

## An Analysis of Studets' Ability in Writing Persuasive Text

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**Abstract.** This research aims was to determine (1) the students' ability in writing persuasive text and (2) to find out what factors affect students' ability to write persuasive text. This research is descriptive qualitative. In this research the sample was taken by means of cluster random sampling as many as 25 students. Data were collected through tests in the form of persuasive texts written by students and then through analytical procedures according to the rubric of assessment aspects and through non-test, namely questionnaire. Then the data collected will be presented in the form of a description. Based on the results of the research, it is known that the students' ability in writing persuasive text is good (capable). It is proven that the average value obtained reaches 79.5 and the number of students who are less able to write persuasive text well and get a score below the KKM is 24% of students. This means that students who have been able to reach the KKM are 76% of students with good interpretations.

**Keywords:** writing ability, persuasive text.

### I. INTRODUCTION

In learning In learning English, there are 4 skills that must be mastered namely, speaking, reading, listening and writing, these abilities are integrated and interrelated. Listening and reading are called receptive skills where language learners do not need to produce language they only understand and receive language. Meanwhile, speaking and writing are called productive skills in which students produce language. When students have understood receptive skills, they will move to perform productive skills that will produce language. Therefore, we speak from what we hear, and write from what we read. Students must be able to master all these skills in order to communicate and write well.

One of the most important skills is writing. Writing is one means of communication, writing involves conveying messages from the human mind through language into written form, writing is also part of the ability to speak English which plays an important role in communication media. Dalman (2015: 3) stated that writing is a communication activity in the form of delivering messages (information) in writing as a tool or media. Writing is a creative process in expressing ideas in written language for a specific purpose, such as informing, convincing or entertaining. In the activities of the writing process, the delivery of written information in the form of creativity, the writer must think creatively, not focused on one problem solving and not monotonous. Thus, writers can make various forms of writing and use correct language features.

Students are required to think critically at school, because students need to write various forms of text. One of the texts that students learn at school is persuasive text. According to Wijayanti, et al (2013: 123) A persuasive paragraph is a paragraph that contains elements of an invitation, appeal, persuasion, or suggestion to the reader, persuasive prioritizes the emotions or feelings of the reader. In writing persuasive texts, there are language features consisting of an introduction, content and conclusion. Writing paragraph text helps students to practice thinking logically and helps them develop how to understand a factual condition. So, they are able to influence and persuade the thoughts or actions of readers

The fact that happened to grade XI students of SMA SwastaNurulAmaliyah, there were still some students who could not write paragraph text well. Students have different difficulties during the writing process, such as: in developing inter-paragraphs, cohesion, opinions and invitations, word choice, use of sentences, spelling and punctuation, finally the neatness of the writing.

Therefore, in-depth analysis is needed to determine the students' ability to write persuasive texts and what are the influencing factors. This analysis is needed so that students can prevent errors during the writing process so that students are able to use good grammar in persuasive texts. This research is based on the facts and phenomena and theories.

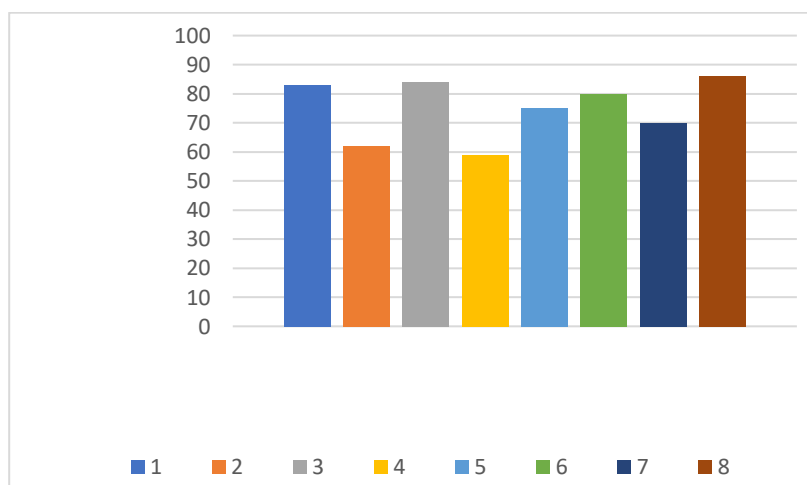
## II. METHODS

The method used in this research is descriptive qualitative. Descriptive qualitative research is in the form of research with a case study method or approach (Sugiyono, 2017). The data collected is based on the results of students' persuasive writing and the data that has been shared, then analyzes the students' writing based on the aspects of writing that have been made and then presented in the form of a qualitative description. The data questionnaire consisted of 16 questions.

## III. RESULTS AND DISCUSSION

The researcher wants to provide an in-depth understanding of students' abilities and influencing factors in writing persuasive texts. To facilitate understanding, researcher present bar charts and descriptions of research results. The following are the results of the students' ability in writing persuasive text:

**Diagram 1. Average Test Results of Students' Ability in Writing Persuasive Text**

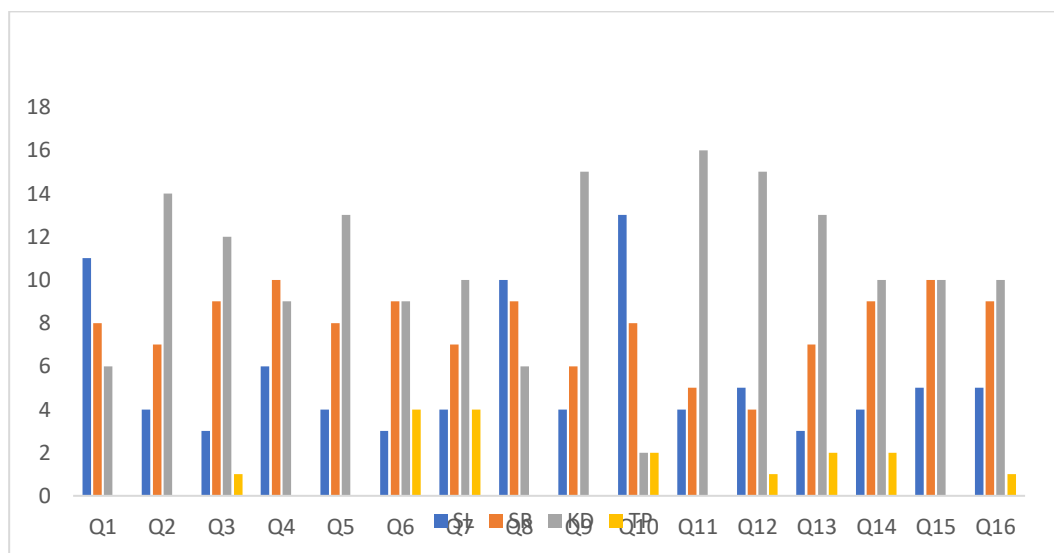


Aspect Description:

1. Development of paragraph into paragraph
2. Cohesion and coherence
3. Arguments or reasons and evidence
4. Appeal or solicitation
5. Choice of words(diction)
6. The use of sentence
7. Spelling and punctuation
8. Neatness of writing

The data presented in the form of the diagram above shows that neatness in writing gets the highest average score of 86, the second highest with a score of 84 in the arguments or reasons and evidence aspect, the third highest with a score of 83 in the development of paragraph into paragraph aspect, the fourth highest with a score of 80 in the use of sentence aspect, the fifth highest with a value of 75 in the choice of words aspect, the sixth highest with a score of 70 in the spelling and punctuation aspect, the seventh highest with a value of 62 in the coherence and cohesion aspect, and the lowest average score of students in the aspect of appeal or solicitation with a value of 59. After knowing the results of students' abilities, the researchers will present bar charts and discussions to find out what factors influence students in writing persuasive text:

**Diagram 2. The Average Results of Student Questionnaire Data**



**Question Description:**

1. I always pay attention to the teacher when giving persuasive text material.
2. I am interested in writing persuasive paragraph
3. Writing persuasive paragraph is a skill that I find difficult.
4. I am interested when the teacher gives persuasive text material.
5. I feel motivated by the teacher’s guidance and direction to ask something about persuasive text that I don’t know.
6. I have difficulty understanding a passage.
7. I have difficulty extracting information from a text
8. The teacher helps me when I have difficulty in persuasive writing
9. When writing persuasive paragraphs the teacher gives a lot of time to do it.
10. When you finish writing a persuasive paragraph, your teacher appreciates your writing.
11. I can write an outline to organize ideas logically before writing a persuasive paragraph.
12. I can write persuasive introductory paragraphs well
13. I can write topic sentence clearly and control ideas.
14. I can write correctly with spelling, capitalization and punctuation.
15. I can write persuasive essay paragraphs with language features.
16. I can write a persuasive essay closing paragraph well.

The table diagram presents the results of students’ questionnaire data to determine the factors that influence students in writing persuasive texts. There are 16 questions and 4 answer choices presented. The highest factor is that students can sometimes write an outline in a persuasive paragraph with a total of 16 students(Question No11).

**IV. CONCLUSIONS**

The conclusion of this research is that overall students are able to write persuasive texts, based on evidence from the average value obtained that exceeds the KKM 70. The highest score obtained by students is in the aspect of neatness in writing. This is because students are able to use a neat order, there are not many mistakes in writing words nad the spacing in writing paragraphs is quite good.

The lowest score was obtained by students on the aspect of appeal or invitation. This can be seen from every aspect of students who show the minimum value obtained. This is because students do not give invitations or influence the reader to just give a lot of arguments. In this case the teacher must pay more attention to the students’ difficulties and be able to provide persuasive material in an interesting way so that students can continue to remember persuasive text.

So, the results of this research can be concluded that the students’ ability in writing persuasive paragraphs at grade XI SMA Swasta Nurul Amaliyah Tanjung Morawa is good with an average value of 79.5.

**ACKNOWLEDGEMENTS**

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