

The Effect of the Concept Attainment Learning Model on Improving Persuasive Writing Ability in Eighth-Grade Students at Private Junior High School SRO Matiti

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Abstract

This study aims to describe the influence of the Concept Attainment learning model on the ability of eighth-grade students of SRO Matiti Middle School, Doloksanggul, to write persuasive texts. The research method used is an experimental design with a sample of 31 students participating as both the control and experimental groups (with a pre-test and post-test conducted). Data collection tools consist of written tests where students are assigned to create persuasive texts, assessed based on specific criteria. The hypothesis test results indicate that when compared with the t -table at a significance level of 5%, with degrees of freedom (df) = $N-1 = 30$, a t -value of 2.04 is obtained. Based on the calculated t -value (top) compared to the t -table value (t), it is found that $t_o = 6.83$, which is greater than the t -table (2.04). Consequently, we reject the null hypothesis (H_o) and accept the alternative hypothesis (H_a). This demonstrates that the Concept Attainment learning model significantly increases students' ability to write persuasively. In conclusion, implementing the Concept Attainment learning model substantially affects the ability of eighth-grade students of SRO Matiti Middle School to write persuasive texts.

Keywords— Learning Model, Concept Attainment, Persuasion

I. INTRODUCTION

Ability to use language and literature in learning the Indonesian language in school base emphasis on learning language skills, at the level of advanced First emphasize ability reading and writing, level school intermediate top and college tall emphasis on ability writing and listening. Dalman (2015:2) stated that there are four skill aspects. The main language that every student must own. The four Skills These is skills listening, skills speaking, Skills reading, and skills writing. Fourth skills are obtained in a way gradually through stages of development and interconnectedness. Muchlisoh (1996:257-258) added that the fourth skill component. Speak has a close relationship with the objective teaching curriculum. Indonesian language in school Basic. Students are capable speak good and correct Indonesian if they are skilled in listening, and speaking. And reading as well as being skilled in write. So, students are expected to have the skills to speak

completely. Iskandar Wassid (2013:248) stated that that the writing. The process is often considered as form skills easy language. Activities writing is a form skill the most. Recent language mastered by the learner Language after the ability to listen, Speak, and read. However, based on existing reality, Skills in writing that are owned by every individual tend to be lowest when compared to skills in other languages. Based on the KTSP Curriculum, one of the learning languages in school is writing. Writing essays is one of the basic competencies that must be mastered by junior high school students. The final goal in Writing learning in class VIII is that students can compose essays on various simple topics with attention to spelling usage (capital letters, periods, commas, etc.). Dalman (2015:86) reveals that writing an essay is a process of expressing ideas, ideas, dreams, and feelings conveyed through language elements (words, groups of words, sentences,

paragraphs, and complete discourse) in the form of writing.

Writing learning from elementary school to college is still a concern. The ability to write average student in secondary school first (junior high school) class VIII (eight) is not yet capable write in a way independent with satisfactory results (Abidin 2013:190). Problems that often occur are found when implementing learning Indonesian because of several factors. Based on the data obtained show There are several problems in the learning process Indonesian language in particular in learning writing. As for the problems that have been identified, many teachers have not used a variety of learning models, and accordingly, with material lessons, this teacher uses an assignment model. In the learning process write essay persuasion. The learning resources used are only textbooks, without using media that can support writing activities. Suprijono (2014:132) explains that learning using the concept attainment model is a learning process using organizes students into several heterogeneous groups, and then the teacher presents several keywords according to the material that has been taught. Previously submitted. Keywords the later used by students to compile sentences and develop paragraphs by discussing together member groups. Huda (2014:317) states that the application of the concept of the Attainment model has several excesses that improve the spirit of study students, help create an atmosphere conducive to learning, develop thinking processes, and more understanding of keywords from material main lessons. Shoimin (2014:38) added. The advantage of the Concept Attainment model it can help students to understand the keywords from the material main lesson. Research objectives are for now ability to write persuasion before using the Concept Attainment learning model for students Class VIII of SRO Matiti Private Middle School, for now ability to write persuasion after using the Concept Attainment learning model for students Class VIII of SRO Matiti Private Middle School and for now the influence of the Concept Attainment learning model on ability write persuasion student class VIII of SRO Matiti Private Middle School.

II. REVIEW OF LITERATURE

Learning Model.

Concept Attainment is a designed learning model for organizing or organizing the data so that concepts important can studied in a way precise and efficient. Learning model This own view that the students are not only sued for being capable of forming drafts through the process of classifying data but they can also form arrangement drafts with their ability. According to Dadang

(2015:213), the formation of concept, the basis of which is from the inductive model that has been described Previously, was a process that required students to determine a foundation base moment they do categorization, then achievement draft required they describe properties from existing categories formed in other people's minds with method compare and contrast examples (called exemplars/ examples) positive) which contains characteristics That with examples that are not containing characteristics this (called example positive / example negative). The use of the Concept Attainment learning model begins with giving examples of the application of the concept that will be taught, then with observing examples and reducing definitions from concepts. The most important thing that must be noticed by a teacher in the use of learning models is electing the right example for the concept taught, namely example of familiar things with students. In principle, the Concept Attainment learning model is a teaching strategy that uses data to teach drafts to students, where the teacher starts teaching with a method of presenting data or example, then the teacher asks them to student observe data or example based on observation This will form an abstraction. This Concept Attainment learning model can help students at all levels of age understand concepts and exercises testing hypotheses. There are two roles the main teacher in the achievement model learning the necessary concept what is noted is:

1. Create an environment such that students feel free to think and guess without fear from
2. Explain and illustrate how the achievement model draft should be ongoing, guiding students in that process, helping students state and analyze hypotheses, and articulate their thoughts.

Based on definitions one can understand that the Concept Attainment learning model is an efficient learning model for presenting information that has been organized from a broad topic to become more easily understood for levels development concept. This Concept Attainment learning model can give a method to convey the concepts and classify concepts practice students become effective from the development draft.

Concept Attainment Steps

According to Andrew (1997), the steps of Concept Attainment are as follows:

1. Make sure We have 10 examples of questions right and 10 wrong examples before starting learning.
2. Show the example Correct Formerly in a way clear.

3. Continue appearance 2 or more on examples right and wrong examples.
4. After 6 to 8 examples, test orally to the students to determine whether the example next is Correct or wrong.
5. Continue with 3 or 4 other examples, if the student is not certain about the answer put on activity neutral.
6. After about 6 examples right, ask students "What are the characteristics of from correct example?". Register characteristic features where the students can see them. Comments list students even if it's wrong.
7. Test return characteristic features with other examples and process again examples that have been neutral. Then revision returns characteristic features and throws away characteristics that are not important.
8. Students analyze thinking Alone by given questions, for example; Whether something has changed what's your opinion?

Advantages and Disadvantages of the Concept Attainment Learning Model

1. Advantages of the Concept Attainment Learning Model
2. What was stated by Rino (2014:12). The advantages of the Concept Attainment learning model are: the following:
3. The direct teacher gives presentation information that will give illustrations about the topic taught by students so that students have parameters in achievement objective learning.
4. Concept Attainment training draft students, connecting to existing frameworks and producing an understanding of more material deep
5. Concept Attainment improves understanding of draft mathematics student

Weaknesses of the Concept Attainment Learning Model

1. Students who have the ability to understand low will have difficulty Following learning Students will be directed to finish the problems raised.
2. Success rate learning is determined by the presentation of data presented by the teacher,

Essay Persuasion

Persuasive means persuading or convincing. The Big Indonesian Dictionary (2005) explains that persuasion is persuasion or invitation to somebody with a method that

gives convincing reasons and prospects. Keraf (2007:118) provides an understanding that persuasion is a verbal art that aims to convince someone to do something that is the desired speaker at the time or at a later time. With objective end is for the reader do something, persuasion can also include ways to make a decision". Those who accept persuasion must believe, that the decision he made is a correct and wise decision as well as done without coercion. Through persuasion, some writers try to change the view reader about A problem. The author presents facts and opinions that can help the reader understand something true, false, or between both of them. Heading plans, advertisements in the form of advertorials, leaflets, and so on are examples of persuasive writing. The title plan is an essay mainly a letter of news that contains facts as well as opinions in a way short, interesting, and to the point to influence opinion. Advertorial advertising means information to the public who raised a product with give socialization, while writing is writing that is used to spread information about interest.

Argumentation and Persuasion

It is often difficult to distinguish between persuasive writing and argumentative writing. Keraf (2007:119) states that persuasion is based on trust in the person being spoken to and vice versa, so there is a tangent line between argumentation and persuasion. Many people assume that this tangent line of persuasion is a synonym or term that has the same meaning as argumentation. However, there is a clear difference between the two terms, the differences between the two are as follows.

1. The characteristic of argumentation is the effort to prove truth as outlined in the author's reasoning process. Argumentation is also a process to conclude. In contrast, persuasion is the skill to reach an agreement or conformity to the author's will. It is a process to convince others so that they accept what the author wants. So, argumentation is simply proving to the reader while persuasion intentionally persuades the reader.
2. The target of the thinking process in argumentation is the truth about the subject being argued. Meanwhile, the target of the thinking process in persuasion is the reader, namely the effort to gain agreement from the readers about something. Therefore, persuasion requires a careful analysis of who the target of the writing is with the entire existing situation. Meanwhile, argumentation requires a careful analysis of the existing facts to prove the truth. Argumentation requires focusing on what is being discussed and is true without looking at who the reader is.

Meanwhile, persuasion looks at who the reader is (their background, daily habits, beliefs) to better influence the reader.

- Concerning the number of facts used, in the argumentation the more the more facts the stronger the truth that is maintained. On the other hand, in persuasion, facts are used only as needed. If you feel that it is enough, there is no need to use other facts (Narudin, 2009:84).

Characteristics of Persuasion

- Emotive language

The emotive language here is not language that makes people emotional because of anger but how someone feels something that comes from the heart to do something. Emotive language also makes someone curious about something to be able to experience and be involved in it.

Example: "Investing always promises big profits. Therefore, people are now starting to look at investment as a source of business. However, you have to be careful. Many investments with tempting offers are a cover to steal our money. Many incidents under the guise of investment fraud lately should be a warning to us when we are going to choose to invest."

- Special word choices

The words used in persuasive language are words that are common and easy for readers to understand.

Example: "Saving money in a bank is safer and more profitable. Our money will get profit from the bank according to the savings that have been deposited. Our money will also be kept safe from theft. Therefore, let us save money in the bank as a guarantee for the future."

- Invitation

An invitation is hidden in meaning but an invitation that can make the heart someone is touched and moved and there is an urge to do something.

Example: "The use of pesticides and chemical fertilizers for plants over a long period no longer fertilizes plants and eradicates pests. Pesticides can pollute the environment and make the soil harder so it requires processing at high costs. Therefore, avoid excessive use of pesticides."

Characteristics of Persuasion Markers

In writing persuasion, there are characteristics of persuasive markers that distinguish persuasion from other types of writing. The following will explain the characteristics of persuasive markers, namely as follows.

- Motto means a sentence, phrase, or word used as a motto, guideline, or principle. A motto is also often interpreted as a sentence, phrase, or word printed on something that describes the nature or usefulness of the object (KBBI, 2005: 756).
- Data or fact has almost the same meaning. Data or facts can be interpreted as true and real information. Data or facts in persuasive markers are true and real information about something that is presented.
- Superiority is a persuasive marker that raises the brand image of a product directly or indirectly. The superiority in question is the advantages possessed by the product being offered.
- Confirmation is a process, method, or act of confirming something that is believed. Confirmation as a characteristic of persuasion is a process, method, or act of confirming something so that other people also believe what is being done.

III. RESEARCH METHODOLOGY

The problem and research objectives, the method used in this research is the experimental method. This is in line with the opinion of Arikunto (2006:7) who states "experimental research is research that is intended to see the effects of a treatment. "The method implemented by giving treatment to the two groups was tested using an assignment test to see the ability to write persuasively. The experimental group was treated using the concept attainment learning model and the control group was given treatment using the lecture method. By the problem and research objectives, the method used in the research is a quantitative experimental method to see the effects of the treatment. In accordance with the opinion of Sugiyono (2009:107) who stated that "the experimental research method can be interpreted as a research method used to find the influence of certain treatments on others under controlled conditions."

The method used in this study is the experimental method, with the aim of knowing the effect of the Concept Attainment learning model on improving persuasive writing skills at SRO Matiti Private Junior High School. Then, to see the effects or effects of treatment, the one-group pre-test and post-test design methods were used.

IV. RESULT AND DISCUSSION

1. Description Ability Student Write Persuasion Before the Concept Attainment Learning Model is applied.

Based on observation of student Class VIII of SRO Matiti Middle School Year 2023/2024 teachings found before the application of learning models student attainment concept not enough concentration and lack of control technique writing and patterns writing with good.

In addition, students are not enough capable to apply knowledge, skills, and attitudes results Study when carrying out activity writing. Even though activity writing is activity based on 4 aspects of linguistics. Ability results make a speech student in Class VIII of SRO Matiti Middle School Still low with the average class score only reaching 65. This score is still below the existing KKM set, namely 70. Capability data write persuasive before given learning model treatment concept attainment can be seen in the table the following:

Table 4: 1 Ability Write Persuasion Before Given Treatment of Concept Attainment Learning Model.

NO	STUDENT NAMES	ASSESSMENT INDICATORS					TOTAL
		1	2	3	4	5	
1	Abel Simanullang	15	15	15	20	15	80
2	Arthur Simanullang	10	15	10	15	15	65
3	Asto Simanullang	15	15	10	15	15	70
4	Chany Simanullang	10	10	10	10	10	50
5	Denis Simanullang	15	20	10	15	15	75
6	Divioline Simanullang	15	10	10	15	15	65
7	Dorna Simanullang	15	20	10	15	15	75
8	Esther Simanullang	15	15	10	10	10	60
9	Firsan Pangaribuan	15	15	15	10	10	70
10	Forian Simanullang	10	10	15	15	10	60
11	Frans Lumbangaol	10	10	10	10	15	55
12	Gledyola Simanullang	10	10	10	10	10	50
13	Diamond Lumbangaol	10	10	10	15	15	70
14	Jaya Simanullang	10	15	15	15	15	70
15	Joseph Lumbangaol	10	15	15	10	10	60
16	Jolaster Situmorang	10	15	15	10	10	60
17	Joshua Simanullang	10	15	15	10	10	60
18	Love of Simanullang	10	15	15	15	10	65
19	Kezia Azarya Zega	10	10	15	15	10	60
20	Lolo Simanullang	15	10	15	15	15	70
21	Lorenzo Simanullang	10	15	15	15	15	70
22	Maryel Simanullang	10	15	15	10	10	60
23	Nausea Simanullang	15	15	10	15	15	70
24	Naomi Simamora	10	15	15	15	15	70
25	Olivia Simanullang	15	10	15	10	15	65
26	Septian Simanullang	10	15	15	15	10	65
27	Radit Sianturi	10	10	15	15	15	65

28	Santy Pandiangan	15	15	10	20	10	70
29	Simanullang Tribe	10	15	15	10	10	60
30	Viviana Situmorang	10	15	15	15	10	65
31	Yuda Simanullang	15	15	15	20	15	80
TO TAL							1950
AVERAGE							65

Information indicator evaluation:

1. Completeness content (score 5-20)
2. Content of the ideas presented (score 5-20)
3. Invitation sentences (score 5-20)
4. Grammar (score 5-20)
5. Spelling (score 5- 20)

2. Ability Students to Write Persuasion After Implementing the Concept Attainment Learning Model.

Based on observation of Class VIII of SRO Matiti Middle School after the application of the learning models concept Attainment, students more concentrate and interest in study increased. Here are the capability data students write persuasively after given learning model treatment concept attainment can be seen in the table following:

Table 4.2 Ability Write Persuasion After Given Treatment Concept Attainment Learning Model.

NO	STUDENT NAME	ASSESSMENT INDICATORS					SCOR E	MARK
		1	2	3	4	5		
1	Abel Simanullang	15	20	20	25	15	95	95
2	Arthur Simanullang	15	15	15	20	10	75	75
3	Asto Simanullang	15	15	20	15	15	80	80
4	Chany Simanullang	10	15	10	15	15	65	65
5	Denis Simanullang	15	15	20	15	15	80	80
6	Divioline Simanullang	10	15	15	20	15	75	75
7	Dorna Simanullang	15	15	20	20	15	85	85
8	Esther Simanullang	15	10	15	20	15	75	75
9	Firsan Pangaribuan	15	15	15	20	15	80	80
10	Forian Simanullang	10	15	20	15	15	75	75
11	Frans Lumbangaol	10	15	15	15	15	70	70
12	Gledyola Simanullang	10	15	15	15	10	65	65
13	Diamond Lumbangaol	15	15	20	20	15	85	85
14	Jaya Simanullang	15	15	20	20	10	80	80
15	Joseph Lumbangaol	15	15	15	15	15	75	75
16	Jolaster Situmorang	15	15	10	15	15	70	70
17	Joshua Simanullang	15	10	15	15	15	70	70
18	Love of Simanullang	15	15	20	20	15	85	85
19	Kezia Azarya Zega	10	15	15	15	15	70	70

20	Lolo Simanullang	15	10	20	20	15	80	80
21	Lorenzo Simanullang	15	20	20	20	15	90	90
22	Maryel Simanullang	10	10	15	15	15	65	65
23	Nausea Simanullang	15	20	20	20	15	90	90
24	Naomi Simamora	15	20	20	20	15	90	90
25	Olivia Simanullang	15	20	20	20	15	90	90
26	Septian Simanullang	10	15	15	20	15	75	75
27	Radit Sianturi	10	15	20	15	15	75	75
28	Santy Pandiangan	15	10	20	20	15	80	80
29	Simanullang Tribe	15	15	20	20	15	85	85
30	Viviana Situmorang	10	15	15	15	10	65	65
31	Yuda Simanullang	15	20	20	25	15	95	95
TO TAL		415	4 70	540	565	445	2435	2435
AVERAGE		13,38	15,2	17,4	18,2	14,35	78,54	78,54

3. Influence Implementation of the Concept Attainment Learning Model on the Ability to Write Persuasion.

After the study was implemented, finally obtained A research whose results were in the form of accurate data used for the answer formulation problem.

That thing can be proven from results before and after given learning model treatment concept assessment. For see How the influence of learning models ter concept attainment facing ability write persuasive student Class VIII of SRO Matiti Middle School The bun outlined in the table following:

Table 4:3 Pre-test and Post-test Results

NO	STUDENT NAMES	MARK	
		Pre-test	Post-test
1	Abel Simanullang	80	95
2	Arthur Simanullang	65	75
3	Asto Simanullang	70	80
4	Chany Simanullang	50	65
5	Denis Simanullang	75	80
6	Divioline Simanullang	65	75
7	Dorna Simanullang	75	85
8	Esther Simanullang	60	75
9	Firsan Pangaribuan	65	80
10	Forian Simanullang	60	75
11	Frans Lumbangaol	55	70
12	Gledyola Simanullang	50	65
13	Diamond Lumbangaol	60	85
14	Jaya Simanullang	70	80
15	Joseph Lumbangaol	60	75
16	Jolaster Situmorang	60	70
17	Joshua Simanullang	60	70

18	Love of Simanullang	65	85
19	Kezia Azarya Zega	60	70
20	Lolo Simanullang	70	80
21	Lorenzo Simanullang	70	90
22	Maryel Simanullang	60	65
23	Nausea Simanullang	70	90
24	Naomi Simamora	70	90
25	Olivia Simanullang	65	90
26	Septian Simanullang	65	75
27	Radit Sianturi	65	75
28	Santy Pandiangan	70	80
29	Simanullang Tribe	60	85
30	Viviana Situmorang	65	65
31	Yuda Simanullang	80	95
TO TAL		2015	2435
Average value		65	78,54

From the table above, we know that the mark highest achieved by students in writing persuasion before implementing learning models concept attainment (pre-test), is 80, and even then, just two people and value is 50 with an average (mean) of 65 which has category enough. While mark achieved by students who write persuasively after using learning models concept attainment (post-test) is 95 and the value lowest is 65 with an average (mean) of 78.54 which is category good. This proves that using a learning model concept attainment in writing persuasively can influence and improve results mark students.

V. CONCLUSION

The conclusions that can be drawn from the results study are exposed as follows:

1. The ability to write persuasive writing before using the concept learning model attainment has an average of 65 in the sufficient category.
2. The ability to write persuasive writing after using the concept learning model attainment has an average of 78.54 in the good category.
3. There is an influence from the use of learning models concept attainment of students' persuasive writing skills or it can be said that the concept of learning attainment can improve the persuasive writing skills of class VIII students of SMP SRO Matiti Doloksangul.

4. From the results of this research analysis, it can be seen that the highest score achieved by students in writing persuasion before applying the concept learning model attainment (pre-test), is 80, even then only two people and the lowest score is 50 with an average (mean) of 65 which has a sufficient category. The highest score achieved by students in writing persuasion after using the learning model concept attainment (post-test) is 95 and the lowest value is 65 with an average (mean) of 78.54 which is in the good category. This proves that by the concept learning model, attainment in persuasive writing can influence and improve students' grades.
5. Hypothesis testing $2.64 > 2.04$ has proven that the alternative hypothesis (H_a) is accepted, namely the concept learning model. Attainment has a significant influence in improving the persuasive writing skills of class VIII students of SRO Matiti Doloksangul.
6. The application of varied learning models by teachers can foster students' enthusiasm for learning and can improve students' abilities and learning outcomes.

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