

**TEACHING ARGUMENT CONSTRUCTION IN PERSUASIVE TEXTS
THROUGH A ROLE-BASED GUIDED DISCUSSION STRATEGY FOR
PHASE F STUDENTS AT SMAN 16 BANDUNG**

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ABSTRACT

This study was motivated by students' low ability to construct arguments in persuasive texts, particularly in developing reasons, supporting evidence, and logical relationships among arguments. Therefore, an instructional strategy that actively engages students in the learning process is needed. The study aimed to determine students' argumentative writing ability before and after instruction and to examine the effect of the Role-Based Guided Discussion Strategy (RGDS) on students' ability to construct arguments in persuasive texts at Phase F of SMAN 16 Bandung. This study employed a quasi-experimental method using a Nonequivalent Control Group Design. The participants consisted of 70 students divided into an experimental class and a control class. The research instrument was an essay test administered through pretests and posttests to assess students' ability to identify issues, classify argumentative elements, explain their functions, design argument frameworks, and construct complete arguments. The findings showed that the mean pretest score of the experimental class was 32.48, while the control class achieved 31.18. After the implementation of the learning process, the mean posttest score of the experimental class increased to 72.56, whereas the control class reached 55.67. The results of the Paired Samples t-Test revealed a significance value of $0.000 < 0.05$, while the Independent Samples t-Test showed a significance value of $0.013 < 0.05$. These findings indicate that there was a significant improvement in students' ability to construct arguments in the experimental class and that the improvement was higher than that of the control class. Therefore, the Role-Based Guided Discussion Strategy had a significant effect on students' ability to construct arguments in persuasive texts at Phase F of SMAN 16 Bandung.

Keywords: argumentation, persuasive text, role-based guided discussion strategy writing instruction, Phase F.