
IMPROVED ABILITY TO IDENTIFY IDEAS OF PERSUASIVE SPEECH TEXT BY USING MEDIA OF IDEAS CARD IN CLASS IX JUNIOR HIGH SCHOOL 2 ONE ROOF ULU MORO'O SCHOOL YEAR 2020/2021

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ABSTRACT

This study aims to determine the increase in the ability to identify ideas of persuasive speech text of class IX students of SMP Negeri 2 Satu Atap Ulu Moro'o in the 2020/2021 academic year using the Idea Card Learning Media. The subjects of this study were students of class IX SMP Negeri 2 Satu Atap Ulu Moro'o, totaling 20 students. This research was conducted in the odd semester of the 2020/2021 learning year. The method used in this research is a classroom action research design. The action is carried out in 2 cycles, namely Cycle I and Cycle II. Each cycle consists of four stages, namely planning, implementing the action, observing, and reflecting. Data analysis was performed using quantitative and qualitative data analysis techniques. The results of this study indicate an increase in learning outcomes in pre-cycle, Cycle I, and Cycle II. The students' ability in identifying persuasive speech text ideas increased from pre-cycle to cycle I and from cycle I to cycle II. The average value in the pre-cycle was 65.5 then increased to 73 in Cycle I. While the increase in Cycle II, from Cycle I 73 to 87. The completeness achieved from pre-cycle was 55% to 70% in Cycle I. Then from Cycle I with completeness of 70% to 95% in Cycle II. These results strengthen the evidence that the learning outcomes of grade IX students on the material of identifying persuasive speech text ideas can be improved with the use of Idea Card Learning Media. The average value in the pre-cycle was 65.5 then increased to 73 in Cycle I. While the increase in Cycle II, from Cycle I 73 to 87. The completeness achieved from pre-cycle was 55% to 70% in Cycle I. Then from Cycle I with completeness of 70% to 95% in Cycle II. These results strengthen the evidence that the learning outcomes of grade IX students on the material of identifying persuasive speech text ideas can be improved with the use of Idea Card Learning Media.

Keywords :

Persuasive Speech, Media Card Ideas, Classroom Action Research

1. INTRODUCTION

Learning Indonesian in the 2013 Curriculum underwent fundamental changes. The change in question occurs in the paradigm of determining the language unit that is the basis of learning material. There is a language unit that is the basis for learning is text.

One type of text in Indonesian language learning is persuasive speech text. Competency achievements in learning persuasive speech text include the ability to identify ideas in persuasive speech text, the ability to conclude ideas in persuasive speech text, the ability to examine the structure and characteristics of persuasive speech text language, and the ability to express ideas in the form of persuasive speech text according to the structure and characteristics. language. The description of the competency achievement is one of the targets that must be met in learning Indonesian in accordance with the basic competencies set for the Class IX Junior High School education unit.

The activity of identifying ideas in a persuasive speech text is an important step for a student to be able to recognize the information contained in the persuasive speech text. The ability to identify these ideas is an important step for someone to be able to put their ideas well into the form of a persuasive speech text. However, the reality in the field shows that the ability of students to identify ideas or information contained in persuasive speech texts is still far from expectations.

Based on the observations of researchers who are also educators while teaching in class IX of SMP Negeri 2 Satu Atap Ulu Moro'o, the ability of students to identify the ideas contained in persuasive speech texts is still not optimal. The average value obtained by students in the activity of identifying the idea of a persuasive speech text has not yet reached the set KKM (Minimum Completeness Criteria) which is 70. This is due to the inaccurate selection of the learning model applied, the selection of teaching media that is not attractive, and can also because the speech text is too long and boring, thus reducing the students' desire to understand the text well. For this reason, it is deemed necessary to find solutions in increasing the ability of students to identify the ideas of this persuasive speech text.

One of the efforts offered by the researcher is to use a scientific approach that is collaborated with the application of the Discovery Learning learning model and the support of idea card media that is designed in such a way as to attract students' interest to identify the ideas contained in it. Based on the description above, the author is motivated to conduct Classroom Action Research with the title "Increasing the Ability to Identify Persuasive Speech Text Ideas by Using Idea Card Media in Class IX of SMP Negeri 2 Satu Atap Ulu Moro'o Academic Year 2020/2021".

Discussion

Persuasive Speech

In particular, Husna (2020: 12) defines persuasion speech as a speech skill that aims to influence and convince the masses with accountable evidence and an attractive delivery style that is able to make the masses believe in the ideas conveyed by the speaker. Meanwhile, in the Journal of Innovation and Academic Research, Srianah (2020: 2) says that persuasive speech is a type of speech that aims to attract the attention of listeners, influence, and invite or persuade listeners so that they are convinced and willing to do according to the purpose of the speech. . The content of a persuasive speech is based on

rational, logical, reasonable, and justifiable arguments. Persuasive speech is to invite and urge people to do things that are beneficial to life. Persuasive speech is an effective way to move people to do better and be more creative. Often at certain events there are many persuasive speeches made to audiences.

Based on the above understanding, it can be concluded that persuasive speech is a type of speech that aims to attract the attention of listeners, influence, invite, persuade, or even encourage listeners to believe and do something in accordance with the purpose of the speech.

Sulanjari (in Wardani, 2017: 29) states that a good speech outline consists of three parts, namely introduction, content, and closing. The content of the text in a speech must be arranged in an orderly and sequential manner, so that what is conveyed through the speech text is interconnected. Yanuarita further explained (in Wardani, 2017: 29) that a speech text consists of an introduction, content, and closing. Each of these sections is described as follows.

1) preliminary

The opening / introductory part of the speech text contains: (1) opening greetings (2) greeting, salutation usually begins with respect for someone who is considered the most important. (3) thanksgiving. In this introduction, the speaker tries to arouse and direct the audience's attention to the subject matter to be discussed. In the introduction, it is necessary to describe the content of the speech being delivered a little. The opening of the speech is an important part and plays a role for the presenter because this part can give the audience the first impression. Some of the ways that a speech speaker can open his speech are by introducing himself, opening the speech with humor, opening the speech with a general introduction.

2) Contents

The essence of the speech should be as concise and easy to understand as possible. Try not to deviate from the theme. the subject matter was stated in such a manner that it was clear that it was related to the interests of the audience. In the content section, the subject matter is displayed by first stating the background of the problem.

3) Closing

A good closing speech will generate sympathy from the listener. The closing speech can be filled with: (1) a short conclusion from the previous description, (2) apologies to Hadarin for mistakes and mistakes that may occur, whether intentional or unintentional. (3) closing greetings. After the speech takes place, the target audience understands, understands the message, and finally changes attitudes and behavior according to communication goals. This is the end of a speech that is the conclusion of the entire previous discussion.

Ideas in a persuasive speech text are parts of the text that invite, persuade, or encourage the audience to do something in accordance with the purpose of the persuasive speech text. The idea in question is marked by the use of words characterized by inviting, for example, "come on, come on, don't get it, it should be, I urge ..." and so on.

Based on the description above, it can be concluded that the ability to identify ideas in a persuasive speech text is the ability to establish the identity of the ideas / information used by the writer / speaker in developing a persuasive speech text. The activity of identifying ideas in a persuasive speech text is an important step for a student to be able to recognize

the information contained in the persuasive speech text. Without the ability to identify these ideas, it is impossible for someone to be able to translate their ideas well into a persuasive speech text.

Media Card Ideas

Media is a tool or facility that has learning materials that students can use, process and produce in new forms. Media is not just a tool, but a means to provide a stimulus for ideas from a teacher to students.

Kemp and Dayton (in Husna, 20012: 15-16) suggest several research results that show the positive impact of using media as an integral part of classroom learning or as a main feature of direct learning, as follows.

- 1) The delivery of lessons is more standardized. Every student who sees or hears the presentation through the media receives the same message. Although the teachers interpret the lesson content in different ways, by using the various interpretations it can be reduced so that the same information can be conveyed to students as a basis for further assessment, practice, and application.
- 2) Learning can be more interesting. The media can be associated with attracting attention and keeping students awake and paying attention. The clarity and sequencing of messages, the attractiveness of changing images, the use of special effects can cause curiosity to cause students to laugh and think, all of which show that the media has aspects of motivation and increases interest.
- 3) Learning becomes more interactive with the application of learning theory and accepted psychological principles in terms of student participation, feedback, and knowledge.
- 4) Learning can be provided when and where it is wanted or needed, especially if the learning media is designed for individual use.
- 5) Students' positive attitudes towards what they learn and towards the learning process can be improved.

Idea card media is a card media that enables students to identify ideas in a persuasive speech text. This media card will be designed in such a way as to attract the attention of students. These cards contain snippets of persuasive speech text, while the other cards contain ideas that match the call to the persuasive speech text on the previous card. The researcher will make several cards so that the students are tasked with matching the idea cards. The use of idea card media is expected to be able to foster students' interest in learning in order to improve learning outcomes in identifying persuasive speech text ideas.

Classroom Action Research

Nurrahmah (2014: 14) in her PTK journal states that Classroom Action Research (CAR) is a study to find practical solutions to local factual problems that occur in classrooms or in schools where the researchers themselves.

Classroom Action Research (CAR) is a practical solution to local learning problems faced by the researcher by applying new things, be it models or learning media for the sake of

improving the quality and learning outcomes. The steps of classroom action research include planning, observation and reflection.

2. METHODOLOGY

The method used in this research is a classroom action research design. The subjects of this study were students of class IX SMP Negeri 2 Satu Atap Ulu Moro'o, totaling 20 students. This research was conducted in the odd semester of the 2020/2021 learning year. Data analysis was performed using quantitative and qualitative data analysis techniques. The action is carried out in 2 cycles, namely Cycle I and Cycle II. Each cycle consists of four stages, namely planning, implementing actions, observing, and reflecting.

Cycle I

Planning

At this stage what will be carried out are:

1. Make a learning implementation plan (RPP)
2. Prepare learning materials to identify persuasive speech text ideas.
3. Prepare student observation sheets
4. Prepare an assessment instrument for the ability to identify persuasive speech text ideas.

Action

At this stage, the researcher plans the following activities:

1. The teacher opens the learning activity by saying greetings and praying, asking how students are doing, checking attendance, and giving apperception and motivation
2. The teacher conveys learning objectives, and material coverage.

Stimulation

3. Students are given a stimulus or stimulation to focus on the material about Identifying and Concluding Ideas in Persuasive Speech Texts
4. Students listen to and observe the teacher's explanation regarding important information in identifying and concluding ideas in a persuasive speech text

Identification of problems

5. Students are directed to observe a persuasive speech model text entitled "We Must Be Independent" which can be accessed via the link: <https://www.dosenpendidikan.co.id/contoh-pidato/#ftoc-heading-21>
6. Students are directed to focus on the ideas / information contained in the modeling text.

Data collection

7. The teacher provides opportunities for students to ask questions related to things that have not been understood regarding identification material and conclusions of persuasive speech text ideas.
8. Students together with the teacher identify ideas in the introduction, core, and closing sections of the model text.

(The text of the persuasive speech model has been sorted and the resulting pieces are displayed to students in the form of a collection of cards).

9. Students together with the teacher conclude the ideas in the model text.

Data processing

10. The teacher provides practice questions to students to identify and conclude ideas in a persuasive speech text entitled "Fight COVID-19" which can be accessed via the link <https://brainly.co.id/tugas/32191482>

11. As a group, students discuss through the WA Group in their respective groups about the practice questions given.

12. Students identify and conclude ideas in the speech text "Fight COVID-19" according to the model text given previously.

Verification

13. Students send the results of the discussion to the teacher through the WA Group by following the format of the work in the LKPD that the teacher sends to the WA Group

14. Other groups comment on the work of their friends.

Generalization

15. Students are given the opportunity to ask questions that are still not understood regarding the material that has just been studied.

16. Students together with the teacher conclude learning.

17. The teacher gives independent assignments to students via the google form link (<https://forms.gle/b1TWgwWHUiUhZUHN7>) to be done independently.

18. The teacher closes the lesson and motivates students to do assignments responsibly.

Observation

At this observation stage, the researcher plans the following activities:

1. The teacher observes whether the students have started to actively ask questions.
2. The teacher observes whether the students have started to actively answer questions.
3. The teacher observes students' activities to identify persuasive speech text ideas when assigned.

Reflection

At this reflection stage, the researcher plans the following activities:

1. The teacher records and evaluates the results of observations.
2. Analyze learning outcomes during the teaching and learning process.

Cycle II

Cycle II is planned based on the results of the reflection of cycle I. If there are weaknesses in the learning process and the criteria for student learning completeness have not achieved the expected results, it is refined in cycle II by not neglecting the steps in cycle I.

In the first cycle, learning was carried out by applying the use of idea card media, where the learning steps were listed in the lesson plan. During the first cycle, the researcher as well as the Indonesian teacher taught and filled out the observation sheet according to the learning steps taken.

After the first cycle ended, a learning outcome test was held. From these tests, data about learning outcomes is obtained. This data is used to determine whether the learning outcomes have reached the minimum completeness criteria for each basic competency that has been taught or not. Based on the data from the observation sheet, the deficiencies of the reflection results in cycle I were improved in cycle II.

Furthermore, Cycle II is planned based on the results of the reflection of cycle I. If there are weaknesses in the learning process and the students' learning completeness criteria have

not achieved the expected results, it is refined in cycle II by not neglecting the steps in cycle I.

The technique of analyzing learning outcomes (a test to identify ideas for persuasive speech texts) can be done by taking the following steps:

a. Scoring

Scores are given in accordance with the instrument grid to obtain test results of students' abilities in identifying persuasive speech text ideas. The number of tests used to collect data on the ability to identify ideas for the text of speech was 10 multiple choice questions. Each question is given a score of 10 for correct answers and a value of 0 for incorrect answers so that the maximum score is 100 (for 10 items answered correctly).

b. Addition of scores

After the result sheet identifies the ideas of persuasive speech text, the students are scored according to the instrument grid, then each score is added up to get the final score.

c. Assessment Determination

The determination of the minimum passing threshold is adjusted to the minimum completeness criteria (KKM) set and applies at the research site, namely 70. Moving on from the KKM value, the researchers made an assessment interval, with a benchmark value of 70 being in the sufficient assessment criteria. The determination of these criteria is shown in the following table:

Table 1 Rating Score

No.	Category	Interval Level of Mastery (Value)
1.	Very Good (A)	90 - 100
2.	Good (B)	80-89
3.	Enough (C)	70-79
4.	Less (D)	≤ 69

Thus, the researcher can say that, students with a value of > KKM, the student is said to be complete, while students with a value of <KKM, the student is declared incomplete and needs repetition.

d. Looking for an average

Soenardi (2011: 217) says: "The average score is a number that shows the level of scores of all groups of test takers in general." Therefore, for the average looking score for the ability to identify ideas of persuasive speech text, the researcher used the formula for finding the average, namely:

$$\bar{X} = \frac{\sum X}{N}$$

Information

\bar{X} = Mean (Average value)

$\sum X$ = The total value obtained from the sum of the scores for each individual

N = Number of Individuals

3. RESULTS AND DISCUSSION

Results of Action Ability to Identify Persuasive Speech Text Ideas

Before taking action, the researcher first tested the students' initial ability in identifying persuasive speech text ideas. From this pre-action test, the total pre-action score of the ability to identify ideas for persuasive speech text was 1310 with the highest score of 80 and the lowest score of 40. Furthermore, based on the calculation results obtained an average value of 65.5 which if the results of this calculation are consulted on the frequency distribution table of the pre-action results, then the ability to identify students' persuasive speech text ideas ($\bar{X} = 65.5$) is in the less category.

Table 2 Frequency Distribution of Identifying Ability Action Results Persuasive Speech Text Ideas

No.	Score	Category	Freq.	Percentage
1.	90 - 100	Very Good (A)	-	-
2.	80-89	Good (B)	6	30
3.	70-79	Enough (C)	5	25
4.	≤ 70	Less (D)	9	45
amount			20	100

Based on the table above, it is known that the ability to identify students' persuasive speech text ideas is dominated by students who have a score in the poor category, namely 9 students (45%). There were 6 students (30%) who scored in good categories and 5 students who had sufficient grades (25%). Not a single student scored in the very good category.

Cycle I Results

After knowing the results of the pre-action test, the researcher then took action using the idea card learning media to improve the students' ability to identify persuasive speech text ideas. From the Cycle I test, the total value of the ability to identify ideas of persuasive speech text using the media of idea cards in class IX SMP Negeri 2 Satu Atap Ulu Moro'o Academic Year 2020/2021 in Cycle I is 1460 with the highest score of 90 and the lowest score of 50. Furthermore, through the following calculation, the average value of the students' ability to identify ideas of persuasive speech text is obtained = 73. If the results of this calculation are consulted on the provisions as mentioned in chapter III, namely "90-100 = very good; value 80-89 = good; values 70-79 = sufficient, and values ≤ 69 = less" ($\bar{X} = 73$) is in the sufficient category.

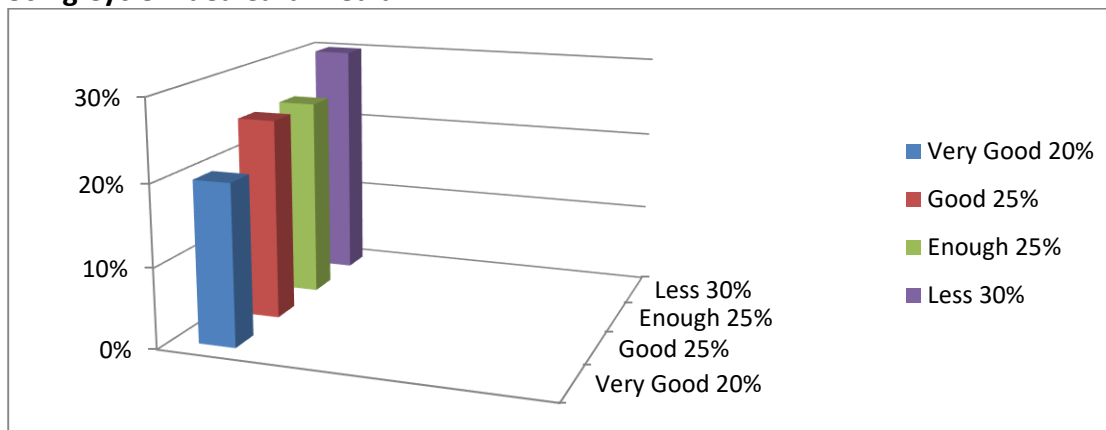
The following is a table that shows the frequency distribution of students' ability to identify persuasive text to speech ideas.

Table 3 Frequency Distribution of Ability to Identify Persuasive Speech Text Ideas Using Media Card Ideas (Cycle I)

No.	Score	Category	Frequency	Percentage
1.	90 - 100	Very Good (A)	4	20
2.	80	Good (B)	5	25
3.	70	Enough (C)	5	25
4.	≤ 70	Less (D)	6	30
Amount			20	100

Based on the table above, it is known that the ability to identify students' persuasive speech text ideas is dominated by students who have scores in the low category, namely as many as 6 students (30%). There were 4 students who scored in the very good category (20%), 5 students who had good grades (25%), and 5 students who had enough grades (25%). Based on the percentage table of the ability to identify students' persuasive speech text ideas in cycle I above, a graph can be made as follows:

Graph 1 Ability Test Results to Identify Persuasive Speech Text Ideas Using Cycle I Idea Card Media



Results of Cycle II

Based on the results of the Cycle I test which still did not reach the expected target, the researcher conducted Cycle II to identify ideas in persuasive speech text through the use of idea card media. From the Cycle II test, the total score for the ability to identify ideas of persuasive speech text using the media of idea cards in class IX SMP Negeri 2 Satu Atap Ulu Moro'o for the 2020/2021 Learning Year in Cycle II was 1740 with the highest score of 100 and the lowest score of 60. Furthermore, through the following calculations on average, the average value of the students' ability to identify persuasive text to speech ideas is obtained = 87. If the results of this calculation are consulted on the provisions as mentioned in Chapter III, namely "the value 90-100 = very good; value 80-89 = good; value 70-79 = sufficient, and values ≤ 69 = less", then average the ability to identify students' persuasive speech text ideas ($\bar{X} = 87$) is in the good category.

The following is a table that shows the frequency distribution of students' ability to identify persuasive text to speech ideas.

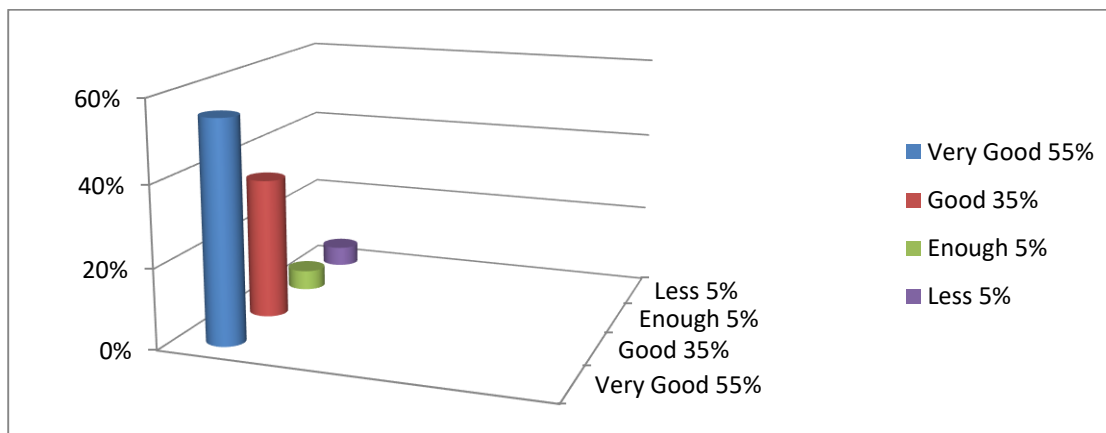
Table 4 Frequency Distribution of Ability to Identify Persuasive Speech Text Ideas Using Cycle II Idea Card Media

No.	Score	Category	Frequency	Percentage
1.	90 - 100	Very Good (A)	11	55
2.	80	Good (B)	7	35
3.	70	Enough (C)	1	5
4.	≤ 70	Less (D)	1	5
Amount			20	100

Based on the table above, it is known that the ability to identify students' persuasive speech text ideas is dominated by students who have scores in the very good category, namely 11 students (55%). Students who scored in good categories were 7 students (35%), students who had scores in sufficient categories were 1 student (5%) and also students who had scores in the poor category were 1 person (5%).

Based on the ability percentage table identify students' persuasive speech text ideas in cycle II above, a graph can be made as follows:

Graph 2 Ability Test Results to Identify Persuasive Speech Text Ideas Using Cycle II Idea Card Media



Discussion of Research Findings

After carrying out research and data analysis, it was found that the initial (pre-cycle) abilities of class IX SMP Negeri 2 Satu Atap Ulu Moro'o Academic Year 2020/2021 in identifying ideas for persuasive speech texts were in the poor category. These results can be seen from the average value obtained by students, namely $\bar{X} = 65.5$. The percentage of value ratings and data on the ability to identify persuasive speech text ideas were 6 students (30%) who had scores in the good category, 5 students (25%) who were in the sufficient category, and 9 students (45%) who were in the good category. less category. Not one student scored in the very good category.

If seen from the level of completeness in accordance with the KKM (Minimum Completeness Criteria) set by the school, which is 70, then the number of students who get a score of ≥ 70 is 11 students (55%) while students who get a score of ≤ 70 are 9 students (45%).

The ability to identify ideas of persuasive speech text for students of class IX SMP Negeri 2 Satu Atap Ulu Moro'o for the 2020/2021 academic year using the idea card learning media in Cycle I has increased compared to the pre-cycle test results. This result can be seen from the average score of students who were initially in the low category ($\bar{X}=65.5$) on the pre-cycle test results, be $\bar{X} = 73$ (in the sufficient category) in Cycle I. As for the percentage of value ratings and data on the ability to identify persuasive speech text ideas in Cycle I were 4 students (20%) who had scores in the very good category, 5 students (25%) who are in the good category, 5 students (25%) are in the sufficient category, and 6 students (30%) are in the poor category.

However, when viewed from the level of completeness in accordance with the KKM (Minimum Completeness Criteria) set by the school, which is 70, the number of students who scored ≥ 70 on the test of the ability to identify ideas of persuasive speech text in Cycle I was 14 students (70%) while students who get a score of ≤ 70 are as many as 6 students (30%).

The ability to identify ideas of persuasive speech text for class IX students at SMP Negeri 2 Satu Atap Ulu Moro'o in the academic year 2020/2021 using the idea card learning media in Cycle II also increased from the results of the Cycle I test. average students who are in the sufficient category ($\bar{X} = 73$) on the results of the Cycle I test, and it becomes 87 (in the good category) in Cycle II. The percentage of value ratings and data on the ability to identify ideas of persuasive speech text in Cycle II were 11 students (55%) who had scores in the very good category, 7 students (35%) who were in the good category, 1 student (5%)) is in the sufficient category, and 1 student (5%) is in the poor category.

When viewed from the level of completeness in accordance with the KKM (Minimum Completeness Criteria) set by the school, namely 70, the number of students who scored ≥ 70 on the ability test to identify ideas of persuasive speech text in Cycle II was 19 students (95%) while students who get a score of ≤ 70 is as much as 1 student (5%)

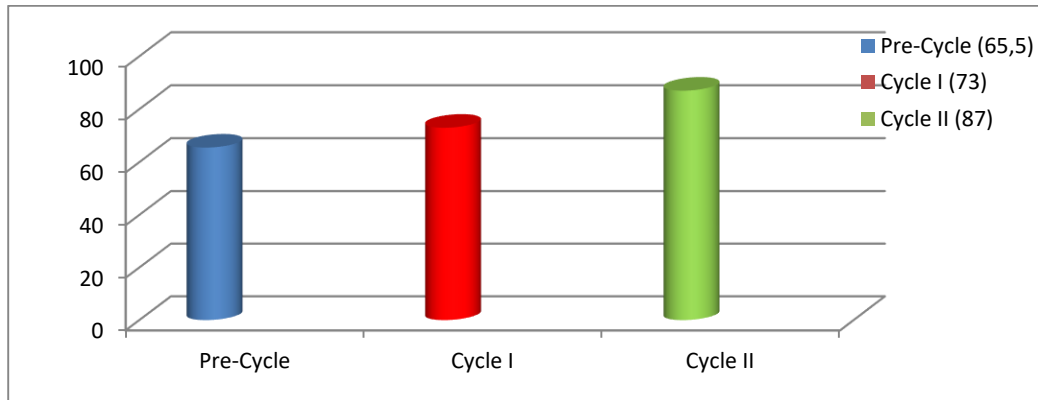
From the results of the discussion of the data analysis of this study, it can be seen that there is an increase in the ability to identify students' persuasive speech text ideas using idea card media. As detailed in the following table.

Table 5 Improved Ability to Identify Ideas Student Persuasive Speech Texts

Type of Test	Completed		Not complete		Average value
	The number of students	Percentage	The number of students	Percentage	
Pre-cycle	11	55%	9	45%	65.5
Cycle I	14	70%	6	40%	73
Cycle II	19	95%	1	5%	87

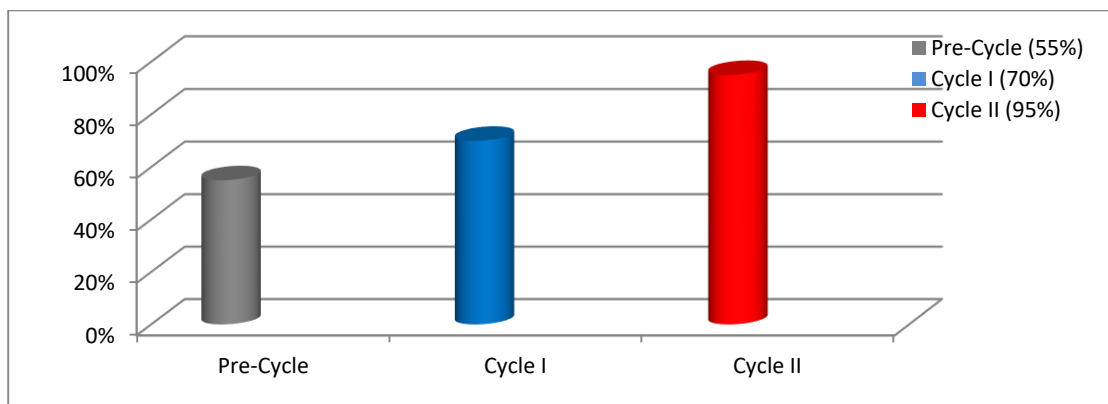
Based on the table of increasing the ability to identify ideas of persuasive speech text above, the following graph can be made:

Graph 3 Increase in the Average Score of Ability to Identify Ideas Persuasive Speech Text of Shiva



Thus, the average value of the ability to identify persuasive speech text ideas has a significant increase between the average scores on the pre-cycle, Cycle I, and Cycle II tests through the use of idea card learning media.

Graph 4 Increased Completeness of Learning Ability to Identify Ideas Persuasive Speech Text of Shiva



Thus, mastery learning the ability to identify persuasive speech text ideas experienced a significant increase between learning completeness in the pre-cycle, Cycle I, and Cycle II tests through the use of idea card learning media.

If it is seen based on the increase in the ability to identify students' persuasive speech text ideas, then the students' activeness also increases. In Cycle I, the percentage of active students was 45% (9 students), and the percentage of inactive students was 55% (11 students). Student activeness students experienced an increase in Cycle II, namely from 45% in Cycle I to 85% (17 students) who took active learning in Cycle II, and inactive student participants from 55% in Cycle I to 15% (3 people) students) who are not active in Cycle II.

Likewise with the increase in research performance. In Cycle I, the percentage of Researcher's performance that was carried out was 75.5%, experiencing an increase in Cycle II, reaching 90.5% and for the percentage of Researcher's performance that was not carried

out, it decreased from 24.5% in Cycle I to 9.5% in Cycle II. For more details, see the following table.

Table 6 Increasing Student Activity and Researcher Performance

No.	Type of Test	Cycle I		Cycle II	
		Amount	Percentage	Amount	Percentage
1	Active students	9	45%	17	85%
2	Inactive students	11	55%	3	15%
3	The researcher's performance is implemented	-	75.5%	-	90.5%
4	Researcher's performance is not implemented	-	24.5%	-	9.5%

Based on the results of Cycle II observations, it shows an increase or development in the implementation of learning carried out by the teacher. When carrying out learning activities, students' enthusiasm is getting stronger. This can be seen from the increased ability to identify students' persuasive speech text ideas.

Thus, it can be concluded that the use of idea card media can improve the ability to identify ideas of persuasive speech text for Class IX students at SMP Negeri 2 Satu Atap Ulu Moro'o in the 2020/2021 academic year.

4. CONCLUSION AND SUGESTION

Based on the results of the research and discussion described in chapter IV, it can be concluded as follows.

1. There was a significant increase between learning to identify ideas of persuasive speech text for class IX students at SMP Negeri 2 Satu Atapa Ulu Moro'o for the 2020/2021 academic year using idea card media with learning to identify ideas for persuasive speech text for class IX students at SMP Negeri 2 Satu Atap Ulu Moro 'o Academic Year 2020/2021 which does not use idea card media. Overall, the idea card media helps students identify persuasive speech text ideas.
2. The learning media of idea cards proved to be effective in learning to identify ideas of persuasive speech text for class IX students at SMP Negeri 2 Satu Atap Ulu Moro'o in the 2020/2021 academic year. The effectiveness of the learning media is shown by the results of the achievement of values ≥ 70 . The effectiveness of the idea card learning media can also be seen from the learning process, the learning media makes it easier for students to identify ideas / ideas.
3. Based on the results of the research and observations made by the researcher, it can be concluded that the use of idea card learning media can improve the ability to identify persuasive speech text ideas for class IX students of SMP Negeri 2 Satu Atap Ulu Moro'o in the 2020/2021 academic year.

Based on the results of research and discussion, the suggestions of researchers are:

1. Students' ability in identifying persuasive speech text ideas needs to be improved,

2. To improve students' abilities in identifying persuasive speech text ideas, it is necessary to have an understanding of Indonesian language subject teachers both in terms of learning preparation, learning implementation, to evaluating learning outcomes as well as adjusting the media and learning models used so that what is expected is increased ability to identify text ideas persuasive speeches of students in learning activities can go well,
3. It is necessary to carry out further research on other factors on the ability to identify ideas of persuasive speech text of students in order to obtain a comparison of the magnitude of the relationship between these factors and the ability to identify ideas of persuasive speech text.

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