Rules of Persuasive Text in Banners and Posters Implemented in Learning Indonesian Class VIII Junior High School

Munika Nendriyani[1], Rifa Dwi Hamidah[1], Isnaini Nurjanah[1]

Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Indonesia

[*]Corresponding Author: a310200166@student.ums.ac.id

Abstract. This study aims to a) Know the data that contains polite persuasive words, b) Know the arrangement of polite persuasive text patterns, and c) Know the implementation of persuasive text on banners and posters in class VIII Indonesian language learning. The method used in this research is descriptive qualitative method. Sources of data obtained are from banners and posters which have the meaning of persuasive perlocutionary speech acts. The technique of analyzing the data taken is the technique of observing and noting. Namely observing the various posters and banners along Jalan Slamet Riyadi and noting the posters and banners which have meaning perlocutionary speech acts and contain persuasive text. The results showed that 1) there were 14 banners and posters containing polite persuasive words that were found and analyzed by researchers, 2) The correct pattern of persuasive text was prepared by: a) determining the topic and purpose of the persuasive text, b) making an outline persuasive texts, c) collect material for persuasive texts, d) draw conclusions from persuasive texts, and e) close persuasive texts. 3) Implementation of persuasive text on banners and posters in learning Indonesian is integrated into teaching materials for grade 8 junior high school, namely advertising text material, slogans/banners, and posters.

Keywords: persuasive, banner, poster, learning

INTRODUCTION

In the current era of globalization, there are various methods employed to promote or introduce products to the general public [1]. The advancement of technology in this age has brought sophistication to advertising, such as banners and posters that are disseminated through billboards placed along the highways [2]. Posters are graphic media that contain text and images or illustrations and are affixed or pasted on walls [3]. Posters can also serve as a campaign tool, strategically placed on walls or other prominent locations to capture the attention of the target audience and convey the intended message [4].

Banners, as one of the advertising media, consist of visual elements (illustrations created by hand or photos) combined with written elements (letters, words, and sentences) arranged to attract or captivate readers [5]. In advertising, the mutual influence between words and images always leaves an impression, as illustrations and headlines in advertisements are studied as interconnected elements [6]. As stated by Sari et al., banners are promotional media consisting of stretched fabric containing slogans, propaganda, or information that needs to be known by the public [7]. For

example, there are banners along Jalan Siliwangi, Kuningan Regency. The benefits of banners are very diverse, including that they are not just for looking at; banners can influence the product image of a company, institution, or agency, increase the trust of many people, especially consumers, in a product or business, remind the general public about the product or company, and create or build loyalty. the general public or consumers of a business [8]. High-quality banners require high creativity, as the choice of words must be appropriate and able to capture the audience's attention, making it easy to remember [9].

From an educational perspective, the teaching of the Indonesian language in eighth-grade classes can utilize banners and posters as teaching tools, especially for persuasive texts incorporated into banners and posters. These educational resources are systematically compiled materials in accordance with relevant curricula [10]. Media such as banners and posters have significant potential to influence the teaching and learning process within a classroom environment [11]. These educational resources have the power to spark curiosity and motivation in students, providing the necessary stimulation for teaching and learning, and impacting their psychological well-being [12]. Teachers can create more engaging and dynamic learning experiences by using banners and posters as teaching tools [13], [14]. Students will find it easier to understand persuasive prose ideas and practice them in an authentic atmosphere using these visual aids. Furthermore, the use of educational materials such as banners and posters can help students sharpen their analytical and critical visual skills [15]. Their understanding of the Indonesian language increases, contributing to the development of visual literacy, which is becoming increasingly important in the digital era. Therefore, there is a greater potential to enhance the standards of Indonesian language teaching at the eighth-grade level when banners and posters are used as teaching tools.

Indonesian language learning includes text-based learning. Text is a complete expression of human thoughts that includes situations and contexts as a realization of value and norm systems based on noble characters [16]. Text-based Indonesian language learning with persuasive text content in eighth-grade junior high school, as stated by Hasibuan and Tarigan [17] indicates that persuasive text is one type of text that contains invitations or presents persuasive elements, encouraging or persuading readers to follow the writer's instructions. According to Pane et al., writing persuasive text involves paragraphs inviting, advising, persuading, or suggesting to readers, with persuasion emphasizing the reader's emotions or feelings [18], One characteristic of persuasive paragraphs is the use of words that are invitations/suggestions such as "let's" or "come on," which in persuasive texts can convince readers with proper arguments or reasons [19], [20]. According to Al-Adeimi and O'Connor [21] persuasive paragraphs aim to make readers believe, trust, and be persuaded by communicated things, which may include facts, general opinions, opinions, or someone's feelings.

Research on pragmatic politeness in Indonesian language teaching materials has been conducted by Suhartono [22] with the title "Integration of Politeness Material into the Core Competencies of Indonesian Language Subjects: A Pragmatic Review." The research results show that Core Competencies III (knowledge domain) and Core Competencies IV (skill domain) have the potential to be integrated with polite materials. The presence of the word "polite" in the Core Competencies brings consequences that the word "polite" is included in several learning objectives, polite material is developed explicitly in textbooks and taught in classroom learning, and language proficiency in politeness is part of the assessment criteria.

Rosmiati and Noviati [23] conducted research on pragmatic language politeness in a poster titled "Point of Interest in Covid 19 Handling Posters in Indonesia." The research, published in the

Acintya journal, found that in the educational poster for handling COVID-19, politeness principles were found to be moral and social. Speech acts in this poster were made with concise and attractive language. Points of interest were also presented in the form of words and pictures that supported the sentences in the poster. Points of interest in sentences became an attraction to educate the public about the still prevalent spread of the coronavirus. This poster aims to provide education to the general public about preventing the spread of the virus and living a healthy life. The research benefits include theoretical and practical benefits.

Theoretical benefits: The research results are expected to be a reference for developing knowledge about the use and structuring patterns of persuasive text on banners and posters as teaching materials for eighth-grade Indonesian language classes. Practical benefits: The research results are expected to serve as a reference for society, reflecting guidelines for creating banners and posters in the future, with correct language and structural patterns. For researchers, it serves as a guide for other researchers to conduct data analysis in the future, aiming to provide maximum results in the implementation of persuasive text research in banner and poster advertising. For educators, it serves as a guide for teaching persuasive text in the Indonesian language, conducted in the classroom, to achieve satisfactory results for both educators and students.

METHOD

The method employed in this research is qualitative descriptive method. Qualitative approach strongly emphasizes the acquisition of original data or data from natural conditions [24]–[26]. The data used are based on banners and posters along Slamet Riyadi street. The data source is obtained from banners and posters that convey perlocutionary persuasive speech acts. The theory utilized is Austin's theory[27], [28]. According to Austin's theory, verbs used for persuasion are considered speech acts. Persuasive speech acts fall under perlocution. As known, speech acts consist of locution, illocution, and perlocution. Persuasion falls under perlocution. The data analysis technique employed is the observe and record technique. This involves observing various posters and banners along Slamet Riyadi street and noting down posters and banners that convey perlocutionary persuasive speech acts and contain persuasive text.

RESULT AND DISCUSSION

Analysis of Polite Persuasive Texts in Banners and Posters

To obtain maximum results, data analysis was conducted based on observations along Slamet Riyadi Street. The analysis revealed the presence of polite persuasive texts in banners and posters.

Table 1. Data Analysis

Data	Description
	The banner contains persuasive sentences because there is the phrase "melayani" ("to serve") which is persuasive in nature. This sentence aims to invite/capture the reader's attention to come.

Data	Description
	The banner contains persuasive sentences because there are the phrases "mulai" ("start") and "ditutup" ("closed") which are instructive. These sentences aim to inform road users not to pass through that lane.
	The banner contains persuasive sentences because there is the phrase "Bertumbuh berkreasi peduli!" ("Grow, be creative, care!") which is inspirational, aiming to encourage individuals to grow creatively with their expertise in education.
	The banner contains persuasive sentences because there is the phrase "Tambah tinggi badan 1-6 cm terbukti!" ("Increase height by 1-6 cm proven!") which implies that it has been proven through a treatment method and is intended to help increase height for those who are not tall enough.
	The banner contains persuasive sentences because there is the phrase "Tambal ban press & tubles" ("Puncture repair & tire service") which informs with the intention to provide press and tubeless tire repair services.
	The banner contains persuasive sentences because there is the phrase "Melayani umum" ("Serving the public") which indicates readiness to serve and can serve various online purchases and payments for items in the store.
	The banner contains persuasive sentences because there is the phrase "juaranya penyetan dan ayam kuah pedas" ("champion of smashed dishes and spicy chicken") which informs with the aim of letting people know that the eatery offers a variety of smashed dishes and spicy chicken.

Data	Description
	The banner contains persuasive sentences because it includes the phrase "dilarang!!!" ("prohibited!!!") which is a prohibition with the intention of urging not to litter to avoid polluting the area
	The banner contains persuasive sentences because there is the phrase "hidup sehat tanpa narkoba" ("live healthy without drugs") which is an invitation or advisory, aiming to promote a healthy lifestyle by avoiding the use or consumption of drugs.
	The banner contains persuasive sentences because there is the phrase "hindari parkir kendaraan disembarang tempat" ("avoid parking vehicles anywhere") which serves as a warning and advisory, aiming to prevent parking vehicles in random places to avoid theft.
	The banner contains persuasive sentences because there is the phrase "jangan ngebut!" ("don't speed!") which is a warning with the intention of advising against driving at high speeds to ensure safety while driving. menjaga keselamatan Ketika berkendara.
	The banner contains persuasive sentences because it includes the phrase "masuk polri tidak di pungut biaya!" ("entering the police force is free!") which is informative, providing clear information that joining the police force is free and cautioning against falling victim to irresponsible individuals.
	The banner contains persuasive sentences because there is the phrase "harap tenang!" ("please calm down!") which is a warning, providing information to stay calm as there is an exam in progress.

Data	Description
	The banner contains persuasive sentences because there is the phrase "awas!" ("beware!") which serves as a warning, intending to inform drivers about a sharp turn and urging them to be cautious.

The examined advertising texts demonstrate various styles of persuasive sentences used for various purposes. Examples of sentences intended to persuade and invite readers include "melayani" ("serve"), intended to attract the reader's attention. However, the terms "buka" ("open") and "tutup" ("close") are used to give directions and warn other drivers not to pass through that lane. Additionally, there are other expressions offering positive motivation, such as "Tumbuh, kreatif, peduli!" ("Grow, be creative, care!"), encouraging individuals to develop and be imaginative in their educational efforts. Furthermore, some advertisements use strong language to convey requests or warnings, such as "dilarang!!!" ("prohibited!!!") to prevent littering. All of these illustrate various persuasive strategies used in advertising. Conversely, persuasive sentences like "jangan ngebut!" ("don't speed!") and "hidup sehat tanpa narkoba" ("live healthy without drugs") attempt to provide advice and safety-oriented warnings. Sentences also aim to prevent fraud, such as "Gabung di Polri tidak dipungut biaya!" ("Joining the Police is free!"), convey unambiguous information. Additionally, terms like "awas!" ("beware!") and "tolong tenang!" ("please calm down!") are used to ensure safety and issue warnings in examination environments. Overall, these advertising texts effectively use various persuasive sentence structures in line with the intended message, eliciting the desired response from readers and enhancing the impact of the conveyed message.

Crafting Persuasive Text Patterns Correctly

In composing persuasive texts, specific steps are necessary to avoid errors in meaning or content in the persuasive text to be used. The steps for creating correct persuasive texts according to Awalludin [29] are: 1) determining the topic and purpose in the persuasive text. In persuasive texts, the writing purpose can be stated directly. 2) creating the framework of the persuasive text composition; the framework is needed to make the arrangement of the writing systematic and logical. The appropriate discussion arrangement for this text is a logical sequence with cause and effect. This way, readers or observers are immediately confronted with the issue being discussed. 3) collecting materials for persuasive texts; materials can be obtained through observation activities, interviews, and distributing questionnaires to respondents. 4) drawing conclusions from persuasive texts; drawing conclusions from persuasive paragraphs must be done correctly. 5) concluding the persuasive text; in this section, the author will convey the essence and purpose of the facts presented in the paragraph. The characteristics of persuasive texts according to Pebrinda et al., [30] are 1) persuasive arises from the belief that human thoughts can be changed. 2) it must instill trust in readers. 3) persuasive must be able to create agreement or adjustment through trust between the writer and the reader. 4) persuasive must avoid conflict as much as possible so that trust is not lost. 5) persuasive requires facts and data.

**Implementation of Persuasive Text in Banners and Posters in Indonesian Language
Learning for Eighth Grade**

The analysis results in this study, as mentioned earlier regarding persuasive perlocutionary data from banners and posters, can be used as one of the teaching materials for Indonesian language learning, especially in the eighth grade of junior high school. Teaching materials are a set of systematically organized materials, whether written or not, creating an environment or atmosphere that allows students to learn [31]. Banners and posters fall into the category of persuasive texts integrated into teaching materials for seventh-grade junior high school, specifically in the materials on advertising texts, slogans/banners, and posters.

The internalized persuasive texts in the data from banners and posters in Table 1 contain positive invitations/advice that can be used as learning material in everyday life. The recorded banners and posters include community service and public/commercial services. Therefore, the invitations in banners and posters contain language politeness, and their content includes invitations to things that are beneficial for students.

The role of the teacher as an educator and the student as a learner must go hand in hand, especially considering the student's role, given that national education now uses a liberated curriculum that focuses on a student-centered approach, meaning students are at the center and focus of learning, in addition to being collaborative and communicative. Teachers can stimulate students' interest in interesting banners and posters that convey positive and persuasive perlocutionary messages, as exemplified by the data mentioned above. This responsive student activity can be used as an initial step to guide students to be independent and critical.

CONCLUSION

Indonesian language learning involves text-based learning. Text is a complete expression of human thoughts that includes situations and contexts as a realization of value and norms as well as being based on noble characters. To ensure that the persuasive language used has no errors in meaning or content, it needs to be well-prepared. This procedure includes selecting the subject and purpose, outlining, gathering information, drawing conclusions, and concluding the persuasive essay. Persuasive writing also has the ability to change the reader's perspective, foster consensus, build trust, avoid confrontation, and is supported by evidence and facts. The application of persuasive text analysis in the Indonesian language curriculum for eighth grade highlights the importance of these skills. Analysis findings show the practicality of using banners and posters with convincing perlocutionary features as learning tools in everyday life. This content helps students understand the practical application of persuasive writing, especially in public and private sector services, as well as community service arrangements. Instructors play a crucial role in sparking students' curiosity about banner and poster data so that they can actively engage in the learning process and apply critical thinking skills. Therefore, persuasive literature can help eighth-grade Indonesian language learners become more proficient communicators and critical thinkers. From the data analysis, numerous persuasive texts containing language politeness in banners and posters were generated. These analysis results will then serve as the basis for teaching materials for eighth-grade Indonesian language.

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