. "Upaya Peningkatan Teks Persuasi Menggunakan Metode STAD Pada Siswa SMP." *Jurnal Parole Vol (2)(2)*.
- Yandis, Siti Muhaya. 2019. "Analisis Penggunaan Kata Ajakan Dalam Menulis Teks Persuasi Pada Siswa Kelas SMP." *Jurnal Parole (Jurnal Pendidikan Bahasa dan Sastra Indonesia) Vol (2)(3)*.