

**INTEGRATING INFORMATION SEARCHING INTO COOPERATIVE
INTEGRATED READING AND COMPOSITION (CIRC) IN
ENHANCING LEARNERS' QUALITY IN WRITING
ARGUMENTATIVE ESSAY**

SKRIPSI

*Submitted Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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Dengan ini menyatakan bahwa skripsi saya yang berjudul **“Integrating Information Searching into Cooperative Integrated Reading and Composition (CIRC) in Enhancing Learners’ Quality in Writing Argumentative Essay”**. Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN,



JASTIN PRADANA HERSU

ABSTRACT

Jastin Pradana Hersu, 1902050038. Integrating Information Searching into Cooperative Integrated Reading and Composition (CIRC) in Enhancing Learners' Quality in Writing Argumentative Essay. Skripsi. English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. 2023.

The purpose of this study is to describe how to increase the quality of argumentative essays for student learning by using Cooperative Integrated Reading and Composition (CIRC) strategies. This is a two-cycle classroom action research study. This study focused on class XI high school students from PAB 2 Medan Helvetia, chosen by purposive sampling. The Essay Test comprises of 5 questions in the pre-test, an argumentative essay test in post-test 1, and post-test 2 to assess student development. Improved student grades and completion rates lead to an increase in enrollment. That The rise in students' total score from the pre-test was 1400 with a mean of 42.42 grew in post-test cycle 1, with a total score of 2507 with a mean of 75.96 in post-test cycle 2, with a total score of 2996 and a mean of 90.78. This yields absolute results in the pupil learning process. Therefore, implementing Cooperative Integrated Reading Composition Methods can increase the quality of producing argumentative essays.

Keywords: Cooperative Integrated Reading and Composition (CIRC), Argumentative Essay, Writing

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Finally, the researcher hoped that this study would be beneficial from the academic perspective, or others. The researcher also fully realized that this research is far from perfect, and thus any positive criticism is absolutely acceptable for the improvement of this research in the future.

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Medan, April 2024
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CHAPTER I

INTRODUCTION

A. Background of the study

English language subjects must be taught in schools from kindergarten to university levels. English language subjects must be taught in schools from kindergarten to university levels. English training is centered on four language skills. The four abilities are: speaking, listening, reading, and writing. In addition to reading, hearing, and speaking, children must also learn how to write in English. Writing is very important for students because it allows them to convey their ideas, experiences, and thoughts in written form; it is also necessary since it allows them to transfer information and knowledge. Students can use letters, notes, essays, invitations, and any other written form to provide information to the reader. Writing also needs time, thought, and numerous purposeful choices to progress from initial concept to public publication. Harmer (2001:79) defines writing as a form of communication in which feelings are transmitted or expressed in writing. The more the development of writing ability, the greater the individual's overall use of language. According to Brown (2016), writing is a technique to end up thinking something that started with thinking. Writing is a transaction with words in which it is currently thought, felt, and perceived. Students find it challenging to write well since they are often bored and uninterested in the topic. Lack of interest and drive to study based on students' English using methods and tactics that do not meet students' requirements or interests. Because dealing with learning with

individuals is challenging, approaches to get students to work together to increase excitement for learning are required.

Given the aforementioned circumstances, it is preferable for English teachers to be familiar with various methods and techniques for teaching English in order to motivate and interest students in learning writing by involving them in groups, discussing their ideas with their peers, and composing good writing. One option that can be used to improve students' writing skills is the cooperative learning model. Cooperative learning (CL), an evidence based teaching technique (Abramczyk & Jurkowski, 2020), evolved from research on group dynamics, social relationships, teaching, and learning (Antil et al., 1998). When the cooperative learning paradigm is applied, students work in groups to achieve a learning objective. To use method in teaching writing, a new technique needs to be established. English teachers can teach writing skills using the cooperative integrated reading and composition technique. This strategy allowed students to interact with one another before beginning their writing. It assists students in gaining prior knowledge prior to writing. According to (Slavin, 1995), which is cited in (Widodo, 2016:70), CIRC in writing and language arts focuses on designing, implementing, and evaluating a writing process approach and language arts that makes substantial use of peers. In this technique, students will gain their various background knowledge by having reading activity during learning writing and having group discussion.

Cooperative Integrated Reading and Composition (CIRC) integrates information search research because it teaches students to summarize, identify important concepts, respond to literal questions, forecast and explain, and

draw conclusions (Stevens & Slavin, 1995). The cooperative integrated reading and composition (CIRC) program can assist students enhance their reading comprehension skills, but there are several issues that the researcher is interested in addressing. The learners must actively and cooperatively participate in the activity as a coherent group because the activity's success is dependent on their participation (Moore & Hatch, 2015). They must also be accountable for completing the assignment for their individual development and the success of the group by working and learning together. One of the CIRC's key goals is to create, implement, and evaluate a writing process approach to writing/language arts that makes extensive use of peers (Stevens & Slavin, 1995). When students engage in dialogues with their peers using CIRC, they are exposed to new patterns of thought. CIRC has certain advantages and disadvantages. It increases learners' problem-solving abilities since learners would collaborate in their teams to discuss their experience and insight in obtaining the result of comprehension (Slavin, 2005). Slavin (1996) adds that learners taught with CIRC are highly motivated to complete the job since working in a diverse group affects their self-confidence in learning.

There are various types of writing, one of which is an essay. An essay is a piece of writing that defines a phrase. Some words have specific concrete meanings. Terms like honesty, honor, and love are more abstract and dependent on one's point of view. In their written argumentative essays, students frequently fail to use these argumentation tactics. There could be various causes for this critical issue: First, some students may not understand the features of an excellent argumentative essay owing to a lack of understanding (Bacha, 2010).

Second, even if students are aware of these features, they may find it difficult to use them while writing argumentative essays (Noroozi et al., 2013);(Valero Haro et al., 2019). An argumentative essay is one of the essay types. According to (Ramadhan, 2019) An argumentative essay is a style of writing in which the author argues for a specific issue and tries to persuade readers to agree with the writer's point of view. The essay that will be identified in this study is an argumentative one. According to Thompson (1993), an argumentative essay is the arguments presented by students to support their stance. An argument is more than just a declaration of opinion; it is an attempt to support their perspective with reasons. This is a critical viewpoint or thesis statement on her essay topic. In the opening paragraph of their essay, they should be able to prove their thesis in one or two students. The thesis statement explains that the conclusion is intended to prove. The essay's argument provides a series of reasons or evidence to support its conclusion. The purpose of an argumentative essay is to explain an argument or statement, which can be equivalent in developing writing content (Wingate, 2012).

An argumentative essay's purpose is to persuade the reader through written form. To be convincing, students must stand by their beliefs or argue the topic. A self-written plan of the topic or clustering and evaluating their writing is a package of necessary components when writing an essay (Anora, 2020). According to Konar (2009), the major objective of writing an argumentative essay is to persuade readers that one's particular point of view on a contentious matter is correct. Furthermore, one may have a secondary goal for his or her argumentative essay, which is to encourage the audience to take some form of action. According

to the statement above, an argumentative essay is a piece of writing that contains some facts and evidence. Someone should be able to demonstrate their own case toward the themes offered in the argumentative essay. The fundamental purpose of an argumentative essay is to persuade the readers or audience to agree with the author's stated perspective. In general, an argumentative essay is a type of writing in which the writer argues for a certain viewpoint and attempts to persuadereaders to agree with the writer. According to Harvey (2003), the act of forming reasoning, making orientations, drawing conclusions, and applying them to the case in argument; the process of understanding assertions not known or admitted as true, from facts or principles known, admitted, or proved true. Obstacles and difficulties in writing, particularly grammar, can still be found in student writing products. As a result, students writing products in higher education are consideredto be of low quality due to their ability .

However, based on research conducted while researchers were apprentices at SMK PAB 2 Helvetia Medan, researchers discovered many students who struggled with learning English, particularly writing and constructing sentences or essays. students can only write without being able to interpret meaning and information from the text, and students struggle to compose quality essays.

Students' writing skills are very good, but one of the main reasons is that students are only asked to see and write what the teacher orders by working individually, which causes delays in the student learning process related to improving students' argumentative essay writing skills, so the CIRC method is very important to form groups that are able to integrate information in a structuredand efficient approach in producing great argumentative essay items.

In this study, the researcher concentrated on improving the quality of the Argumentative Essay produced by twelve-grade Vocational School students in their writing results.

A. Identification of Problem

Based on the study's context, the problems are:

1. Students are not interested in learning Argumentative Essays.
2. The students' face difficulties in learning reading comprehension.
3. The teacher continued to employ traditional teaching methods.

B. Scope and Limitation

The scope of this research is writing using the Cooperative Integrated Reading and Composition (CIRC) technique, with a focus on argumentative essays.

C. Formulation of Problem

1. How do students' activities during the application of the The technique of cooperative integrated reading and composition (CIRC) improves the quality of argumentative essays ?
2. Was there any improvement of the quality in writing argumentative essay ?

D. Objectives of Study

The goal of this research, based on the problem formulation above, is to investigate the use of the CIRC technique to improve the quality of students' argumentative essays.

E. Significance of Study

The findings of this study are anticipated to be relevant for:
Theoretically:

1. English professors seeking to improve their skills to teach writing, particularly argumentative essays.
2. Students who desire to improve their comprehension of writing argumentative essays.
3. Another researcher will perform more research on the same topic or methodology. It can provide them with knowledge about teaching methods, particularly the Cooperative Integrated Reading and Composition (CIRC) Method. This makes their research easier.

Practically:

1. Cooperative Integrated Reading and Composition approach helps students enhance their argumentative essay writing skills.
2. English teachers can enhance their teaching quality by implementing the Cooperative Integrated Reading and Composition technique, particularly when teaching Argumentative Essays.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

In the theoretical framework, the writer attempts to provide information about what the examples are all about. It is effective in reducing or preventing miscommunication amongst readers about the issue.

1. Writing

Writing is a major talent in English that is classified as active or productive. Writing, according to Aldersen and Bachman (2002, p.5), is a standardized system of communication as well as a tool for learning that reflects students' thinking and reasoning skills. Furthermore, Reichenbach (2001) says that writing is a process that helps us generate ideas, clarify our points of view or beliefs, and sort out the evidence for believing our beliefs are true. Thus, writing achievement is defined as students' capacity to convey their ideas, thoughts, and feelings in writing as judged by a writing assessment. This growth in the importance of writing, as well as the eventual development of writing skills, will allow students to graduate with a talent that will help them for the rest of their lives (Alber-Morgan et al., 2007)

Oshima and Hogue (1991) describe writing as a progressive activity. They explain that before the writer writes anything down, he has already considered what he is going to say and how he will express it. The author then examines what he has written and, if necessary, makes modifications and corrections. As a result, they argue that writing is never a one-step process, Pre-writing, drafting and revising, editing, final copy proofreading, and publishing are the processes involved (Oshima & Hogue, 1991; Thomas 2005).

According to (Nunan, 2012), writing is plainly complex, and fluency in writing is regarded as the final linguistic ability to be mastered. Before beginning to write, a learner needs first grasp the other linguistic competence. This knowledge will be valuable to the children and essential for their ability to express themselves. As a result, the implicit or explicit ideas in the writing should be clear to the reader.

Cooperative Integrated Reading and Composition (CIRC)

(Ahuja, 1994) defines cooperative learning as an educational technique in which students are encouraged to interact in groups on academic assignments with a common goal. He goes on to explain that group members discuss ideas, debate their points of view, and regularly change their beliefs. Students are not expected to work in groups, but rather to learn in groups (Slavin, 1996).

John Hopkins University's (Johnson and Slavin, 1995) define CIRC as having three major components: Direct Instruction in Reading Comprehension, Base-Related Activities, and Integrated Language Arts and Writing. The majority of CIRC activities need students to work together in various learning teams. This activity cycle includes teacher training, team practice, team pre-assessments, and a quiz. Students should wait until their teammates have concluded that they are ready to take the quiz. The CIRC concept was developed to supplement the traditional "skill-based reading groups" approach. To begin, students form reading groups in the classroom. Students are then divided into groups and matched. When the teacher collaborates with a reading group, couples employ the reciprocal learning technique to teach each other significant reading and writing talents. They help one another with basic skill-building exercises like oral reading, contextual guessing, asking questions, summarizing, writing a composition based on the story, and reviewing and modifying the composition. At the conclusion of this process, team novels are often

published. E.R. Slavin, 1995. Theory and practice of cooperative learning. The Hopkins University is in New York.

Students' contributions to their teams are based on their quiz scores and individually written work, ensuring individual accountability. Thus, when using CIRC to teach writing, The various levels of writing achievement must be examined. According to (Slavin, 1995), the adoption of Writing process models teach students to use a cycle of planning, drafting, rewriting, editing, and publishing compositions, has grown rapidly.

According to (Slavin, 1995), one of the main goals of CIRC's writing and language arts programs Designers were to develop, implement, and evaluate a writing-process approach to writing and language arts that relied heavily on peers. Furthermore, according to Slavin (2005: 204), The major component on CIRC consists of eight parts. The eight components are:

1. Teams, i.e. the formation of a diverse group of four or five students.
2. Placement tests, for example, are created from the average value of daily exams prior to or on the report card, allowing the teacher to identify students' strengths and shortcomings in certain areas.
3. Students who are inventive, perform assignments in groups by creating a setting in which individual performance is dictated or impacted by group success.
4. Team study involves groups and teachers working together to serve those in need through various learning activities.
5. Identifying and recognizing team members, Work group evaluations and providing criteria for awarding the brilliant group and groups that are judged less successful in completing the assignment

6. Teaching group, which provides a brief introduction to the teacher prior to group work.
7. Facts test, which is the execution of the exam or test based on the facts gathered by the students.
8. Whole-class units, essentially the teacher providing a summary of the information at the conclusion of time learning with problem-solving procedures.

According to the researcher, Cooperative Integrated Reading and Composition (CIRC) is a sort of cooperative learning that is commonly used to teach reading and writing. The use of this form of learning gets students more engaged in the learning process. Cooperative Integrated Reading and Composition (CIRC) consists of the following steps: (1) Group, (2) Placement test, (3) Student study, (4) Team study, (5) Team scorer and team recognition, (6) Teaching group, (7) Facts test, (8) Whole class units.

Program Elements in Cooperative Integrated Reading and Composition (CIRC).

1. This class contains components of teaching cooperative learning with CIRC. Some CIRC elements are based on (Slavin, 2005).
2. The Reading team. If reading teams are utilized, students are grouped into teams of two or three people with similar reading abilities, which can be determined by the teacher.
3. Team. The students are separated into teams of two couples reading, and these teams of two couples reading are then divided into teams of two couples reading. Story connection activity. The students are well-versed in subjects focused on reading, such as novels or comic books. In form narrative, discusses structure tale to capacity such as make and spirit

predict and identification difficulty. After learning this narrative, students are given a list of exercises to complete in this team when they are not working with the teacher in the reading team. Steps activities are as follows:

- a) Reading with a partner. Students should read their experiences in the form of narrative text in their hearts, and then take turns reading the story out loud as a couple. Every error made by the reader is corrected by the listener. Teacher assigns a score to each student who works with a round and listens to each student read one by one.
- b) Write Story to involve and Arrangement Language Story. Students are given questions which interrelated with each story to all narrative. In the end of story student response story all and write some paragraph about topic.

- c) Word Express with Loud. Student are given list new words, then they are must study reading this words with true and not doubtful or wrong say.
- d) Semantic. Students are given words list in the story new includes the vocabulary and look words in the dictionary, write means with simple understand.
- e) Independent Reading and Book Report. Student read this book and change choosing student work team in the class during 20 minutes. And then parents form in signature if the student was read this job book. Student also finish book report is regular, and then they are get point in the team for this task.

1.1 The Advantages and Disadvantages of Cooperative Integrated Reading and Composition

1.3.1 The Advantages of This Method:

- 1) Cooperative Integrated Reading Composition can delve into students' past knowledge to obtain a new fact or skill, as well as guide students to think actively.
- 2) Cooperative Integrated Reading Composition can boost students' willingness to contribute ideas in the classroom.
- 3) Cooperative Integrated Reading Composition allows students to learn and collaborate with their peers.
- 4) Cooperative Integrated Reading Composition can improve students' thoughts.
- 5) During the conversation, varied responses from students might broaden their knowledge and assist them in selecting a solution.

1.3.2

- 1) Too many people waste time.
- 2) Making class administration and student organization more challenging

1.2 The Purpose of Cooperative Integrated Reading and Composition

The process of Cooperative Integrated Reading Composition method is designed as follows:

- 1) First, reading together, each students substitutes to read aloud in different paragraph.
- 2) Second, writing generic structure of the text, teacher gives question related the Narrative text, such as characters, setting conflict and resolution.
- 3) Third, retelling the story, members of the group retell the story based on the discussion.
- 4) Fourth, testing students' comprehension, teacher asks the student to write a sentence related to generic structure of the text.
- 5) Five, closing by teacher as usually.

2. Argumentative Essay

1) Definition

An argumentative essay, according to (Oshima, 2006), is one in which you agree or disagree with a subject and use reasoning to defend your position. Your goal is to persuade your reader that your point of view is correct. Argumentation is a popular type of essay topic because it requires students

to think for themselves: they must adopt a position on an issue, back up their position with strong reasoning, then back up their reasons with solid proof.

Argumentative essay is one in which you try to persuade someone to do or not do something. The reasons for your perspective, idea, belief, etc. are expressed in an argumentative essay. contentious (adj): someone who is contentious frequently or enjoys debating. Argument (n): a set of reasoning that demonstrate that something is true or false, right or incorrect, and so on. When you express an opinion and try to persuade your listener or reader to embrace it, you are agreeing or disagreeing with something.. For example, in ordinary life, you might try to persuade a buddy to travel somewhere, or in a composition or speech class, the instructor might assign you to support or oppose the usage of nuclear energy to generate power. You will want the reader or listener to accept your point of view whether you agree or disagree on an issue. So, we must be able to persuade listeners with what we say, and we must also have correct proof.

2) Component

Stab and Gurevych (2014:1501) explain that the argument component contains a claim that is supported or rejected at least by one premise. Claim is the center of a component in an argument. Claim is a controversial sentence that should not be accepted by the reader if no subsequent sentence supports the claim. Premise is a component that describes the validity of claims.

According to Hatch (1992), a classical description of the structure of an argumentative document consists of an introduction, reason, refutation, and conclusion.

1.4 Introduction. You can begin by introducing the problem and providing background information for the argument and thesis.

1.5 Reason. It is usually best to devote one paragraph to each reason.

Typically, two or three explanations are given.

1.6 Refutation. One or two paragraphs are normal, depending on the points the writer wishes to emphasize.

1.7 Conclusion. Restate the main idea you wish to highlight.

So, the argumentative essay structure above has points that we must follow when writing arguments.

2 Skills

Whether you are analyzing another's argument or building your own, each sort of competence is essential. The groups are as follows:

- a) Identifying Arguments: Effective critical thinkers recognize arguments when they encounter them. (For example, if you don't know what a bird looks like, you can't be a competent bird watcher.)
- b) (Re)Construction: Effective critical thinkers can develop an argument that employs premises to support a conclusion, or they can reconstruct the reasoning of another.
- c) Analysis: Effective critical thinkers may assess how well premises support their conclusion.

3 Generic Structure

The general claim that will be justified using evidence and logic in the body of the essay is referred to as the thesis statement. A good thesis implies a framework. There are numerous forms for arranging contentious dialogue in written prose, according to Maccoun (1983, as referenced in Hatch, 1992). One of them is:

Body

- a) Pro(for/in support of) argument : (weakest argument that supports your opinion)
- b) Pro(for/in support of) argument : (stronger argument that supports your opinion)
- c) Pro(for/in support of) argument : (strongest argument that supports your opinion)
- d) Con (against/negative) : (Counter/oppose arguments and your refutation)

Conclusion: Summary, solution, prediction or recommendation.

Example:

Education

Currently, education in Indonesia lags far behind that of other countries throughout the world. Even Indonesia is inferior to neighboring dull countries Singapore and Malaysia. We can see this from the significant proportion of their population that has access to university education. Meanwhile, in Indonesia, the number of individuals who have just received education is still far behind that of

other countries, particularly in rural areas such as Papua, NTB, NTT, and many others. The backwardness of education in these places is related to Indonesia's unequal education system. The government only constructs educational institutions in cities. Not only that, but the region's small number of teachers adds to the region's disadvantage in terms of access to education. As a result, education in Indonesia is uneven and lags behind, making it unable to compete with other countries.

5) Language Feature

a) Simple present tense

Because it examines a true phenomenon, argumentative essays necessitate the usage of the simple present tense. However, various tenses are most likely being employed depending on the writer's demands. Argumentative essays contain a lot of reference, such as it, the, they, this, and so on. Taking it for granted destroys the readers' understanding. Readers may become disoriented in the middle of a book if it is unclear what a reference relates to. Because it is an argumentative essay, strong words are typically used to persuade its readers.

b) Coherence

Coherence is constructed by three aspects cohesion (lexical and grammatical linkages), plausibility or interpretability (semantic association between old and new knowledge), and justifiability (logic) comprise coherence. This examination focuses only on cohesion issues. To construct a unified argumentative essay, the writer must pay attention to the topic phrases of each argument. The arguments, which may take the shape of claims, reasons, instances,

or evidences, must be well connected to one another. It is beneficial and beneficial to the readers' flow of thought. If the ideas are scattered without concentration, the thesis becomes muddled, and readers may become disoriented in the middle of the reading.

As a result, the writer has access to connectives. Connectives are mostly utilized in body paragraphs with a specific goal of the writer. To write points of argument into a list, for example, the connectives are first, first and foremost, second, third, finally, and so on. The writer may utilize additionally, furthermore, in addition, besides, and so on to provide additional supporting explanations or facts. If the writer wishes to express the same concepts in a different manner, the connectives could be in other words, having this in mind, and so on. There are other examples: for example, for example, especially, particularly, and so on. To draw a conclusion, a writer declares the thesis statement that began with in conclusion, to summarize, therefore, and so on.

1) Type

Persuasive, research, analytical, and personal essays are examples of argumentative essays (Kalish, 2016:246):

a) Persuasive Essays

Persuasive essays give an argument and attempt to persuade the reader that one side is superior to the others. Argumentative essays should begin by clearly identifying the author's point of view and use evidence to support that point of view throughout. As many sides of the argument are given, the writer should dispute these viewpoints in order to persuade the reader that his is the correct one.

b) Research Papers

Argumentative research papers significantly rely on outside sources to make and defend their main point. It is critical to take a balanced approach when writing an argumentative research paper. Authors must attempt to mention roughly the same number of sources for opposing points of view as they do for the main argument.

c) Analysis Essays

Argumentative essays examine other argumentative writings. The goal of this style of essay is to analyze the argument of another author. Persuasiveness, proof, and clarity of writing, presentation, and style are all important aspects of analysis. Because this is an analysis essay as well as an argumentative essay, the author must make a strong case for the quality and persuasiveness of the work she is analyzing.

d) Personal Essays

To develop a case, a personal argumentative essay does not need to rely on research. Because this style of essay is based on personal preference and opinion, the author must build a compelling case based on his own subjective reasoning. The difficulty in writing this form of argumentative essay is persuading others to share a personal viewpoint. In order to make the main argument more persuasive, research can and should still be included in a personal argumentative essay. Furthermore, all sides of the subject should be explored in order to confirm the author's thesis and persuade the reader that it has been well developed.

2.1 The Procedure of CIRC in Teaching Argumentative Essay

According to (Durukan, 2011) the procedures of Cooperative Integrated Reading and Composition (CIRC) are as follows:

a. Introduction by Teacher

First and foremost, the instructor provides basic knowledge to the students in the classroom.

b. Group Work

Four to five student groups were formed. Group participants were given worksheets and other materials produced by the teacher. Students can collectively answer questions based on the substance of the work, and answers can be reviewed by each member and distributed to other groups. Other numbers also influence the replies, and the process continues in this manner.

c. Assessment

Assesment is based on the characteristics of the chosen technique, skills, or information learned by students in relation to course content, which is accessed by students alone or cooperatively. Detection of successful group.

The following are the steps of the CIRC type of cooperative learning models: Individual and group evaluations of the student score are recorded on a group scoreboard, and the final score is added up. The group with the highest overall score wins.

B. Review of Related Research

In doing the research, the writer found some previous research that can be based on consideration for the writer's research. In this point, the writer tries to explain what the previous researches discuss on their research. And the writer will take some points of their researchers that are related to the writer's study.

1. The first research entitled "COOPERATIVE INTEGRATED READING AND COMPOSITION TECHNIQUE: A MEAN OF IMPROVING STUDENTS' ABILITY IN WRITING EXPLANATION TEXT" conducted by Hijjatul Qamariah¹), Rosdina²), Nostaria Fitri³) in 2019. The purpose of this research is to examine the Cooperative Integrated Reading and Composition (CIRC) technique and how it can be used to improve the writing of explanatory texts by second grade students at SMAN 5 Banda Aceh. Researchers assigned a class of 30 students into 6 groups in their study. This demonstrates that the students in this study improved at writing explanatory essays after using the CIRC technique. The research is relevant because it applies the CIRC technique using the same idea and produces high-quality argumentative essay products using instruments in the classroom, which will demonstrate student growth.
2. The second research entitled "AN ANALYSIS OF STUDENTS' ARGUMENTATIVE ESSAY WRITING SKILL OF THIRD SEMESTER OF ENGLISH LANGUAGE EDUCATION-UIR". Conducted by Dinda Ramadhani Putri and Arimuliani Ahmad in 2022. An organized style of essay writing that centers on a specific point is called an argumentative

essay. The purpose of this writing is to debate a controversial theme or topic and persuade the reader to accept or agree with the author's point of view. Therefore, the aim of this research is to evaluate third semester students' ability to write argumentative essays. Qualitative research methodology was used to conduct this research. The third semester of the 2020–21 academic year is the place for participant registration. Therefore, this can be taken into consideration when deciding on the best techniques and media to improve students' writing skills. Consistent research findings across all themes studied and the results of high-caliber essays written by students make this research thesis relevant.

3. The third research entitled " ARGUMENTATIVE ESSAY IN THE PERSPECTIVE OF TOULMIN'S MODEL: NEEDS OF EVOLUTING INDONESIAN SOCIETY FROM SPOKEN CULTURE TO WRITTEN CULTURE" conducted by Y Setyaningsih and R K Rahardi² in 2019. The weak arguments in argumentative essays ought to be a major worry for Indonesian teacher. This is a result of poor essay argument quality and essay structure knowledge. Additionally, this is brought on by the long-lasting oral culture rather than the widely shared written culture of most Indonesians. A pressing need exists to guide society's citizens toward the cultural side's unfinished business. Therefore, it is crucial that researchers create effective ways to raise the caliber of argumentative essay writing. This research serves as an introductory analysis to a more thorough development analysis. This research's data came from an argumentative essay that students had authored. The observation method is used to

acquire data. The researchers also employed content analysis and distribution tools to study the data. The outcome of the study indicates that both the essay's organization and its argument's clarity need to be enhanced. Describe the caliber of the organization and the clarity of the arguments presented in this paper's discussion section. The study's findings also commend researchers for coming up with methods for enhancing the caliber of argumentative essays and for having triggered Indonesian society's transition from a lasting oral culture to one that values great writing. My thesis investigation is significant because it provides information about how to raise the caliber of argumentative writings. This relates to the initial instance where the researcher used tactics to enhance argumentative essay writing abilities because awareness of writing was quite poor.

4. The fourth research entitled “THE INFLUENCE OF USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) TECHNIQUE TOWARDS STUDENTS’ WRITING ABILITY ON NARRATIVE TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMAN 1 KATIBUNG SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018 conducted by Bella Maidiya Putri in 2018. In South Lampung's SMAN 1 Katibung was the site of this study. According to preliminary study done at the school, many students struggle to write narrative texts because they lack the proper syntax and vocabulary. They also struggle to develop and communicate their thoughts in writing narrative writings. The same free writing strategies are always

applied while employing the teacher's instructional method for writing. As a result, the Cooperative Integrated Reading and Composition (CIRC) strategy was used in this study as an efficient method for letting students collaborate with their friends. Students benefit from and enjoy this activity's teaching and learning processes. The goal of this study is to determine whether adopting cooperative integrated reading and composition techniques (CIRC) has a substantial impact on students' ability to write narrative texts during the second semester of class XI SMAN 1 Katibung Selatan Lampung in the 2017–2018 academic year. Discussing the use of the CIRC approach in the learning process is relevant to both of our theses. This thesis focuses on how the CIRC technique affects students' ability to create successful narrative texts. The distinction with this researcher thesis is because the end result is different an argumentative essay in which students must present evidence in the shape of an argument even though the technique of instruction is comparable to employing CIRC, which allows for successful and enjoyable learning.

5. The fifth research entitled “THE IMPLEMENTATION OF COOPERATIVE INTEGRATED READING COMPOSITION (CIRC) METHOD ON THE STUDENTS’ READING COMPREHENSION ACHIEVEMENT” conducted by Delvina Astuti in 2019. This study tries to explain how using the Cooperative Integrated Reading Composition Method has improved students' reading comprehension of narrative texts. This study was conducted in two cycles as classroom action research. The

purposive sample approach was used to choose the class VIII students from SMP Budi Satrya Jl. Lieutenant Sudjono, Medan, as the study's participants. The CIRC technique is used in this thesis to apply it to the subjects that will be taught in class, but the end product an argumentative essay is different. The use of the CIRC technique improves students' writing abilities and the caliber of their work in class.

C. Conceptual Framework

Writing is the most challenging activity in language; students must study more diligently in order to write properly. There are several factors that make writing tough. To begin, strong grammar is required for writing. Second, people are known to spend less time writing than they do listening, speaking, and reading. Third, when students of English as a foreign language write something, they are concerned about whether what they have written is correct or incorrect. To summarize, writing is the most hardest skill that students have acquired. Writing an argumentative essay is a crucial skill for kids to learn because it is taught in vocational school. Students must be able to develop and construct arguments while also producing high-quality argumentative essays. To assist students enhance their accomplishment in composing news item text, the CIRC technique can be utilized to help them associate concepts while enhancing their critical thinking about events or phenomena that occur in their environment and daily life. Most CIRC activities need students to cooperate in diverse learning teams. This activity cycle includes teacher training, team practice, team pre-assessments, and a quiz. Students do not take the quiz until their teammates decide they are ready.

Students have equal chances of success since they work on material that is suited for their reading levels.

CIRC is an effective way for teaching reading and writing because it allows students to become more involved in the learning process. Interaction among students may lead to students learning more from one another. The activities in the CIRC method then engage students in the teaching learning process by allowing them to interact not only with the teacher but also with other students. Furthermore, with the CIRC technique, students might process as group members who collaborated successfully.

Figure 2.1 Conceptual Framework

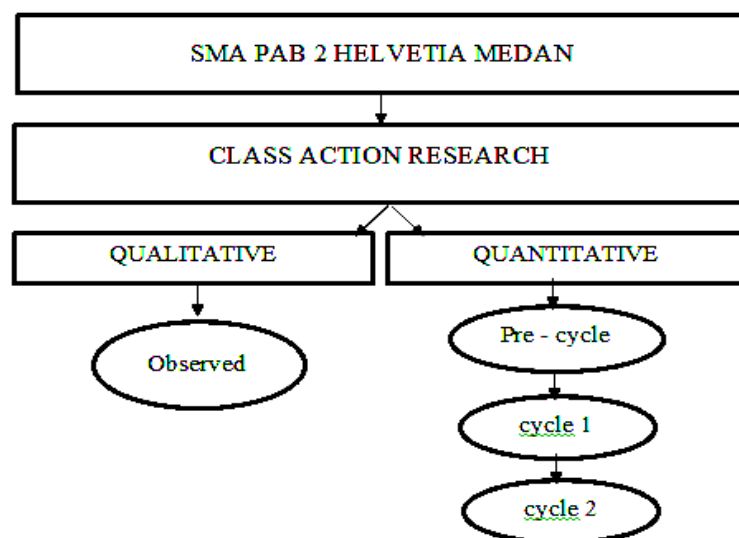


Table 2.1 Time Table for Teaching

Weeks	Activity
Week 1	The Cooperative Integrated Reading Composition (CIRC) method is used in the lesson plan the researcher created. Additionally, the Cooperative Integrated Reading Composition (CIRC) technique was employed to teach English while constructing the researcher's tool.
Week 2	Collaboration of English teachers and researchers. For direct action, a plan is used. The teacher asked the class if they were familiar with argumentative writing after first trying to get their attention by standing in front of it. The instructor provides examples of how the Cooperative Integrated Reading Composition (CIRC) technique can be used to improve students' writing skills and enable them to create effective argumentative essays. After that, students will take an essay test to

	measure their understanding of the information presented regarding the argumentative essay.
Week 3	The teacher divides the class into five groups, each consisting of five to six students. The teacher distributes topics or issues according to the teaching material to each group of students, examine them using the structure of argumentative essays, and explain them using their own words and thoughts.
Week 4	The pre-test was administered, followed by an explanation of the CIRC method and its application. Students have the chance to raise questions about existing issues or challenges thanks to researchers. Students were given reading assignments for argumentative essay texts as well as post-tests by the researcher. Researchers have observed that students are becoming more adept at writing and producing argumentative essays.
Week 5	To get students to concentrate on

	<p>providing accurate answers, the teacher first provided reinforcement. The teacher then hands out an argumentative essay and asks the students to analyze it. The teacher then splits the class into six groups and instructs them to decipher the text's general organization and examine its principal theme. If students require teacher aid, teachers must always be a facilitator to assist them.</p>
Week 6	<p>The researcher employed the strategy after reiterating the explanation and administered a post-test to students to gauge how much their comprehension of how to write an argumentative essay had improved.</p>

Table 2.2
Table Produce Teaching

Teacher	Student
1. The CIRC technique will be applied in cooperation between researcher and researchers.	1. In line with the prepared lesson plan, the researcher will explain to the students the content of argumentative
2. The researcher creates a lesson plan and gets ready a number of tools that will be used in the classroom.	essays.
3. The researcher will outline the argumentative essay subject matter, and the instructor will supervise and give students instructions on how to actively engage in the learning process.	2. Students will respond to the researcher's essay questions.
4. The researcher will evaluate the outcomes of student work and examine how students learn.	3. To discuss how to write argumentative essays, the class will be divided into multiple groups.
5. Teacher and researcher will talk about and assess how the CIRC approach is being used and how students are learning.	4. After speaking with researcher about the subject matter for argumentative essays, students will take a post-test to assess their understanding of how to write argumentative essays.

CHAPTER III

METHOD

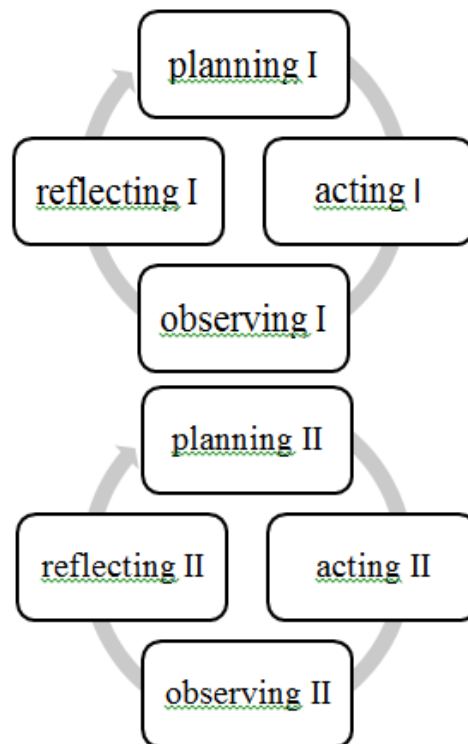
A. Subject of Research

This study will be carried out at PAB 2 Helvetia Medan. The researcher choose class XI AP 1, this class have 33 students. The decision to attend this school because of various issues that the teacher and students have with argumentative essay teaching and learning. Their teacher is boring when teaching and learning, the students are less motivated to write. The teacher simply instructed the students to read the material aloud, underline any difficult terms, translate any words they don't understand, and look up any words in the dictionary. Vocational School as the study's subject.

B. Research Design

In Arikunto (2010:137), Kemmis and McTaggart's model of classroom action research approach is employed, which claims that the core concept of CAR, according to both of those experts, consists of four stages (and their recurrence); they are planning, acting, observing, and reflecting. This study took the researchertwo cycles. This stage can be represented as follows: Kemmis and McTaggart's Classroom Action Research Model (Arikunto, 2010; 138) Classroom Action Research Procedures:

Classroom Action Research model of Kemmis & Mc. Taggart
Figure 3.1 Research Design



a. Planning

Planning clarifies the WH question (what, why, when, where, who, and how the action is carried out) (Arikunto, 2010; 138). The following activities are planned:

1. Preparing materials, creating a lesson plan, and designing the action steps
2. Making a list of students' names and scores
3. Making teaching tools
4. Creating observation papers for students and teachers
5. Creating a pre-test and post-test test to determine whether or not students' argumentative essay quality improve.

b. Acting

Acting, according to Arikunto (2010:139), is the execution of planning.

- 1) The first meeting is the action of cycle I.
 - a) The researcher introduced herself
 - b) The researcher explained why she was performing the research
 - c) The researcher utilized some text in the pre-test and post-test in each cycle.
 - d) Prior to implementing the "CIRC" technique, the researcher administered a pretest to determine the students' achievement.
 - e) The researcher demonstrated and used the "CIRC" method to train students and observe learning activities.
 - f) The researcher provided an opportunity for students to ask questions about any challenges or problems.
 - g) As the learning material, the researcher assigned a posttest and a reading assignment to the students.
 - h) The researcher discussed the learning activity with the observer in order to properly prepare the TLP for the second cycle.

The researcher assigned cycle II assignments to the students.

- 2) The second is cycle II action.

- a) The researcher explained and used the "CIRC" method once more to remain and instruct the students while observing learning activity.
- b) The researcher provided an opportunity for students to inquire about any challenges or problems.
- c) As the learning material, the researcher assigned a posttest and a reading assignment to the students.
- d) The researcher discussed the learning activity with the observer in order to plan a better TLP for the following cycle.

c. Observation

Data is gathered through observation. In other words, observation is the tool used to determine how far the effect of an activity extends. Observation can be used methodically to observe and note the phenomenon under investigation, such as the students' feelings, thoughts, and actions during the teaching learning process. Observations focused on the execution of learning activities and writing about something that occurred in the classroom.

d. Reflecting

After the teaching learning process, reflection is conducted to assess the action research as well as the action execution. It is necessary to recall what occurred in the classroom. Reflection aims to make meaning of strategy action's method, problem, and genuine difficulties. It is a tool for understanding the challenges and circumstances that will develop. Reflection includes an evaluative aspect in that it encourages the writer to weigh the experience, judge whether the effects were desirable, and suggest next steps.

C. Instrument of Research

In collecting the data, the following instrument will be used :

Test

The essay exam comprises of 5 items for the pre-test and cycle 1 and cycle 2 in the form of questions on writing argumentative essays, which will be administered to students in order to collect pre-test, post-test 1, and post – test 2 data. This test is from Modul Ajar Unit Pembelajaran Analytical Exposition Text.

ASSESSMENT RUBRIC (WRITING) ASSESSMENT RUBRIC

No	Assessment criteria	Enough	Good	Very Good	Score
		70-79	80-89	90-100	
1	Diction	The text created does not match the topic	Text created according to the topic but not yet used choose the right words	The text is created according to the topic and the choice of words is appropriate or appropriate	
2	Cohesive	There isn't any yet linkages Between that sentence one with that sentence other	Between that sentence one with other already available linkages, text that made already can be understood but not yet interesting and neat	Between sentences the one with sentences other already available The connection , text that made already very clear interesting and	
Skor total					
Skor akhir					

D. Technique of Collecting the Data

Before conducting the research, the researcher prepared some instruments. The instruments in this study will be the observation data and test (pre test and post test).

- 1) Giving pre-test
- 2) Treatment
- 3) Giving post-test, if less the 75% of students' doesn't passed the KKM so the next cycle will be done.
- 4) Collecting the students' answer sheet.

E. Technique of Analyzing the Data

To collect data for the qualitative data analysis, observations will be distributed. To analyze it, the information that provides a description of students' expression about comprehension level toward the subject (cognitive), students' response toward new method (affective), and students' activity toward learning a subject, their attention, enthusiasm in learning, response, and motivation of learning that can be analyzed qualitatively. The researcher analyzes these data using descriptive analysis, which includes observations of students' activities and teachers' performance during the teaching learning process, as well as interviews before and after classroom action research.

To analyze the quantitative data, the researcher analyzes numerical data that gains the average of students' score in each cycle, it is used to measure the students' reading comprehension. The increasing of their achievement can be

shown with increasing score which is gotten by students from pre-test to post-test.

The quantitative data will be analyzed by using formula as follow :

$$\bar{x} = \frac{\sum x}{n}$$

Which :

\bar{x} = The mean of the students' score

$\sum x$ = The total score of students

N = number of students

Next, to categories the number of the students' who pass the test successfully, the writer will apply the following formula :

$$P = \frac{R}{T} \times 100\%$$

Where:

P : The percentage of those who getting score 75

R : The number of the students' getting score 75

T : The total number of the students

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This research data is divided into two categories. Specifically, quantitative and qualitative data. Students' essay test scores provided quantitative data, while observations provided qualitative data. This study was conducted in only one class. There are 33 students in this class. This study was conducted in two cycles, each with four stages: planning, taking activities, observing, and reflecting. This study was carried out in two stages. Cycle I was completed in a single meeting, and Cycle II was completed in a single meeting.

A. Data Analysis

1. Description of the Initial Conditions

This study was done in two stages. Each cycle was completed in a single meeting, however before beginning the treatment in cycle 1, the researcher administered a pre-test to assess student understanding of essay writing. The researcher asked a series of five essay questions. With "42,42" as the average student score from the Pre-test, Post test Cycle I was 75,96 and the mean of students' score from the Post test Cycle II was 90,78.

In Cycle I, the teacher provided a reading approach and the researcher served as an observer. During the first meeting of cycle 1, the researcher administered the pre-test before explaining the CIRC procedure.

2. Cycle I

1. Planning

Before undertaking research, a plan is created. First, the researcher devised a lesson plan based on the Cooperative Integrated Reading Composition (CIRC) technique. And create research tools, such as essay assessments, for use in teaching English using the Cooperative Integrated Reading Composition (CIRC) method. After completing the instruments in the learning process, the researcher prepared to watch the situation in the classroom and apply the CIRC method.

2. Action

Researchers collaborated with English teachers to execute this tactic. A plan was used to guide the action. The teacher first stands in front of the class, makes an effort to get their attention, and then inquires about their familiarity with analytical books. To help students gain better writing proficiency, the teacher explains how to learn using the Cooperative Integrated Reading Composition (CIRC) technique. The teacher establishes an interactive learning and question-and-answer session with his class to discuss argumentative compositions. Finally, an essay test is given to the students.

3. Observing

1. Students' score

Students' ratings on argumentative essays are used to generate quantitative data. The pre-test questions consist of five essay-style questions. On the pre-test, no students scored more than 75. Based on these findings, it was determined that student achievement in reading comprehension was very low and needed to be improved. Cycle 1 is thus maintained in order to improve student achievement in writing

argumentative essays.

The researcher explained and then used the CIRC approach after administering the pre-test. Students might ask researchers questions regarding existing obstacles or problems. Researchers provided students posttests and activities to help them understand the issue and debate it together. As a result, researchers have seen students' progress in writing argumentative essays.

However, the Cycle I Post-test results were not as excellent as the researchers had hoped. Because some students do not complete the KKM. English Language Lessons at SMK PAB 2 Helvetia have a KKM of 75. Only 18 students out of 54,54% scored more than 75 on the first cycle posttest. The researcher then chose to move on to the following cycle, cycle 2.

4. Reflection

Data from observation and evaluation are used to guide reflection. Cycle I 'ssuccesses and shortcomings are as follows:

1. Despite using this method, students gain a better knowledge of the content. This is demonstrated by the increase in the average pre-test score of 42,42 and the average post-test score of 75,96 in cycle I.
2. Several students were unable to write an argumentative essay correctly when the pre-test was administered in cycle 1. They continue to talk and hunt for information on the internet. This is seen by the 18 students who received a score of more than 75, and the percentage of students receiving a score of more than 75 in cycle 1 was 54,54%.
3. Student learning activities in composing argumentative essays using the Cooperative Integrated Reading Composition (CIRC) technique are considered extremely active. Cycle II is still necessary based on the

findings of cycle I because the results demonstrate that the quality of their writing is still insufficient. Some students continued to answer the essay test improperly and failed the KKM.

3. Cycle II

a. Planning

Before undertaking research, a plan is created. The researcher began by developing a lesson plan using the Cooperative Integrated Reading Composition (CIRC) method. And developing research tools for use in teaching English using the Cooperative Integrated Reading Composition (CIRC) method, namely multiple choice examinations. After completing the instruments used in the learning process, the researcher prepared to watch the situation in the classroom while the teaching and learning process was taking place. The implementation of the second cycle is essentially identical to that of the first cycle.

b. Action

During the cycle II action session, the teacher first encouraged students to focus on answering correctly. The teacher splits students into five groups of seven or six students each, and offers each group argument subjects to discuss and look for information data on the internet or other sources. If they require the teacher's assistance, the teacher must always act as a facilitator. Finally, students write an argumentative essay using the proper argumentative essay framework. During this period, students have few challenges and do well on assessments. This is evident from the attached test results and assessments.

c. Observing

1. Students' Score

Cycle II follows the same steps as Cycle I. After discussing the procedure once more, the researcher used it and administered a post-test to students to determine how much the quality of their argumentative essay writing had improved in cycle II. Cycle I and Cycle II outcomes are compared as follows:

Table 4.1
The result of Students' Score for Pre – Cycle

NO	NAMA	PRE – CYCLE	
		Score	Get Score 75
1.	ANN	45	Failed
2.	AT	25	Failed
3.	CR	45	Failed
4.	FH	60	Failed
5.	FNH	65	Failed
6.	GKZ	45	Failed
7.	HH	25	Failed
8.	IEL	60	Failed
9.	JRA	10	Failed
10.	KF	60	Failed
11.	KS	25	Failed
12.	KA	60	Failed
13.	MN	25	Failed
14.	NBK	45	Failed
15.	ND	60	Failed
16.	NR	45	Failed
17.	NB	65	Failed
18.	NS	45	Failed
19.	NT	45	Failed
20.	PS	45	Failed
21.	RLPS	25	Failed
22.	RP	45	Failed
23.	SR	45	Failed
24.	SNA	45	Failed
25.	SAR	45	Failed
26.	SPS	45	Failed
27.	SDAZ	25	Failed
28.	SA	25	Failed
29.	TM	45	Failed
30.	VF	45	Failed
31.	VS	25	Failed
32.	VK	25	Failed
33.	RB	60	Failed

Total ΣX	1400
The Mean Score	42,42

Table
The result of Students' Score for Cycle I

NO	NAMA	PRE – CYCLE	
		Score	Get Score 75
1.	ANN	80	Passed
2.	AT	70	Failed
3.	CR	71	Failed
4.	FH	80	Passed
5.	FNH	70	Failed
6.	GKZ	80	Passed
7.	HH	71	Failed
8.	IEL	80	Passed
9.	JRA	80	Passed
10.	KF	70	Failed
11.	KS	71	Failed
12.	KA	80	Passed
13.	MN	80	Passed
14.	NBK	71	Failed
15.	ND	80	Passed
16.	NR	80	Passed
17.	NB	80	Passed
18.	NS	80	Passed
19.	NT	70	Failed
20.	PS	80	Passed
21.	RLPS	70	Failed
22.	RP	70	Failed
23.	SR	80	Passed
24.	SNA	80	Passed
25.	SAR	80	Passed
26.	SPS	71	Failed
27.	SDAZ	80	Passed
28.	SA	80	Passed
29.	TM	80	Passed
30.	VF	70	Failed
31.	VS	71	Failed
32.	VK	80	Passed
33.	RB	71	Failed
Total ΣX		2507	
The Mean Score		75,96	

Table
The result of Students' Score for Cycle II

NO	NAMA	PRE – CYCLE	
		Score	Get Score 75
1.	ANN	90	Passed
2.	AT	92	Passed
3.	CR	90	Passed
4.	FH	91	Passed
5.	FNH	90	Passed
6.	GKZ	92	Passed
7.	HH	90	Passed
8.	IEL	90	Passed
9.	JRA	91	Passed
10.	KF	92	Passed
11.	KS	90	Passed
12.	KA	91	Passed
13.	MN	90	Passed
14.	NBK	90	Passed
15.	ND	90	Passed
16.	NR	91	Passed
17.	NB	92	Passed
18.	NS	90	Passed
19.	NT	92	Passed
20.	PS	92	Passed
21.	RLPS	92	Passed
22.	RP	90	Passed
23.	SR	90	Passed
24.	SNA	92	Passed
25.	SAR	91	Passed
26.	SPS	90	Passed
27.	SDAZ	90	Passed
28.	SA	92	Passed
29.	TM	91	Passed
30.	VF	92	Passed
31.	VS	90	Passed
32.	VK	90	Passed
33.	RB	90	Passed
Total ΣX		2996	
The Mean Score		90,78	

The highest score from the first pre-test was 65, and the lowest score was 10, for a total score of 1,400 and a mean of 42,42, with no KKM. However, the post-test

cycle 1 with a total nilai of 2,507 and a mean of 75,96 increased by approximately 1,107 from the total nilai of the pre-test. And there are about 18 people who want to KKM. And, according to the table above, the percentage of people who understand the first and second rules has increased significantly. Because the greatest post-test cycle 2 score was 92 and the lowest was 90, the total score was 2,996 and the mean was 90,78. The total number grew by 489 from the full cycle 1 posttest.

1. The Students Completeness

The CIRC approach can dramatically boost student completion and increase from cycle 1 to cycle 2. 54,54% of students successfully completed the KKM from cycle 1 to cycle 2.

Table 4.2
The Students Completeness

Completeness	Pre-test C1		Post-test C1		Pos-test C2	
	Frequency	%	Frequency	%	Frequency	%
Complete	0	0	18	54,54	33	100
Incomplete	33	100	15	45,46	0	0
Total	33	100	33	100	33	100

d. Reflection

Data from observation and evaluation are used to guide reflection. Cycle II's successes and failings are as follows:

1. The difference in student scores on the learning material appears significant based on the average score data from the evaluation results of cycle II of 75,96 in

cycle I, with students who got a score of more than 75 amounting to 54,54%, in cycle I of cycle II it was 90,78 with students who got a score of more than 75 amounting to 100%, in cycle I of cycle II it was 90,78 with students who got a score of more than 75 amounting to 100%. According to the completion indicator, if less than 75% of students do not finish the KKM, the next cycle will begin. As a result, students who do not pass the KKM with a score of 0 indicate that their condition has already been met and they will not progress to the next cycle.

2. In the teaching and learning process, student activities in writing argumentative essays tend to favor the Cooperative Integrated Reading Composition (CIRC) technique. This is seen in the students' increased capacity to participate actively. The average value of student activity between cycles I and II was 54,54%, indicating that student activity improved during the teaching and learning process.

B. Research Findings

According to data research, using the Cooperative Integrated Reading Composition (CIRC) method improves the quality of students' argumentative essay writing. This is supported by quantitative data. The pre-test cycle 1 average was 42,42, and the post-test cycle I average was 75,96. The average value in cycle 2 was 90,78; 18 students scored higher than 75 in cycle 1, 33 students scored higher than 75 in cycle 2 and the percentage of students scoring higher than 75 in cycle 1 was 54,54%, while the percentage of students scoring higher than 75 in cycle 2 was 100%.

Students' development can be explained as a result of the teaching and learning activities. The teacher's ability to use the Cooperative Integrated Reading Composition (CIRC) technique in teaching argumentative essay writing was

deemed excellent. The Cooperative Integrated Reading Composition (CIRC) approach can be concluded to increase the quality of argumentative essay writing.

1. Relevant Study

1. The first research entitled “COOPERATIVE INTEGRATED READING AND COMPOSITION TECHNIQUE: A MEAN OF IMPROVING STUDENTS’ ABILITY IN WRITING EXPLANATION TEXT” conducted by Hijjatul Qamariah¹), Rosdina²), Nostaria Fitri³) in 2019. The researcher's research using the Cooperative Integrated Reading and Composition (CIRC) technique resulted in an increase in the production of high-quality argumentative essays. This is supported by statistics and documentation from students working on questions or tasks to write argumentative essays.
2. The second research entitled “AN ANALYSIS OF STUDENTS’ ARGUMENTATIVE ESSAY WRITING SKILL OF THIRD SEMESTER OF ENGLISH LANGUAGE EDUCATION-UIR”. Conducted by Dinda Ramadhani Putri and Arimuliani Ahmad in 2022. The purpose of this research is to demonstrate the effectiveness of students' writing talents in composing argumentative essays. The second journal explains how to create an argumentative essay so that participants can agree with the writer's point of view on a controversial topic. In the thesis, the researcher discusses how to write an argumentative essay with current concerns so that students understand that they must write a good and proper argumentative essay based on what they have learned in order for the assessor to give them a high mark. The distinction in reaching goals can be noticed via application. Researchers use learning approaches to ensure that controversial material is assimilated more effectively.

3. The third research entitled "ARGUMENTATIVE ESSAY IN THE PERSPECTIVE OF TOULMIN'S MODEL: NEEDS OF EVOLUTING INDONESIAN SOCIETY FROM SPOKEN CULTURE TO WRITTEN CULTURE" conducted by Y Setyaningsih and R K Rahardi² in 2019. The third journal is relevant to this student paper since they both cover how to write argumentative essays, however the journal employs the Toulmin model, whilst student paper researchers use the CIRC technique to teach argumentative essays.
4. The fourth research entitled "THE INFLUENCE OF USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY ON NARRATIVE TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMAN 1 KATIBUNG SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018" conducted by Bella Maidiya Putri in 2018. This fourth journal discusses how to use CIRC learning techniques to narrative text material. It is related to the researcher's student article, in which the researcher uses CIRC approaches to increase the quality of argumentative essays. The differences between journals and student papers can be seen in terms of learning material; the researcher chose argumentative essay material because the researcher discovered critical problems in the survey location, so the researcher wanted to use the CIRC technique to create a solution to help students improve their writing skills.
5. The fifth research entitled "THE IMPLEMENTATION OF COOPERATIVE INTEGRATED READING COMPOSITION (CIRC)

METHOD ON THE STUDENTS' READING COMPREHENSION ACHIEVEMENT" conducted by Delvina Astuti in 2019. This fifth journal employs the CIRC method to achieve reading proficiency. This is similar to a researcher's student paper in which the researcher uses the CIRC technique to attain specific goals or seeks writing experience. The material and issues that arise at the survey location differentiate a journal from a student paper.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Following data analysis, the following conclusions can be drawn:

The Cooperative Integrated Reading Composition (CIRC) technique, which is an effective way to educate to enhance writing quality, improves the quality of students' argumentative essays. Quantitative data show that improving the quality of student learning is possible. The average value in cycle 1 was 75,96 and the average value in cycle 2 was 90,78 there were 18 students who scored above 75 in cycle 1, and 33 students who scored above 75 in cycle 2 and the percentage of students who scored above 75 in cycle 1 was 54,54%, and the percentage of students who scored above 75 in cycle 2 was 100%.

B. Suggestion

The steps suggested are as follows:

1. It is recommended for English teachers to adopt the Cooperative Integrated Reading Composition (CIRC) technique to increase students' writing quality since it can prepare students to create good argumentative essays.
2. For students to employ the Cooperative Integrated Reading Composition (CIRC) technique in English study, particularly in writing, as it can increase their quality in producing argumentative essays.
3. Because the Cooperative Integrated Reading Composition (CIRC) technique is simple to implement, this research can be utilized as a reference for teaching different subjects by other researchers.

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APPENDICES

Appendix 1

The Importance of Internet for Education

The impact of internet in education has been far reaching and still developing. It has created instant access to a wide variety of research information to help students learn.

Nowadays, internet access has created the potential for students to learn new material easily. The time students have at class is limited, so the teacher sometimes cannot give all the explanation needed. Therefore, internet can help students to get more explanation.

Internet has become now way of life. In the future, on students' working life, they will have to use internet. So it is wise for the teacher to give assignment which related to it. For example, teacher can ask students to give the assignment via e-mail.

Internet has big impact on education. There are many positive things students and teacher can get from it.

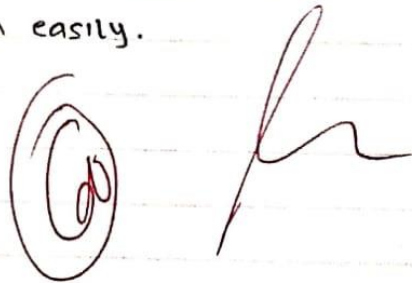
Let's check your understanding about the text "The importance of internet for education" above

1. What is the topic of the text?
2. What is the writer's opinion about the topic?
3. Mention some arguments which are provided by the writer
4. What is the conclusion of the text above?

Appendix 2

Nama : KIKIE Amelia
X1-MP 1

- 1/2 The importance of internet for education
2. internet has big impact on education. There are many positive things students and teacher can get from it.
 3. internet has become now way of life. In the future, on students' working life, they will have to use internet.
 4. Nowadays, internet access has created the potential for students to learn new material easily.

Handwritten signature and initials in red ink. The initials are 'KA' inside a circle, followed by a stylized signature.

Appendix 3

Activity 1

Choose one of 5 theme below, then write analytical exposition text based on the theme you choose by using the table below;

- 1) The using of Social media for students
- 2) Why we should learn English
- 3) Bullying should be banned
- 4) The reasons we take physical exercise
- 5) The reasons why we should prepare for exam correctly

NO	Tittle	Generic Structure
		Thesis :
		Argument 1 :
		Argument 2 :

M

Appendix 5

No _____

Date _____

NO	Title	Genre Structure
1.	The using of Social media for students.	<p>Thesis:</p> <p>Social media has become a significant part of modern life, especially for students. It offers a convenient platform for students to communicate and interact with each other, access information, and even collaborate on academic projects.</p> <p>Argument 1:</p> <p>On the one hand, social media can be beneficial for student. It provides a platform for students to connect with their peers and share knowledge and ideas. Students can use social media to collaborate on academic project, share notes, and study together. This can be especially useful for student who are unable to attend physical classes due to various reasons such as times or distance.</p> <p>Argument 2:</p> <p>Distracted students social media websites can give you some information about your</p>

Appendix 6



Appendix 7

Daftar Kehadiran Siswa SMK - Swasta PAB. 2 Helvetia TP. 2023 / 2024

Kelas : XI MPLB 1 Mata Pelajaran : _____
 Program Keahlian : Manajemen Perkantoran dan Layanan Bisnis Bulan : Oktober
 Wali Kelas : Wira Wardani

Nama Siswa	L/P	Nomor Induk	Tanggal												Kehadiran				
			01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	S	I
Aulia Nabila Ningrum	P	22.11686
Azzahra Tasyifa	P	22.11687	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Cintya Ramadhani	P	22.11688	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Fadhilla Husna	P	22.11690	.	S	.	.	.	.	.	.	.	.	.	.	.	S	S	.	.
Fitri Nuraini Hasibuan	P	22.11691	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Grace Kristina Zandroti	P	22.11692	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Hashifah Hadi	P	22.11693	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Imania EkaBella Lestari	P	22.11694	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Jihan Rindi Antika	P	22.11695	.	S	S	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Kendy Fanesa	P	22.11696	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Kendy Sagita	P	22.11697	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Kiki Amelia	P	22.11698	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Mutiara Nabila	P	22.11699	.	.	.	.	.	.	.	.	.	.	.	.	.	S	S	.	.
Nabila Binti Kasim	P	22.11700	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nadla	P	22.11701	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nadia Ramadhani	P	22.11702	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nazwa Bilbina	P	22.11703	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nurjannah Simbolon	P	22.11704	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Nuri Tirana	P	22.11705	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Putri Sari	P	22.11706	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	S
Reva Lina Putri Siswanto	P	22.11707	.	.	.	.	.	.	S	S	S	S	S	S	S	S	S	S	S
Rika Puspiita	P	22.11708	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Sarah	P	22.11709	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Sirtia Nurhikmah Aprilyani	P	22.11710	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Suci Ayu Ramadani	P	22.11711	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Suci Permata Sari	P	22.11712	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Syaiba Dyah Az Zahro	P	22.11713	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Syelin Alsyufi	P	22.11714	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Tara Melanie	P	22.11715	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Venny Fitria	P	22.11716	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Vina Syahriah	P	22.11717	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Vinky	P	22.11718	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Riana Bella	P	22.11789	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Rekapitulasi : Helvetia, _____

Laki : 0
 Perempuan : 35
 Jumlah : 35

Wira Wardani S.Pd

Persentase Ketidakhadiran :
 Jumlah ketidakhadiran Siswa X 100%

Appendix 8



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
 Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama : Jastin Pradana Hersu
 NPM : 1902050038
 ProgramStudi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Integrating Information Searching into Cooperative Integrated Reading and Composition (CIRC) in the Context of EFL High School Learning; Enchancing Learners' Quality of Argumentative Essay.	
Improving writing skill through blog platform.	
Improving Students' Vocabulary Mastery Through Applying Puzzle Games Assisted Short Story	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 16 Maret 2023

Disetujui oleh

Dosen Pembimbing

(Erlindawaty S.Pd.,M.Pd)

Hormat Pemohon

(Jastin Pradana Hersu)

Appendix 9



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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 Website :<http://www.fkip.umsu.ac.id> E-mail: ikj@umsu.ac.id



Form : K-1

Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Jastin Pradana Hersu
 NPM : 1902050038
 Program Studi : Pendidikan Bahasa Inggris
 IPK Kumulatif : 3,41

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disahkan Oleh Dekan Fakultas
	Integrating Information Searching into Cooperative Integrated Reading and Composition (CIRC) in the Context of EFL High School Learning; Enchancing Learners' Quality of Argumentative Essay.	
	Improving writing skill through blog platform.	
	Improving Students' Vocabulary Mastery Through Applying Puzzle Games Assisted Short Story	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 16 Maret 2023

Hormat Pemohon,

(Jastin Pradana Hersu)

Dibuat Rangkap 3 :
 - Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Prodi
 - Untuk Mahasiswa yang bersangkutan

Appendix 10



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K-2

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Jastin Pradana Hersu
 NPM : 1902050038
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Integrating Information Searching into Cooperative Integrated Reading and Composition (CIRC)
 in the Context of EFL High School Learning; Enhancing Learners' Quality of Argumentative
 Essay

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Erlindawaty S.Pd.,M.Pd

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 16 Maret 2023
 Hormat Pemohon,

(Jastin Pradana Hersu)

Dibuat Rangkap 3 :
 - Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Prodi
 - Untuk Mahasiswa yang bersangkutan

16 Maret 2023

Appendix 11

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1801/IL.3/UMSU-02/F/2023
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Jastin Pradana Hersu**
N P M : 1902050038
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Integrating Information Searching Into Cooperative Integrated Reading And Composition (CIRC) In The Context Of EFL High School Learning Enchancing Learners' Quality of Argumentative Essay.**

Pembimbing : **Dr. Zainal Azis, M.M., M.Si.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **19 Mei 2024**

Medan 28 Syawal 1444 H
19 Mei 2023 M



Wassalam
Dekan

Dra. Hj. Svamsuarnita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing Materi dan Teknis
 4. Pembimbing Riset
 5. Mahasiswa yang bersangkutan :
- WAJIB MENGIKUTI SEMINAR**



Appendix 12



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Jastin Pradana Hersu
 NPM : 1902050038
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Integrating Information Searching into Cooperative Integrated Reading and Composition (CIRC) in Enhancing Learners' Quality in Writing Argumentative Essay.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
9/7-23	Judul (The Title of Proposal)	
12/7-23	Chapter I Background of the Study Identification of the Problem Scope Limitation	
20/7-23	Chapter III Subjects of the Research	

Diketahui oleh:
 Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, 25 Juli 2023

Dosen Pembimbing

(Erlindawaty, S.Pd., M.Pd.)

Appendix 13



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Selasa Tanggal 08 Bulan Agustus Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Jastin Pradana Hersu
 N.P.M : 1902050038
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Integrating Information Searching into Cooperative Integrated Reading and Composition (CIRC) in Enhancing Learners' Quality in Writing Argumentative Essay.

No	Masukan dan Saran
Judul	✓
Bab I	Back ground of study will write about previous study formulation of study write questions for problems
Bab II	donot meet cooperative learning, change Writing Related study write the writer, year, purpose, and Result
Bab III	Population & sample use theory Fine Table for teaching Procedure teaching between students & teacher use 2 cycles
Lainnya	Write references 2018 - 2023
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Alfitriani Siregar, S.Pd., M.Ed.)

Dosen Pembimbing

(Erlindawaty, S.Pd., M.Pd.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

Appendix 14



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Jastin Pradana Hersu
N.P.M : 1902050038
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Integrating Information Searching into Cooperative Integrated Reading and Composition (CIRC) in Enhancing Learners' Quality in Writing Argumentative Essay

Pada hari Selasa tanggal 08 bulan Agustus tahun 2023 sudah layak menjadi proposal skripsi.


Medan, Desember 2023

Disetujui oleh:


Dosen Pembahas

Dosen Pembimbing


Alftriiani Siregar, S.Pd., M.Ed.


Erlindawaty, S.Pd., M.Pd.

Diketahui oleh
Ketua Program Studi,


Pirman Ginting, S.Pd., M.Hum.

Appendix 15



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Bapak Ketua/ Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama : Jastin Pradana Hersu
NPM : 1902050038
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

Integrating Information Searching into Cooperative Integrated Reading and Composition
(CIRC) in the Context of EFL High School Learning; Enchancing Learners' Quality of
Argumentative Essay

Menjadi:

Integrating Information Searching into Cooperative Integrated Reading and Composition
(CIRC) in Enhancing Learners' Quality in Writing Argumentative Essay

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya
atas perhatian dan kesedian Bapak/Ibu saya ucapkan terima kasih.

Ketua Prodi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum

Medan, 26 Februari 2024

Hormat Pemohon

Jastin Pradana Hersu

Diketahui Oleh:

Dosen Pembahas

Alfitriani Siregar, S.Pd., M.Ed.

Dosen Pembimbing

Erlindawaty, S.Pd., M.Pd.

Appendix 16



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<https://fkip.umsu.ac.id> fkip@umsu.ac.id [umsumedan](#) [umsumedan](#) [umsumedan](#) [umsumedan](#)

Nomor : 3186 /II.3/UMSU-02/F/2023
 Lamp : ---

Medan, 25 Shafar 1445 H
 11 September 2023 M

H a l : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
 SMK PAB 2 Helvetia
 Di
 Tempat.


Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Jastin Pradana Hersu**
 N P M : 1902050038
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : **Integrating Information Searching into Cooperative Integrated Reading and Composition (CIRC) in Enhancing Learners' Quality in Writing Argumentative Essay.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam
 Dekan

Dra. Hj. Svamsuurnita, MPd.
 NIDN : 0004066701

****Pertinggal**

Appendix 17



**PERKUMPULAN AMAL BAKTI (PAB)
SEKOLAH MENENGAH KEJURUAN
SMK SWASTA PAB. 2 HELVETIA**

Akreditasi : A (Amat Baik)

N.P.S.N. : 10214052 N.D.S. : 5307012301 SIOP NO. : 321.5/952/DIS PM PPTSP/6/VII/2019 Tgl.15 Juli 2019
N.S.S. : 344070102005 N.I.S. : 400380 N.P.W.P. : 02.363.529.5-125.026

Jl. Veteran Psr. IV Helvetia, Kec. Labuhan Deli, Kab Deli Serdang, Telp./ Fax : (061) 8462720, Medan : 20373
Home Page : <https://www.smkpab2helvetia.sch.id> E-Mail : smkpab2helvetia@rocketmail.com

SURAT KETERANGAN

No : K02 / 148 / PAB / X.PPL / 2023

Kepala SMK Swasta Perkumpulan Amal Bakti (PAB) 2 Helvetia. Kecamatan Labuhan Deli, Kabupaten Deli Serdang, berdasarkan Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara No. 3186/II.3/UMSU-02/F/2023 tanggal 11 September 2023, dengan ini menerangkan bahwa :

Nama : **JASTIN PRADANA HERSU**
NPM : 1902050038
Program Studi : Pendidikan Bahasa Inggris

telah mengadakan penelitian guna penyelesaian Skripsi dengan judul :

“ **Integrating Information Searching into Cooperative Integrated Reading and Composition (CIRC) in Enhancing Learners' Quality in Writing Argumentative Essay .”**

dari tanggal 14 September s.d 19 Oktober 2023 di SMK PAB 2 Helvetia.

Demikian surat keterangan ini diperbuat untuk dipergunakan sebagaimana mestinya.



Appendix 18

CURRICULUM VITAE

Name : Jastin Pradana Hersu
 SIN : 1902050038
 Gender : Male
 Religion : Islam
 Place/Date of birth : Medan, October 20 2001
 Address : Jl. Marelan VII Lk. V Gg. Terusan II
 No. HP : +62895 – 6111 – 42101
 Email : jastinpradana20@gmail.com
 Father's Name : Herman
 Mother's : Sukmawati

Education Backgrounds

Elementary School : Madrasah Ibtidaiyah Swasta Al - Ikhsan (2007-2013)
 Junior High School : SMP Negeri 16 Medan (2013-2016)
 Senior High School : SMA Negeri 7 Medan (2016-2019)
 University : Universitas Muhammadiyah Sumatera Utara (2019-2024)

