

The Influence of Public Service Advertisement Media on Persuasive Text Writing Skills in Grade VIII Students of Mts Darussalam, Kasomalang, Subang

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Abstract. This study aims to determine the influence of public service advertisement media on persuasive text writing skills at MTs PP Darussalam, Kasomalang, Subang. The research employed a quantitative approach with a quasi-experimental design. The sample consisted of 44 students divided into an experimental class (using advertisement media) and a control class (using the lecture method). The results showed a significant increase in the experimental class, with a posttest average reaching 78.00, compared to the control class which only reached 54.91. Statistical analysis through the Mann-Whitney Test produced a significance value of $0.000 < 0.05$. Additionally, the N-Gain test demonstrated the effectiveness of the experimental class at 68% compared to the control class at only 30%. It is concluded that the use of public service advertisement media has a positive influence on learning outcomes. This media proved effective in increasing students' understanding, motivation, and interest in learning while creating an enjoyable atmosphere, unlike the lecture method which tends to be boring and makes students less enthusiastic.

Keywords: Public Service Advertisement Media, Writing Skills, Persuasive Text

Abstrak. Penelitian ini bertujuan mengetahui pengaruh media iklan layanan masyarakat terhadap keterampilan menulis teks persuasi di MTs PP Darussalam, Kasomalang, Subang. Metode penelitian menggunakan pendekatan kuantitatif dengan desain quasi experimental. Sampel terdiri dari 44 peserta didik yang dibagi menjadi kelas eksperimen (media iklan) dan kelas kontrol (metode ceramah). Hasil penelitian menunjukkan peningkatan signifikan pada kelas eksperimen dengan rata-rata posttest mencapai 78,00, berbanding jauh dengan kelas kontrol yang hanya mencapai 54,91. Analisis statistik melalui Uji Mann-Whitney menghasilkan nilai signifikansi $0,000 < 0,05$. Selain itu, uji N-Gain menunjukkan efektivitas kelas eksperimen sebesar 68% dibandingkan kelas kontrol yang hanya 30%. Disimpulkan bahwa penggunaan media iklan layanan masyarakat berpengaruh positif terhadap hasil belajar. Media ini terbukti efektif meningkatkan pemahaman, motivasi, dan minat belajar siswa serta menciptakan suasana menyenangkan, berbeda dengan metode ceramah yang cenderung membosankan dan membuat siswa kurang antusias.

Kata Kunci: Media Iklan Layanan Masyarakat, Keterampilan Menulis, Teks Persuasi

Introduction

Writing skills are one of the language skills that are very important in daily life. Writing is a language skill that can be used to communicate with others indirectly (Tarigan, 2018:3). Writing skills are the ability to express ideas, thoughts, and feelings in written form. Writing is an Indonesian language skill that still experiences various obstacles in its implementation, especially in writing persuasive texts. These problems cause writing lessons to be unpopular with students because students assess that writing lessons are very difficult to learn, resulting in low student writing skill scores. In line with this phenomenon, Alwasilah (2001: 111) argues that writing skills are perceived by learners as the most difficult skill to master and perceived

by teachers as the most difficult to teach. As stated in the syllabus for Indonesian language subjects for grade VIII of Junior High School (SMP) and equivalent levels, presenting persuasive texts is one of the Basic Competencies (KD) that must be achieved by students in the 2013 Curriculum (Kurtilas). Writing persuasive texts is a means that functions to convey students' ideas, thoughts, and desires, as well as develop appropriate language to convince, invite, persuade, and influence others. In learning to write persuasive texts, students are required to be able to write persuasive texts properly and correctly according to the writing structure and linguistic rules.

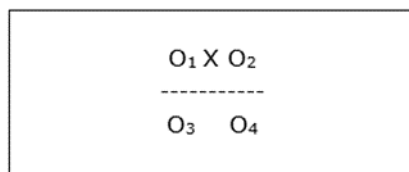
Based on observations and interviews conducted with the Indonesian Language teacher at MTs PP Darussalam, Kasomalang, Subang, namely Karina Dewi Oktapia, S.Pd., information was obtained that learning to write persuasive texts is included in the grade VIII curriculum for Indonesian Language subjects. This material is included in the writing KD and aims for students to be able to convey ideas persuasively. Students have persuasive text writing skills that are still low and limited, and experience difficulties in compiling arguments, using persuasive language, and creating clear text structures. Therefore, researchers tried to use public service advertisement media in persuasive text learning to influence students' interest and motivation to be more enthusiastic in writing lessons, especially writing persuasive texts.

The Public Service Advertisement videos used for learning to write persuasive texts in this study were accessed from the YouTube channels of Heru Justin and Fauzan Muhaimin with the same theme about plastic waste. The first video used for research is titled "Avoid Plastic Use" with a duration of 2:00 minutes, with 62,155 views, 105 comments, and 1,000 likes, uploaded on June 25, 2019. The second video is titled "Plastic Waste" with a duration of 1:18 minutes, with 6,150 views, 6 comments, and 140 likes. The video was uploaded on December 25, 2019. Researchers chose both public service advertisement videos because they contain facts and survey results, and are made with interesting animations so they are not boring. The use of public service advertisement video media is expected to provide more effective and easily understood learning for students, so that students are able to write persuasive texts properly and correctly.

Based on this description, researchers are interested in conducting research using public service advertisement video media in learning to write persuasive texts. This research is titled "The Influence of Public Service Advertisement Media on Persuasive Text Writing Skills in Grade VIII Students of MTs PP Darussalam, Kasomalang, Subang". This research was conducted to determine the effectiveness of using public service advertisement media in learning to write persuasive texts for grade VIII students at MTs PP Darussalam, Kasomalang, Subang.

Method

The method used in this study is a quantitative approach with a quasi-experimental design. According to Ramadhan (2021:6), a quantitative approach is a systematic investigation of a phenomenon by collecting data that can be measured using statistical, mathematical, or computational techniques.



Note:

- O1: Pretest (before treatment) in the experimental class.
- O2: Posttest (after treatment) in the experimental class.
- O3: Pretest in the control class.
- O4: Posttest in the control class.
- X: Treatment in the form of using public service advertisement media in learning to write persuasive texts.

The population in this study was grade VIII students of MTs PP Darussalam, Kasomalang, Subang, consisting of seven classes. The sample used was class VIII F as the experimental class and VIII E as the control class, with each class consisting of 22 students. The variables in this study were the use of public service advertisement video media and learning to write persuasive texts. Data collection techniques used persuasive text writing tests in the form of pretests and posttests. The pretest was used to measure students' initial ability in writing persuasive texts before being given treatment, while the posttest was used to measure students' final ability in writing persuasive texts after being given treatment in the form of using public service advertisement video media for the experimental class and conventional learning for the control class. Aspects assessed in learning to write persuasive texts consist of content, structure, linguistic rules, effective sentences, as well as spelling and punctuation. The validity of the instrument used was content validity with expert judgment.

Data processing in this study used the SPSS Version 25 program. In this study, data were processed using normality tests to prove data normality, homogeneity tests to determine the certainty that samples taken from the population have the same variance, hypothesis tests to determine whether the hypothesis proposed in this study is accepted or rejected, and normalized gain (N-Gain) tests to determine the level of effectiveness of the public service advertisement video media used in learning to write persuasive texts.

Result and Discussion

Result

This study involved two classes, namely class VIII E as the control class and class VIII F as the experimental class. The number of students in each class was 22. Researchers used purposive sampling method with interviews with Indonesian Language subject teachers to determine the control class and experimental class. In this study, there were two meetings. The first meeting was used for pretest data collection in both classes. The second meeting was used for providing treatment in the form of the lecture method in learning to write persuasive texts and posttest data collection in the control class, as well as providing treatment in the form of public service advertisement media in learning to write persuasive texts and posttest data collection in the experimental class. This research report presents recapitulation data of pretest and posttest results in the experimental class and control class. This data is presented to determine the comparison of pretest and posttest results in both classes. Comparison of pretest

and posttest data is used to determine whether the use of public service advertisement media has an effect on student learning outcomes in the experimental class.

Table. 1 Pretest and Posttest Statistical Data of Experimental Class and Control Class

		Statistics			
		Pretest Kelas Eksperimen	Posttest Kelas Eksperimen	Pretest Kelas Kontrol	Posttest Kelas Kontrol
N	Valid	22	22	22	22
	Missing	0	0	0	0
Mean		29.95	78.00	34.82	54.91
Std. Error of Mean		1.161	1.509	1.294	2.063
Median		28.00	77.00	33.50	55.00
Mode		25	76 ^a	33	55
Std. Deviation		5.447	7.078	6.068	9.675
Variance		29.665	50.095	36.823	93.610
Range		15	25	26	37
Minimum		25	65	25	39
Maximum		40	90	51	76
Sum		659	1716	766	1208

a. Multiple modes exist. The smallest value is shown

Based on the statistical data above, from a total of 22 valid data points, the total pretest score for the experimental class was 659 and the posttest score was 1716. The total pretest score for the control class was 766, and the posttest score was 1208. The mean or average pretest score for the experimental class was 29.95, and the posttest score was 78.00. The mean or average pretest score for the control class was 34.82, and the posttest score was 54.91. The standard error of mean for the experimental class pretest was 1.161 and for the posttest was 1.509. The standard error of mean for the control class pretest was 1.294 and for the posttest was 2.063. The median for the experimental class pretest was 28.00 and for the posttest was 77.00. The median for the control class pretest was 33.50 and for the posttest was 55.00. Furthermore, the mode for the experimental class pretest was 25 and for the posttest was 76. The mode for the control class pretest was 33 and for the posttest was 55. The minimum value for the experimental class pretest was 25 and for the posttest was 65. The minimum value for the control class pretest was 25 and for the posttest was 39. Furthermore, the maximum value for the experimental class pretest was 40 and for the posttest was 90. The maximum value for the control class pretest was 51 and for the posttest was 76. The standard deviation for the experimental class pretest was 5.447, for the posttest was 7.078, for the control class pretest was 6.068, and for the posttest was 9.675.

Normality tests were conducted to check whether the collected data were normally distributed or not. Testing the data used the Kolmogorov-Smirnov and Shapiro-Wilk formulas. The data is said to be normally distributed if the significance value of the data is above 0.05. Below are the results of the normality test for learning to write persuasive texts in the experimental class and control class using SPSS version 25 software.

Table 2. Case Processing Summary Normality Test

		Case Processing Summary					
		Valid		Cases Missing		Total	
	Kelas	N	Percent	N	Percent	N	Percent
Hasil Belajar Menulis Teks Persuasi	Pretest Kelas Eksperimen	22	100.0%	0	0.0%	22	100.0%
	Posttest Kelas Eksperimen	22	100.0%	0	0.0%	22	100.0%
	Pretest Kelas Kontrol	22	100.0%	0	0.0%	22	100.0%
	Posttest Kelas Kontrol	22	100.0%	0	0.0%	22	100.0%

Table 3. Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Menulis Teks Persuasi	Pretest Kelas Eksperimen	.231	22	.003	.812	22	.001
	Posttest Kelas Eksperimen	.120	22	.200 [*]	.967	22	.640
	Pretest Kelas Kontrol	.190	22	.038	.927	22	.106
	Posttest Kelas Kontrol	.138	22	.200 [*]	.957	22	.440

^{*}. This is a lower bound of the true significance.
 a. Lilliefors Significance Correction

Decision Making:

- a. If significance > 0.05 then data is normally distributed.
- b. If significance < 0.05 then data is not normally distributed.

Based on the normality test using the Kolmogorov-Smirnov and Shapiro-Wilk formulas above, the experimental class obtained a pretest data significance of 0.001 and posttest of 0.640. The control class obtained a pretest data significance of 0.106 and posttest of 0.440. Based on these data, the significance obtained < 0.05, so it can be concluded that the data is not normally distributed.

Homogeneity tests were conducted with the aim of determining whether the research samples came from populations that had the same variance or not. Normality tests can also help determine whether the variance or spread of data in different data groups is similar enough so that analysis can be carried out simultaneously. Below are the results of the homogeneity test for learning to write persuasive texts with the help of SPSS version 25 software.

Table 4. Homogeneity Test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Hasil Belajar Menulis Teks Persuasi	Based on Mean	1.498	1	42	.228
	Based on Median	1.433	1	42	.238
	Based on Median and with adjusted df	1.433	1	37.676	.239
	Based on trimmed mean	1.592	1	42	.214

Decision Making:

- a. If significance > 0.05 then data is homogeneous.
- b. If significance < 0.05 then data is not homogeneous.

Based on the data in the table, it is known that the significance value based on mean is $0.228 > 0.05$, so it can be concluded that the variance of the experimental class posttest data and control class posttest data is homogeneous.

Hypothesis testing is used to determine differences in learning outcomes between the experimental class and the control class in learning to write persuasive texts. Hypothesis testing in this study used a non-parametric test with the Mann-Whitney Test because the research data was not normally distributed. Below are the results of hypothesis testing using the help of SPSS version 25 software.

Table 5. Hypothesis Test Description

	Ranks			
	Kelas	N	Mean Rank	Sum of Ranks
Hasil Belajar Menulis Teks	Kelas Eksperimen	22	32.84	722.50
Persuasi	Kelas Kontrol	22	12.16	267.50
	Total	44		

Table 6. Mann-Whitney Test

Test Statistics ^a	
	Hasil Belajar Menulis Teks Persuasi
Mann-Whitney U	14.500
Wilcoxon W	267.500
Z	-5.350
Asymp. Sig. (2-tailed)	.000

Decision Making:

- a. If Asymp. Sig. (2-tailed) value < 0.05 , then the hypothesis is accepted.
- b. If Asymp. Sig. (2-tailed) value > 0.05 , then the hypothesis is rejected.

Based on the Mann-Whitney test results in the table above, it is known that the Asymp. Sig. (2-tailed) value is 0.000, which is smaller than 0.05, so it can be concluded that the hypothesis is accepted, meaning there is a difference in learning outcomes in the experimental class and control class in learning to write persuasive texts. The N-Gain test was conducted to determine the influence of learning to write persuasive texts in the experimental class using public service advertisement media and in the control class using the lecture method. This N-Gain test uses the help of SPSS version 25 software. Below are the N-Gain test results. The calculation results of the N-Gain test above show that the average or mean N-Gain value of the experimental class is 0.68 or 68%, which is included in the medium gain index criteria and the N-Gain effectiveness interpretation is quite effective. Meanwhile, in the control class, the N-gain test calculation results show an average or mean N-Gain value of 0.30 or 30%, which is

included in the medium gain index criteria and the N-Gain effectiveness interpretation is ineffective.

Discussion

The learning outcomes of writing persuasive texts in the experimental class before receiving treatment had a total score of 659 with an average of 29.95. The lowest score on this pretest was 25 and the highest score was 40. The learning outcomes of writing persuasive texts in the experimental class after receiving treatment with public service advertisement media had a total score of 1716 with an average of 78.00. The lowest score on this posttest was 65 and the highest score was 90. Then, the learning outcomes of writing persuasive texts in the control class before receiving treatment had a total score of 766 with an average of 34.82. The lowest score on this pretest was 25 and the highest score was 51. The learning outcomes of writing persuasive texts in the control class after receiving treatment with the lecture method had a total score of 1208 with an average of 54.91. The lowest score on this posttest was 39 and the highest score was 76.

Based on the data obtained, there are differences in learning outcomes between the experimental class with public service advertisement media and the control class with the lecture method. Differences in learning outcomes can be seen from the acquisition of average pretest and posttest scores in both classes. The average pretest score for the experimental class was 29.95 and the average posttest score for that class was 78.00. There was an increase in the average score of 48.05 in the learning outcomes of the experimental class. Meanwhile, the average pretest score for the control class was 34.82, and the average posttest score for that class was 54.91. There was an increase in the average score of 20.09 in the learning outcomes of the control class. The use of public service advertisements as learning media is proven to stimulate students' interest and enthusiasm for learning so that it can make it easier for students to understand the material and the learning atmosphere becomes more enjoyable in learning to write persuasive texts. Meanwhile, with the use of the lecture method, students only focus on the teacher's explanation, so students are less enthusiastic and less excited because the learning is boring.

Conclusion

Based on the research data that has been described, it can be concluded that the condition of students in the experimental class before using public service advertisement media had persuasive text writing skills that were still low. Students experienced difficulties in compiling arguments, using persuasive language, and creating clear text structures. However, it was proven to have increased after students used public service advertisement learning media. The condition of the control class shows that students have limited persuasive text writing skills. Based on the analysis results, student learning outcomes in learning to write persuasive texts using the lecture method also increased, but not significantly. The test results showed that there were differences in learning outcomes for writing persuasive texts between using public service advertisements and not using public service advertisements. The difference is shown from the results of testing the posttest scores of the experimental class and the control class with the N-Gain test.



Based on the N-Gain test results with the help of SPSS version 25 software, the test results showed that there was an influence of the use of public service advertisement media on persuasive text writing skills. In the experimental class, an N-Gain value of 0.68 or 68% was obtained with a medium category and quite effective, while the control class obtained a value of 0.30 or 30% with a medium category and ineffective.

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