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Developing Of Writing Paragraph Materials By Using Argumentative Text At The Eight Grade Student's Of Madrasah Tsanawiyah Negri 4 Mandailing Natal

Megasari^{1✉}, Ahmad Laut Hasibuan²

English Education Departement, Graduate Program,
AlWashliyah Nusantara Muslim University Medan, Indonesia

Email: Megasari197901@gmail.com^{1✉}

Abstract

This study aims to determine the development, validity and effectiveness of the development of Writing Paragraph Materials By Using Argumentative Text at The Eight Grade Student's of Madrasah Tsanawiyah Negri 4 Mandailing Natal. This research is a research and development (R&D) using the Sugiyono model. The instrument used is a questionnaire for expert lecturers and students, interviews with teachers, and the results of the last test given to students. The test results from the validator through media design aspects of 100% in the very good category and 90.83% from material experts I and II in the very good category, so this product was declared worthy of being used as learning so that students were more active in participating in learning. And the test results show that the average value of students gets an average of 61.76% so that they get the effective criteria. The effectiveness of the product can be seen from the results. Based on the results, the student response when using the product was very good. The results of the responses of students who answered "yes" were 81% and students who answered "no" were 19%. So the students' responses by answering "yes" were more than those who answered "no", so they could be categorized very well.

Keywords: Writing Paragraph Materials, Argumentative Text, Development

Abstrak

Penelitian ini bertujuan untuk mengetahui perkembangan, validitas dan keefektifan pengembangan materi menulis paragraf dengan menggunakan teks argumentatif pada siswa kelas VIII Madrasah Tsanawiyah Negri 4 Mandailing Natal. Penelitian ini merupakan penelitian dan pengembangan (R&D) dengan menggunakan model Sugiyono. Instrumen yang digunakan adalah angket dosen ahli dan mahasiswa, wawancara dengan dosen, dan hasil tes akhir yang diberikan kepada mahasiswa. Hasil pengujian dari validator melalui aspek desain media 100% dalam kategori sangat baik dan 90,83% dari ahli materi I dan II dalam kategori sangat baik, sehingga produk ini dinyatakan layak digunakan sebagai bahan pembelajaran agar siswa lebih aktif. dalam mengikuti pembelajaran. Dan hasil tes menunjukkan bahwa nilai rata-rata siswa mendapatkan rata-rata 61,76% sehingga mendapatkan kriteria efektif. Efektivitas produk dapat dilihat dari hasilnya. Berdasarkan hasil, respon siswa saat menggunakan produk sangat baik. Hasil tanggapan siswa yang menjawab "ya" sebesar 81% dan siswa yang menjawab "tidak" sebesar 19%. Sehingga respon siswa dengan menjawab "ya" lebih banyak dibandingkan dengan yang menjawab "tidak", sehingga dapat dikategorikan sangat baik.

INTRODUCTION

Writing is one of the English skills that are taught at the secondary educational level in Indonesia. Writing is a language skill that involves aspects of language (Tarigan in Widaningsih 2018:1). The ability to write is an individual's ability to express ideas or ideas as outlined in a written work. Regardless of the meaning of the writing, writing is the most difficult skill to master. This is confirmed by Richards and Renandya in Ratnaningsih (2016:1), who state that writing is the most difficult skill for second- or foreign-language learners to master. Even though it is difficult, writing skills must still be mastered as one of the most important skills in language. Harmer in Sari (2017:1) states that writing is often useful as preparation for some other activities, especially when students write sentences as an opening for discussion activities. Of course, the ability to write is inextricably linked to a text. In English, there are many texts that can be found easily. The most common examples are narrative text, recount text, procedure text, descriptive text, argumentative text, and others. But in this research, the researcher raised the issue of the ability to write argumentative texts using conceptual teaching and learning. In this research, the researcher has used argumentative text to test students' writing skills. The researcher chooses argumentative text so that students are more active in thinking and reasoning in class. Through argumentation, students' critical thinking skills develop, and ultimately, their rhetorical styles become more varied. An argumentative text is one that is used to persuade and influence the reader to believe and agree with the three ideas or concepts in which we believe. According to Keraf in Mahmud (2017:50), persuasive rhetoric is a type of rhetoric that seeks to influence the attitudes and opinions of others so that they believe and ultimately act in accordance with what the author or reader desires. Argumentation uses language to justify or refute a standpoint with the aim of securing an agreement in view (Eemeren, Jackson, and Jacobs 2015). From the expert opinion above, the researcher can say that argumentative text displays a case that aims to influence the reader or the author. persuasive rhetoric is a type of rhetoric that seeks to influence the attitudes and opinions of others so that they believe and ultimately act in accordance with what the author or reader desires. Argumentation uses language to justify or refute a standpoint with the aim of securing an agreement in view (Eemeren, Jackson, and Jacobs 2015). From the expert opinion above, the researcher can say that argumentative text displays a case that aims to influence the reader or the author.

Based on the explanation above, the researcher intends to know and describe the various difficulties students face while writing an argumentative text. Aside from knowing the difficulties, the researcher also wanted to know the causes of the difficulties students face. By analyzing the difficulties, therefore, this research will be significant for both teachers and students, by helping them in which part the difficulties mostly appear and getting them what they need for a proper Argumentative text.

RESEARCH METHOD

According to Sugiyono (2016: 48), these steps include: (1) potential and problems; (2) literature study and information gathering; (3) product design; (4) design validation; (5) design revisions; (6) product manufacturing; (7) limited trials; (8) product revision 1; (9) main field trials; (10) product revision 2; (11) operational field trials; (12) product revision 3; and (14) dissemination and implementation. Given the relatively short and limited research time, the research and development steps carried out in this study were limited to the eighth step, namely the limited trial stage, as shown in Figure 3.1 below:

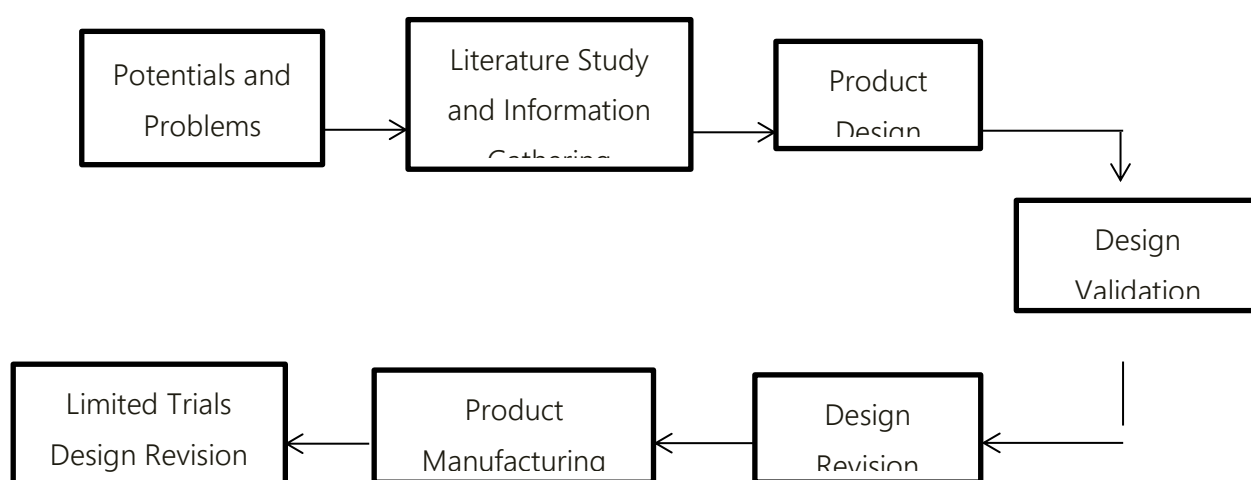


Figure 3.1. Research and Development Steps (Source: Sugiyono, 2016)

1. Qualitative Data Analysis

The qualitative descriptive analysis technique is used to analyze qualitative data. This technique is used to process data from interviews, observations, and comments from validators and students. The aim is to classify information from qualitative data in the form of comments, suggestions, and responses. This analysis is used as a reference to improve or revise the development model for writing paragraphs by using argumentative text.

2. Quantitative Data Analysis

Quantitative data analysis was used to process assessment questionnaire data from validators and student responses. The following is an analysis

of quantitative data for the development of writing paragraphs using argumentative text.

1) Validity data analysis to find out the effectiveness of developing paragraphs using argumentative text. Development validation was carried out by material expert validators and movement of expert validators using the questionnaires provided, and then the results of the validation were converted into intervals using a Likert scale (Sugiyono 2017). According to Sugiyono (2017) the Likert scale is used with a gradation from very positive to very negative, which is used with the following words:

- 1) very good; good; not good; very bad.
- 2) agree, agree, undecided, disagree, disagree, strongly disagree
- 3) Always, often, sometimes, never
- 4) Very positive, positive, negative, very negative

For quantitative analysis guidelines according to Sugiyono 2017, the answers are scored as follows:

Table 1.1.. Likert Scale

| No | Score | Description |
|----|---------|-------------|
| 1 | Score 4 | Very Good |
| 2 | Score 3 | Good |
| 3 | Score 2 | not good |
| 4 | Score 1 | very bad |

(adapted from Sugiyono, 2015: 141)

Obtaining data from validation results using a Likert scale is obtained by the following formula:

$$PS = \frac{\sum x}{SMI} \times 100\%$$

Information:

PS: Score Percentage

$\sum x$: Total Score

SMI: Ideal Maximum Score

Table 1.2. Likert Scale Interpretation Formulas

| Achievement Level | Qualification | decision |
|-------------------|---------------|---|
| 80% - 100% | Very feasible | It is very feasible to use the learning model without revision. |
| 60%–79% | Feasible | Feasible to use the revised learning model |
| 40% - 59% | Less Eligible | Less suitable for learning models with revisions |
| 20%–39% | Not Feasible | Not suitable for learning models with revisions |

(Akbar 2013:81)

The development of writing paragraphs by using argumentative text in learning English for grade 8 junior high schools can be said to be effective and feasible if the validation results obtained by expert validators obtain a percentage of $\geq 61\%$ through revision or without revision according to the strong to very strong criteria in the table above.

2) Student response

The development of writing paragraphs by using argumentative text is said to be effective if it gets a positive response from students; if it gets a less positive response from students, with many scoring below the criteria, then a student response questionnaire needs to be carried out to make improvements to the deficiencies found in the model's development. Student response data was converted into intervals using the Guttman scale. The Guttman scale is used with positive or negative gradations and the following words:

1. Yes/no
2. True/false
3. Good/bad

For quantitative analysis guidelines, answer scores should be as follows:

Table 1.3 Guttman Scale

| No | Score | Description |
|----|---------|--------------------|
| 1 | Score 1 | Yes, True, or Fine |
| 2 | Score 0 | No, wrong, or bad |

(adapted from Sugiyono, 2017)

Obtaining data from validation results using the Guttman scale is obtained by the following formula:

$$PS = \frac{\sum x}{SMI} \times 100\%$$

Information:

PS : Score Percentage

$\sum x$: Total Score

SMI : Ideal Maximum Score

The formula for the interpretation of teacher and student response questionnaire scores with the Guttman scale according to Arikunto (2010) is written in the following table:

Table 3.5. Guttman Scale Interpretation Formulas

| Achievements | Category | Description |
|--------------|----------|-------------------|
| 81–100 | A | Very Positive |
| 61–80 | B | Positive |
| 41–60 | C | Less Positive |
| 21–40 | D | Not Positive |
| <20 | E | Not Very Positive |

(Arikunto, 2010)

The development of writing paragraphs by using argumentative text in teaching English education in grade 8 junior high schools can be said to have received a positive response from teachers and students if the results obtained were ≥ 61 dan ≥ 81 through revision or without revision according to very positive to very negative criteria.

RESULTS AND DISCUSSION

This research is a Research and Development study using learning methods. the implementation of this development includes potentials and problems, data collection, product design, design validation, design revisions, Limited Trials and design revisions. Reports will be presented at each stage of development to facilitate discussion

1. Potential and Problems

This research departs from seeing the potential of students as a creative generation and able to apply the knowledge they have to everyday life. However, the reality shows that mastery of the material is relatively low. For this reason, it is necessary to conduct further research on these problems so that the existing potential can be used

2. Data collection

The Result of Questionnaire for Eight Grade Students The questionnaire consisted of 15 questions with four answers.

a) Goals

The information about students' opinion and interest in learning activities in the classroom especially in writing. Based on the results of the questionnaire (87.8%) the students assumed that writing activities in the classroom were less interesting. It was because in the teaching learning process, they only used English writing materials which were not interesting to them. The students said that learning writing was very important in English. It means that students need writing activities to improve their writing comprehension and learn writing in interesting activities.

b. Necessities

The questions aimed at knowing the students' need of the material (72.3%) of the students said that they need additional material in learning English. While in the students said that vocabulary was important in learning English. It showed that they needed more vocabularies to understand the material. And the English writing materials they used now were less interesting to them.

c) Wants

The aim of the questionnaire was to find what students wanted in learning English, especially in writing. However, the researcher made the task in English writing materials not only focused on multiple choices so that the task that was designed by the researcher still had varied exercise although mostly in multiple choice forms.

d) Topics

The purpose of this question is to find the information about the students'

preferences for the topic of materials. Based on the xl table above, there is 51.2 % of students' choice of daily life topics. It was present in the English writing material, because the material was designed by researchers related to daily life.

e) Materials

The purpose of these questions was to find out the appropriateness of the material especially in writing. To make the students' interested and easier to understand the material, the researcher combined the material in English writing materials with lots of pictures. It can be seen that most of the students (60%) assumed that picture is important in learning writing, it can make students motivated and interested in learning. Besides, these questions were to measure whether the worksheet currently used was interesting or not. Based on concluded that the worksheet which is used was less interesting,

f) Lack

The purpose of this question was to know the students' difficulties in learning writing. Based on the table above, there were different answers from 4 options. It can be seen that most of the students (54,5%) find it difficult to comprehend the grammar. Furthermore, the researcher collected various references from books, the internet, and journals as supporting media that would be developed at the State Tsanawiyah Madrasah level.

3. Product Design

After doing the analysis, the next step is to design. This design stage includes two parts, namely compiling research instruments, making questions and compiling attached teaching materials.

4. Design Validation

Based on the validation results carried out by media and material experts, the following results were obtained:

Table 4.10. expert validation results

| Expert validation | Presentation from all aspects | Category |
|--------------------------|-------------------------------|-----------|
| Media experts 1 and 2 | 100 % | Very High |
| Material experts 1 and 2 | 90.83 % | Very High |

From the results of the validation above, it was obtained from all aspects of 100% in the very good category and 90.83% from material experts I and II in the very good

category, so this product was declared worthy of being used as learning so that students were more active in participating in learning.

5. Revised design

Based on the results of media experts and the material has been validated, the product design is ready to be used by students in learning activities.

6. Product effectiveness

The effectiveness of the product can be seen from the results. Based on the results, the student response when using the product was very good. The results of the responses of students who answered "yes" were 81% and students who answered "no" were 19%. So the students' responses by answering "yes" were more than those who answered "no", so they could be categorized very well.

Research using products so that they are more focused and the results obtained are in accordance with what is expected, the researcher uses supporting theory, this theory is Piaget's learning theory, namely at the concrete operational stage. This concrete operational stage is the age of students (7-12 years) at this stage students think operationally and students have started to be able to reason with concrete objects. This learning is concrete because class VIII students at the State Madrasah Tsanawiyah find it easier to accept material during the learning process and use concrete media.

7. Limitations

The limitation in using the Research and Development (R&D) method procedure is only carried out up to the seventh stage, namely product revision. Researchers do not mass-produce because of limited time for researchers and the costs involved in doing so.

CONCLUSION

This English writing material was developed using the Sugiyono model. It was potential and problems, data collection, product design, design validation, design revisions, Limited Trials and design revisions. The results of the validation results above were obtained from all aspects of 100% with very good categories and 90.83% from material experts I and II with very good categories, and the students' responses after using the product in the learning process with a score of 81%. It showed that the English writing materials were easy to use, helpful for both students and teachers, and learning time was more efficient. Based on the research that has been done, it can be concluded that the researcher made English writing materials for the first and second semester of eight grade students of MADRASAH TSANAWIYAH NEGRI 4 MANDAILING NATAL.

The English writing materials in the form of a printed instructional material with 5A size (half of A4). It contains preface, table content, syllabus, using instructions, learning material, tasks, bibliography/References and writer's profile. Each page of The English writing materials has a different color and interest zone. The Worksheet is presented in two languages (English and Indonesian). The conclusion based on the result shows that the English writing materials are accepted as learning materials as additional learning materials for English lessons that are interesting contextually, and congruent with the syllabus.

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