

**THE IMPLEMENTATION OF JURISPRUDENTIAL INQUIRY METHOD
TO IMPROVE THE STUDENTS' ACHIEVEMENT IN WRITING
ARGUMENTATIVE PARAGRAPH AT SMA PERGURUAN
GAJAH MADA MEDAN**

SKRIPSI

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

By :

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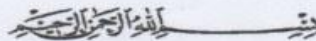
**FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY
OF MUHAMMADIYAH NORTH SUMATERA
MEDAN
2018**



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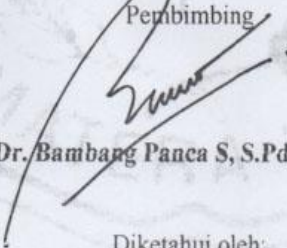
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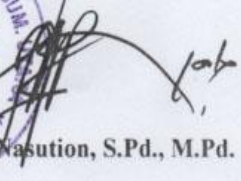
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Judul Skripsi : The Implementation of Jurisprudential Inquiry Method to Improve the Students' Achievement in Writing Argumentative Paragraph at SMA Perguruan Gajah Mada Medan

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
	Title	
	Chapter I	
	Chapter II	
	Chapter III	
	Chapter IV	
	Abstrak	

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SURAT PERNYATAAN

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ABSTRACT

Selian, Nurpadilah. 1402050278. "The implementation of Jurisprudential Inquiry method to improve students' achievement in writing Argumentative paragraph at SMA Perguruan Gajah Mada Medan". Skripsi. English Education Program. Faculty of Teachers' Training and Education. University of Muhammadiyah Sumatera Utara. Medan 2018.

The study was aimed to find out the improvement of students' achievement in writing argumentative paragraph. This study applied classroom action research design. It was done through planning, action, observation, and reflection. The location of the research was SMA Perguruan Gajah Mada Medan Jl. H.M. Said Medan. The subject of this research was the eleven grade students which consisted of 25 students. Based on the writing argumentative paragraph score, students' score keep improving in every test. In the pre-test the mean score was 56.4%, in the first cycle test the mean score was 71.4% and the second cycle the mean score was

94.52%. The improvement also can be seen from the percentage of the students' writing argumentative paragraph, in pre-test 22.22% students' got point more than 75. In the first cycle test 40% students' got point more than 75, in the second cycle test 100% students got point more than 75. It means that teaching writing argumentative paragraph through jurisprudential inquiry method can improved the students' achievement in writing argumentative paragraph.

Key Words: Jurisprudential Inquiry Method, Writing, Argumentative Paragraph.

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In writing this study entitled “The implementation of Jurisprudential Inquiry method to improve students’ achievement in writing Argumentative paragraph at SMA Perguruan Gajah Mada Medan” with the purposes for submitting in partial fulfillment of the requirement for Sarjana a degree in English Department, there were so many obstacles faced by her and certainly without helps from many peoples, especially the following people, it was so difficult for her to accomplish this study. Thus, she would like to express her thank first to her dearest parents, Abdul Ajiz Selian and Riamawati Silitonga for their pray, advice courage, moral, and material supports from the born until forever, Her dearest family Darlis Selian, Nuraini Selian Am.Kep, Mardiana

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Finally, the researcher realizes that this research is still far for being perfect, but she hopes that this research will be useful for the readers especially students of English education program. May Allah SWT bless all of us. Aamiin.

Wassalamualaikum Wr. Wb

Medan, March 2018

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing skills is one aspect of language skills in expressing ideas, ideas (opinions) students in the form of writing. Writing is an integral part of the entire learning process that students experience during their studies at school. Writing requires skill as it requires continuous and continuous exercises, especially in English subjects covering four aspects of language skills, namely (1) listening skills, (2) speaking skills, (3) reading skills, and (4) skills write. The main role of teachers in the learning process of writing that teachers are required to provide motivation to students to write paragraphs in the process of learning in the classroom.

Brown (1991:135) notices that writing as process of transferring the word that comes from our mind effectively, we can work up to what we really want to say and write. So, writing refers to a process in which its activities are not produced immediately. The writer must think first about the topic, try to know the topic and find some information about the topic. Writing involves some efforts such as trying, selecting, adding, revising, and rearranging the words or the sentences that have been written.

According to Barnet (1990:4), writing is an active process to put the writer feelings and ideas into written words. It means that the people can write about

their feelings, ideas, and thought through some sentences in simple or large form. Also, when a writer wants to write she or he aims to give or share information addressed to the reader. The reader will read and will know what the writer wants in the writing.

Based on the results of interviews conducted with teachers of SMA Perguruan Gajah Mada Medan, the class was still low writing argumentative paragraph is class XI. This is evident from the average score obtained by students in writing argumentative paragraph was mostly still under 65, only 9 students who score above 75. Though the minimum completeness standard for the basic competence is 75. Thus class XI still has not reached value specified minimum threshold. Therefore, it is necessary to improve.

The low skill of writing argumentative paragraph in grade XI SMA Perguruan Gajah Mada Medan due to several reasons, among which was during this writing argumentative paragraph that took place in class XI SMA Perguruan Gajah Mada Medan teachers have not applied the method of learning that can attract students. Thus, teachers find it difficult to find a method of learning to write in accordance with the conditions and abilities of students. In the learning process, the teacher just explains the meaning and characteristics of the argumentative paragraph. After that, the teacher asks students to read their textbooks, then the students are asked to give responses, opinions (ideas) in the form of argumentative paragraph. The teacher does not detail how the steps of writing a paragraph start from choosing the topic (topic), defining the theme, determining the purpose and the form of the essay to be created, creating the

paragraph chart, how to start the paragraph, how to end the paragraph, and making the title of the essay. Next, the teacher gives examples and assigns assignments to students. Students are asked to write a paragraph of argumentative based on observation. This causes the students difficulty in accepting the lesson.

The learning process undertaken by the teacher in this way can also lead to less eager students in following the lesson so that students was more likely to be standard in mastering the material, there is no significant increase in the skill of writing argumentative paragraphs. The researcher found some problems in class XI Science at SMA Perguruan Gajah Mada Medan in students writing skill. The students some difficulties in learning argumentative. (1) students lack of practice in writing, (2) students have confusion to determine the topic, main idea, or the first sentence to be written, (3) lack of mastery of language skills, such as grammar, vocabulary, writing rules, and use of word groups, (4) methods or media used less attention to students, (5) learning method used less appropriate. Judging from the ability of grade XI students at Gajah Mada Medan to write paragraphs of argumentative only mention arguments or excuses and can not convince readers in detail based on ideas and facts that support.

The expected goal in writing learning is for students to be able to express their ideas, opinions, and knowledge in writing and have a penchant for writing (Depdikbud 1994). With the writing skills of the students of XI Gajah Mada Medan, students can develop creativity and can use the language as a means to channel their creativity in everyday life.

On the basis of the facts in the field it is necessary to present a learning model that can help improve the ability to write argumentative paragraph. The use of appropriate learning method is expected to improve learning outcomes achieved.

The research tries to solve the problem by using Jurisprudential Inquiry learning because in its application, Jurisprudential Inquiry method will require students to actively participate in learning writing argumentative paragraph. In addition, the stages contained in the learning Jurisprudential Inquiry would also facilitate students in absorbing information provided by the teacher associated with writing argumentative paragraph. The debate made the students become more enthusiastic and enthusiastic in expressing their own opinions. Thus there are no passive students in the learning that is carried out.

By applying the learning Jurisprudential Inquiry expected students to be more interested to follow the learning to write argumentative paragraph so as to improve the skills to write argumentative paragraph of students of Grade XI SMA Gajah Mada Medan.

B. The Identification of the Problem

The problem of this research was the student achievement in writing argumentative paragraph is very low

C. Scope and Limitation

The scope of the study was focused on writing which used to make argumentative paragraph and the researcher limits the research on the applied jurisprudential inquiry method to improve students' achievement in writing argumentative paragraph in eleven grade of SMA Perguruan Gajah Mada Medan.

D. Formulation of the Problem

Based on the background that has been described above, it can be determined problem formulation” Is there any improvement of the students' achievement in the skill of writing argumentative paragraph students of class XI at SMA Perguruan Gajah Mada Medan after applied learning jurisprudential inquiry method?”

E. The Objective of the Study

The research aimed to improve the students' achievement in writing skill of argumentative paragraph of class XI SMA Perguruan Gajah Mada Medan after applied jurisprudential Inquiry method.

F. Significance of the Study

This classroom action research (PTK) produces two benefits, namely theoretical benefits and practical benefits.

1. Theoretically

To increase knowledge and insight for scientific development, especially in the field of English language and literature and as a basis for further research.

2. Practically

- a. For further additional information to broaden the horizons about the ability to write paragraphs of argumentative.
- b. As a source of information for teachers to monitor the extent of the ability of students in the lesson writing Argumentative paragraph.
- c. As a reference input in teaching the subject of the ability to write of Argumentative paragraph.
- d. Student can know the extent of their ability to write Argumentative Paragraph.

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- h. Student can know the extent of their ability to write Argumentative Paragraph.

CHAPTER II

THE REVIEW OF THE LITERATURE

A. Theoretical Framework

1. Writing

1.1. Definition of the writing

Writing involves communicating a message with assign or symbol on a page (Sprattetal.2005:26). It need to make series of words or sentences in writing process to communicate in the written language. Writing is one of the important skills that has to be developed by students because it is very important for the academic context, business and the relationship with others in the world. In the academic context, students need to develop this skill.

Writing is productive skills .It is one of the four language skills, reading, listening, speaking and writing. Writing is focuses on how to produce language rather than receive. Therefore, writing has several steps to do. Oshima & Hogue (1997:2) state that writing is a progressive activity which is open with the result of thinking what the writer going to say. After finished writing a text, the writer should read the draft of writing and make corrections. So, writing is not a one-step action. Writing needs some processes of thinking. It means that students need to gather ideas to write a good story or text. Sprattetal (2005: 27) describe that the nature of writing has a number of stages such as brainstorming, making notes,

planning, writing a draft, editing, producing another draft, and proof-reading or editing again. Those stages can help the students in writing process.

1.2.The Purpose of Writing

In writing, the writer has purposes to convey messages to the reader. No matter what kind of writing the writer does, he/she should have a specific and clear purpose. It can be done by selecting right words and suitable sentences structure to convey the intended meaning. The purpose of a piece of writing will determine the rhetorical form chosen for it, According to Grenville, there are three purposes of writing: to entertain, to inform and to persuade.

1. To Entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

2. To inform

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university.

3. To persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it. In conclusion, the purpose of writing is not only to express the ideas, feeling or thought in written symbol but it has also specific purposes such as to entertain, to inform and to persuade the readers.

1.3.The Aspects of Writing

There are many aspects of writing that should be mastered by students if they want to improve their ability in writing. According to Weigle, the aspects of writing are content, grammar, vocabulary, and language use. It means that in writing, the students have to consider the good content, organization, appropriate vocabulary, language use, and consider the mechanics such as spelling, punctuation, and capitalization.

According to Geoffrey Broughton there are the numbers of aspects which need to be considered in writing. They are:

- a) Mechanical problems with the script of English;
- b) Problems of accuracy of English grammar and lexis;
- c) Problems of relating the style of writing to the demands of a particular situation;
- d) Problems of developing ease and comfort in expressing what needs to be said.

2. Assessment of Writing

Giving the score to the students' answer, based on the scoring writing, according Heaton stated that there are five scoring components scales namely content, organization, vocabulary, language usage, and mechanism. This statement to know the students' achievement in writing argumentative paragraph.

1. Content

The score of content depend on the students' ability in writing ideas, and information in form of logical sentences. The criteria of scoring are:

Table 3.1
Scoring Criteria of Content

27-30	Excellent to very good: knowledge able substantive thought development of topic sentence-relevant to assigned topic
22-26	Good to average: some knowledge able of subject-adequate rangelimited development of topic sentence-mostly relevant to topic but lack detail
17-21	Fair to poor: limited knowledge of subject-little substance inadequate development of topic.
13-16	Very poor: does not show knowledge of subject-not substantive not pertinent-or not enough to evaluate.

2. Organization

The organization refers to the students' ability write the ideas, information in logical order. The topic and supporting sentences are clearly stated. The criteria of giving the score use as follow:

Table 3.2
Scoring Criteria of Organization

18-20	Very good: exact word, effective word choice and usage, word from mastery appropriate register.
14-17	Good to average: limited range, frequent errors of words, choice usage, but meaning not obscured.
10-13	Fair to poor: limited range, frequent errors words, choice usage, meaning confused or obscured.
7-9	Very poor: essentially a translation, knowledge of language

3. Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to ability to use synonym, prefix, suffix, exactly. The criteria of scoring vocabulary used are:

Table 3.3
Scoring Criteria of Vocabulary

18-20	Very good: exact word, effective word choice and usage, word from mastery appropriate register.
14-17	Good to average: limited range, frequent errors of words, choice usage, but meaning not obscured.
10-13	Fair to poor: limited range, frequent errors words, choice usage, meaning confused or obscured.
7-9	Very poor: essentially a translation, knowledge of language vocabulary, word from or enough to evaluate.

4. Language Use

The criteria of scoring language usage as follow:

Table 3.4

Scoring Criteria of Language Usage

22-25	Excellent to very good: effective complex construction- few errors arguments, test, word order/function, articles, pronouns, preposition.
18-21	Good to average: effective but simple constructions- minor problems in complex constructions-several errors of agreement, tense, number word-order/function, articles,
11-17	Fair to poor: major problem in simple/ complex construction frequents of errors of negotiations, agreement, tense, pronoun, preposition, and or

5. Mechanism

The criteria of scoring mechanism are given:

Table 3.5
Scoring Criteria of Mechanism

05	Excellent to very good: demonstrate mastery of conversation few errors spelling, punctuation and capitalization writing sentence
04	Good to average: occasional errors of spelling, punctuation, and capitalization, writing sentence-poor hand writing meaning confused or obscured
03	Fairs to poor: frequent errors of spelling, punctuation, and capitalization, writing sentence
02	Very poor: no mastery of conventions-dominated by errors of spelling, punctuation and capitalization, paragraph-hand writing illegible-or not enough to evaluate

Based on these indicators, then the students' vocabulary mastery in using chronologically order will be classifying in quantitative and qualitative systems. The scales are as follows:

Table 3.6
The Scales of Qualitative and Quantitative Forms

SKILL	SKILL
Qualitative form	Quantitative form
Excellent to very good	90-100

Good to average	70-89
Fair to poor	30-69
Very poor	0-29

3. Paragraph

According to Sarada (2006:3) “a paragraph is a unit of an essay or any narration which deal with a single topic (central idea) in a unified, coherent and orderly manner”. Refers to Null (2011:4) argues that “a paragraph is a short piece of writing with a beginning, middle and an ending. A good way to think about how to organize a paragraph is to think how about you to talk to your friend”. Moor and Evan (1997:4) said that “a paragraph is contain a main idea accessed in a topic sentence with additional sentence providing support detail”. By seeing this statement above, it can be said that a paragraph is a complete thought that has beginning, middle, end and it has topic sentence.

Scary and Scary (2008:286) define that “a paragraph is a group of sentence that develop one main idea. A paragraph may stand by itself as a complete piece of writing, or it may be a section of a longer piece of writing such as an essay”. Fawcett (2011:20) “a paragraph usually occurs with another paragraph in a longer piece of writing an essay, an article or a letter for example”. By seeing the opinion above, it can be said that paragraph is used to develop the idea and opinion as one complete thought.

According to Mandell and Kirzner (1995:1) stated that —a paragraph is a group of related sentences serving three important purposes! Paragraphs group together sentences into a unit that works to support an essay’s main idea or thesis. Paragraphs provide breaks that allow readers to pause and make sense of what they are reading. Paragraphs indicate the movement or development of ideas in an essay. Each new paragraph or in some cases, clusters of paragraphs contributes important new information that moves a reader one step closer to an essay’s main idea or thesis.

In addition, Mandell and Kirzner (1995:1) argued that Writers use four steps of paragraphs:

- a. Introductory paragraphs identify an essay’s topic, give basic background or contextual information, and indicate the writer’s purpose for writing, approach the topic (including the scope of treatment), and thesis.
- b. Body paragraphs provide the main development and support of an essay’s main idea or thesis.
- c. Transitional paragraphs connect the various body paragraphs together and join the body of an essay to the introduction and conclusion.
- d. Concluding paragraphs review an essay’s main points, discuss the significance of those points, and sometimes point ahead to future treatments of the topic.

By seeing the opinion above, it can be said that paragraph is generally consist of four parts namely introductory paragraph, body paragraph, transitional paragraph and concluding paragraph.

4. Argumentative Paragraph

According to Sloan (2006:1) “argumentative writing begin with a preposition, a claim that something is true and right (and by implication the opposite is false and undesirable). In formal progression, the writer goes on analyzing the preposition and surrounding facts, developing an argument that is intending to convince the reader of the truth of the writer position or persuade the reader to take some action in favor of the writer point of view”. By seeing the expert explanation above, it can be said that argumentative paragraph is used in order to analyze and giving opinion or to persuade the reader to make some action of the write point of view.

Refers to Keir (2009:9) “argumentative text may be used to explore ideas in many areas of curriculum. Environmental issues and social issues provide opportunities of both exposition and discussion”. Moreover, Keir (2009:8) stated that “when constructing argumentative text students need to undertake research in order to support their argument”. By seeing the opinion above, argumentative paragraph is needed a fact in order to support the argument given. Kachru and Smith (2008:154) said that “in the field of academic writing, a type of text that is highly valued is argumentative”. In addition, Werlich in Kachru and Smith (2008:154) said that “the dominant sentence type in an argumentative piece is quality attributing sentence (e.g the problem is complex) clause expansion types are causal, concessive, and nominal: sequence types is contrastive; text structuring is deductive, inductive, and dialectical and tense form is present”.

Refers to Olson (2006:21) stated that “in an argumentative paragraph, the writer make a statement or offers an opinion and gives reason to substantiate the statement or opinion, the writer may take either a positive or negative position. The purpose of argumentation is to persuade or convince”.

By seeing some definition above, argumentative text or paragraph is aimed at conveying our point of view or opinion including the reason including negative or positive argument.

5. The Steps of Writing Argumentative Paragraph

The steps of writing the argumentative paragraph according to Kosasih (2003:23) are: (1) determining the theme, (2) setting goals, (3) collecting writing materials, (4) preparing the writing framework, and (5) developing writing.

The first step is to determine the theme. Theme of writing is the idea, problems, ideas or problems put forward in writing.

The second step is to set the goal of writing. Determination of the purpose of writing that has been embedded in the author's mind when setting the theme to be proposed. In the purpose of this writing an author will say approval or denial of a proposition, idea, idea, and opinion by trying to convince the reader to agree.

The third step collects the writing material. Writing materials can be obtained through several ways, including by reading certain reference materials, conducting interviews or field observations.

The fourth step is to prepare the writing framework. The textual framework is structured on the basis of the materials chosen, then organized and arranged chronologically by considering the unity and unity of ideas. The last step is to develop writing. In developing writing, students are expected to be able to use proper spelling and punctuation. In addition, choose the right words and compose interesting, varied and effective sentences.

6. Jurisprudential Inquiry Method

The jurisprudential inquiry method is developed by Donald Oliver and James P. Shaver (1966:74). This method aims to teach students to analyze and think systematically and critically on those issues being warm in the community. In general, the inquiry learning stage jurisprudential, 1 (orientation to the case), 2 (identifying the issue), 3 (taking position), 4 (or exploring the stance, patterns argumentation), 5 (refining and qualifying the position), (6) (testing factual assumptions behind qualified positions).

Oliver and Shaver's research (in Joice and Weil, 1986) found that the application of the jurisprudential inquiry method has succeeded successfully improve student learning outcomes of class VII and class VIII, however, this method less successful if applied at a low grade level. Based on some the study of literature, the application of this jurisprudential inquiry method is still rare applied in learning English may not even have been applied at all. In fact, this model is very good to apply on schools, especially at the SMA / SMK level (Wena 2006: 71-76).

7. The process writing argumentative paragraph through jurisprudential Inquiry method

One of the proper learning method used for learning to write paragraphs of argumentative is a jurisprudential inquiry method because in its application, the jurisprudential inquiry method requires students to be active in the process of writing paragraphs of argumentative. The learning of writing with the jurisprudential inquiry method in its implementation should be through six stages: (1) case orientation, (2) identification of issues, (3) positioning or opinion, (4) The pattern of argumentation / investigating the way of opinion, (5) qualify positions, (6) test assumptions against his opinion. The steps of learning to write argumentative paragraph through jurisprudential inquiry method are as follows.

1. Case Orientation

Students are invited to look for issues or topics that are warmly discussed in the wider community. These issues are issues that can lead to different thoughts between students with each other. For example the issue about the elimination of the final national examination

2. Identification of Issues

Students are invited to identify the issues or topics that have been presented with critical thinking.

3. Positioning or Opinion

The student is led to set his opinion on the topic presented, whether he is on the side of the pro (agree) or on the counter (opposing).

4. The pattern of Argumentative / investigating the way of opinion

Directing students to write paragraphs of argumentative based on the opinions he or she sets forth by arguing for various reasons that may support his argument is accompanied by facts or evidence which may substantiate his or her opinion.

5. Qualify positions,

Editing is done to correct the mistakes or short comings of students in writing paragraphs of argumentative. Editing activities are done by way of students exchange the results of their work with other friends. After that, the teacher guidance of the student subject is directed to find the deficiencies in the paragraph of the corrected argument.

6. Test assumptions against his opinion

An open debate exists between the pro (agree) students and the counterparty (opposing) students. In this way it will show how students will defend their opinions and how students will present evidence or facts to substantiate their arguments. In this case will also train students' speaking skills.

B. Relevant Studies

Bahutala (2008): the students' ability in reading argumentative articles. This research conducted based on problem statement: "how is the students' ability in reading argumentative in articles?". The objective is to find out the students' ability in reading argumentative in articles.

According to Ursula Wingate (2012) through his journal entitled "Argument " Helping Students Understand What Essay Writing is About. The research presented in this paper provides further evidence for the need to teach argumentative explicitly to students. It revealed that students come to university with partial or incorrect concepts of argument and with formal schemata that do not help them to write appropriately in the expected genre. The instruction they receive at university addresses argumentative inconsistently and insufficiently. The fact that argumentative is a key requirement of essay writing is obscured through the use of vague language and an emphasis on surface features. It has therefore been argued that the teaching of writing should have the development of argument as its starting and central point. An 'essay writing framework' has been proposed that highlights the development of argument as the overarching aim of essay writing and makes explicit how other features such as structure or style contribute to this goal. The framework is based on the definition of argumentative by the three components or abilities needed to develop an argument. The proposed approach of teaching writing from the perspective of argumentative now needs to be tested and evaluated in order to show that it improves students' understanding of the concept and their writing of essays.

And the last, Sugiarto (2000) through his research entitled *Peningkatan Kemampuan Menulis Prosa Argumentasi Melalui Pola Latihan Pada Kelas IX SMU Semarang*. Based on the results of data analysis obtained from cycle I and cycle II shows improvement in writing skill prose student argumentative through a tiered training pattern. This is evident from the results data writing skill in cycle I only 19 students who get value more than 70 to 33 students who score more than 70. Relevance Sugiarto's research lies in the discussion, whereas the difference lies in the technique used. And my research is by using of jurisprudential inquiry method to improve students' achievement in writing argumentative paragraph.

C. Conceptual Framework

In teaching writing skills requires a learning model that is appropriate and appealing to students, and should be done exercises are done continuously. This is based on the reason that writing skills are not natural talents that one can personally own. A writer who possesses the knowledge of writing, such as the theory of paragraph writing, the correct stages of writing, knowing the variety of writing well, and having a clear purpose will be easier to form a good paragraph in accordance with the rules that apply. The ability to write paragraphs of argumentative in grade XI SMA Perguruan Gajah Mada Medan still lacks hope. This is due to several factors that affect. Therefore, it is necessary to change the learning method used by the teacher in teaching paragraph writing argumentative so that students feel interested and motivated to learn to write paragraphs of argumentative maximally. One suitable learning method to apply in the skill of

writing argumentative paragraphs is the jurisprudential inquiry method of learning. This is because in jurisprudential inquiry process, students are not only taught about theories about writing argumentative, but students are required to actively process in writing paragraphs of argumentative. Students are free to develop their ideas according to their own opinion without being influenced by the opinion of others. The advantage of the jurisprudential inquiry learning method is that the students are not only directed to find issues that are being warmly discussed by the community. However, students will also think critically to express their opinions on these issues and be able to defend their opinions responsibly based on the facts that support their opinions. Thus, by applying the inquiry jurisprudential method students will better understand the skills of writing paragraphs of argumentative because students not only know the theories but the students also actively proceed in writing paragraphs of argumentative.

D. Hypothesis

The hypothesis in this classroom action research is the skill of writing paragraph argumentative of class XI students of SMA Perguruan Gajah Mada Medan will experience improvement and the change of student achievement to a better direction after following the learning to write argumentative paragraph by using jurisprudential inquiry method.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research will be conducted by using classroom action research. Classroom action research is a method of finding out what works best in your own classroom so that you could improve students learning.

There were four steps to conduct classroom action research namely:

1. Plan, an early stage that the teacher might be done before doing anything. It will hope the plan is forward-looking, and the flexibility to incorporate the effects of an unexpected and early with the plan we can overcome obstacles.
2. Action, this will an implementation of the action plan that had been create which could be either a specific application of learning models that aim to improve or enhance the model that is being executed. Such actions could be done by those directly involved in the implementation of a learning model that results will also be use to improve the implementation of the task.
3. Observation, will activity that consisted of gathering data to identify the result action. Collecting data can be considered form several factors: students, teacher, interaction between student and teacher. Observation process can be done by the teacher or assisted by other such as others teachers, consultant, headmaster, etc.
4. Reflection, is a feedback process of action. This is used to help teachers make decisions because the reflection is done to analyze the situation and make a

conclusion what to do next. At this stage, the authors reflect on all the things done in the first cycle and make a conclusion. The reflection process is based on data, writing argumentative paragraph tests.

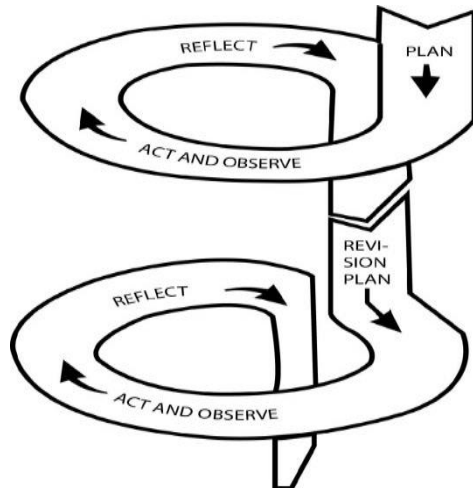
B. The Location and Subject of Research

The research was conducted at SMA Perguruan Gajah Mada Medan on Jl. H.M Said Medan. The subject her research are the students of class XI Science Perguruan Gajah Mada Medan, academic 2017/2018. The number of students consists of 25 (twenty five) persons. This was chosen based on the results of unstructured interviews with English teachers in the classroom proving that they had the lowest English test achievement, especially in the ability to writing. Therefore they need appropriate learning strategies/models to help them improve their English score by improving their writing skills. And the reason for choosing this school is the same research had never conducted before in the school. And the researcher found the students were not able to writing argumentative paragraph to improve student achievement.

C. Procedure of the Research

This research was divided into two cycles: cycle I and cycle II in which planning, action, observation and reflection are applied in each cycle. Each cycle will be carried out in two meetings. The steps in conducting this research are following:

Figure I Spiral of Action Research



The cycle of Model Kemmis and Mc Taggart (1998)

Cycle I

Planning will be the first step in Classroom Action Research. It will be the arrangement for doing something considered in advance. In this step, researchers plan details about the activities that will be done. The actions in the planning step will be the following:

a. Planning

Plan means a program of action that will be done. Plan is to improve current practice. Plan is needed to arrange and prepare everything that will be needed in the action stage. The arrangements and preparation included: (a) Preparing the lesson

plan. (b) Preparing the media, things, and tools needed in teaching learning process, choose the topics to the show. (c) Preparing observation sheet. (d) Preparing the material in cycle 1 and 2. (e) Preparing the assignment need. The plan must be flexible to allow adaption for unforeseen effect or constraints.

b. Action

Action is the process of doing things. It is the implementation of planning. The research should be flexible to the situation changing in school. Thus, the action should be dynamic, need immediately decision for what was done, and complete simple evaluation. In this phase, the writer did everything that she plan. The researcher though the students essay writing by applied Jurisprudential inquiry method. After that the students ask to write essay writing by applied Jurisprudential inquiry method.

c. Observation

Observation will be done while the action is being there can be. Observe will some activities consist of gathering data to identify the results of action. Observe will need the information during the teaching learning-process. It is important to know about the students' attitudes, and even, not only to know about them but also to collect the data. This will be used as a basic of reflection.

d. Reflection

Reflection is a feedback process from the action which is had done before. Reflection will be used to help the teacher make decision. In this phase the writer reflects everything that will be made conclusion. In this case, students should be able to identify about the topics. The teacher will be done the second cycle by repeating the pre step in order to find out the problems and make planning to solved the problems if the results do not reach the goal determined.

Cycle II

Cycle II will be done if the mean score at the first cycle is not satisfying. This cycle will need if the previous mean score do not fulfill the minimum completeness criteria (KKM). This cycle consists of the same four phases like cycle I: planning, action, observation, and reflection in cycle I, but there will be an improvement in doing the action based on the weakness found in the cycle I. While the improvement in cycle II measures based on the reflection on cycle I.

D. The Instrument of Collecting the Data

This research was used two instruments. They are test and observation sheet.

1. **Test**

To get the data the researcher gives the ability to writing test, especially in writing argumentative paragraph.

2. **Observation sheet**

Observation sheets are used to observe all activities that occur during the learning process. These activities include teacher and student activities.

E. Technique for Collecting the Data

Collecting the data were done by test and observation technique. Observation is used to observe the quality of teaching and learning process based on observation instrument, and testing is done to know the quality of learning result.

F. Technique of Analysis the Data

Qualitative and quantitative data were used in this study. The qualitative data was used to describe the situation during the teaching-learning process, and the quantitative data was used to analyze the students score.

The qualitative data was analyzed from the observation sheets to describe the improvement of the students' writing argumentative paragraf. The quantitative data was analyzed by using formula as follow:

$$\bar{x} = \frac{\sum x}{N} (\text{Arikunto, 2013})$$

Where:

\bar{x} : The mean of the student's score

$\sum x$: The total score of students

N : The number of the students

Next, to categories the number of the students who pass the test successfully, the researcher applied the following formula:

$$P = \frac{R}{T} \times 100\% \text{ (Arikunto, 2013).}$$

Where:

P : The percentage of those who getting score

R : The number of students getting score

T : The total number of the students

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

This research was conducted in one class which consisted of 25 students during the cycles of Class Action Research. It was accomplished in two cycles. Each cycle was conducted in two meetings.

Before conducted the post-test in cycle I, the pretest was conducted. Test item gave in the first cycle, the data showed if it was needed to conducted the next cycle, so that continued to the second cycle in two meeting also.

The data of students' score in pre-test, Cycle I, and Cycle II can be seen below:

Table 4.1

The data of Students' Score in Pre-Test, Cycle I and Cycle II

Names of Test	Pre-test	Cycle I	Cycle II
Lowest score	40	50	80
High score	75	85	100
Mean	56.4	71.4	94.52
N	25	25	25

Table 4.2

The Data of students who passed Standard Minimum Score (KKM)

No	Criteria	Score	Pre-test	Cycle I	Cycle II
1.	Passed KKM	75-100	4	10	25
2.	Failed	0-74	21	15	0

B. Data Analysis

1. Quantitative

The quantitative data was taken from students score in test item. The test was given in pre-test, post-test in cycle I, and post-test in cycle II.

1.1.Pre-test

Pre-test was given before running to the treatment in cycle I. The students to answered test item from a argumentative paragraph. After that gave explanation in making argumentative paragraph and also gave example of argumentative students and the students asked to make a argumentative paragraph with their friends and answered test item. And the point of pre-test can be seen below:

Table 4.3

Pre-Test Result

No.	Names	Total Score
1.	AL	50

2.	CV	60
3.	DI	70
4.	DG	50
5.	FS	50
6.	KN	40
7.	MT	40
8.	MR	75
9.	MS	70
10.	MS	55
11.	MT	60
12.	MB	60
13.	NB	65
14.	NB	50
15.	NH	70
16.	NI	50
17.	RM	60
18.	RA	60
19.	SV	40
20.	SN	40
21.	SR	50
22.	TS	40
23.	TF	60
24.	YK	55
25.	YP	65
Total Number		1410
Means		56.4

From the table of pre-test, the total score of students was 1410 and the number of students who took the test was 25 students, so the students' mean was:

$$\tilde{x} = \frac{\sum X}{N}$$

Where:

\tilde{x} = the mean of the students

$\sum x$ = the total score

N = the number of students

In pre-test, the total score of the students were 1410 and the number of the students were 25, so the mean was $\tilde{X} = \frac{1410}{25} = 56.4$

From the analysis above, students' achievement in writing argumentative paragraph was low. The students' mean was 56.4 to get know the number of students who were competent in writing argumentative paragraph test by calculating with the following formula:

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

Where:

P = the percentage of master students

R = the number of master students

T = the total of students

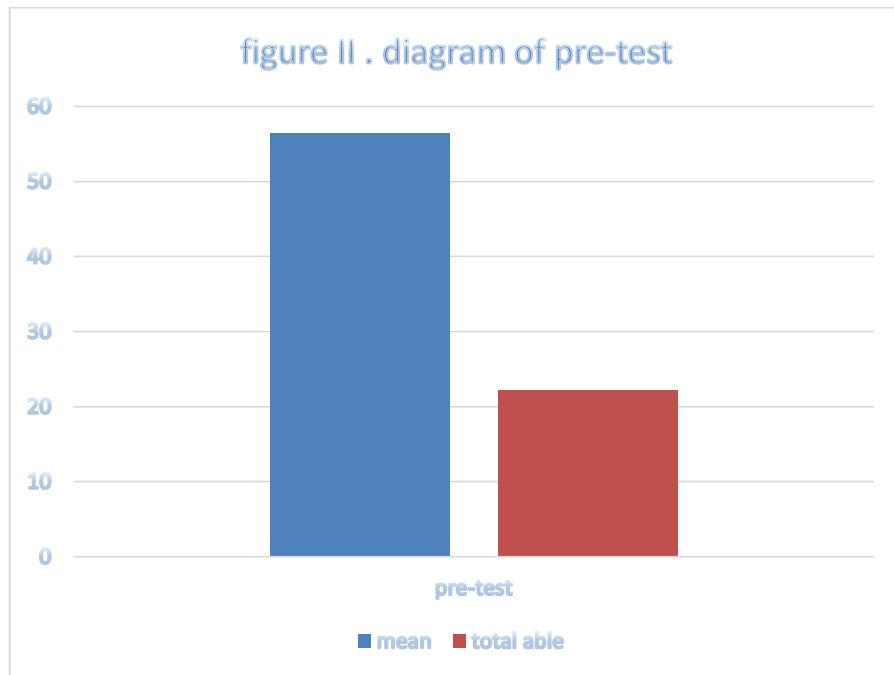
The students that got point up to 75 in pre-test were 4 students, so the formula:

$$P_1 = \frac{4}{25} \times 100\% = 22.22\%$$

From the table analysis, the students' achievement in writing argumentative paragraph was low. The mean of students was 25. Number of the students who passed in pre-test session was 4 (22.22%). It can be concluded that the students' achievement in writing argumentative paragraph was still low.

From the explanation above, students' achievement in writing argumentative paragraph was classified low when conducting action research in pre-test. So, post-test was continued in cycle I. in the post-test I of the first cycle, the analysis can be seen below:

Means of students score in pre-test shown below:



1.2. Cycle I

The first cycle was conducted in two meetings. Before the first cycle conducted, the test gave to measure how far the students mastering writing. Firstly they were difficult to understand the meaning of a argumentative paragraph, and they also look uninterested. It made them so confused to answer the test item. There were many activities that were done in this cycle. All the activities were observed as follow:

1. Planning

Before the implementation of the action, the first by planning. Planning are designed based on the results of the test and the initial observation, namely (a) create a scenario for writing argumentative paragraph in accordance with jurisprudential inquiry method to be used in the action, (b) make the observation sheet to see the learning environment, and the activity of students' and researchers, and (c) designing an evaluation tool to see an increased in students' achievement in learning to write argumentative paragraph.

2. Action

Before applied the method, the researcher stood in front of the students and started to attract the students' attention, and asked their knowledge about argumentative paragraph. In applying jurisprudential inquiry method, the researcher collaborated with the English teacher to choose one theme; it was argumentative paragraph to be taught to the students. The researcher integrated the theme argumentative paragraph with the students' environment and other

subject. The researcher told about some examples of argumentative paragraph. Then the teacher analyzed the generic structure. At the last, the researcher divided the students into eight groups in which each group consisted of five students. The researcher asked them to find the generic structure and to analyze generic structures was. Finally, the students were given essay test to be answered.

3. Observation

The pre-test gave to the students. Most of the students confused when answer the test, even some of them did not answer the test. Then, after explained jurisprudential inquiry method, the students more interested and paid attention, but not all of them. After did jurisprudential inquiry method, Mrs. Juniar as to observer checked the class, and the students condition when teaching learning process. In this cycle, Mrs. Juniar gave some suggestion and comments about the students were still not good enough.

4. Reflection

The All of the activities in the first cycle have been done, the students answered had collected. Based on the result of the first cycle that until in twice meeting, it determined to continue into second cycle because the result showed if their achievement in writing was still low. Some of the students still incorrect in answer the test item, and they also still difficult to made a argumentative paragraph. Mrs. Juniar suggested and believed that if the second

cycle should be done and the method should be improved. At the in meeting of cycle I, researcher gave the post-test to the students. The test in post-test was same with test in pre-test can be seen on the table 4.4 below:

Table 4.4
Post-test I (Cycle I)

No.	Names	Total Score
1.	AL	70
2.	CV	73
3.	DI	70
4.	DG	90
5.	FS	63
6.	KN	50
7.	MT	63
8.	MR	83
9.	MS	83
10.	MS	77
11.	MT	77
12.	MB	90
13.	NB	90
14.	NB	50
15.	NH	83
16.	NI	50
17.	RM	50

18.	RA	67
19	SV	83
20	SN	70
21	SR	70
22	TS	50
23	TF	63
24	YK	60
25	YP	77
Total Number		1785
Means		71.4

From the table of cycle I, the total score of students was 1785 and the number of students who took the test was 25 students, so the students' mean was:

$$\tilde{x} = \frac{\sum X}{N}$$

Where:

\tilde{x} = the mean of the students

$\sum x$ = the total score

N = the number of students

In cycle I, the total score of the students were 1785 and the number of the students were 25, so the mean was $\bar{X} = \frac{1785}{25} = 71.4$

From the explanation above, students' achievement in writing argumentative paragraph was classified still not good when conducting action research in cycle I even though there were 10 students passed the test. The mean of students' achievement got 71.4 And to look the number of students who were competent in writing argumentative paragraph, the test was calculated by applying the following formula:

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

Where:

P = the percentage of master students

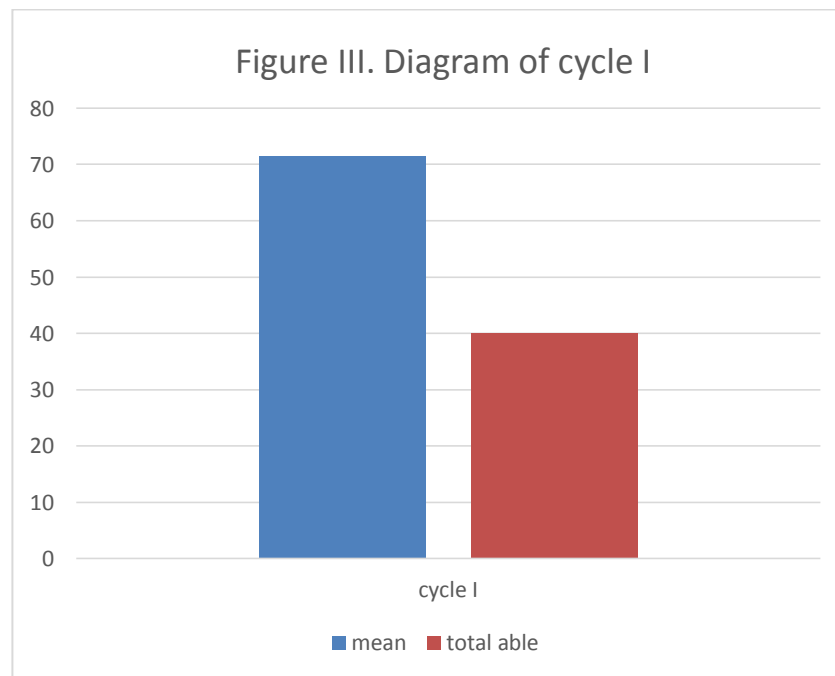
R = the number of master students

T = the total of students

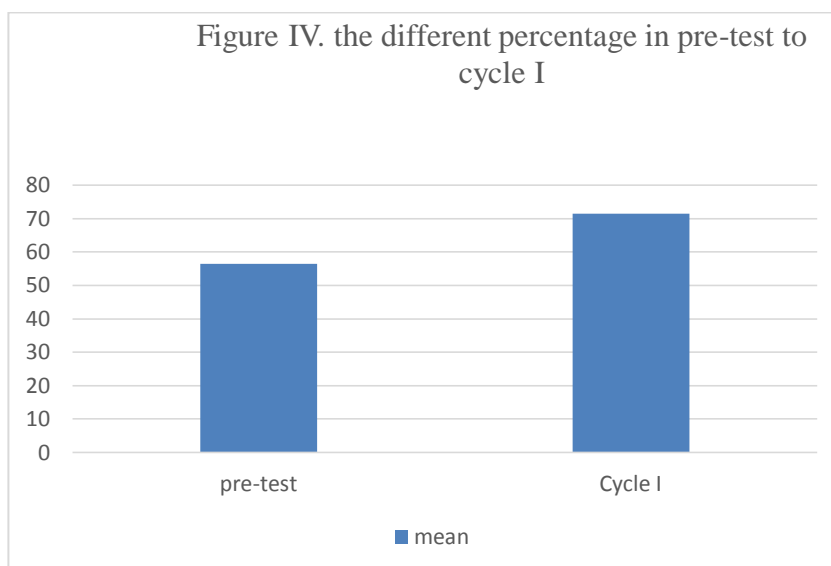
The percentage that got point up to 75 in pre-test (cycle I) were 10 students, so the formula:

$$P_1 = \frac{10}{25} \times 100\% = 40\%$$

Means of students score in pre-test shown below:



From the data, it can be shown the mean of students score in Cycle I was 71.4. The students that able were 10 students. So it can be known the percentage of able students were 40%. The different percentage between pre-test to cycle I can be seen below:



From the table analysis, the students' achievement in writing argumentative paragraph was still low. The mean of students' was 71.4. From the score who got up 75 were 10 students or it was only 40%. It could be concluded that the students' achievement in writing argumentative was still low. Post-test cycle I was categorized unsuccessful. The result of KKM minimum was >75 score. Therefore, the next action continued on cycle II.

a. Cycle II

Based on the result that have been done in first cycle, it was found the second cycle should be conducted to got the better result of the students achievement than the first cycle. All the activities were observed by researcher as follow.

1. Planning

In the planning, the researcher did:

- a. Preparing lesson plan that related with the study, especially still about writing argumentative paragraph
- b. Preparing lesson plan that related with the study, especially still about writing argumentative paragraph
- c. After the instruments were completed in learning process, the researcher started to teach the students.

2. Action

In action session in second cycle, firstly the students to be focus to answer correctly. The processes of action in second cycle same with the first cycle. The students to made argumentative paragraph with applied jurisprudential inquiry method and then the students answered the test item. In this cycle the students not got many difficulties, and the mistakes were not really bad. After collected their work, many students that successful in made a argumentative paragraph. It can be seen from the result and the scoring of testing on appendix

3. Observation

In the cycle II the students more enjoyed when writing argumentative paragraph with applied jurisprudential inquiry method. The situation in the classroom was better and the students more active and all of them made a argumentative paragraph seriously. Mrs. Juniar observed the second cycle that compare the situation in the classroom in the first cycle. Mr. Juniar gave positive

comments, Mrs. Juniar said if the situation in second cycle was better than in first cycle. The students not felt confused anymore and also enjoy every parts of the session in the class.

4. Reflection

After done in collecting the data. Based on the result, it showed that the students got significant improvement in this cycle than in the cycle before. The students can mastered writing especially in writing argumentative paragraph with applied jurisprudential inquiry method.

In running cycle II, also collected the score items like in pre-test and cycle I, there was improvement like pre-test to cycle I. And found improvement students achievement in writing argumentative paragraph, the score can be seen below:

Table 4.5

Post-Test II (Cycle II)

No.	Names	Total Score
1.	AL	90
2.	CV	100
3.	DI	83
4.	DG	100
5.	FS	100
6.	KN	80
7.	MT	100

8.	MR	100
9.	MS	90
10.	MS	100
11.	MT	100
12.	MB	100
13.	NB	100
14.	NB	90
15.	NH	90
16.	NI	80
17.	RM	90
18.	RA	100
19.	SV	100
20.	SN	83
21.	SR	100
22.	TS	83
23.	TF	100
24.	YK	100
25.	YP	100
Total Number		2363
Means		94.52

From the table, the students' achievement in writing argumentative paragraph by implementing jurisprudential inquiry method was improved. The standard of criteria maximum was achieved by mean 94.52 from the total score of students was 23635 divided the number of students who took the test was 25 students, so the students' mean was:

$$\tilde{x} = \frac{\sum X}{N}$$

Where:

\tilde{x} = the mean of the students

$\sum x$ = the total score

N = the number of students

In cycle II, the total score of the students were 2363 and the number of the students were 25, so the mean was $\tilde{X} = \frac{2363}{25} = 94.52$

Percentage of the result of the students' achievement in cycle II could be seen as follows:

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

Where:

P = the percentage of master students

R = the number of master students

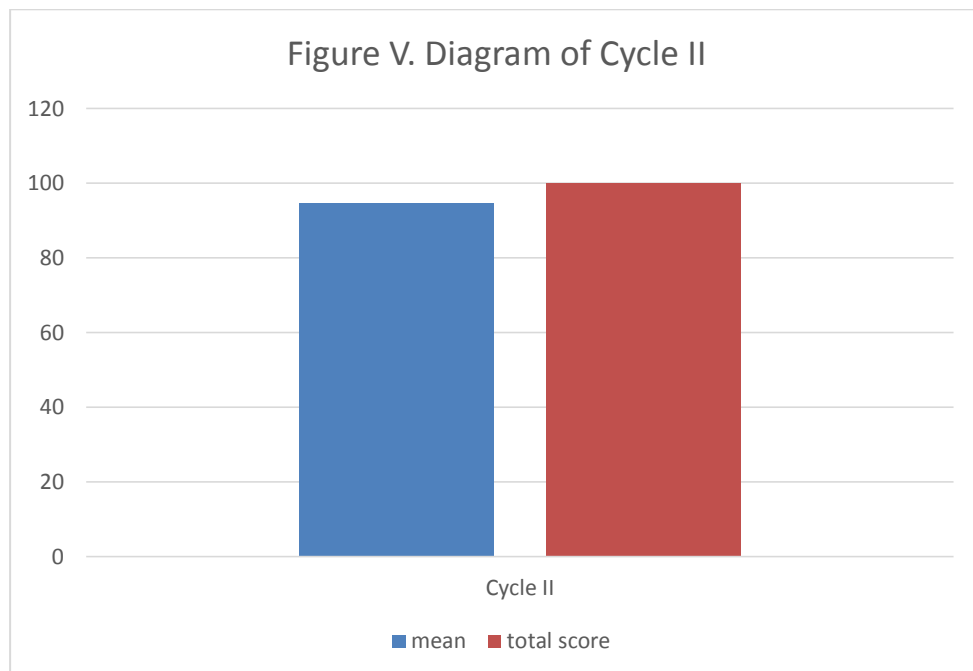
T = the total of students

The percentage that got point up to 75 in post-test (cycle II) were 25 students, so the formula:

$$P_1 = \frac{25}{25} \times 100\% = 100\%$$

In the post test II in second cycle, the students were able to answer the test. It can be concluded that applying jurisprudential inquiry method can improved students' writing achievement. In meeting in cycle II, the researcher told the

students' mistakes that have been done in pre-test and Cycle I. The students were not too interesting in learning English. They disturbed each other and made class be so crowded. But there was improving that they got from the pre-test to the Cycle I. it can be shown from the different score between Pre-test and Post-test in Cycle I. In Pre-test was 22.22% students who got score up to 75. In the Post test of Cycle I about 40% students who got score up to 75. And for getting maximal score, the researcher gave second test in Cycle II. After doing Cycle II, the researcher got satisfied because the percentage of score was 100%, it meant that all of the students got score up to KKM 75. And the different front cycle I to cycle II can be seen as follow:



From the analysis above, students' achievement in writing argumentative paragraph was improved. The mean of students was 94.52. The students that able

were 25 students. So the percentage was 100%. It was shown that there some improvements on students' achievement in writing argumentative paragraph by applying jurisprudential inquiry method.

Based on the result of students' achievement in writing argumentative paragraph from Pre-test, Post-test I, and Post-test II, the researcher analyzed the data to know the improvement of students' achievement in writing argumentative paragraph by applying jurisprudential inquiry method. It can be seen in table 4.4 below:

Table 4.6

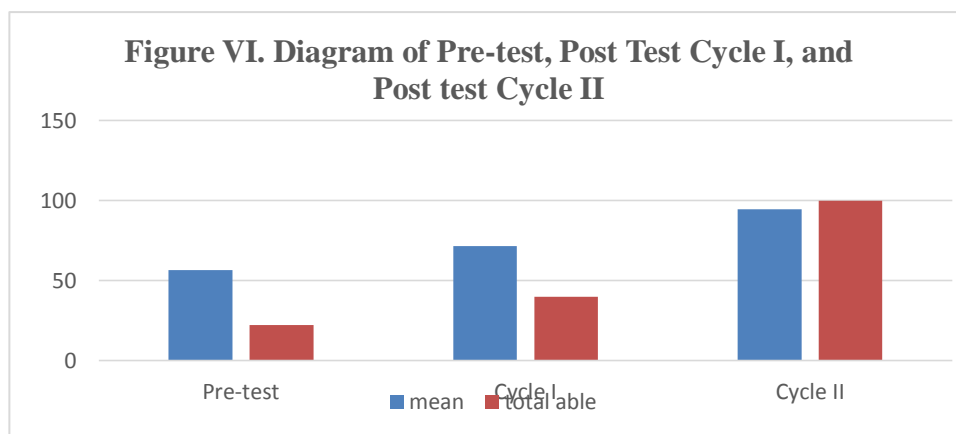
The result of students' score for pre-test, cycle I, and cycle II

No	Names of Students	Pre-Test	Post-Test I	Post-Test II
1.	AL	50	70	90
2.	CV	60	73	100
3.	DI	75	70	83
4.	DG	50	90	100

5.	FS	50	63	100
6.	KN	40	50	80
7.	M	40	63	100
8.	MR	75	83	100
9.	MI	75	83	90
10.	MS	50	77	100
11.	MT	60	77	100
12.	MB	60	90	100
13.	NS	65	90	100
14.	NB	50	50	90
15.	NH	75	83	90
16.	NI	50	50	80
17.	RM	60	50	90
18.	RA	60	67	100
19.	SV	40	83	100
20.	SN	40	70	83
21.	SR	50	70	100
22.	TS	40	50	83
23.	TF	60	63	100
24.	YK	50	60	100
25.	YP	60	77	100
total		=1410	=1478	=2.363

Average	56.4	71.4	94.52
Percentage (%) Students' Able	22.22%	40%	100%
Percentage (%) Students' Unable	77.78%	60%	0%

The improvement of students' achievement in writing argumentative paragraph by applying jurisprudential inquiry method can also be seen from the mean of students score in the first competence test up to the third competence test. The mean in the third competence test was the highest one among the other tests. The improvement can be seen below:



Based on the findings of all the result analysis above, the researcher concluded that jurisprudential inquiry method can improve the students' achievement in writing argumentative paragraph was accepted.

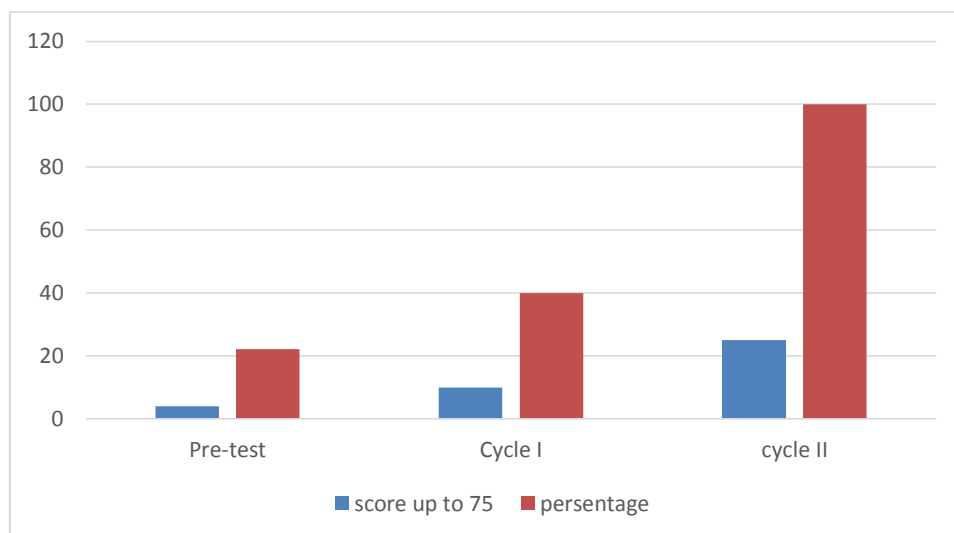
Table 4.7

Table of Students' Score from the First until Last meeting

Test	Students' Score up to 75 points	Percentage
Pre-test	4	22.22%
Cycle I	10	40%
Cycle II	25	100%

From the table above, there were 4 students (22.22%) getting score up 75 in conducting the pre-test. In the test of Cycle I, there were 10 students (40%) who got points up to 75. In the test of Cycle II, there were 25 students (100%) who got points up to 75.

Figure VII. Diagram Students' Writing Score in Percentage



From the diagram above can be concluded that there was improvement in every cycle, score up 75 in pre-test was 4 students or 22%, first cycle was 10 students or 40% and second cycle was 25 students or 100%.

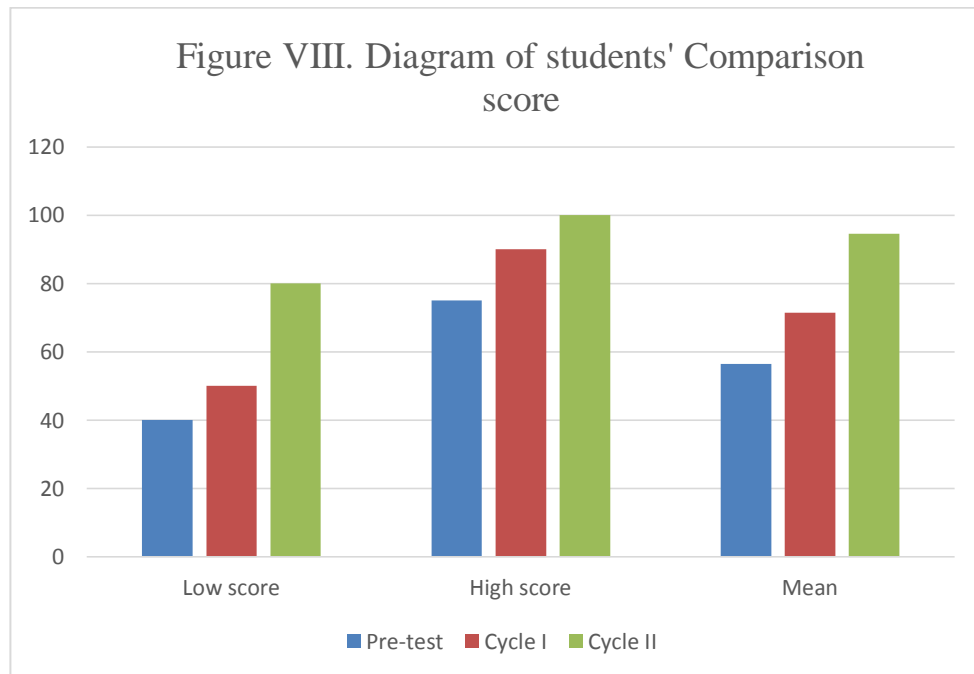
Table 4.8

Comparison of the Students' Score in Three Comparison Test

Name of Test	Test I (Pre-Test)	Test II (Cycle I)	Test III (Cycle II)
Lowest Score	40	50	80
Highest Score	75	90	100
Mean (X)	56.4	71.4	94.52
N	25	25	25

The table above described that in the Pre-Test, the lowest score was 40, the students got 40 for the lowest score, and 75 for the highest. It means that 4 students passed the standard criteria minimum (75). After implementing jurisprudential inquiry method, there were some students got 50 for the lowest score, and 90 for the highest score. It was shown that there was some improvement in Cycle I. In the Cycle II, the students who got 80 were the lowest score and 100 were the highest score. It was proved that the approach could improve the students' achievement in writing argumentative paragraph The mean in the Pre-test was 56,4, Cycle I was 71,4, and in the Cycle II was 94,52.

The different score between Pre-Test, Cycle I, and Cycle II can be seen in the chart as follow:



In the first competence test was 22.22% (4 student) who got point up to 75. The second competence test was 40% (10 students) who got point up to 75. It means that there was an improvement about 40%. In the third competence test, there were 25 students (100%) who got point up to 75 which means all the students can pass the standard minimum score (KKM). There was improvement from the second competence test to the third competence test. Most of the students' score increased from the first competence test to the third competence test.

2. Qualitative Data

a. Observation sheet

Observation was used to measure the level of students' activities during teaching learning process. The observation was focused on the situation of teaching learning process in which jurisprudential inquiry method was applied; they were students' activities and behavior, students' ability in argumentative paragraph the test, and interaction between teacher and students. It can be seen in the appendix. From the observation sheet, it was written the note to describe the students who were active and enthusiastic in learning writing argumentative paragraph by applying jurisprudential inquiry method.

C. Research finding

Based on the result of this research, it was proved that Theme Based Teaching Approach improved students' achievement in writing argumentative paragraph. The data showed the mean score in pre-test was 56.4. After doing jurisprudential inquiry method in Cycle I the mean score was 71.4. Then, in Cycle II the mean was 94.52. The finding of this research showed that jurisprudential inquiry method improved students' achievement in writing argumentative. The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data was organized from observation sheets. It was indicated that the students given their attitude and response during teaching learning process. The students become more motivated and attractive in learning narrative text. Based on the result of the quantitative and qualitative data, it was indicated that the action and applying of

jurisprudential inquiry method significantly can improved the students' achievement in writing argumentative paragraph.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research showed that there was improvement of students' achievement in writing argumentative paragraph through jurisprudential inquiry method especially for students at eleven grade of SMA Perguruan Gajah Mada Medan. It is proven from the mean of students' scores in three tests: pre- test (56.4), post-test I (71.4) and post-test II (94.52). And observation sheets indicated that there is improvement in students' achievement in writing argumentative paragraph. Furthermore, Jurisprudential inquiry method makes learning teaching process more relevant, and enhances the students' ability to transfer the competencies and skills acquired in one context to other appropriate situations.

B. Suggestion

Having seen the result of study, the researcher offered the following suggestions to be considered:

1. For the Headmaster should suggest to the English teacher to apply jurisprudential inquiry method in teaching English, especially in writing argumentative paragraph.

2. For the teacher suggested to apply jurisprudential inquiry method which has a pleasant learning condition, in order to make the students feel more motivated and interested in learning writing argumentative paragraph.
3. To researcher, it is suggested to conduct further and deeper research related to the topic of the study

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APPENDIX I**LESSON PLAN****CYCLE 1**

Nama Sekolah : SMA PERGURUAN GAJAH MADA MEDAN
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI/2
Materi : Writing Argumentative
Alokasi waktu : 2 x 45

1. Standard Competence : Writing

12. Disclose information through the writing of paragraphs and speech texts

Basic Competence :12.1 Write ideas to support an opinion in the form of argumentative paragraphs

Indicators :

1. Expressing the meaning of argumentation
2. Expressing the characteristics of the argumentative paragraph
3. Write ideas in argumentative paragraph
4. Write argumentative paragraph

5. Editing argumentative paragraph

2. Learning objectives

1. The students can express the meaning of argumentative paragraph
2. The students can to reveal the characteristics of argumentative paragraph
3. The students can to write ideas in argumentative paragraph
4. The students can to write argumentative paragraph
5. The students can to edit argumentative paragraph

3. Learning Material

a. Definition of Argumentative Text

Argumentative text is a text which purpose of convince and to persuade readers to do what the writer in his or her writing by giving them logical reason and proof. There are some facts must be provided in this type to persuade readers' attention.

b. Generic Structure

- Using various tenses, such as: present tense, past tense, and future tense
- Using verbs, such as: believe, object argue, etc.
- Using adverbs.
- Using question words, such as: can, will, would, should, etc.
- Using question words, such as: why, how, what, etc.

c. Language Future

- It has topic sentence

- It has supporting sentence
- It has to use deductive reasoning, cause and effect and argument by authority.

Example of Argumentative Paragraph

Science and Religion

The communist ideology believes that science does not need religion. Their followers have claimed that religion is drugs or toxin, and toxin in fact make the users drunken or unaware or fly. Thus, there is no need to have religion in this life. They can live happily in balance and in harmony without any religion beside science. They call those who need religion beside science as stupid or old fashioned. Whereby, they call themselves as modern or up to date. The opponents to this belief, however think vice versa. Science needs a religion to make it balance. They believes that science without a religion is blind. While religion also needs science. They believe that religion without science is lame. Thus, science and religion are catalysators for mankind to live on the track or in harmony. They called those who do not religion beside science as crazy or insane people. In short, both sides have their own arguments to promote their belief and each of whom blame to one another for creating this world imbalance, war, and global crisis.

4. Learning method : discuss, structinize and inquiry method

5. Learning Steps

A. Introduction

Apperception :

1. The teacher conditions the students to be ready to follow the lessons
2. Teacher Master performs apersepsi
3. The teacher conveys the purpose of learning that will be implemented
4. The teacher convoy the material principle

B. Core activities

a. Eksplorasi:

Orientation :

1. Students receive an example of argumentative paragraph
2. The teacher invites students together to identify the characteristics of argumentative paragraph by example
3. Students listen to explanation from teacher on the steps to write an argumentative paragraph

b. Elaboration :

1. The teacher invites students to list the middle topics warmly talked at community that can be made into argumentative paragraphs
2. Students are invited to identify the topics that have been presented with that in main critical
3. The teacher determines a topic which will be used for students to write an argumentative paragraph whether students agree if national final exam abolished or just disagree with it says the underlying reason
4. Students write an argumentative paragraph based on opinions that have been stipulated

c. Confirmation: 1. Students collect the results of his job cover.

2. Teacher and students do sharing and giving each other response
3. Students collect his job

B. Closing activities

1. Teacher along with students concludes learning

2. teache with studentss do reflection of learning
3. the teacher assigns assignments to students to search for other topics which can used as a argumentative paragraph

6. Media

- Computer and the handbook English grade XI

7. Assessment

Kind/ technique of assesement

- Attitude
- Project

8. Instrument

1. Write your name on the left top of your sheet
2. Write an argumentative paragraph about “Full Day School” with your own language

9. Valuation:

No	Element	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language	25
5	Mechanism	5

10. The Method of the Study: Jurisprudential inquiry method

11. Learning sources assessment

Score	Criteria	Indicators
5	Very good-perfect	Master the role how to write, only few faults in the speeling.
4	Fair-good	Sometimes do some faults in speeling, but it does not disturb the meaning.
3	Bad-fair	Often doing faults and having confusing
2	Very bad-bad	Bad in mastering the role how to write, many faults in speeling and unreadable in

Medan, Februari 2018

Mengetahui

Kepala Sekolah

Guru Mata Pelajaran

Drs.Fo'arota Zega , M.Pd

Juniar Aritonang S.Pd

Peneliti

Nurpadilah Selian

APPENDIX II

LESSON PLAN
SECOND CYCLE

Nama Sekolah : SMA PERGURUAN GAJAH MADA MEDAN
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI/2
Materi : Writing Argumentative
Alokasi waktu : 2 x 45

1. Standard Competence : Writing

paragraphs
 12. Disclose information through the writing of
 and speech texts

Basic Competence :12.1 Write ideas to support an opinion in the form
 of argumentative paragraphs

Indicators :1. Expressing the meaning of argumentation
 2. Expressing the characteristics of the
 argumentative paragraph
 3. Write ideas in argumentative paragraph
 4. Write argumentative paragraph
 5. Editing argumentative paragraph

2. Learning objectives

1. The students can express the meaning of argumentative paragraph
2. The students can to reveal the characteristics of argumentative paragraph
3. The students can to write ideas in argumentative paragraph
4. The students can to write argumentative paragraph
5. The students can to edit argumentative paragraph

3. Learning Material

a. Definition of Argumentative Text

Argumentative text is a text which purpose of convince and to persuade readers to do what the writer in his or her writing by giving them logical reason and proof. There are some facts must be provided in this type to persuade readers' attention.

b. Generic Structure

- Using various tenses, such as: present tense, past tense, and future tense
- Using verbs, such as: believe, object argue, etc.
- Using adverbs.
- Using question words, such as: can, will, would, should, etc.
- Using question words, such as: why, how, what, etc.

c. Language Future

- It has topic sentence
- It has supporting sentence
- It has to use deductive reasoning, cause and effect and argument by authority.

Example of Argumentative Paragraph

Science and Religion

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4. Learning method : discuss, structinize and inquiry method

5. Learning Steps

C. Introduction

Apperception :

5. The teacher conditions the students to be ready to follow the lessons
6. Teacher Master performs apersepsi
7. The teacher conveys the purpose of learning that wiil be implemented
8. The teacher convoy the material principle

B. Core activities

a. Eksplorasi:

Ø Orientation :

1. The students receive an example editing paragraph
2. Student listen to explanations teacher about editing argumentative paragraph

b. Elaboration :

1. Students receive the work collected at previous meeting
2. Students exchange result work to friends for editing

c. Confirmation:

1. The student discloses oral errors his friend's work based edited result he did
2. An open debate is held between students who pro (agree) with students who contra (disagree).
3. The teacher provides input on students work cover

C. Closing activities

1. Teacher and student conclude learning
2. Teacher and student do reflection

6. Media

- Computer and the handbook English grade XI

7. Assessment

Kind/ technique of assessment

- Attitude
- Project

8. Instrument

3. Write your name on the left top of your sheet
4. Write an argumentative paragraph about “Full Day School” with your own language

9. Valuation:

No	Element	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language	25
5	Mechanism	5

10. The Method of the Study: Jurisprudential inquiry method

11. Learning sources assessment

Score	Criteria	Indicators
5	Very good-perfect	Master the role how to write, only few faults in the spelling.
4	Fair-good	Sometimes do some faults in spelling, but it does not disturb the meaning.
3	Bad-fair	Often doing faults and having confusing
2	Very bad-bad	Bad in mastering the role how to write, many faults in spelling and unreadable in writing

Medan, Februari 2018

Mengetahui

Kepala Sekolah

Guru Mata Pelajaran

Drs.Fo'arota Zega , M.Pd

Juniar Aritonang S.Pd

Peneliti

Nurpadilah Selian

APPENDIX III**OBSERVATION SHEETS**

Subject : English

Class : XI Science SMA Perguruan Gajah Mada Medan

Number of Students : 25

Observer's Name : Nurpadilah Selian

Teacher's name : Juniar Aritonang

S,Pd

	Indicator for Teacher	CYCLE 1		CYCLE II	
		Yes	No	Yes	No
1.	The teacher came to class on time.				
2.	The teacher greeted the students.				
3.	The teacher told students what the material.				

4.	The teacher asked the students about argumentative paragraph				
5.	The teacher told the advantages of learning Argumentative paragraph				
6.	The teacher explained about generic structure of argumentative paragraph				
7.	The teacher gave the examples of argumentative paragraph				
8.	The teacher explained about argumentative text by using jurisprudential inquiry method				
9.	The teacher asked the students to make the Argumentative paragraph about “Full Day School” by applying jurisprudential inquiry				
10.	The teacher made a conclusion about argumentative paragraph with students				
11.	The teacher ended the class by closing.				

No	Indicators for students	First		Second	
		Meeting Yes	No	meeting Yes	No
1.	The students came to class on time.				
2.	The students answered greeting from the teacher				
3.	The students gave their attention when the teacher told what the material				
4.	The students gave their opinions about				
5.	The students gave their attention when the teacher told the advantages of learning				
6.	The students gave their attention to the explanation about generic structure of argumentative paragraph.				
7.	The students saw the example of argumentative paragraph by applying jurisprudential inquiry method				
8.	The students gave their attention to the explanation about argumentative paragraph by				
9.	The students wrote argumentative paragraph about “ Full Day School” by applying jurisprudential inquiry method.				
10.	The students made a conclusion about				
11.	The students answered closing from the				

APPENDIX IV**TEST ITEM**

Direction:

1. Write your name on the left top of your sheet.
2. Pay attention to the content, organization, vocabulary, language use and mechanic in your writing.

Question:

Write down an argumentative paragraph with the title “Full Day School”

APPENDIX VI

**ATTENDANCE LIST OF
STUDENTS**

**AT SMA PERGURUAN GAJAH MADA
MEDAN**

No	Name of Students	Pre-Test	Cycle I	Cycle II
1	Angel liana Gabriel. W			
2	Cristina Victoria Pardede			
3	Deswita Inggriani Panjaitan			
4	Dinda Gosawa			
5	Fitri Sitorus			
6	Kharunnisa			
7	Magdalena Hutabarat			
8	Marseprina			
9	Mei Sari			
10	Merliana Siahaan			
11	Michael Loudwick Tambunan			
12	Nathanael Michael Haratua Purba			
13	Nia Berliana BR Sipayung			
14	Niki Belasimawulo Bulele			
15	NifitaSari Hatajulu			
16	Nur Intan			

17	Ricky Martin			
18	Ruth Agresia			
19	Selvia			
20	Siti Namora			
21	Steven Richard			
22	Teresia Sitanggang			
23	Tiara Firza			
24	Yose K			
25	Yunda Putri Humairah			

Medan, Februari 2018

Guru Mata Pelajaran

Peneliti

Juniar Aritonang S.Pd

Nurpadilah Selian

Kepala Sekolah

Drs.Fo'arota Zega , M.Pd