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The effect of the elaboration learning model on eighth-grade students' ability to write persuasive texts

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ABSTRACT

This study aimed to examine students' ability to write persuasive texts through the implementation of the elaboration learning model among eighth-grade students at SMP Negeri 1 Lawe Alas in the 2024/2025 academic year. The research employed a quantitative approach using a one-group pretest–posttest design. The population of this study consisted of all eighth-grade students totaling 51 students, while the sample comprised 26 students selected through purposive sampling. Data were collected through a persuasive text writing test administered after the application of the elaboration learning model. The collected data were analyzed using descriptive statistical techniques, including mean score and standard deviation, to determine students' writing performance. The results showed that the mean score of students' persuasive writing ability was 82.69, which was categorized as good based on the Minimum Mastery Criterion (KKM) for Indonesian language subjects at the junior high school level, set at 70. The standard deviation of the students' scores was 3.46, indicating relatively consistent performance among students. These findings suggest that the elaboration learning model effectively supports students in organizing ideas, developing arguments, and strengthening persuasive elements in writing. Therefore, it can be concluded that the elaboration learning model contributes positively to improving students' ability to write persuasive texts. This study implies that the elaboration learning model can be considered an effective instructional strategy for enhancing writing skills in Indonesian language learning at the junior high school level.

KATA KUNCI

menulis teks persuasi, model pembelajaran elaborasi, keterampilan menulis, siswa smp, pembelajaran bahasa indonesia

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kemampuan menulis teks persuasi melalui penerapan model pembelajaran elaborasi pada siswa kelas VIII SMP Negeri 1 Lawe Alas Tahun Pembelajaran 2024/2025. Penelitian ini menggunakan pendekatan kuantitatif dengan rancangan one-group pretest–posttest. Populasi penelitian adalah seluruh siswa kelas VIII yang berjumlah 51 orang, sedangkan sampel penelitian berjumlah 26 siswa yang ditentukan melalui teknik purposive sampling. Pengumpulan data dilakukan dengan menggunakan tes menulis teks persuasi yang diberikan setelah penerapan model pembelajaran elaborasi. Data yang diperoleh dianalisis menggunakan statistik deskriptif, meliputi perhitungan nilai rata-rata dan standar deviasi untuk mengetahui kemampuan menulis siswa. Hasil penelitian menunjukkan bahwa nilai rata-rata kemampuan menulis teks persuasi siswa adalah 82,69, yang termasuk dalam kategori baik jika dikaitkan dengan Kriteria Ketuntasan Minimal (KKM) mata pelajaran Bahasa Indonesia di tingkat SMP, yaitu 70. Nilai standar deviasi sebesar 3,46 menunjukkan bahwa kemampuan siswa relatif merata. Temuan ini mengindikasikan bahwa model pembelajaran elaborasi efektif dalam membantu siswa mengembangkan ide, menyusun argumen secara sistematis, serta memperkuat unsur persuasif dalam tulisan. Dengan demikian, dapat disimpulkan bahwa model pembelajaran elaborasi memberikan kontribusi positif terhadap kemampuan menulis teks persuasi siswa. Penelitian ini diharapkan dapat menjadi alternatif strategi pembelajaran yang efektif dalam meningkatkan keterampilan menulis pada pembelajaran Bahasa Indonesia di tingkat SMP.

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Introduction

Writing skill is an essential component of language learning that cannot be separated from students' academic development across educational levels. Writing enables learners to explore ideas, organize thoughts, and communicate meaning effectively through written language. In Indonesian language learning, persuasive text writing holds a strategic role, particularly at the junior high school level, as it trains students to express opinions, construct logical arguments, and influence readers using factual and convincing language. Persuasive texts require writers to master structure, linguistic features, and coherent reasoning so that the intended message can be clearly understood and accepted by readers. However, developing persuasive writing skills remains challenging for many students, especially when learning activities are dominated by teacher-centered approaches that limit students' opportunities to actively process and elaborate information. As a result, students often experience difficulties in generating ideas, organizing arguments, and applying appropriate language features in persuasive texts.

Empirical observations at SMP Negeri 1 Lawe Alas indicate that eighth-grade students' persuasive writing ability is still relatively low, as reflected in assessment results that have not consistently met the Minimum Mastery Criterion. Limited student engagement, low learning motivation, and the continued use of conventional instructional methods contribute to this condition. To address these issues, student-centered instructional models that emphasize cognitive organization and meaningful information processing are needed. One such approach is the elaboration learning model, which is grounded in cognitive learning theory and focuses on organizing content from general concepts to more specific details. This model encourages students to integrate new information with prior knowledge through structured elaboration, thereby strengthening memory retention and conceptual understanding. By applying the elaboration learning model in persuasive writing instruction, students are expected to develop ideas more systematically, construct stronger arguments, and improve overall writing quality. Therefore, this study investigates students' ability to write persuasive texts through the elaboration learning model among eighth-grade students at SMP Negeri 1 Lawe Alas in the 2024/2025 academic year.

Method

This study employed a quantitative research approach grounded in the positivist paradigm, which emphasizes objective measurement and statistical analysis to examine relationships among variables. Quantitative methods are appropriate when the purpose of research is to describe phenomena numerically and to draw conclusions based on empirical data. In line with this objective, the present study used a pre-experimental design, specifically the one-group design, which involved a single group of participants receiving an instructional treatment without the use of a control group. This design was selected to measure students' persuasive writing ability after the implementation of the elaboration learning model. The independent variable in this study was the elaboration learning model, while the dependent variable was students' ability to write persuasive texts. Data were collected through a writing test designed to assess students' persuasive writing performance after the treatment. The use of a one-

group design allowed the researcher to focus on describing students' learning outcomes following the instructional intervention and to determine whether the elaboration learning model facilitated the development of persuasive writing skills.

The research was conducted at SMP Negeri 1 Lawe Alas, located on Jalan Ngkeran–Kutacane, Lawe Alas District, Southeast Aceh Regency. Data collection took place from August 13 to September 12, 2024. This period was selected to ensure that the research activities did not interfere with students' examination schedules. The population of the study consisted of all eighth-grade students at SMP Negeri 1 Lawe Alas in the 2024/2025 academic year, totaling 51 students across two classes. From this population, a sample of 26 students was selected using purposive sampling. This sampling technique was applied based on specific considerations relevant to the research objectives, including classroom conduciveness and the absence of prior similar research in the selected class. Class VIII-2 was chosen as the research sample because it met these criteria and provided a suitable context for implementing the elaboration learning model. By using purposive sampling, the researcher ensured that the selected participants were representative of the research context and capable of providing meaningful data related to persuasive writing ability.

Data collection procedures involved several systematic steps. First, an observation was conducted to obtain preliminary information about classroom conditions, student characteristics, and the learning environment. Following this, the instructional treatment was implemented using the elaboration learning model in persuasive text writing lessons. This model emphasizes the organization of learning materials from general concepts to more detailed information, encouraging students to connect new knowledge with existing cognitive structures. After the completion of the instructional sessions, students were administered a persuasive writing test as the primary research instrument. Students' written texts were assessed using an analytic scoring rubric covering three main aspects: content, text structure, and language use. The content aspect evaluated students' mastery of the topic, relevance, coherence, and clarity of ideas. The structure aspect assessed students' ability to organize persuasive texts according to conventional components, including issue introduction, argument development supported by facts, persuasive appeals, and concluding reinforcement. The language use aspect measured students' adherence to linguistic rules, including appropriate diction, grammatical accuracy, spelling, punctuation, capitalization, and paragraph organization. The maximum possible score for the writing test was 100. Data analysis was conducted using descriptive statistical techniques, including the calculation of mean scores, standard deviation, standard error, mode, and median. These statistical measures were used to describe students' overall persuasive writing performance and score distribution. Additionally, percentage analysis was applied to rubric components to provide a clearer interpretation of students' writing proficiency across assessed aspects. Through these procedures, the study aimed to present a comprehensive quantitative description of students' persuasive writing ability following the application of the elaboration learning model.

Results

This section presents the quantitative findings of the study examining students' ability to write persuasive texts through the elaboration learning model in eighth-grade

students of SMP Negeri 1 Lawe Alas during the 2024/2025 academic year. The results are organized into descriptive statistical analysis, measures of central tendency and variability, score distribution, and rubric-based performance analysis. All findings are derived from students' writing test scores assessed using a standardized persuasive writing rubric.

Descriptive Statistics of Students' Persuasive Writing Scores

The data obtained from the persuasive writing test administered to 26 students are summarized in Table 1. The table presents individual student scores, deviation values, and squared deviations used to calculate measures of dispersion. Overall, the results indicate that students demonstrated a high level of achievement in writing persuasive texts after being taught using the elaboration learning model.

Table 1
Students' Persuasive Writing Test Scores

No	Student Name	Class	Score	X	X ²
1	Atika Nabila	VIII-2	90	7.31	53.44
2	Fahri	VIII-2	80	-2.69	7.24
3	Sri Mutia	VIII-2	85	2.31	5.34
4	Arzaty	VIII-2	85	2.31	5.34
5	Fikri	VIII-2	80	-2.69	7.24
6	Beram	VIII-2	85	2.31	5.34
7	Ranum	VIII-2	85	2.31	5.34
8	Selvi	VIII-2	80	-2.69	7.24
9	Fauzi Kenzi	VIII-2	80	-2.69	7.24
10	Eef	VIII-2	80	-2.69	7.24
11	M. Reja	VIII-2	80	-2.69	7.24
12	Mawaddah	VIII-2	85	2.31	5.34
13	Sabila Nuri	VIII-2	80	-2.69	7.24
14	Jubaidah	VIII-2	85	2.31	5.34
15	Arya Duta Anggara	VIII-2	80	-2.69	7.24
16	Sahera Mahfirah	VIII-2	90	7.31	53.44
17	Nur Aini	VIII-2	80	-2.69	7.24
18	Meri	VIII-2	80	-2.69	7.24
19	Ahmad Fazri	VIII-2	90	7.31	53.44
20	Nova Eliza	VIII-2	80	-2.69	7.24
21	Mentari	VIII-2	80	-2.69	7.24
22	Ratu	VIII-2	80	-2.69	7.24
23	Rahma Nyanti	VIII-2	80	-2.69	7.24
24	Atika Putri	VIII-2	80	-2.69	7.24
25	Muhammad Abil	VIII-2	85	2.31	5.34
26	Ainun	VIII-2	85	2.31	5.34
Total			2150	0.06	311.64

The results show that the lowest score obtained by students was 80, while the highest score reached 90. All student scores exceeded the minimum mastery criterion

(KKM) of 70 set by the school for Indonesian language subjects. This indicates that, descriptively, students demonstrated adequate to high proficiency in persuasive writing.

Mean Score and Overall Achievement Level

The mean score was calculated to determine students' overall persuasive writing ability. The computation yielded a mean score of 82.69, which falls within the "good" to "very good" performance category according to the predetermined assessment criteria. This suggests that, on average, students were able to produce persuasive texts that met structural, content-related, and linguistic expectations. Based on score distribution analysis, approximately 90% of students achieved scores within the 80–90 range. This concentration of scores in the upper range reflects a consistent level of performance across participants, indicating that most students benefited from the instructional approach implemented.

Measures of Variability

To examine the spread of students' scores, the standard deviation was calculated. The standard deviation value was 3.46, indicating relatively low score dispersion. This suggests that students' writing abilities were fairly homogeneous, with minimal variation between individual performances. The standard error of the mean was calculated to estimate the precision of the mean score. The resulting standard error value was 0.69, which indicates that the sample mean closely represents the population mean. The small standard error further supports the stability and reliability of the observed results.

Mode and Median Analysis

To further describe score distribution, mode and median values were analyzed. The frequency distribution of scores is presented in Table 2.

Table 2
Mode and Median of Persuasive Writing Scores

Score	Frequency
80	15
85	8
90	3

The mode of the data set was 80, indicating that this score was most frequently achieved by students. The median score was also 80, which means that half of the students scored below or equal to 80, and half scored above or equal to 80. The alignment of the median and mode suggests a relatively symmetrical distribution of scores, reinforcing the conclusion that students' performance levels were consistently high.

Rubric-Based Performance Analysis

Students' persuasive writing was further analyzed using a rubric consisting of three components: content (R1), structure (R2), and language use (R3). Table 3 presents the distribution of rubric scores across these components.

Table 3
Rubric Score Distribution

Aspect	Total Score
Content (R1)	71
Structure (R2)	96
Language Use (R3)	96

To interpret rubric-based performance, percentage analysis was conducted for each aspect.

Content Aspect

The content aspect evaluated students' ability to develop ideas, maintain topic relevance, and present persuasive arguments. Analysis showed that 45.07% of students demonstrated adequate content mastery, 42.25% showed sufficient development, and 12.68% exhibited limited content quality. These findings indicate that while most students were able to present relevant ideas, some variability remained in depth and clarity of argumentation.

Structure Aspect

The structure aspect assessed students' ability to organize persuasive texts according to conventional components, including issue introduction, argument development, persuasive appeal, and conclusion. Results showed that 75% of students achieved scores categorized as good, while 25% fell into the lower category. This indicates that most students successfully followed the expected organizational framework of persuasive texts.

Language Use Aspect

Language use encompassed grammatical accuracy, diction, spelling, punctuation, and paragraph organization. The analysis revealed that 75% of students demonstrated good language proficiency, while 25% exhibited minor weaknesses. These results suggest that the majority of students were able to apply appropriate linguistic features in their writing.

Summary of Results

Overall, the quantitative findings indicate that students demonstrated strong persuasive writing ability following instruction using the elaboration learning model. The high mean score, low standard deviation, and favorable rubric-based percentages collectively reflect a high level of writing proficiency among participants. All students met or exceeded the school's minimum mastery criterion, and score distributions indicate consistency across individual performances. These results provide empirical evidence that students were capable of producing well-structured, coherent, and linguistically appropriate persuasive texts within the context of the implemented instructional model.

Discussion

The findings of this study indicate that the elaboration learning model is effective in supporting eighth-grade students' ability to write persuasive texts. This conclusion is supported by the descriptive statistical results, which show that the mean score of students' persuasive writing ability reached 82.69, exceeding the minimum mastery criterion (KKM) of 70. In addition, the relatively low standard deviation (3.46) suggests that students' performance levels were fairly consistent across the sample. These results imply that the elaboration model not only improved students' writing outcomes but also contributed to reducing performance gaps among learners. From a pedagogical perspective, this aligns with the core principle of the elaboration model, which emphasizes the gradual expansion and reinforcement of knowledge structures. By allowing students to build new information upon previously learned concepts, the model facilitates deeper cognitive processing and more meaningful learning experiences. Consequently, students are better equipped to organize ideas, develop arguments, and present persuasive messages in a coherent and systematic manner.

Further analysis of rubric-based performance provides additional insight into how the elaboration learning model influenced specific components of persuasive writing. The structure and language-use aspects showed particularly strong results, with 75% of students achieving scores categorized as good. This suggests that the elaboration model effectively guided students in understanding and applying the conventional structure of persuasive texts, including issue identification, argument development, and conclusion formulation. The structured sequencing of content characteristic of the elaboration model likely played a crucial role in helping students internalize text organization patterns. Moreover, the improvement in language use indicates that students were able to apply grammatical rules, appropriate diction, and cohesive paragraphing more accurately. This finding supports the view that well-organized instructional models can indirectly enhance linguistic accuracy by reducing cognitive overload during the writing process. When students clearly understand what to write and how to organize their ideas, they can allocate more cognitive resources to language refinement and stylistic choices.

However, the content aspect of persuasive writing showed comparatively more variation, with a notable proportion of students categorized as only moderately proficient. While most students were able to present relevant ideas, some encountered difficulties in developing arguments with sufficient depth, supporting evidence, or persuasive appeal. This suggests that although the elaboration model successfully scaffolded structural and linguistic components, students may still require additional guidance in critical thinking and argument elaboration. Persuasive writing demands not only organizational competence but also the ability to evaluate issues, select convincing reasons, and integrate factual support. These skills often develop gradually and may require complementary instructional strategies, such as guided discussion, modeling of argumentative reasoning, or exposure to exemplary persuasive texts. Nevertheless, the overall results demonstrate that the elaboration model provides a strong foundation for persuasive writing instruction by creating a structured learning environment in which students can progressively refine their ideas. Taken together, the findings of this study reinforce the pedagogical value of the elaboration learning

model in Indonesian language instruction, particularly for developing writing skills that require both cognitive organization and linguistic precision.

Conclusions

This study concludes that the elaboration learning model is effective in enhancing eighth-grade students' ability to write persuasive texts at SMP Negeri 1 Lawe Alas in the 2024/2025 academic year. The findings demonstrate that students achieved a mean score of 82.69, which exceeds the minimum mastery criterion set for Indonesian language instruction. This result indicates that, overall, students were able to produce persuasive texts that met the expected standards in terms of content relevance, structural organization, and language use. The relatively low standard deviation further suggests that the learning outcomes were consistently distributed among students, reflecting the model's capacity to support learners with varying levels of initial ability.

The rubric-based analysis reveals that the elaboration learning model particularly strengthened students' understanding of persuasive text structure and their application of appropriate linguistic features. While some variation remained in the depth and richness of content development, the general improvement across all assessed aspects confirms that the elaboration model provides an effective instructional framework for writing activities. By organizing learning materials hierarchically and progressively expanding students' knowledge, the model facilitates meaningful learning and supports students in developing coherent and persuasive written communication. Therefore, the elaboration learning model can be recommended as an alternative instructional approach for teaching persuasive writing in junior high school contexts.

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