

ABSTRAK

Della Aulia Meisari. 2026. *Pembelajaran Menulis Teks Persuasif dengan Media Kartu Gambar Iklan Shopee pada Siswa Kelas XI B SMA Negeri 1 Jiwan.* Skripsi. Madiun: Program Studi Pendidikan Bahasa dan Sastra Indonesia, Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Madiun. Pembimbing (I) Dr. Ermi Adriani Meikayanti, S.Pd., M.Pd. Pembimbing (II) Dr. Muhammad Binur Huda, S.Pd., M.Pd.

Kata kunci: *Pembelajaran, Teks Persuasif, Media Kartu Gambar, Iklan Shopee.*

Pembelajaran menulis di tingkat Sekolah Menengah Atas (SMA) umumnya masih dianggap sebagai salah satu keterampilan berbahasa yang cukup sulit untuk diajarkan serta dipelajari oleh para siswa. Dengan demikian, penelitian ini bertujuan untuk mendeskripsikan perencanaan, pelaksanaan, dan penilaian pembelajaran menulis teks persuasif dengan media kartu gambar iklan *Shopee* pada siswa kelas XI B SMA Negeri 1 Jiwan. Metode penelitian yang digunakan adalah penelitian kualitatif dengan pendekatan deskriptif. Sumber data dalam penelitian ini meliputi guru Bahasa Indonesia dan siswa kelas XI B SMA Negeri 1 Jiwan. Data penelitian diperoleh melalui observasi, wawancara, dan dokumentasi. Teknik pengumpulan data dilakukan dengan observasi, wawancara mendalam, dan dokumentasi. Keabsahan data menggunakan triangulasi sumber dan triangulasi teknik. Analisis data dilakukan melalui tahap pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa pembelajaran menulis teks persuasif dengan media kartu gambar iklan *Shopee* telah dilaksanakan dengan baik. Pada tahap perencanaan, guru menyusun modul ajar secara sistematis yang memuat identitas pembelajaran, asesmen diagnostik, capaian pembelajaran, tujuan pembelajaran, materi, model *Problem Based Learning* (PBL), media pembelajaran, skenario pembelajaran, serta penilaian. Pada tahap pelaksanaan, guru menerapkan model *Problem Based Learning* dengan memanfaatkan kartu gambar iklan *Shopee* sebagai stimulus visual sehingga siswa lebih aktif mengamati, menganalisis, dan menyusun teks persuasif secara mandiri. Pada tahap penilaian, guru melaksanakan asesmen diagnostik, formatif, dan sumatif menggunakan rubrik penilaian yang mencakup aspek isi, struktur, kebahasaan, argumentasi, ketepatan ejaan, dan orisinalitas ide. Penggunaan media kartu gambar iklan *Shopee* membantu siswa menemukan ide, menumbuhkan keaktifan selama pembelajaran, dan mempermudah penyusunan teks persuasif sesuai dengan tujuan pembelajaran.

ABSTRACT

Della Aulia Meisari. 2026. *Instruction on Writing Persuasive Texts Using Shopee Advertisement Image Cards for Class XI B Students at SMA Negeri 1 Jiwan. Undergraduate Thesis. Madiun: Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Supervisor (I): Dr. Ermi Adriani Meikayanti, S.Pd., M.Pd. Supervisor (II): Dr. Muhammad Binur Huda, S.Pd., M.Pd.*

Keywords: Instruction, Persuasive Text, Image Card Media, Shopee Advertisement.

Writing instruction at the senior high school (SMA) level is generally still considered one of the language skills that is quite challenging for both teachers to teach and students to learn. This study aims to describe the planning, implementation, and assessment of persuasive text writing instruction using Shopee advertisement picture cards for Grade XI B students at SMA Negeri 1 Jiwan. The study employs a qualitative research method with a descriptive approach. Data sources include the Indonesian language teacher and the Grade XI B students at SMA Negeri 1 Jiwan. Data were obtained through observation, interviews, and documentation. Data collection techniques involved observation, in-depth interviews, and documentation. Data validity was ensured through source triangulation and technique triangulation. Data analysis was conducted through the stages of data collection, data reduction, data presentation, and conclusion drawing.

The research results indicate that the instruction on writing persuasive texts using Shopee advertisement image cards was successfully implemented. In the planning stage, the teacher systematically developed a teaching module containing lesson details, diagnostic assessment, learning outcomes, learning objectives, instructional materials, the Problem-Based Learning (PBL) model, instructional media, the lesson scenario, and assessment methods. In the implementation stage, the teacher applied the Problem-Based Learning model by utilizing Shopee advertisement image cards as visual stimuli, thereby encouraging students to be more active in observing, analyzing, and independently composing persuasive texts. In the assessment stage, the teacher conducted diagnostic, formative, and summative assessments using a rubric covering aspects such as content, structure, language use, argumentation, spelling accuracy, and originality of ideas. The use of Shopee advertisement image cards helps students generate ideas, increases engagement during the lesson, and facilitates the drafting of persuasive texts in alignment with learning objectives.