Research Article

Learning To Write Persuasive Text Using Advertising Media For Students In Hight School Education Units

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Informasi Artikel	ABSTRACT
	The background of this research is that based on the study of several library documents, it was found that many students and teachers did not know that advertising text could be used as an intermediary or media in writing a persuasive text. In addition, researchers chose ad text as a medium because ad text is closely related to persuasive text, which has the same characteristics to influence others. The purpose of this research is to study persuasive text learning using text as a medium to write persuasive text for learners in high school. The research method, which is a library study with the approach to limited documents, is 3 (three) theses that correspond to the topic of this study. Data sources of this research, which are theses as primary sources and books as secondary sources. Data of this study, i.e. the contents of primary sources that State persuasive text learning outcomes using AD media at the high school level of education Unit. The results of the study show that indeed, learning persuasive text at high school using ad text as a medium in writing persuasive texts results in an effective outcome. This is evidenced by the results of previous research that the authors examined. In the study it was discovered that after asking learners to write persuasive text with the help of advertising media, the ability to write persuasive text for learners increased, rather than before, because the text of the ad has the same characteristics as persuasive text, which invites and affects the reader. This means that learners succeed in learning to write persuasive text because the learning process uses advertising media as a "stimulus" to write persuasive text. Thus, learning to write persuasive text using ad media in high school can help teachers and students in the process of learning persuasive text. Keywords: persuasive text, advertisiment media
	ABSTRAK
	Latar belakang penelitian ini adalah berdasarkan kajian terhadap beberapa dokumen perpustakaan, ditemukan bahwa banyak siswa dan guru yang belum mengetahui

Indonesia

bahwa teks iklan dapat digunakan sebagai perantara atau media dalam menulis teks persuasif. Selain itu, peneliti memilih teks iklan sebagai media karena teks iklan berkaitan erat dengan teks persuasif, yang memiliki karakteristik yang sama untuk mempengaruhi orang lain.Tujuan dari penelitian ini adalah untuk mempelajari pembelajaran teks persuasif dengan menggunakan teks sebagai media menulis teks persuasif untuk peserta didik di sekolah menengah. Metode penelitian yang merupakan studi kepustakaan dengan pendekatan dokumen terbatas adalah 3 (tiga) tesis yang sesuai dengan topik penelitian ini. Sumber data penelitian ini adalah skripsi sebagai sumber primer dan buku sebagai sumber sekunder. Data penelitian ini yaitu isi dari sumber primer yang menyatakan hasil belajar teks persuasif dengan menggunakan media AD pada jenjang SMA Satuan Pendidikan. Hasil penelitian menunjukkan bahwa memang pembelajaran teks persuasif di sekolah menengah dengan menggunakan teks iklan sebagai media dalam menulis teks persuasif menghasilkan hasil yang efektif. Hal ini dibuktikan dengan hasil penelitian sebelumnya yang penulis teliti. Dalam penelitian ditemukan bahwa setelah meminta peserta didik menulis teks persuasif dengan bantuan media iklan, kemampuan menulis teks persuasif peserta didik meningkat, dibandingkan sebelumnya, karena teks iklan memiliki karakteristik yang sama dengan teks persuasif, yaitu mengundang dan mempengaruhi pembaca. Artinya peserta didik berhasil dalam pembelajaran menulis teks persuasif karena proses pembelajaran menggunakan media iklan sebagai "stimulus" untuk menulis teks persuasif. Dengan demikian, pembelajaran menulis teks persuasif menggunakan media iklan di SMA dapat membantu guru dan siswa dalam proses pembelajaran teks persuasif.

Kata kunci: teks persuasif, media iklan

PENDAHULUAN

Writing is arguably the most complicated language skill among other types of language skills. This is because writing is not just copying words and sentences but also developing and expressing thoughts in an orderly writing structure.

Language skills consist of four aspects, namely speaking, listening, writing, and reading skills. Language skills in writing need to be developed because writing is one type of productive written language skills.

Writing is an activity to express ideas, thoughts, experiences, and knowledge in the form of notes using letters, symbols, or symbols, which are made systematically so that they can be easily understood by others. Writing is a creative activity, by writing someone can display a work. Word for word that is written is a representation of ourselves and a reflection

of ourselves. The aspects of writing that are the subject of learning Indonesian are word accuracy, sentence accuracy, spelling and writing.

Writing is an integrated skill activity. Writing is always present in any learning activity, as well as reading. Good writing skills are not only addressed to a writer but to everyone to be skilled at communicating in spoken and written language. Writing activities are also very important in education because they can help students practice thinking and expressing ideas.

One example of writing activities in learning is writing persuasive texts. Persuasive text that is embodied in a persuasive paragraph is a continuation or development of an argument. Persuasive first presents ideas with reasons, evidence or examples to convince the reader. Then it is followed by an invitation, persuasion, seduction, appeal, or suggestion to the reader (Wiyanto, 2004:68. Thus, it can be concluded that persuasive text is a text with the main function to influence the reader to have the same opinion, feeling, or action. As long as a text has such a purpose, it can be said that the text is persuasive.

In learning, the use of media is needed in fostering the creativity of students, especially in learning to write persuasive texts. This is because writing an essay requires a high imagination and creativity in order to attract the interest of the reader. In addition, the use of media in learning can make it easier for students to understand the material explained by the teacher so that the application of the material can be easily understood by students. In learning to write, of course, it is very boring if you do not use media that support the imagination of students. Therefore, teachers must be creative in choosing media that are appropriate to the material and characteristics of students and of course increase students' imagination in writing essays. One of the suitable media in learning to write persuasive texts is advertising media.

Learning is a complex process and involves various interrelated aspects. Therefore, to create creative and fun learning, teaching and learning skills are needed (Mulyasa, 2007: 69). One of those skills is using advertising as a medium in writing persuasive texts.

Persuasive Text

The word persuasive is derived from the verb to persuade (Ing), which means to persuade or suggest. Persuasive text that is embodied in a persuasive paragraph is a continuation or development of an argument. Persuasive first presents ideas with reasons, evidence or examples to convince the reader. Then it is followed by an invitation, persuasion, seduction, appeal, or suggestion to the reader (Wiyanto, 2004:68).

Keraf (1995:14) defines the concept of persuasion as a form of discourse which is a deviation from argumentation, and specifically tries to influence other people or readers, so that the reader or listener does something for the person who is persuading, even though the person being persuaded does not really believe what is being said. said that. Therefore, persuasion is more inclined to use or exploit psychological aspects to influence others. Furthermore, Keraf added that argumentation and persuasion both use facts and evidence. However, in argumentation, facts and evidence are used as much as possible, so that the other party will be convinced of the truth in question. Meanwhile, in persuasion, facts and evidence are used as necessary. If you use too many facts and evidence, your weaknesses will be discovered so that the party being persuaded will not be trusted by the author.

Thus, persuasive text is used to invite someone to do something. Persuasive paragraphs are usually found in advertisements, where the advertisement invites consumers to use, buy, or take advantage of the products or goods they offer (Prasetya, 2008). Based on the opinions of these experts, persuasive text is a form of writing that contains an invitation,

persuasion, seduction, appeal, or suggestion that can influence the reader to want to do something as written by the author.

Purpose of Persuasive Text

Every writing must have a purpose. The purpose of a persuasive text is to convince the reader to believe or do something. Persuasive texts must provide specific and convincing evidence.

A persuasive text is an essay that is intended to influence the attitudes and opinions of readers about something the author conveys (Muhammad Yunus and Suparno, 2002, in Basic Writing Skills).

Persuasive text also aims to arouse the interest of the reader to believe and obey the implicit or explicit appeals made by the author. Implicit appeals are invitations that are implied, contained subtly, and are not stated clearly or blatantly. While explicit appeals are invitations that are made in a clear, firm, frank, uncomplicated manner so that people catch the meaning easily and do not have a vague or wrong picture.

From the two opinions above, it can be concluded that the purpose of a persuasive text is for the reader to accept the author's point of view on the topic in his writing.

Persuasive Text Structure

A persuasive text is formed by several parts, which are arranged in a systematic and interconnected manner between the parts. A persuasive text begins with an introduction to the issue, followed by an explanation of a number of arguments. After that, the invitations are stated, which ends with a reaffirmation. The introduction of issues, arguments, invitations and reaffirmations, can be described as follows:

1. Introduction to the issue, which is in the form of an introduction or delivery of the problem that is the basis of the writing or discussion.

2. A series of arguments, namely in the form of a number of opinions of the author/speaker related to the issues raised in the previous section. In this section a number of facts are also presented to strengthen his arguments.

3. Invitation statement, which is the core of a persuasive text in which an encouragement is expressed to the reader/listener to do something. The statement may be made expressly or impliedly. The presence of arguments serves to direct and strengthen the invitations.

4. Reaffirmation of the previous statements, which are usually marked by expressions such as, thus, thus, because of that. (Ministry of Education and Culture of the Republic of Indonesia, 2017: 186).

Characteristics of Persuasive Text

Some of the characteristics of persuasive texts according to Regina (2008) include:

1. persuasion starts from the position that the human mind can be changed,

2. have to create the trust of the readers,

3. persuasion must be able to create agreement or adjustment through trust between the writer and the reader,

4. persuasion as much as possible to avoid conflict so that trust is not lost and so that an agreement of opinion is reached

5. persuasion requires facts and data.

Thus, persuasive texts have the characteristics of (1) aiming to create compatibility between readers and writers, (2) based on the view that the human mind can be changed, (3) as far as possible avoiding conflicts between readers and writers, (4) using data and facts sufficiently, and (5) generate reader confidence.

Iklan

According to Kosasih (2014: 260) suggests that advertising is a type of text that communicates a message, idea, or thought to others and tends to be persuasive. Advertising can also be interpreted as notification through mass media to the public about an item or service. In English, advertising is known as advertising which comes from the Latin ad-vere which means conveying thoughts and ideas to others. In France, advertising is termed reclamare which means shouting something over and over again. Meanwhile in Arabic it is called i'lam which means 'announcement', this Arabic term was later adopted into Indonesian as advertisement.

Liiweri (in Kosasih, 2014: 260) defines advertising as a communication process to help sell goods, provide services, and convey ideas or ideas through certain channels in the form of persuasive information.

From some of the opinions of these experts, it can be concluded that advertising is a form of communication consisting of ideas and information conveyed through the media by paying for the space it uses to convey persuasive messages to consumers by companies, non-commercial institutions and individuals. interested.

Advertising Function

According to Kosasih (2014:261) advertising functions consist of two, namely:
1. informational function, namely advertising informs consumers about the characteristics and benefits of a product,
2. Transformational function, namely advertising seeks to change the attitudes that consumers have towards brands, shopping patterns, lifestyles, techniques for achieving success and so on.

Based on the expert opinion above, it can be concluded that advertising has two functions, namely the informational function to inform the benefits of the goods offered and the transformational function to influence consumers.

Advertising Elements

According to Kosasih (2017: 46) the elements of advertising are as follows.
1. Product name. Product name is the name of the goods or services to be offered.
2. Product pictures. Product images display the products that will be offered. The image can be in the form of a product being offered or it can be a person using the product.
3. Advertising sentence. Advertising sentences are usually sentences that intend to persuade and convince potential users of goods/services. Writing that is short and easy to see, as an explanation of the product.
4. Product advantages. In this section the advantages of the products offered are explained.
5. Product price. Usually the price of the product offered is also included in an advertisement.
6. Advertiser's phone number. This number is usually included in the ad so that potential buyers can contact the advertiser.
7. Advertiser's address.

Advertising Language Rules

Advertising language often uses simple language, easy to remember, and easy to understand. Long, convoluted sentences are always avoided in advertising. It is precisely the language that is familiar to the audience that is often used, in addition to giving a positive impression about the products offered. The choice of words that are rhythmic and have many sound similarities is also an important choice in advertising language. In addition, the advertising language must be short, so that it is easy for the audience to remember.

Even advertisements are required to be more efficient in the use of words and letters. In advertisements, abbreviations are often found. Here are some abbreviations that are often used in classified ads and their abbreviations.

In some advertisements, for example the Sunlight advertisement as a dishwashing soap product. In the ad it says, "one rinse, stubborn dirt is gone". The wording of these ads is attractive and provides encouragement for others to buy and try. The language used is short and easy to understand.

Advantages and Disadvantages of Advertising Media

In the various literatures collected by the author, there has been no explicit and detailed study of the advantages and disadvantages of advertising media associated with persuasive text learning. Therefore, the author makes an analysis based on theory that makes it easier to understand the advantages and disadvantages of using advertising **media.**

First, the advantages of advertising media. According to Jefkins, advertising is the most persuasive sales messages directed to the most potential buyers of certain products or services at the lowest possible cost. In this case, the message is understood as a set of verbal and or nonverbal symbols that represent feelings, values, ideas with three components, namely meaning, symbols, and message form (Mulyana, 2000).

In addition, Purwanto also explained that effective communication depends on people's skills in sending and receiving messages. To send a message someone can use written or spoken. Meanwhile, to receive messages, one can use hearing and reading.

Thus the advantages of using advertising as a persuasive text learning medium are as follows.

1. Advertising has a very persuasive objective content.
2. Advertising emphasizes the construction of messages that are right on target affecting the subject of the most potential goals.
3. Advertising involves unity between symbols, meanings and forms of messages that are closely related to efforts to influence ways of thinking and behaving on the subject of the goal.
4. Advertising concentrates on effective communication both textual and audio-visual.

Second, the lack of the use of advertising text media. According to Twedt in Suyatno (2004) messages can be ranked based on the desired level, exclusivity and trustworthiness. Messages based on the level of desire means that the message must say something desired or interesting about the product. Messages by virtue of their exclusivity mean that they must clearly say something different from the others. A message at a trust level means that the message must be trustworthy and verifiable. In this case, advertising is a collaboration between the ad writer and various interested parties. From this understanding it can be concluded that the disadvantages of advertising are as follows.

1. Very applicable advertising language can make it difficult for students to understand the concept of learning.
2. Advertising construction prioritizes speed and accuracy and ignores the process of understanding the learning process.

METODE PENELITIAN

This research method, namely literature study with an approach to limited documents, in the form of 3 (three) theses according to the topic of this study. the data sources of this research, namely theses as primary sources and books as secondary sources. The data of this study, namely the content of primary sources that state the results of persuasive text

learning using advertising media at the level of high school education units. The data collection technique is by reading and taking notes.

HASIL DAN PEMBAHASAN
a.   Persuasive Text Learning Steps
Persuasive text learning is the application of strategic steps to help students succeed. The three research results reviewed by the author show that persuasive text learning actually has steps. The steps in question are found by researchers in each research result and can be explained practically, namely (1) the teacher opens the lesson; (2) the teacher provides apperception by exploring students' knowledge about various kinds of paragraphs that they already know; (3) the teacher provides material about persuasive writing; (4) the teacher shows examples of advertisements, persuasive paragraph outlines, and their development based on the advertisements; (5) The teacher distributes advertisement sheets to students, then discusses its contents; (6) The teacher distributes composing worksheets and assigns students to write persuasion based on the public service advertisement; (7) the teacher asks students to improve the contents of the writing, assigns students to edit their friends' writings, assigns students to rewrite the writing that has been corrected; (8) The teacher evaluates and analyzes the students' writing.These steps are a practical form of the learning process carried out by the teacher in teaching. That is, the teacher applying these steps means that he carries out persuasive text learning that allows students to achieve cognitive, psychomotor, and affective aspects.

b.   Challenges of Using Advertising Media in Learning to Write Persuasive Texts
The author finds that in teaching persuasive texts using advertising media there are various challenges faced by teachers. These challenges are manifested explicitly in the problems encountered by the researchers. For example, in these theses the author finds challenges, such as; (1) not all students are skilled in writing because to be skilled at writing requires practice and becomes a habit; (2) many students have difficulty learning about writing persuasive texts so that their learning achievement tends to be low; and (3) the media for delivering the material is less attractive, so the teacher chooses to use advertising as a medium of learning.

Meanwhile, in general, every text writer (including persuasive text writers) experiences challenges in learning to write. The author supports the results of the study of Sitorus (2019: 90) that generally a person's challenges in writing (including in the process of learning to write) have at least six aspects. The six aspects of the challenge are: (1) There is no intention or passion to write; (2) there is an intention, but always feels it is not time to write; (3) feeling that they do not know what to write (idea level); (4) fear of being wrong, feeling inferior (technical and content level); (5) the effect of attention on things that are not productive; (6) unable to utilize technology appropriately.

The six challenges are related to the topic of this research, specifically the challenges in learning to write persuasive texts. The first challenge shows that everyone is not just a student is the lack of intention or passion to write. This challenge is usually very difficult to change interests so that they want to learn to write. The first thing a teacher must do as a teacher is to change the paradigm of students' thinking that writing is something fun. Therefore, students must be given direct examples that can change their way of thinking. For example, directing them to want to write what memorable experiences they experienced, whether it is related to their likes or hobbies, whether it is also related to traveling to a place and so on.

The second challenge shows that at the level of intention or desire of students to write already exists, but to realize it is very difficult because they feel they do not have the

right time to write. Actually, this reason is quite acceptable with common sense if students have an extraordinary level of activity. However, this reasoning will become a cliché because students do not dare to start and only reason that they do not have the right time. The principle of writing is usually just start first. Actually, students don't think about taking special time to write. That's because if it only depends on time, it's likely that they are waiting for that time which really wastes time. Therefore, the teacher must motivate students not to procrastinate, when an idea arises, we write it down.

The third challenge shows that at the level of ideas, they really do not know what to write. Challenges like this are indeed a lot of complaints by students, especially students or students because there are absolutely no writing ideas. This means that students feel that there are no problems so that if they want to write, they do not have the provision of what issues to raise. Therefore, students as prospective writers must really do intellectual asceticism. This means that students must take scientific actions to get ideas such as the act of contemplating, reading, and making small notes which may later be very useful for the fluency of ideas. More than that, the teacher must instill the principle of "idea deposition" and not "idea immersion". That is, students often forget the first idea they want to write down because it takes too long not to be written down so that the idea that was good will just sink.

The fourth challenge shows that at the technical and content levels, every aspiring writer also experiences. That is, students also often feel less confident, so it is difficult to find a suitable theme to write about. This lack of trust usually occurs because there are still doubts about the theme and also from technical writing which can weaken confidence in writing. That's because every scientific paper that will be produced always has special requirements or a special format for writing. Therefore, teachers in the learning process need to provide an overview of the writing format in order to increase the motivation of students to write as required. More than that, students actually don't need to worry about it. Teachers need to instill the principle of "flowing like water" in students. That is, where the current goes first, because in the middle of the journey you will find valuable experiences that can be learned.

The fifth challenge shows that the influence of a prospective writer's lack of focus. In this context, students have not been able to fully concentrate on what they want to learn and write about. That's because his mind can still be influenced by other activities or activities that may interest also beat the interest in writing. Therefore, the teacher must help direct students to have a mature attitude to wisely use time productively so that learning to write and writing activities -writing it can go well.

Meanwhile, the sixth challenge shows the ineffectiveness of using technology. In the context of this study, this kind of challenge certainly contributes greatly to the difficulties of students in writing because it is usually more influenced by the game features contained in the technology. Therefore, teachers must be able to put technology under the self-control of students. In other words, technology must be "subject" to students, not students who are "subject" to technology.

These challenges are also obstacles in learning to write, including learning to write persuasive texts. However, if every student is able to pass or beat these challenges, then students will succeed in learning, and even later become a professional persuasive text writer.

c.   **Variation of Research Results**
The results of the author's study of the three article documents show that each research result varies. The variations found by the author through the study process can be explained below.

First, the thesis written by Ari Setyaningsih with the title "Use of Public Service Advertising Media to Improve the Quality of Persuasive Writing Learning in Class X-1 Students of SMA Negeri 1 Mojolaban (Classroom Action Research)", shows that teaching techniques used by teachers are proven to increase student activity and ability. in writing persuasion, which is 80%. Teachers have succeeded in arousing students' enthusiasm for learning by building a pleasant learning atmosphere, namely by broadcasting public service advertisements with themes that are familiar to students. This is proven by the success of all students in writing persuasion, although there are still students' writing that is not perfect. The imperfection lies more in the mechanics of writing, such as aspects of spelling and conjunctions in sentences and between sentences. In terms of learning outcomes, all students can reach the minimum completeness limit, this can be seen from their writing scores that reach a score of 65 and above. Success can also be seen from the achievement of several predetermined indicators. All students have been able to reach the limit of mastery learning.

Ari Setyaningsih's description proves that there are variations in research. Researchers present forms of learning variations in research by displaying learning media (in the form of advertisements) that are in accordance with student needs. This is evidence that the researcher captures the situation faced or experienced by students so that he arouses students' enthusiasm for learning by building a pleasant learning atmosphere. Thus, it can be said that researchers need to have the initiative and creativity to build a student learning atmosphere with various variations of learning, such as changing learning media, changing learning methods and strategies, and so on.

Second, the thesis written by Ika Sari Astarina with the title "Improving Persuasive Paragraph Writing Skills based on Advertising in Print Media with Learning Models and Portfolio Assessment in Class X E SMA 8 Semarang," shows that the results of persuasive paragraph writing skills for class XSMA 8 Semarang students in the cycle II has increased from cycle I. The results have reached an average of 76.87 or categorized as good and have reached the expected target. In cycle II, students can show the contents of the advertisements given and observe the advertisements enthusiastically. Most students have been able to develop an outline from an advertisement into an interesting and convincing persuasive paragraph. In terms of linguistic aspects such as spelling, they also understand enough. The persuasion paragraphs made by the students were better than in the first cycle.

At the observation stage, it was seen that most of the students had not carried out negative behavior. Students follow the lesson from beginning to end with a good attitude and calm. Students are very happy and enthusiastic about the learning that is carried out. The media and learning models used make students not feel bored when participating in learning. Most of the students stated that this learning was very fun. This is evidence of a change in student behavior in a positive direction. While the results of the non-test in the form of photo documentation can be seen that learning is increasingly conducive and more fun. Students are very active in participating in learning. When making persuasive paragraphs, students are no longer shy to ask or answer questions from the teacher. They complete the assigned tasks with a good attitude and calm.

The results of Ika Sari Astarina's research indicate that there are variations in the study. Astarina conducts research variations by presenting a cycle to achieve the research objectives, namely students experience an increase in their skills in writing persuasive paragraphs based on advertisements in print media with learning models and portfolio assessment. That is, the researcher did not stop at the first cycle, but he did the second cycle by changing the media and learning models. It also implied that the researcher displayed variations in learning in the study so that students did not experience difficulties, but on the contrary, students were enthusiastic in the learning process.

Third, the thesis written by DewiAmbarwati with the title "Improving Persuasion Writing Skills with Advertorial Advertising Media for Class X Students of SMA Negeri 1 Prembun," shows that there has been an improvement both in terms of process and results/products. The increase that occurs already meets the criteria for the success of the action. Teaching and Learning Activities (KBM) are carried out 1 month before the students' test so that students' concentration is slightly disturbed and lacks focus. However, all can be overcome by students so that students successfully complete the task of writing persuasion well.

The results of DewiAmbarwati's research show the form of research variations, namely the research process within a certain period of time so as to help students succeed and the research objectives are achieved. Researchers carry out various variations of approaches in research so that they slowly achieve research objectives.

d. Author's Reflection

Learning is an academic activity that demands creativity, innovation, and variety of teachers to assist students in the process of achieving the learning objectives themselves. This is, as done by DewiAmbarwati, Ika Sari Astarina, and Ari Setyaningsih in their research which is reviewed by the author in this thesis. The three researchers focused their research on the use of advertising media in learning to write persuasive texts. This means the existence of advertising as a medium for learning to write persuasive texts.

In fact, the use and utilization of creative, innovative and varied learning media makes learning possible by optimizing the process and being oriented to learning achievement and the learning atmosphere is more attractive to students. Creative learning is learning that encourages students to carry out a creative learning process as well. The creative learning process displayed by the three researchers is an act of continuous discovery, deep exploration with the heart, mind and spirit to gain beauty and new experiences that they feel as teachers and students as learners.

Generally, the form of creative learning displayed by the three researchers, namely students observing advertising media, then pouring, exploring, and developing ideas in the form of persuasive writing. Meanwhile, the three researchers also presented an innovative process that was new, unlike what is usually done, and aimed to facilitate students in building their own knowledge in the context of changing behavior towards a better direction in accordance with the potential and differences of students. Generally, researchers use advertising learning media in teaching and learning activities to increase the value and activity according to the potential of students with the aim of students having the skills to write persuasive texts. Of course, the three researchers also applied varied learning, namely learning to vary learning media, approaches and strategies, and learning methods. This makes students not bored and can increase student interest and students' attention continues to focus on learning.

In the context of this study, the author can reflect that learning to write persuasive texts using advertising media must be creative, innovative, and varied. It also forms the basis for Classroom Action Research (CAR). In the context of this paper, teaching persuasive texts using advertising media shows that actually learning to write persuasive texts at the high school level gets effective results. This is acceptable, because the ad text has the same characteristics as persuasive text, which is to invite and influence the reader. Therefore, by using advertising as a medium in learning to write persuasive texts, students can be helped in writing persuasive texts. In other words, that students can succeed in learning to write advertising texts, it means that they are also successful in writing persuasive texts.

KESIMPULAN

Based on the results of research studies that have been read and analyzed through documentation studies, the authors can conclude that teaching persuasive texts using advertising media in high school can help students to write persuasive texts easily. This is because the teacher conducts persuasive text learning by applying strategic steps to help students succeed in writing persuasive texts. The learning steps are a form of the learning process carried out by the teacher in achieving cognitive, psychomotor, and affective aspects. This means that students are successful in learning to write persuasive texts because the learning process uses advertising media as a "stimulus" to write persuasive texts.

In addition, the persuasive text learning process is very appropriate when using learning media in the form of advertisements. This, apart from having the same characteristics, persuasive text is also reflected in the ad text and vice versa. In fact, the use and utilization of creative, innovative and varied learning media makes learning possible by optimizing the process and being oriented to learning achievement and the learning atmosphere is more attractive to students. This is also the basis for Classroom Action Research (CAR), namely persuasive text learning using advertising media shows that actually learning to write persuasive texts at the high school level gets effective results. The results of the study also illustrate that persuasive text learning by using advertising media is very helpful for the success of students' learning. This can be justified, because the characteristics of persuasive text have similarities with the characteristics of advertisements.

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