

LEARNING TO WRITE TEXT OF PERSUASION USING THE CIRCUIT LEARNING METHOD IN-CLASS VIII JUNIOR HIGH SCHOOL

Mallma Fatimah Al Tanjung¹, R. Ika Mustika², Dede Abdurrahman³
IKIP Siliwangi

¹mallmafatihahat@student.ikipsiliwangi.ac.id, ²mestikasaja@ikipsiliwangi.ac.id, ³pakdede13@gmail.com

ABSTRACT

Writing is an important activity for students to hone memory and perfect in learning activities and as a measurement tool for students who are creative in learning to write, especially persuasion texts. The purpose of this study 1) The activity of writing persuasive texts of the students before and after using the Circuit Learning method. 2) Knowing the student's performance when completing assignments to measure the ability to write persuasion texts. The author uses a population of class VIII junior high school students with a sample of 27 students. The research design used was a quasi-experimental method and the data technique used a pre-test and a final test. Tests in the form of tests of knowledge and skills test to write persuasion texts before and after using the Circuit Learning method. Based on the analysis and discussion, there are results of 1) Asymp.Sig. (2-tailed) has a value of $0.000 < 0.05$, so it can be accepted that it is accepted, meaning that there is a difference between the results of writing the persuasive text for the pretest and posttest so that it can state that "there is an effect of using the Circuit Learning method on learning outcomes in writing persuasive texts. 2) an increase in student performance improvement on the results written persuasion text, evidenced by the difficulty aspect in the pretest, namely the content suitability aspect of 17.14% (difficult), the language principle aspect of 21.43% (difficult), and the proportion at posttest, namely content suitability aspects 75.71% (easy) and aspects of language principles 34.54% (moderate).

Keywords: writing, persuasion text, circuit learning method

ABSTRAK

Menulis merupakan kegiatan yang penting bagi siswa untuk mengasah daya ingat dan menyempurnakan dalam kegiatan pembelajaran serta sebagai alat ukur bagi siswa yang kreatif dalam belajar menulis, khususnya teks persuasi. Tujuan penelitian ini 1) Aktivitas menulis teks persuasif siswa sebelum dan sesudah menggunakan metode Circuit Learning. 2) Mengetahui kinerja siswa saat menyelesaikan tugas untuk mengukur kemampuan menulis teks persuasi. Penulis menggunakan populasi siswa kelas VIII SMP dengan jumlah sampel 27 siswa. Desain penelitian yang digunakan adalah metode eksperimen semu dan teknik datanya menggunakan pre-test dan tes akhir. Tes berupa tes pengetahuan dan tes keterampilan menulis teks persuasi sebelum dan sesudah menggunakan metode Circuit Learning. Berdasarkan analisis dan pembahasan diperoleh hasil 1) Asymp.Sig. (2-tailed) memiliki nilai $0,000 < 0,05$, sehingga dapat diterima diterima, artinya terdapat perbedaan antara hasil penulisan teks persuasif untuk pretest dan posttest sehingga dapat menyatakan bahwa "ada adalah pengaruh penggunaan metode Circuit Learning terhadap hasil belajar menulis teks persuasif.2) terjadi peningkatan peningkatan kinerja siswa pada hasil teks persuasi tertulis yang dibuktikan dengan aspek kesukaran dalam pretest yaitu pada aspek kesesuaian isi sebesar 17,14% (Sulit), aspek prinsip kebahasaan 21,43% (sulit), dan proporsi pada posttest yaitu aspek kesesuaian isi 75,71% (mudah) dan aspek prinsip kebahasaan 34,54% (sedang).

Kata kunci: menulis, teks persuasi, metode pembelajaran sirkuit

INTRODUCTION

Writing is an activity that is very important for students to hone memory and imagination in learning activities and as a measure of how creative students are in learning to write. In learning Indonesian, writing skills are considered difficult because writing skills will not come by themselves, but must go through practice and lots of practice (Permatasarei, 2017, p. 8).

Tarigan argues (2013, p. 22) that writing can encourage us to think critically, make it easier for writers to understand the relationship of main ideas in writing, and be able to add writing experience. According to Sobari (2020, p. 206), writing implies psychological and physical activities that try to create ideas, thoughts, and imagination, writing skills also do not come naturally but must be accompanied by practice. The benefits of writing are often not realized, one of which is generating new ideas. The current education curriculum contains material that students must be able to write persuasion texts. Persuasion text is a paragraph containing persuasion and invitation for readers to do what the author has written in the text. Based on this statement, it can be concluded that in writing persuasion someone must convey an invitation based on the truth.

Students are expected to be able to write persuasion texts correctly by paying attention to the structure and rules of the language. Researchers found problems in grade VIII junior high school students, students were always confused when writing persuasion texts such as determining what they would write, what interesting things they would mention were sometimes the content, the theme of their persuasion text was not appropriate, and they sometimes wrote not in detail. This arises due to several factors, one of which is the learning method. In the teaching process, it is necessary to have a method or approach as well as media that is by the learning situation and conditions, so that the teaching process is not boring and becomes more effective. Students will not be able to write a text assigned by the teacher, if the child does not understand the material they are learning, so students must understand the material that the teacher delivers by paying attention to the methods used to improve writing results, especially in writing persuasion texts. This is very important to study because all students must achieve the KKM score, if this continues, the student's ability to write persuasion texts will remain poor. An effort to fix this problem is that researchers will apply the Circuit Learning learning method in learning to write persuasive texts, this model is used to help improve the results of writing persuasive texts. In this study, the researcher chose the Circuit Learning learning method as the object of the experiment. According to Syahril (2018, p. 08), the Circuit Learning learning method is a learning strategy to maximize the empowerment of thoughts and feelings by adding and repetition patterns.

This strategy usually begins with questions and answers regarding the topics studied, presentation of concept maps, explanation of concept maps, division into groups, filling in student worksheets, implementing group presentations, and distributing rewards or praise. We can conclude that the Circuit Learning learning method is one of the methods that are suitable

for use in improving learning which aims to make students have high creativity in each result because the knowledge obtained by students in learning is more concise but clear so that it can be meaningful with exposure through concept maps ending with rewards so that children will be more enthusiastic for further learning.

In previous research conducted by Aswia Milda, Hasmunir, and Dyah Rahmani in a journal entitled Application of Image Media-Assisted Circuit Learning Model in Improving Geography Learning Outcomes in Class X Students of SMA Negeri 12 Banda Aceh stated that individual completeness increased from 15 students to 23 students. which was declared complete, the percentage in classical completeness also increased from 50% to 90% of the teacher's skills in managing to learn using a circuit learning model assisted by image media increased from an average score of 2.56 in the moderate category to 3.52 thanks to the very good category and student response, the learning model of circuit learning is said to be good. 92 percent of 24 students thought that learning through circuit learning, students could understand the subject matter they had learned, in research conducted by Paramita (2019, p. 14) stated that the Circuit Learning model assisted by flip chart media contributed to improving student science learning outcomes. where the practice of learning shifts from teacher-centered to student-centered, the teacher's role is only as a facilitator and mediator. Students are allowed to play an active role and be directly involved in the learning process, the teacher can create a pleasant atmosphere so that the understanding experienced by students can last a long time in their memory. so the researchers believe that the Circuit Learning Learning Model can also be used successfully in Indonesian language learning.

METHOD

The research method used in this research is the experimental method. Namely, it is used to determine the effect of an action on certain treatments that are deliberately carried out on a condition. The population in this study were all students of class VIII SMPN 2 Gununghalu with a sample of 27 students. The research design used was a quasi-experimental design method and data collection techniques used pre-test and final test. Tests in the form of tests of knowledge and skills test to write persuasion texts before and after using the Circuit Learning method. Data collection techniques in this study were observation and tests. The data analysis technique used SPSS 22 and ANATES software.

RESULTS AND DISCUSSION

Results

The ability to write persuasion texts of students before and after using the Circuit Learning method. This study aims to determine the differences in learning outcomes between before and after using the Circuit Learning method. The research was conducted by giving a pretest first, then given treatment in learning activities with this method, and finally given a final test (posttest) to see the differences before and after being given treatment. The analysis used in this study is a paired two-sample comparison test for the results before and after being given treatment, which aims to determine whether or not there is an effect of the method used in the class.

Comparative analysis of two paired samples was carried out using nonparametric statistics, namely the Wilcoxon test because the initial test was normally distributed and the final test was not normally distributed and not homogeneous. This analysis is used to determine whether there is an effect of the use of the Circuit Learning method in the experimental class. If Asymp.Sig. <0.05 then the hypothesis is accepted, while if the value is Asymp.Sig. > 0.05, the hypothesis is rejected.

Table 1
Wilcoxon Test Results Pretest and Posttest Values

Test Statistics^a	
	Posttest – Pretest
Z	-4,494 ^b
Asymp. Sig. (2-tailed)	,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on the table above, the Asymp.Sig. (2-tailed) has a value of 0.000 <0.05, it can be concluded that the hypothesis is accepted, meaning that there is a difference between the results of writing persuasion texts for the pretest and posttest, namely "there is an effect of using the Circuit Learning method on the learning outcomes of writing persuasion text in class VIII students". It can be concluded that the ability of students in writing persuasion texts using the Circuit Learning method has increased significantly, as evidenced by the difference in results

between before and after the application of the Circuit Learning model. This is in line with Ramadani's research (2018, p. 10).

Based on the results of the analysis, the answers to the students' mathematical communication skills test from the description of each indicator show that the experimental class communication skills are higher than the control class communication abilities. This is by the hypothesis in this study "Students' mathematical communication skills with the circuit learning model are better than students' mathematical communication skills with conventional learning". Also, the application of this method is superior in increasing the ability of students in writing text, the Circuit Learning method is effective in learning to write persuasion texts.

Student performance when completing assignments to measure the ability to write persuasion texts.

Table 2 Student Performance Results When Completing the Skills for Writing Persuasion Texts of the Pretest

NO	ASSESSED ASPECTS	LEVEL OF ADVISORY	INTERPRETATION
1	Content and Theme Matches	17,14	hard
2	Structure	33,33	medium
3	Linguistic Rules	21,43	hard
4	Writing	50,50	medium

Student performance at the pretest stage can be seen in the table above. It can be seen that there are questions whose scores are low or difficult, namely in the aspect of suitability of content and language rules.

Table 2 Student Performance Results When Completing the Skills of Writing Posttest Persuasion Texts

NO	ASSESSED ASPECTS	LEVEL OF ADVISORY	INTERPRETATION
1	Content and Theme Matches	75,71	Easy
2	Structure	71,45	Easy
3	Linguistic Rules	34,52	medium
4	Writing	78,57	Easy

Student performance at the final test stage can be seen in the table above. It appears that there are no questions with low or difficult scores. Difficulties experienced by students in writing persuasion texts. The average acquisition of the first percentage, namely the aspect of suitability of content and theme in the initial test results, is 17.14% categorized as difficult,

while in the final test, 75.71% is categorized as easy, this proves that after treatment the percentage increases. The second aspect is the structure of the persuasion text, in the initial test, 33.33% is categorized as moderate, while the final test is 71.45% which is categorized as easy, this proves that after treatment the percentage increases. The third aspect is the language rules of persuasion text, at the time of the initial test, it was 21.43% which was categorized as difficult, and in the final test 34.52% was categorized as moderate, this proved that after treatment the percentage increased. The fourth aspect is the writing on the initial test, which is 50.50% categorized as moderate, and in the final test that is 78.57% categorized as easy, this proves that after treatment the percentage increases.

The average result of the final test achievement has improved better than that of the initial test. The difficulty that students experience when doing the initial test lies in the aspect of conformity of the content to the theme and language rules of the persuasion text. After the circuit learning method was carried out, the percentage attainment in the final test results had a good increase. However, even though the percentage achievement was good, there were still difficulties experienced by students during the final test, namely in the aspect of language principles.

Discussion

The application of the Circuit Learning method to class VIII students of SMPN 2 Gununghalu is classified as good and successful according to the results of the research data obtained from the results of the students' initial and final tests regarding the use of this method. The application of this method is superior in increasing the ability of students in writing persuasion texts, the Circuit Learning method is effective in learning to write persuasion texts. However, from the results of the success of this method, there are difficulties experienced by students in the persuasion text material. The average result of the final test achievement has a good improvement compared to that of the initial test. The difficulty that students experience when doing the initial test lies in the aspect of conformity to the content with the theme and language rules of the persuasion text. After the circuit learning method was carried out, the percentage attainment in the final test results had a good increase. However, even though the percentage achievement was good, there were still difficulties experienced by students during the final test, namely in the aspect of language principles.

CONCLUSION

Based on this research, it can be concluded as follows: Based on the Wilcoxon test results, the Asymp.Sig. (2-tailed) has a value of $0.000 < 0.05$, it can be concluded that the hypothesis is accepted, meaning that there is a difference between the results of writing persuasion texts for the pretest and posttest, so it can be concluded that "there is an effect of using the Circuit Learning method on the learning outcomes of writing persuasion texts in students. class VIII".

The average acquisition of the first percentage, namely the aspect of suitability of content and themes in the initial test results, is 17.14% categorized as difficult, while in the final test, 75.71% is categorized as easy, this proves that after treatment the percentage increases. The second aspect is the structure of the persuasion text, in the initial test, 33.33% is categorized as moderate, while the final test is 71.45% which is categorized as easy, this proves that after treatment the percentage increases. The third aspect is the language rules of persuasion text, at the time of the initial test, it was 21.43% which was categorized as difficult, and in the final test 34.52% was categorized as moderate, this proved that after treatment the percentage increased. The fourth aspect is the writing on the initial test, which is 50.50% categorized as moderate, and in the final test that is 78.57% categorized as easy, this proves that after treatment the percentage increases. the average result of the final test achievement has improved better than that of the initial test. The difficulty that students experience when doing the initial test lies in the aspect of conformity of the content to the theme and language rules of the persuasion text. After the circuit learning method was carried out, the percentage attainment in the final test results had a good increase.

REFERENCES

- Permanasari, D. (2017). Kemampuan Menulis Teks Deskripsi Siswa Kelas VII SMP Negeri 1 Sumber Jaya Lampung Barat. *Jurnal Pesona*, 3(2).
- Pt. Ayu Paramita, I. K. (2019). Pengaruh Model Pembelajaran Circuit Learning Berbantuan Media Flip Chart terhadap Hasil Belajar IPA. *Jurnal Ilmiah Pendidikan Profesi Guru* .
- Ramadhani Fitri, A. (2018). Penerapan Model Pembelajaran Circuit Learning Terhadap Kemampuan Komunikasi Matematis Siswa Kelas X SMAN 1 PASIR PENY . *MES Journal of Mathematics Education and Science*.

Syahrial, S. (2018). Penerapan Strategi Pembelajaran Circuit Learning: Suatu Upaya Dalam Meningkatkan Hasil Belajar Siswa . *Jurnal LEMMA*, 4(1), 40–51.

Sobari, T., Mustika, I., & Sinaga, O. (2020). Learning Model Of Report Writing Skill Based On Problem Through Learning Cycle Technique As Media Of Students'character Building. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(5), 214-234.

Tarigan, H. G. (2013). *Menulis sebagai suatu keterampilan berbahasa*. Bandung: Angkasa.