IMPROVING STUDENTS ABILITY IN WRITING ADVERTISEMENTS WITH METHOD SAINTIFIC PROBLEM BASED LAERNING CLASS VIII SMPN 3 RAKIT KULIM

Dewi Masitoh[1], Irma Yulita Silviany[2]

[1] Pendidikan Bahasa dan Sastra Indonesia, Universitas Terbuka
[2] Universitas Islam Bandung
Bandung, Jawa Barat
Email: dewidewi43611@gmail.com[1] irmayulita@gmail.com[2]

Abstract
(Book Antiqua, size 11, bold):
(Book Antiqua, size 11, Italic, single space)

Writing as a student or as a teacher is an everyday activity. Writing means added ideas or thoughts into writing. So we write a lot, Many of us also express our thoughts in written form. This study is motivated by low copywriting scores in SMPN that emerged from interviews with language teachers Indonesia stated that copywriting is a new material for learning SMPN. That's why scientists formulate what the results are before and after learning to write advertisement with use method Scientific Problem Based Learning For pesetas educate class VIII. The aim of this research is to determine the effectiveness of the Scientific Problem method Based Learning in learning write text advertisement. By because That, the method learningWhich used researcher is method learning based problem scientific. In The researcher took this observation as improving students' advertising writing skills Use Method Scientific Problem Based Learning Class VIII SMPN Country 3 Rakit Kulim.In this observation, the researcher used the observation method. many of these observations consisting of 22 class VIII students. based on the information received, the amount entered The student's mean score is 50. For the final exam that uses the learning method, the score average student is 80.

Say Key : *Write ad text, method scientific, problem based learning*

1. Introduction

The background of this observation is to determine children's creativity in writing texts advertising by using scientific problem based learning when learning to write text advertisement. Objective from study This is For know results learning participant educate before and after implementing this learning. In the 2013 curriculum, promotional texts are still available relatively new to SMPN applications, and the promotional text is not yet familiar for students. Therefore, researchers really need to choose the right learning method started studying advertising texts, because of the selection inappropriate learning is factor important in understanding student. Method

Which appropriate make student more enthusiastic and make them understand the learning better. Therefore, way learning used is the scientific method.

Write is ability somebody For describe his skills And express his thoughts. Writing is conveying messages, using written ideas, and readers can easily understand it well. Whereas Kosashih (2017), advertisement is a text that arouses people's interest in what is advertised. Besides that, advertising is also understood as information addressed to the general public about product or services advertised.

By general, advertising delivered through media where just, including google, mobile phones, newspapers and television and much more. The elements that appear are: picture, movement, words or voice. From statement the can concluded that text Advertising is a collection of stimuli or information about a product or service, which addressed to public general And awaken interest to product Which advertised.

According to Aen (2016), student activities in learning are very important to make learning more meaningful. In method This student always involved in activity learning, so that students must be more enthusiastic. Ismayan (13), characteristics of creativity has two different characteristics, namely cognitive and non-cognitive characteristics. Cognitive characteristics, namely qualities creative thinking, which includes fluency, achievement, originality, and flexibility. Quality non-cognitive includes imagination, curiosity, and a challenging sense of plurality. From From this analysis it can be concluded that where students need learning Which more active in in class, more Lots creativity And innovation. Text advertisement This including in new text along with other text types. The previous method is still used method long that makes students not enough active.

So from Therefore, copywriting must be developed with a very precise method. One of The method is to use the scientific method. This method can help students to do more creative in continuous learning. The scientific method requires students to learn in a way active. By Because That, method This very Good used For write text advertisement, Whichcan guide student understand text the. By Because That, student Also expected capable active write And No only get theory. Besides That, end Which raised writerare students know method write well.

2. Method

Method is the method used by researchers to collect the data obtained for observation purposes. According to Sugiyono (2017), research methods provide resultsreal goals to be achieved. So, to achieve your desired wish, You must be able to determine the method. In this observation, the author used the method observational and quantitative. Regarding learning methods, the author uses scientific methods. The test in this observation is a way of retrieving information carried out by the authorwith prove pre-test And post-test to student For determine until Where ability student in write text advertisement before use method scientific. Post-test determine the ability to write advertising texts using scientific

methods. There is a number of inner aspect evaluation (pre-test) And (post-test), as following:

a. Content included:

content per topic.

a. Format the writing is:

Systematic, easy understood the process, easy read, background support content, Andlogical.

b. Audio Containing :

Audio Correct, short, clear, easy understood (comprehensive), No excessive, to thepoint, own conjunction, and has a sentence direct.

c. Arrangement includes:

Timetable Finished, all creative in make And install picture or posters, nocan cheat, no make a fuss, and comply rule Teacher.

Score this achievement including:

25 points If student only can mention 5 criteria And 5 from every aspect, 20 points If 4

criteria from every aspect, maximum 15 points. , If student only can mention 3 criteria from every aspect.

3. Results and Discussion

Results pre-test, score bottom Which obtained student during pre-test is 30, score This determinedby agreed evaluation criteria including evaluation of content, writing style, language and attitude. Students who get a score of 30 are responsible for the correctness of the content of the assessment related with eye lesson And in a way conceptual Correct, appropriate And logical in evaluation This.Below are the results of the students with the worst results on the 10x Clean Fat Faster pretest. Onpre-test, students achieved the highest score with a score of 70, the result of the evaluation of content and style writing And Language. In lower This is results from student Which come on stage most Good in pre-test "kills bacteria 100 times more effective".

Post-test results, the lowest score received by students during the post-test was 50, this value comes from from accuracy evaluation settings And fill. In lower This is student achievement low on post-test Use Ray Sun For Mother House Ladder. On post test performance studentwith the highest score getting a score of 95, this score is very good because there are so many of them aspect fulfilled, but the assessment is not reach mark 100 because evaluation attitude. A number of points No fulfilled, Also according to Teacher. Following is results from student Which come on stagebest in the post-test "Menghilangkan Lemak dengan Kesegaran Sinar Matahari Stroberi Korea" or "Eliminate Fat with the Freshness of Strawberry Sunshine Korea".

Researcher measure ability student with follow activity, form pre-test And post-test. In the initial test, all students only got an average of 56 before completing the treatment, and in the final test period, students receive treatment and after treatment, students receive final test, in the final test the student's score. increased, namely to 75. At the time the researcher evaluated the students' pretest and posttest scores, the researcher entered the scores of 22 students into in table And method find average mark pretest student with formula.

Table I

$\sum Fx = $ jumlah nilai $\sum n = $ jumlah siswa.

Test results First And Test second

No Name Student	Test First	Test Second
1 Abdi	35	60
2 Amel	40	80
3 Arga	40	80
4 Bagas	45	95
5 Diyan	55	90
6 Bi	70	50
7 Dawn	55	95
8 Indri	65	95
9 Irma	45	90
10 Perdy	30	95
11 Raka	35	85
12 Refa	50	65
13 Rehan	40	70
14 Rismanto	55	85
15 Risnu	35	90
16 Syndi	30	85
17 Siska	60	95
18 Edit	70	65
19 Wanda	70	85
20 Weni		
21 Jordan		

22 Yunda	50	80
	45	85
	30	90
Total	1230	1780

Based on information in the table above, results obtained average student class VIII in pre-test 55.90, And is mark average student class VIII on exam end or post-test 81.81.

Table II Comparison
Mark Class VIII

Mark	**55.90**	**81.81**
Difference		30.91

According to analysis in on, results end (post-test) more tall from results again (pre-test). The average calculation is added up from existing data by adding up all the results evaluation Which obtained Then shared with amount student. So that obtained amount22 pretest samples are 1230 divided by 22 students and the result is 55.90. Then After adding it up, the posttest score is 1800, divided by 22 subjects and obtainedmark 81.81.

Based on study the result of the previous value And after use method This there is learning research findings are different, especially if you look at the difference in scores of 30.91. The pre-test material without treatment achieved poor results for the students after treatment on the posttest material there was a significant increase in scores Good.

There is difference results enter compared to with results posttest, average pre-test student55.90 and avg student post-test 81.81. Therefore, it is concluded that ability write advertisement student with method problem based learning in Class VIII SMPN Country3 Rakit Kulim show that results student learning experience progress.

4. Conclusion

Based on observation "Increasing Abilities Write Advertisement Student With Method Scientific Problem Based Learning Class VIII SMPN Country 3 Rakit Kulim" carry out learning to write advertising texts using scientific methods can be said succeed. This matter reflected using the post-test results and can answer in interviews. Learning Being active can increase students' enthusiasm for learning and completing assignments because of students Involved and motivated by teammates who are active in providing ideas and learning from each other solve problem One each other, so that learners become very pleasant.

After do observation, results Study write copywriting through learning scientific increased than with the pre-test that precedes the scientific method. Because it exists

evidence with student post-test scores rose to 81.81. This shows that students feel comfortable And happy to use method scientific for Study write copywriting.

Bibliography

Aris S. (2014). 68 Noviga Lernmodelle. Yogyakarta.

Abdullah. (2014). Kurikulum Pembelajaran IPA 2012. Jakarta: Dalman.

Daryanto (2014). Kurikulum 2013 Pendekatan Saintifik Pembelajaran. Yogyakarta: Penerbit Gav Publisher Gav.

Fasikah, Nur. (2012). Improvement Skills Write Notes Class Using the Quantum Learning Method for Class IX B Semester 1 Students at SMP Negeri 5 Pemalang. Journal of Media Research, 6(2), 1-20.

Ismawati, barrier. (2012). Method study in field education And literature. Yogyakarta: Wave

Kamus Besar Bahasa Indonesia. https://kbbi.kemdikbud.go.id/

Lestari, DD, Ansori, L., & Karyadi, B. (2017). Implementation model PBL For increase ability critical thinking and learning outcomes student. Dyclabia: Journal Education And Education Mathematics, 2 (2), 129-138.

Mawadda, S. and Anisah, H. (2015). Students' mathematical problem solving abilities are deep learning. PLP National Semester.

Pratikno, Heru. "Peningkatan Keterampilan Berbahasa Mahasiswa Unisba Dalam Menganalisis Dan Menulis Teks Dengan Penguatan Materi Kebahasaan." *Jurnal Bastrindo* 4.1 (2023): 14–27. Web.

Setyorini, U., Sukiswo, SE, & Subali, B. (2011). Implementing a learning-based model problems to improve critical thinking in secondary school students. Journal of Education Physical Indonesia, 7 (1), 52-56.

Yasinta P, Meirista E and Rahman Taufik A (2020). to study literature. Increase ability think critical mathematical student through approach contextual teaching and learning (CTL). asymptotes: Journal, 5 (1), 20-40.