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Improve the Understanding of Argumentation Texts in Vocational Students Through Strategies to Simplify Text Structure

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Abstract

Discussion of various kinds of text structures plays an important role in utilizing argumentative texts. This study aims to improve students' understanding of argumentation texts. The formulation of the problem in this study is 1. What are the factors that make students less understanding of argumentation texts. 2. How to improve student understanding. Data sources in this study were voice recordings, note-taking and interviews. In this study, researchers use a qualitative approach method because it is based on reality and events that take place in the field, namely about how to improve the understanding of argumentation texts in vocational students through simplification of texts. The reason researchers use a qualitative approach is because researchers can focus attention on natural events that occur and are experienced by students. In addition, researchers also conduct their own observations, interviews, and reveal the data obtained in depth. This study used data collection techniques in the form of observation, interviews and documentation. In qualitative research, this is carried out in various ways, one of which is the researcher goes directly into the field. The results of this study were seen from the research sample used 50% of the population from the calculation for class XI Broadcasting 1 SMKN 3 students of Bengkulu City which amounted to 28 students taken 50%, namely 14 students. So the sample in this study was class XI Broadcasting 1 students totaling 14 students. The structure of the argumentation text itself, namely the introduction, the body of the argument and the conclusion. Based on the results of the assessment of argumentation text comprehension through a strategy of simplifying the text structure of 14 students, 7 male students and 7 female students, the average is 87.35. There were 7 students who were in the very good category and 7 students who were in the good category. The source of the data obtained in this study is in the form of student values. Judging from the object to be obtained, this research is included in the type of descriptive research using qualitative methods. Descriptive research is research conducted to find out the value of one or more variables without making comparisons and linking with other variables.

Keywords: literacy; text structure; text argumentation.

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Introduction

The text of argumentation is a variety of texts that aim to provide explanations. Argumentative texts attempt to tell, peel, elaborate or explain something. A common problem in argumentative texts is information. Argumentation texts can be used by someone to present ideas based on a certain point of view by including logical reasons. The text of the argument can be the spread of false or inaccurate information, as well as trigger conflicts. (Suherli (2016:53). A good text structure can help readers understand the content of the text more easily and quickly. A clear and systematic structure of the text helps the reader better follow the author's thinking. Poor text structure can confuse readers and complicate understanding of the content of the text. The irregular and unclear structure of the text can make it difficult for the reader to follow the author's thoughts. Critical thinking, and increased creativity. But lack of knowledge and understanding, tendency to believe misinformation and fraud and lack of productivity . In addition, low levels of literacy can lead to a lack of self-confidence and creativity, as well as a lack of critical thinking. It is therefore important to improve reading and literacy habits to improve knowledge, comprehension and critical thinking and to combat the negative effects of low literacy (Hijjayati, Z., Makki, M., &; Oktaviyanti, 2022).

Argumentation Text: Tex-argumentation is a text that contains the author's opinion accompanied by reasons and evidence supported by facts, delivered logically and objectively, aiming to convince and influence the reader. The text of the argument can be used as a means to understand the speaker's argument (Lida, 2022). This argumentative text is a writing that aims to persuade or convince readers to agree based on facts and data provided by the author (Praptanti, 2021). By writing argumentation texts, students can express their ideas and feelings in the form of essays or argumentation texts (Saragih et al., 2022). Writing argumentation text is an activity of what the writer does to prove something to the reader (Sinaga et al., 2022). One of the difficulties in the writing process of students is that they do not know how to start writing argumentative texts (Coaching &; Indonesia, 2022).

Text structure: Text structure is the organization of text, that is, the way text is arranged. A text is styled according to its type. The most important thing in discourse analysis is the meaning expressed through the structure of the text (Jamaludin, 2022). In this study the structure of the text was analyzed thematically, schematically, semantically, syntactically, stilistics, and rhetorically to find the message of da'wah of the text (Soraya &; Maghfiroh, 2022). The strategy of combining the STAD model, ATM method and text structure modeling with exposition writing skills is believed to improve the exposition writing skills of high school students (Sobolo et al., 2021). Content about perfection and mastery of text content needs attention. Because in this section the author must find events, master the problems discussed and develop them according to the structure of the text (Sri Murti &; Lazuardi, 2022) . The textual structure of fable consists of several parts, namely direction, complication, resolution and coda (Ernawati et al., 2021).

Literacy: Literacy is an individual's ability to read and write to manage information and knowledge as life skills (KBBI). In the future, at the elementary school level, good literacy and science literacy skills can help students (Maryono et al., 2021). The factor causing the low capacity of reading and writing skills is ultimately caused by the lack of facilities and infrastructure (Hijjayati, Z., Makki, M., &; Oktaviyanti, 2022). The reading and writing skills of students who learn with student tutor and expository learning models are better than the reading and writing skills of students who learn with traditional models (Endang Kusripinah &; Subrata, 2022). Learning outcomes Indonesian related to literacy and reading interest (Sari, 2020). For this reason, there has been a policy to support the literacy movement in schools, especially literacy (Rafida et al., 2022).

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Method

The basic method used in this research is descriptive qualitative, in qualitative research emphasizes more on the process of implementing the research itself, not from the results. Data are initially collected, compiled, processed, then, analyzed. This research methodology chapter consists of several sub-chapters, including research methods, place and time of research, data and data sources, data collection techniques, data analysis techniques, research instruments and data collection techniques.

Research method is a way or strategy to obtain data and facts which are then processed for research purposes. According to Sugiyono (2012: 2) said that the research method is basically a scientific way to obtain data with specific purposes and uses. Still according to Sugiyono (2012: 3) said that in general there are three kinds of research objectives, namely:

1. Discovery, meaning that the data obtained from the study is completely new data that has never been known before.

2. Evidentiary, means that the data obtained is used to prove the existence of doubts about certain information or knowledge.

3. Development means, means deepening and expanding existing knowledge.

Based on the quote above, researchers can conclude that:

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Results and Discussion
Result

The results and discussion of this research are concerned with students' understanding of argumentation texts through simplification of the best text structure. Based on research, several steps can be taken to improve the understanding of argumentative texts by simplifying the structure of the text. Here are some steps that will help improve the comprehension of argumentative texts. Use methods based on research and teaching practices that emphasize student activity, such as puzzle-type cooperative learning. This method can help students understand argumentative texts by collaborating and discussing with classmates. Simplifies the structure of argumentative texts by focusing on introductions, arguments and conclusions. A clear structure makes it easier

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for students to understand the structure and presentation of an argument. Encourage students to connect new information with existing structures of understanding. Mindful learning can help students connect new information with existing knowledge, making it easier to understand argumentative texts. Give examples of argumentative texts that are meaningful and easy to understand. By presenting specific examples, students can more easily understand how argumentative texts are structured and organized.

Discussion

1. *How to increase students' understanding of argumentation texts through this strategy of simplifying the structure of the text whether students will quickly understand.*

    Improving students' understanding of argumentative texts by using strategies to simplify text structure is an approach that helps students understand complex concepts more quickly. Simplifying the structure of an argumentative text can help students better understand how arguments are constructed and presented in a text. In this way, students can more quickly understand the nature of arguments and develop their ability to analyze and evaluate arguments. This strategy may include steps such as identifying the main claim, the reasons supporting it, and the evidence supporting the claim in the text. In addition, simplification of argumentative text structure can also include the use of concrete and relevant examples to help students understand abstract concepts. The results showed that simplifying the structure of argumentative texts can help students better understand argumentative texts. Thus, this approach can be an effective strategy to improve students' understanding of argumentative texts. By applying the strategy of simplifying the structure of argumentative texts, it is expected that students can more quickly understand complex concepts in argumentative texts, so as to improve their ability to understand, analyze, and evaluate arguments. As the teacher Indonesian. *"Yes, they will quickly understand the simplification of the text structure by writing opinions, reasons for proof supported by facts".*

2. **This argumentation text material is one of the materials that is difficult for students to understand.**

    Argumentation text is a type of text that contains the author's opinion accompanied by the reason, youth supported by facts are presented logically and objectively aimed at convincing that affects the reader. To make it easier for students to understand the text of argumentation, here are some characteristics and structures of the text: Generally, the results of the study are described first, then there is a discussion section. arguments that need to be understood. Features of argumentation texts;

    a) The content of an argumentation text is a reason to strengthen or reject a stance, stance, or idea.

    b) Argumentation texts contain opinions but are also accompanied by clear data such as numbers, maps, graphs and pictures. In making sources or synthesis is needed and obtaining sources from experience, research results, or validated reading materials. The text of the argumentation must also contain an analysis carried out by distinguishing or suppose classifying something.

    c) Argumentation structure text: introduction: provides the rationale or basis for the argument presented.

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d) Core discussion: Data and facts of research findings are written in a structured and organized manner so that they are easily understood by readers.

e) Conclusion: This is the author and is meant to show the reader below the ideas and opinions presented are true and reliable. By understanding the characteristics and structure of argumentative writing, students can more easily understand it and write it better. As the teacher Indonesian. *"No, because the text of this argument is very well understood by students because it is related to opinions, reasons for proof are supported by logical and objective facts".*

3. **The system of learning argumentative texts through the strategy of simplifying the structure of the text plays an important role in helping mothers as teachers.**

    The strategy of simplifying text structure at the time of learning is important to help mothers as teachers of the independent curriculum which is an initiative of the Ministry of Education, Culture, Sports, Science and Technology focusing on simplifying the curriculum in case (emergency curriculum) to effectively reduce learning delays. The independent curriculum also emphasizes Essential materials so that learning is more deep, given more time for skill development. The education system does not model teaching after analyzing student learning, learning to learn and planning resources. Through teaching and learning interactions, teachers can develop relationships with their students. Therefore, simplification in learning and understanding learning strategies that meet student needs as recommended in the curriculum is important for teachers to encourage effective and married learning overall. As the teacher Indonesian. *"Yes, it is very helpful because it can know the ability of students to process and understand information".*

4. **The condition of understanding students in this vocational school before and after this argumentation text simplification lesson.**

    Students' ability to write arguments can be improved by using certain learning methods, such as the puzzle method. In addition, several studies highlight the low level of argumentation text writing skills, which indicates the need for improvement in learning to write arguments. From the results of this study, it can be concluded that students' understanding before class about simplification in writing argumentation texts can vary depending on the learning method used. As the teacher Indonesian. *"Students will read books about this argumentative text by thinking logically and objectively in charge of convincing students to read."*

5. **The average students' understanding of this argumentation text material.**

    Based on the results of this study, in general, it can be concluded that the understanding of the argumentation text of the discussion above can be concluded that students' understanding of the argumentation text in students of SMKN 03 Bengkulu City, class XI Broadcasting 1 SMKN 3 Bengkulu City students are included in the very good and good category. Because students' understanding of argumentation texts through the strategy of simplifying text structure has paid attention to aspects, introductions, argument bodies, and conclusions. As the teacher Indonesian. *"The results of the research from the understanding of argumentation texts through the strategy of simplifying the text structure of grade XI Broadcasting 1 SMKN 3 students of Bengkulu City. The sample of this study will be used to take 50% of the population from the calculation for grade XI Broadcasting 1 SMKN 3 students of Bengkulu City totaling 28 students taken 50%, namely 14 students. So the sample in this study was class XI Broadcasting 1 students totaling 14 students. The structure of the argumentation text itself, namely the introduction, the body of the argument and the*

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conclusion. Based on the results of the assessment of argumentation text comprehension through a strategy of simplifying the text structure of 14 students, 7 male students and 7 female students, the average is 87.35. There are 7 students who are in the very good category and 7 students who are in the good category."

6. **Difficulties when teaching about this argumentative text.**

Some common difficulties experienced by students in writing argumentation essays include: Difficulties in completing the main parts of the argumentation essay, such as introduction, thesis, reason/evidence, and conclusions. Difficulty in conforming the content of the essay as an argumentation essay, including connecting sentences using the right connecting devices. Difficulty in determining the theme or topic in writing. Difficulty in developing the content of ideas to the maximum, stringing reasons with supporting facts, and stringing logical sentences. To overcome these difficulties, learning methods such as the jigsaw method and the think talk write learning model with audiovisual media have proven effective in improving students' argumentation writing skills. In addition, contextual approaches and contextual approaches can also be used to improve the quality of learning to write arguments. As the teacher Indonesian. *"The difficulty is a little bit, because teaching this argumentative text has to repeatedly explain to the child because this is in the nature of opinion and reading writing."*

7. **What students do after reading the argumentation text.**

After reading the discussion text, students can perform various actions such as:
1. Summarizing the content of the discussion text to ensure understanding.
2. Take notes and mind maps to organize information from discussion texts.
3. Make questions related to the content of the discussion text to deepen understanding. As the teacher Indonesian expressed. "They are convincing and prove according to the facts".

Conclusion

Based on the results of this study, in general, it can be concluded that the understanding of the argumentation text above can be concluded that students' understanding of the argumentation text in students of SMKN 03 Bengkulu City, class XI Broadcasting 1 SMKN 3 Bengkulu City students are included in the very good and good category. Because students' understanding of argumentation texts through the strategy of simplifying text structure has paid attention to aspects, introductions, body of arguments, and conclusions.

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