

THE RELIGIOUS VALUES IN TEACHING WRITING PERSUASIVE TEXT

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Abstract

Writing is sometimes neglected taught by the teacher due to the limitation of the time provided. Besides, in teaching writing, teacher tends to avoid the religious values in teaching writing persuasive text in order to build students' character. However, students are required to master writing in order to express the idea or information in communication. Therefore, this study is an attempt to study the religious values in teaching writing persuasive text. The population of this study was all of the eleventh graders of SMA Negeri 1 Kandis Ogan Ilir. The samples were chosen by purposive sampling method. As a result, two classes consisting of thirty students in each classes were selected as the samples. The qualitative approach was used in this study and observation is the main instrument used to get the data about the process of teaching writing persuasive text. The observation done from the beginning to ending of teaching and learning process of writing persuasive text. Based on the observation, it was indicated that the students were interested in learning writing persuasive text and got some religious values to build their characters. In addition, the students were eager to write persuasive text because of interesting materials. They could explore their idea freely by writing the main information and writing information explaining the religious values in writing persuasive text. By teaching writing persuasive text including the religious values, hopefully the teacher of English can select the material and content of the subject matter which infused the religious values during the classroom.

Key words: writing, persuasive text, religious values

1. INTRODUCTION

Indonesia is in the position of 60 out of 61 countries in terms of reading which is stated in the newspaper of OKI in 2016. It indicated that Indonesian people are lazy to read so that the books or information produced in the form of written are decreased. In fact, writing is very important for us to share or express the ideas or information in the written form so that someone can read and know the idea or information.

Writing as productive skill and one of the skills in English must be learned by the students. According to Barden (2003, p.1), writing helps students to develop organizational, communication, and thinking skills. Leo (2007, p.1) also explains that writing is a process of expressing idea or thought in words which should be done at leisure time. It can be concluded that writing is the way to express idea or thinking in someone's mind which is done in relax condition and free time in order to get some ideas and inspiration to write something.

Writing is important to be learned, but students considered writing as a difficult subject. Lewis (2009, p.6) states that writing is one of the most difficult subject to teach and one of the most neglected areas of instruction. Urquhart (2005, p.11) also explains that writing is a complex process and most of the research literature recognizes the difficult of writing faced by students. It can be inferred that writing is a difficult skill to be learned because there are some aspects of

language, such as structure of the sentences, choice of words, punctuation, and so on that should be considered in writing.

One of the written communication is used to express the information to the others by using persuasive text. The purpose of persuasive text is to convince, encourage or persuade the reader to do something written in the text (Wiyanto, 2004:68). The use of persuasive text can be found in daily activities. Therefore, learning writing persuasive text is very important for students to be taught in the school. In other words, it is stated in the school based curriculum which means that the students must learn persuasive text.

In teaching writing persuasive text process, teacher should insert the religious values in order to build students' character. Based on Rachmawati and Supriatna (2014), in teaching English at Islamic Senior High School, the teacher should insert religious and moral values in every English instruction. Besides, the teacher should infuse the material or content of hadist or Holy Qur'an related with the habitually action students like in transportation, a position in praying men and women, and soon. It can be concluded that the religious values are very important to be taught by the teachers to their students.

Based on the previous explanation, the researcher focusing the objective of this research was to see the students' progress in terms of religious values when learning writing persuasive text.

2. LITERATURE REVIEW

2.1 Writing and Its Steps

Writing is a process of exploration that offers benefit to the students and content area teachers alike. As students write to make their ideas clean and comprehensible, they get experience the fun of discovery and so do their teachers (Urquhart, 2005, p.3). In addition, Oshima (2007, p.15) explains that writing is never a one step action it is an ongoing creative act, a continuous process thinking and organizing, rethinking, and reorganizing, and a powerful tool to organize overwhelming events and make them manageable. Hidi and Bocolo (2007, p.121) state that writing is a process and that have structures and forms for communicating their ideas more effectively were expected to be meta cognitive positioned to engage writing differently than students who only thought of writing as an assignment. In other words, when the students first write something, the students have already been thinking about what to say and how to say it.

Moreover, Huy (2015, p.53) states that writing is a skill, which is not only helpful in writing to English but also useful to improve other considerably. In other words, being a good at writing will bring many benefits for students, such as to develop students' ability of using vocabulary and grammar, to increase the ability of using language, to support other skills so that they can speak and read the text more effectively, and to approach modern information technology as well as the human knowledge.

Cymru (2010, p.23) mentions that there are seven steps that can help students when they want to write, namely: 1) self-questioning, 2) planning content, 3) sounding out, 4) writing first draft, 5) revising the text, 6) editing, and 7) preparing final copy. The explanation of each steps are listed below.

1) Self-questioning

Asking students questions about their writing to establish audience and purpose in their own minds, for examples: Why am I writing this text?, Who am I

writing for?, What kind of language do I need to use?, What do I need to tell them?, and How will I organize my work?.

2) Planning content

Thinking about theme, information content, and so on, to suit the task through: brainstorming ideas, alone or with others, researching the topic in books or on-screen, and making notes using other resources to stimulate and/or inform.

3) Sounding out

Rehearsing what is to be written orally prior to writing in small groups or with talk partners and experimenting until it sounds right.

4) Writing first draft

Getting something down on paper or on-screen. Focusing on the sequence of ideas/content. Having a go at problematic spelling at this stage using spelling strategies specifically taught.

5) Revising the text

Reading what has been written aloud to a partner or to self. This highlights omissions, grammatical inconsistencies, and so on that might not be apparent if the work is read silently since the writer will often 'read' what should be there rather than what is actually on the page. Reviewing the text and identifying: whether or not the text makes sense, add to description or provide missing information, whether or not the tone is appropriate for the audience, whether or not anything needs to be omitted because it is repetitive or irrelevant, and so on, and making revisions on paper or on-screen.

6) Editing

Checking the organization or sequencing of ideas or events or paragraphs to ensure writing is coherent in terms of spelling, punctuation and grammar.

7) Preparing final copy

Producing a final copy suitable for publication, preferably for a real audience, paying attention to presentation either in legible handwriting or using ICT.

In conclusion, the students should follow the seven steps, such as self-questioning, planning content, sounding out, writing first draft, revising the text, editing, preparing final copy in order to make a good text.

2.2 Persuasive Text

Persuasive text is the continuation or development of argumentative text. In the beginning of writing persuasive text, the writer should express the idea followed by giving the evidence or example to convince the reader by encouraging, persuading or giving suggestion (Wiyanto, 2004, p.68). Prasetya (2008) also explains that persuasive text is used to encourage someone to do something. Persuasive paragraph usually found in advertisement in which the advertisement encourage the customer to use, buy or exploit the product or things.

Based on the experts opinion, it can be concluded that persuasive text is a written form which contain encouragement, persuasion or suggestion so that the reader can be persuaded to do what the writer done.

2.3 Religious Values

According to Kraft (2017), religious value define what people expect of themselves d of others based on the beliefs common to the religions they practice. Such values represent the core principles that guide daily decision making. They help people determine which actions to take and to make judgments about right or wrong and good or bad.

Meanwhile, Mufti (2013) mentions that core religious practice of Islam: The Five "Pillars" in Islam. The five pillars of Islam are the declaration of faith, prayer, fasting, charity, and pilgrimage. The five pillars are explained below.

- 1) Declaration of Faith: The "Declaration of Faith" is the statement, "La ilaha illa Allah wa Muhammad Rasul-ullah", meaning "There is no deity worthy of being worship except God (Allah), and Muhammad is the Messenger (Prophet) of God"). The Declaration of Faith is more than just a statement; it must be shown with one's actions. To convert to the faith of Islam, a person has to say this statement.
- 2) Daily Prayer: Prayer is a method by which a Muslim connects to God and gathers spiritual strength and peace of mind. Muslims perform five formal prayers a day.
- 3) Zakah: A type of charity. Muslims recognize that all wealth is a blessing from God, and certain responsibilities are required in return. In Islam, it is the duty of the wealthy to help the poor and needy.
- 4) Fast of Ramadan: Once each year, Muslims are commanded to fast for an entire month from dawn to sunset. The period of intense spiritual devotion is known as the fast of Ramadan in which no food, drink and sex is allowed during the fast. After sunset one can enjoy these things. During this month Muslims practice self-control and focus on prayers and devotion. During the fast, Muslims learn to sympathize with those in the world who have little to eat.
- 5) The Hajj Pilgrimage to Mecca: Every Muslim strives to make once-in-a-lifetime pilgrimage to the sacred sites in Mecca, in present-day Saudi Arabia. It is the most intense spiritual experience for a Muslim. Typically, 2-3 million perform hajj every year.

In this study, the religious values that the teacher transferred to the students were some core religious practice of Islam or the five pillar in Islam which could be seen by the researcher directly.

3. METHODS

The subjects of this study were the eleventh grade students of SMA Negeri 1 Kandis Ogan Ilir. Two classes were selected by using purposive sampling method consisting of 30 students who had the same criteria, namely had the same English average (75) and taught by the same teacher of English.

This study adopted qualitative approach and used observation to collect the data. In this study, participant observation was used in which the researcher involved in conducting the research. To collect the data, the researcher observed the students' activities in the class. Since the students learned writing persuasive one topic for two meetings, so the researcher made checklist on the observation sheet in the second, fourth, sixth, and eighth meetings from each topics.

4. FINDINGS AND DISCUSSION

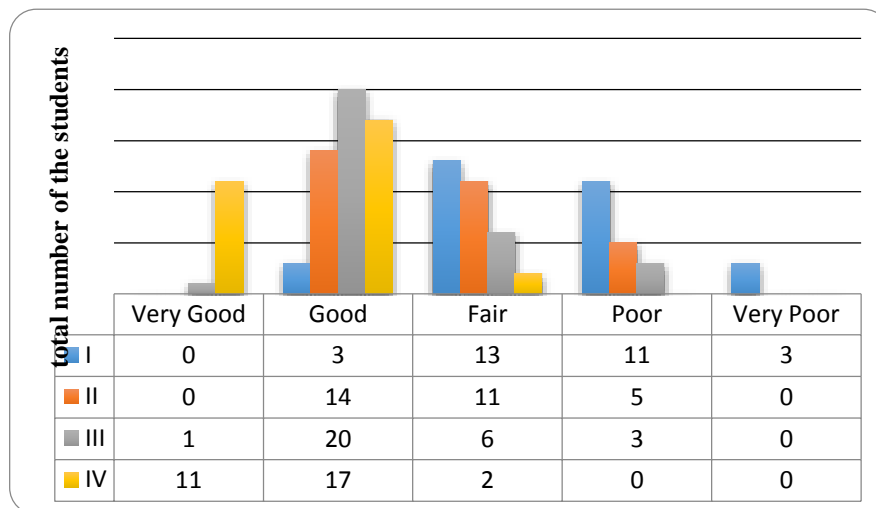
Based on the observation done by the researcher, it was found that in the first observation no student was in very good category, three students were in good category, thirteen students were in fair category, eleven students were in poor category, and three students were in very poor category. It indicated that most of the students (43%) who were in fair category did not really apply some religious values that they got when learning writing persuasive text.

In the second observation, no student was in very good category, fourteen students were in good category, eleven students were in fair category, five students

were in poor category, and no student was in very poor category. It indicated that most of the students (46%) who were in good category applied some religious values that they got when learning writing persuasive text in the classroom.

In the third observation, one student was in very good category, twenty students were in good category, six students were in fair category, three students were in poor category, and no student was in very poor category. It indicated that most of the students (66%) who were in good category and one student (3.3%) who were in very good category applied some religious values that they got when learning writing persuasive text in the classroom.

In the last observation, eleven students were in very good category, seventeen students were in good category, two students were in fair category, no students were in poor and very poor categories. It indicated that most of the students (56%) who were in good category and eleven students (36%) who were in very good category applied some religious values that they got when learning writing persuasive text in the classroom. The results of the first, second, third, and fourth observations can be seen in Graph 1.



Graph 1. The Result of the Observations

Furthermore, based on the observations, it was found that most of the students were interested in learning writing persuasive text because the topics discussed were interesting and the teacher inserted the religious values in teaching writing. As a result, the students were motivated to write persuasive text, correlate their bad and good experiences in writing persuasive text, and got some religious values to build their characters. Some religious values that the students got when learning persuasive text were related to some five pillar in Islam, such as did dzuhur prayer in time, used mobile phone to give advice to their friends, bought healthy food, ate something good food, said basmallah and hamdallah before and after the activity, had good attitude, and so on. In fact, in terms of smoking, few of students still did this activity. Therefore, it needed work hard to make them stop smoking.

In addition, the students were eager to write persuasive text because of interesting materials. They could explore their idea freely by writing the main information and writing information explaining the religious values in writing persuasive text. Besides, the students could explore their idea and correlate their bad and good experience in writing persuasive text.

5. CONCLUSION

The religious values were very important to be known and learned by the students in the school. Therefore, teacher of English should select appropriate material which included the religious values. Based on the observation done, after teaching persuasive text, the students' attitude towards the religious values improved. It could be seen from the observation that showed their improvement which were related to some five pillar in Islam, such as did dzuhur prayer in time, used mobile phone to give advice to their friends, bought healthy food, ate something good food, said basmallah and hamdallah before and after the activity, had good attitude, and so on.

Besides, teacher of English could elaborate the material and correlate the religious values which were stated explicitly or implicitly in the text with the students' experiences. By teaching writing persuasive text including the religious values, hopefully the teacher of English can select the material and content of the subject matter which infused the religious values during the classroom.

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