

IMPROVEMENT OF ARGUMENTATIVE WRITING SKILLS THROUGH THE COOPERATIVE INTEGRATED READING AND COMPOSITION METHOD (CLASS X ACTION RESEARCH AT SMAN 7 TANGERANG CITY)

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Received : 20 April 2025

Published : 02 June 2025

Revised : 30 April 2025

DOI : <https://doi.org/10.54443/morfai.v5i4.3105>

Accepted : 18 May 2025

Link Publish : <https://radjapublika.com/index.php/MORFAI/article/view/3105>

Abstract

This research aims to improve the argumentative writing skills of 10th-grade students at SMAN 7 Kota Tangerang through the application of the Cooperative Integrated Reading and Composition method. This method involves collaborative learning in small groups consisting of four heterogeneous members, allowing students to discuss and develop the themes they will write about. This research was conducted in two cycles, with data collection through observation, questionnaires, and analysis of students' written work. The research results show that before the implementation of the method, only 19.35% of students achieved the Minimum Completeness Criteria (KKM) with an average score of 66.03. After the implementation of the method, in cycle I, 61.29% of students reached the Minimum Completeness Criteria (KKM), and in cycle II, the average student score increased to 78.39 with 77.42% of students reaching the KKM. These findings indicate that the Cooperative Integrated Reading and Composition method is effective in improving students' argumentative writing skills, although there are still challenges in distinguishing between argumentation and opinion. This study recommends strengthening teaching methods and increasing time for writing practice so that all students can achieve optimal results.

Keywords: *Argumentative writing skills, Cooperative Integrated Reading and Composition, collaborative learning, Minimum Completeness Criteria (KKM).*

INTRODUCTION

Learning Indonesian is one of the important aspects that need to be taught to students so that they can understand, utilize, and develop their language skills. According to Dyer, language is a symbolic system used to represent a person's thoughts. Therefore, learning Indonesian can help students become more skilled in communicating both orally and in writing. Learning Indonesian can provide knowledge on how to use the Indonesian language correctly and accurately. Students learn to interact using the language and are able to use the language as a tool to acquire the skills possessed by each individual. However, the learning of Indonesian language has not yet yielded optimal results. This is because students assume that learning Indonesian is not as interesting as other subjects (Wambsganss et al., 2022).

Indonesian language learning is considered less important and easy. However, many students actually have difficulty in presenting or expressing what they think in written form. As a result, students experience difficulties because they are not well-trained and cannot tap into their potential, leading to a lack of writing skills. Writing skills are one of the essential language skills that students must master, in addition to reading, listening, and speaking skills. Writing skills can help students convey ideas, thoughts, or concepts to others logically and systematically. Writing skills are closely related to reading skills. Both skills are very much related, allowing students to explore their own abilities through continuous practice. According to Tarigan, both have the same characteristics, namely productive and expressive. In the Indonesian dictionary, "produktif" means producing and "ekspresif" means capable of expressing an image. Thus, students are expected to understand the extent of their knowledge on a topic that needs to be developed through a thinking process and by exploring the knowledge and experiences they possess. Because, writing activities involve students to master the topics they will write about based on the skills they have acquired (Ahmed & Rezk, 2025).

Writing skills are one of the basic competencies of the Indonesian Language subject found in the 2013 Curriculum at Senior High Schools (SMA). Writing is a skill that requires students to express ideas, descriptions, messages, and concepts using proper and correct Indonesian. If using the lecture method or methods commonly employed by teachers, students are expected to be able to write arguments well, but in reality, students' mastery of the language in the 2013 curriculum is still lacking with these methods. This can be seen from the students' argumentative writing results, which fall below the Minimum Completeness Criteria (KKM) standard of 75 for the 2013 Indonesian Curriculum. Students are not yet able to construct sentence structures, write letters, use language, vocabulary in language, understand meanings, and are less effective, innovative, communicative, and unable to compose spelling with the aim of convincing readers about a specific event. Thus, the argumentation writing is not conveyed to the reader effectively. Therefore, researchers need a teaching method as a tool for developing argumentative writing skills so that students can apply good and correct writing (Sugebo et al., 2025).

The learning method is one of the essential processes in teaching and learning. Using certain teaching methods can enhance students' enthusiasm and engagement in learning. Creative and innovative teaching methods can help students and teachers in the learning and teaching process. Using learning methods can address issues in improving argumentative writing skills. The application of the learning method can be carried out through action research (AR). This learning method was chosen as an effort to address problems and improve student learning outcomes. In this action research, the researcher collaborates with the relevant class teacher. Data was obtained before the researcher conducted the study, based on concrete data from the teacher.

Based on the author's observations in the classroom during teaching, it can indeed be said that most students do not quickly adapt to writing tasks. They always ask whether it is necessary to create an outline, how to write, and how to express the content of their thoughts, and then they stop writing once they finish one paragraph. Another factor that contributes to the students' level of difficulty is the knowledge they possess. In fact, writing skills need to be supported by basic knowledge about the topic to be written. Therefore, teachers are expected to identify students' problems in the classroom and find solutions through actions using appropriate teaching methods (Vandermeulen et al., 2024).

One of the teaching methods assumed to enhance students' skills in writing arguments is the Cooperative Integrated Reading and Composition method. The Cooperative Integrated Reading and Composition method is a learning method that uses a grouping system or small teams, consisting of four heterogeneous members. After the students are grouped into a small team, they can discuss to determine the topic or theme that will be developed into an argumentative paragraph. The teacher can assist students by providing discourse or reading materials that can support the learning process. Students then study topics related to argumentative writing material. In the final activity, students write an argumentative paragraph and report it. Each group member helps and provides feedback for the success of their group. The Cooperative Integrated Reading and Composition method can help students in the learning process and improve their argumentative writing skills. Students are more enthusiastic about completing the tasks assigned by the teacher (Keller et al., 2024).

Students responded positively to the implementation of the Cooperative Integrated Reading and Composition method, and the achievement of improvement and completeness in student learning outcomes indicates that the Cooperative Integrated Reading and Composition method can enhance students' reading and writing skills. The Cooperative Integrated Reading and Composition method is a learning approach that builds cooperation among students and fosters a spirit of mutual assistance, as well as motivation for the success of the group. Each student will have the same opportunity to contribute to the success of the group. Thus, the implementation of the Cooperative Integrated Reading and Composition method is expected to develop students' argumentative writing skills. Based on the description and information above, it is known that the teaching of argumentative writing skills has not been implemented well (Cheong et al., 2024).

LITERATURE REVIEW

1. Argumentative Writing Skills

a. Definition of Skills

One of the things that must be mastered in life within society is skills. Skills are something that every individual can possess; if one wants to explore the skills within themselves, it is very easy to obtain because skills do not come solely from knowledge but also serve as a source of inspiration for every individual. In improving an individual's performance, one of the supporting factors is skills. The context of skills is linked to learning, so according to Suprihati ningsing, skills are efforts to acquire competence quickly, efficiently, and accurately in facing learning problems. So, in skill learning, it is closely related to acquiring a competence that exists within each

individual. With the presence of skills, we can indirectly think skillfully and creatively in carrying out beneficial activities. Many activities considered a skill consist of several skills and degrees of mastery achieved by a person, reflecting their level of proficiency. This happens because it is a common practice to state that one or several extended patterns of movement or behavior can be called skills, such as writing, playing the piano, walking, running, jumping, and so on (Rahimi, 2024).

b. Understanding Writing

The activity of writing is closely related to the creativity one possesses, because writing is not just about copying sentences, but rather the process of developing an idea, concept, and thought into written form. Sukino stated that writing is not a skill that can be achieved through daydreaming. Writing requires real activities that need to be practiced. Meanwhile, according to Sumardi, commitment is one of the most important aspects of social intelligence in cooperation that can lead us to success. In other words, writing activities require seriousness, determination, commitment, and the desire to practice continuously in order to achieve good writing results with the skills possessed.

The continuously honed ability is an action that serves as an assessment of the training process carried out regularly, yielding good results and a wealth of knowledge. According to Santoso, knowledge and a person's abilities, when applied in their life, will make their activities more meaningful and useful for themselves and their environment. Having writing skills will be useful for enhancing knowledge in life. However, writing does not come suddenly, because writing requires confidence, perseverance, and fairly regular practice. Good writing can only be achieved through extensive practice, not by quickly settling for what has been achieved. Stuart and Bostrom stated that a significant percentage of our population has made giving up a habit, rather than remaining persistent. With such habits, it will become an obstacle in writing. Therefore, it is necessary to diligently practice more to develop good writing skills (Cai & Yan, 2024).

2. Purpose of Writing Skills

So that the writing results can be more optimal, the writer must have a purpose in their writing.

- a. Assignment purpose
The purpose of this assignment actually has no purpose at all. The author writes something because they are assigned, not out of their own will.
- b. Altruistic purpose
The author aims to please the readers, wanting to help them understand, appreciate their feelings, and reasoning.
- c. Persuasive purpose
A piece of writing that aims to convince readers of the truth of the ideas presented.
- d. Informational purpose (emotional purpose, explanatory purpose)
A text that aims to provide information or explanation to the reader.
- e. Self-expressive (self-expression purpose)
Writing that aims to introduce or express the author to the readers.
- f. Creative purpose
This goal is closely related to the goal of self-expression. But "creative desire" here goes beyond self-expression and involves the aspiration to achieve artistic norms, or ideal art, dream art.
- g. Problem-solving purpose
In a piece like this, the author wants to solve the problems being faced. The author wants to explain, clarify, explore, and meticulously examine their own thoughts and ideas so that they can be understood and accepted by the readers.

3. Steps to Writing

According to Steven, in order for the author's intent and purpose to be achieved, the reader must respond as the author desires to their writing; therefore, the author must inevitably present a good piece of writing. The steps to writing well include, among others (Pozos-Radillo et al., 2014):

- a. Be careful when reading quickly
Know in advance what task you will start. Read the essay several times to ensure that you understand what you are reading. A quick willingness makes reading not take much time. One or two minutes is enough. Don't rush through this step, as hurrying can cost you valuable points and render some of your hard work worthless.

- b. Think Carefully
If the topic is something you have thought about or discussed in the past, then you might already have an opinion. If not, then take a moment to think about it. The writer must be careful in choosing a topic that has at least two sides that can be successfully debated.
- c. Plan Your Essay
Start your essay with a clear statement about the surrounding situation. The reader should not doubt your presence. Use the provided paper to outline the structure of your essay. The outline does not have to be included with complete sentences. Must include the ideas that will be incorporated into the concept. You must have a clear picture of the goal and how you will achieve it before you start writing.
- d. Make sure you have a clear introduction, body, and conclusion that states the introduction. You can write a traditional five-paragraph essay, but it also allows you to write a very effective essay with more or fewer paragraphs.
- e. Write your essay on a single sheet of paper
The final step in the essay writing process is to write your essay. You have read and understood quickly, and have decided on the situation and explained your response.

4. Definition of Argumentation

Argumentation is a thought or action, a systematic reasoning process, thereby obtaining ideas, topics, action ideas, or theories. Argumentation is a very useful way to communicate individually or in groups as a tool for exchanging information that is not influenced by subjective views. Additionally, an argumentative paragraph is a paragraph whose main idea is developed by explaining opinions, reviews, and discussions (Krammer, 2025a). According to the Great Dictionary of the Indonesian Language (KBBI), the definition of argumentation is the reasons used to support or reject an idea and the opinions of others, accompanied by rational or subjective reasons. Therefore, a composition that attempts to influence others by presenting evidence that strengthens the argument, where the presentation is done logically and factually, aims for the reader or listener to be interested in what the writer has presented (Krammer, 2025b).

METHOD

This research is an action research using quantitative and qualitative techniques. This research was conducted in the 10th grade at SMAN 7 Kota Tangerang, Babakan village, Tangerang district, Kota Tangerang. The time of implementation was during the odd semester from August to October of the 2018 academic year. The research method that will be conducted in this study is classroom action research using the Spiral model from Kemmis & McTaggart. The following are the stages of action research (Van Opstal et al., 2025):

- 1) The action planning box designed using the questioning method to encourage students to answer their own questions.
- 2) The action implementation box begins by asking students questions to encourage them to express what they know.
- 3) The observation box records or notes the students' questions and answers to see what is happening.
- 4) The reflection box revealed that overly strict class control caused the Q&A process to be less smooth, resulting in unsatisfactory outcomes that need to be improved.

Cycle I is based on the observation results regarding the problems that arise in the class, so an action plan was created using the collaborative learning method. This action plan was created through discussions with the class teacher and classmates. The observed aspects were related to the implementation of learning activities and student engagement during the lessons. After that, discuss again the results of the observation actions. Then, a reflection was conducted regarding the shortcomings that need to be addressed in the next cycle.

Cycle II action plan is created based on the reflection results from the first cycle. Next, implement the actions again as planned, observed by the teacher and classmates. The aspect being observed is still ongoing, specifically related to the implementation of learning activities and student engagement during the learning process. If the results of the actions and observations align with the plan and the goals are achieved, then the cycle will be terminated.

This action research is an activity conducted within a group, for example, in a study group in the classroom, provided by the teacher or under the teacher's guidance to the students. This action research is conducted in collaboration with the teacher as a collaborator in the observations made during the action (Vandermeulen et al., 2024). The research was conducted in several cycles, with each cycle involving analysis to determine whether the actions taken were successful or not in their implementation. According to Suyadi in Arifah, classroom action

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research is more systematically divided into three words: research, action, and class. Research is the activity of observing a specific object using certain procedures to find data with the aim of improving quality. Then action is a treatment carried out deliberately and planned with a specific purpose. Class is a place where a group of students receive lessons from the same teacher (Lechtenberg et al., 2025).

According to Arikunto in Arifah, classroom action research is a combination of the meanings of the words research, action, and class. Research is the activity of observing an object using certain methodological principles to obtain data that is beneficial for the researcher and others for the common good. Furthermore, action is a treatment deliberately applied to an object with a specific purpose, which in its application is arranged into several periods or cycles. And a class is a place where a group of students learn together from the same teacher during the same period (Bajo-Rubio & del Carmen Ramos-Herrera, 2024).

Actually, there are several models that can be applied in action research, but the most well-known and commonly used is the model proposed by Kemmis & McTaggart. The action research model in question describes four steps, presented in the following cycle.

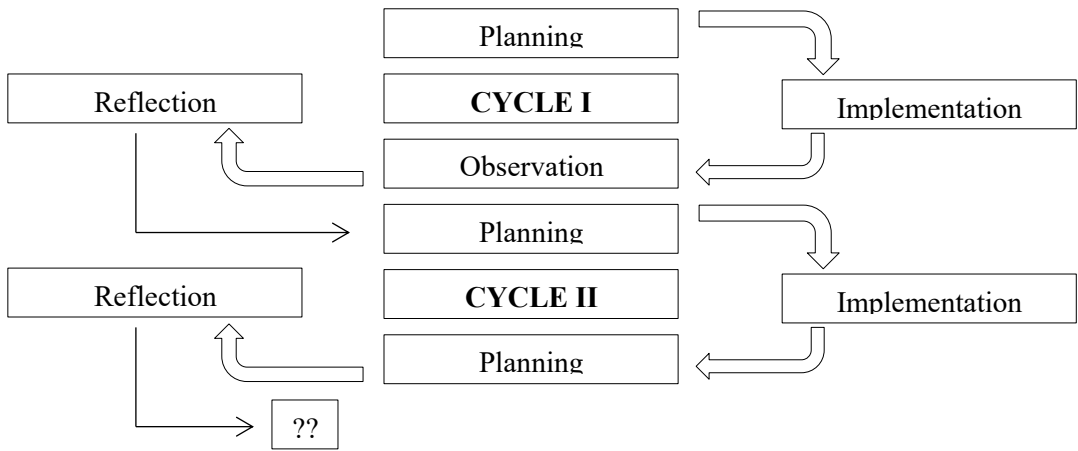


Figure 1 Model’s by Kemmis & McTaggart

RESULTS AND DISCUSSION

1. cycle 1 learning

a. Cycle 1 First Meeting

Cycle 1, first meeting of the Action Research was conducted in class on September 4, 2018. The lesson began with a question-and-answer session, asking about difficulties in understanding and writing arguments. Based on the research data, it is known that only 6 children or about 19.35% wrote arguments with scores above 75 according to the KKM standard. For that reason, the author began with activities that emphasized students' understanding of writing arguments.

The learning activity begins with reading an article. Based on this activity, the researcher grouped the students heterogeneously into groups of four, as a way to attract the students' attention to the lesson on argumentation. Based on the discussion results, the researcher explains about writing arguments through discussion. The next activity is for students to revise the arguments they have created in groups.

Based on the learning from cycle 1, first meeting, the researcher reports on the learning questionnaire for the first meeting in the table below:

**Table 1 Results of the argumentation writing skills learning questionnaire
Class X SMAN 7 Kota Tangerang through the method
Cooperative Integrated Reading And Composition
Cycle 1 / meeting 1**

No	Questions	Yes	No
1	Have you ever learned Indonesian in a group setting?	23	8

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2	Have you ever received writing lessons using a specific method or technique from a teacher?	7	24
3	Is it important for you to read before writing?	10	21
4	Do you have difficulty writing after reading?	15	16
5	After reading, is it easier for you to write an argument?	5	26
6	Have you ever heard of the integrated reading and writing method?	4	27
7	Does this method make it easier for you to write arguments?	10	21
8	Have you ever read a book or some information and then tried to take notes on it?	6	25
9	Have you ever recalled with full awareness the information you obtained from various sources?	11	20
10	Do you know that reading is related to writing?	6	25

Based on the survey table 1, it can be concluded that reading before writing is very necessary. Especially writing arguments. All students or 100% stated that without knowledge, they find it difficult to write. In general, they do not yet understand argumentative writing skills.

b.Cycle 1 second meeting

The second research was conducted on September 5, 2018. The implementation lasted for 2 class hours (90 minutes). The learning process begins by asking several questions related to the previous material. In this session, the researcher began using the Cooperative Integrated Reading and Composition learning method by asking questions to students who were learning in groups.

In the lesson, it starts with students reading an article about the city of Tangerang. Students form groups and discuss the topic within their groups. The discussion is intended for the process of absorption and new development about the city of Tangerang based on other knowledge known by the students.

Students then write a statement about the Cooperative Integrated Reading and Composition learning method to demonstrate new knowledge. Through reading activities, the students' knowledge about the city of Tangerang increased. The increase in knowledge is carried out as a learning process of Cooperative Integrated Reading and Composition. Students write arguments on worksheets based on the new knowledge from the articles they read and the group discussions conducted.

Based on the learning activities of cycle 1, second meeting, the author presents the results of the student survey as follows:

Table 2
Results of the questionnaire on argumentative writing skills
class X SMAN 7 Tangerang City through the method
Cooperative Integrated Reading And Composition
Cycle 1 / meeting 2

No	Questions	Yes	No
1	Have you ever learned Indonesian in a group setting?	23	8
2	Have you ever received writing lessons using specific methods or techniques from a teacher?	13	18
3	Is it important for you to read before writing?	15	16
4	Do you have difficulty writing after reading?	10	21
5	After reading, do you find it easier to write arguments?	12	19
6	Have you ever heard of the integrated reading and writing method?	11	20

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7	Does this method make it easier for you to write arguments?	14	17
8	Have you ever read a book or some information and then tried to take notes on it?	12	19
9	Have you ever consciously recalled information you obtained from various sources?	15	16
10	Did you know that reading is related to writing?	14	17

Based on the above questionnaire table 2, it can be seen that several activities that were not conducted in the first cycle of the first meeting on the Cooperative Integrated Reading and Composition learning method were known and implemented in the second meeting. About 61% of students said that the Cooperative Integrated Reading and Composition learning method was implemented by the researcher. The Cooperative Integrated Reading and Composition learning method helps them with argumentative writing skills.

c. First cycle, third meeting

The third research was conducted on September 18, 2018, at 07:00. The researcher reminded the students about argumentative writing skills through Cooperative Integrated Reading and Composition learning in the previous meeting, which can help students in the learning process.

Based on the research results, it can be reported that approximately 38.71% of the students, or around 12 children, have not yet reached the Minimum Completeness Criteria (KKM). Although the number of students who have not reached the KKM is 50%, this indicates that the students' results are not yet fully complete.

Table 3
Results of the argumentation writing skills learning questionnaire
Class X SMAN 7 Kota Tangerang through the method
Cooperative Integrated Reading and Composition
Cycle 1 / meeting 3

NO.	NAMA	ASPEK YANG DINILAI					JUMLAH NILAI
		ISI	BENTUK KARANGAN	ORGANISASI TULISAN	BAHASA	TATA TULISAN	
		(13 - 30)	(5 - 25)	(7 - 20)	(7 - 20)	(2 - 5)	
1	Adilah Putri Nugraha	21	18	16	16	4	75
2	Aji Febrian Muhtar	22	18	17	16	3	76
3	Andi Muhammad Taufan	22	19	16	17	4	78
4	Bella Mutiara Sabrina	21	18	18	16	3	76
5	Bimo Kusuma Putra	20	19	14	14	3	70
6	Christine Widya Ruth Sella	22	20	15	15	4	76
7	Dewi Maharani Bintoro	22	18	16	18	3	77
8	Eggaal Sabillah Qisthi	19	17	16	14	4	70
9	Eri Tantri Kirani	22	18	17	19	4	80
10	Ervan Mohammad Fadilah	21	18	15	20	4	78
11	Farhan Humaidi	21	17	18	20	4	80
12	Firyalarrubah Syafiqoh	20	15	17	15	3	70
13	Haekaldesma Perestroika	21	18	19	15	3	76
14	Hanifah Qomariah	21	19	20	18	4	82
15	Heidar Afriansya	21	17	15	18	4	75
16	Indah Permatasari Zafari Putri	22	20	19	16	3	80
17	Khatrine Kapitan Sahetapy	20	19	19	15	3	76
18	Laissa Nurazizah	20	18	16	13	3	70
19	Mita Lia Nurani	20	19	14	14	3	70
20	Monika Herdila Putri	21	20	16	17	3	77
21	Muhammad Ridwan Toha	20	18	15	14	3	70
22	Nur Almi Amalia	20	19	14	14	3	70
23	Rahma Yunita	21	18	14	15	3	71
24	Rayhan Rifky Maulana	22	18	17	16	3	76
25	Revi Naufal Hisyam	20	16	16	19	3	74
26	Reza Putra Hardiana Wirasentika	22	19	15	18	4	78
27	Rizky Nur Fadilah	21	20	15	15	3	74
28	Shabila Octavia	22	20	18	17	4	81
29	Shahirah Ramadhana Dewi	21	18	15	16	3	73
30	Sulaeman	21	19	14	14	4	72
31	Yunita Anggraini	22	18	17	17	4	78
JUMLAH		651	568	503	501	106	2329
RATA-RATA		21,00	18,32	16,23	16,16	3,42	75,13

Based on the data in the table above, it generally shows that the students being studied have achieved an average class completion rate of 100% because the class average is 75.13, which meets the class completion threshold of 75. However, individually, the students have not yet reached the KKM score, which is 38.71%. Based on these conditions, it shows that the students' abilities need to be reminded based on the observations and reflections of the researcher and collaborator. That is what necessitates the researcher to take action in the second cycle.

2. Cycle 2 Learning Meeting 1

A) Cycle Two Meeting One, Tuesday, September 25, 2018. In this meeting, the researcher introduced the Cooperative Integrated Reading and Composition method. Students wrote Cooperative Interated Reading And Composition. Students engage in group discussions.

Statement of the Cooperative Integrated Reading and Composition method from the reading and discussion results. Based on the statement of Cooperative Integrated Reading and Composition. Students write arguments. The result of the second cycle of the first meeting is using the Cooperative Integrated Reading and Composition method. Continued in the second meeting, in this activity, students can write arguments by discussing with their groups.

At this stage, the author asks students to fill out the questionnaire on learning argumentation writing skills for the second cycle, meeting 1. The content of the questionnaire serves as input for the second meeting.

Table 4 Results of the questionnaire on the improvement of argumentative writing skills through the Cooperative Integrated Reading and Composition method
Cycle 2/meeting 1

No	Question	Yes	No
1	Have you ever learned Indonesian in a group setting?	31	0
2	Have you ever received writing lessons using specific methods or techniques from a teacher?	20	11
3	Is it important for you to read before writing?	29	2
4	Do you have difficulty writing after reading?	24	7
5	After reading, do you find it easier to write arguments?	28	3
6	Have you ever heard of the integrated reading and writing method?	25	6
7	Does this method make it easier for you to write arguments?	27	4
8	Have you ever read a book or some information and then tried to take notes on it?	28	3
9	Have you ever consciously recalled information you obtained from various sources?	25	6
10	Did you know that reading is related to writing?	29	2

b. Second cycle, meeting 2

The second cycle of the second meeting was held on Tuesday, October 2, 2018. The researcher continued the activities from the first meeting with a group discussion. The activity was interspersed with a question-and-answer session. The discussion conducted is related to the Q&A session. The discussion conducted is related to the process of absorbing new information and knowledge about the city of Tangerang. Besides group discussions based on reading materials, also based on other knowledge known to the students. Students create a paragraph outline based on new knowledge and advanced knowledge obtained from group discussions. Writing arguments that are developed so that others can understand them.

c. Second cycle, meeting 3

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The teacher appreciates writing arguments. The teacher reminds about the characteristics of an argument. The final activity of the second cycle series was conducted through a writing skills test. Students wrote arguments about the city of Tangerang based on the outline created in the second cycle, second meeting. The results of the students' argumentative writing for the second cycle are reported as follows:

Table 5 Data from the second cycle meeting
Meeting 3

NO.	NAMA	ASPEK YANG DINILAI					JUMLAH NILAI
		ISI	BENTUK KARANGAN	ORGANISASI TULISAN	BAHASA	TATA TULISAN	
		(13 - 30)	(5 - 25)	(7 - 20)	(7 - 20)	(2 - 5)	
1	Adilah Putri Nugraha	23	19	17	16	5	80
2	Aji Febrian Muhtar	24	20	17	16	4	81
3	Andi Muhammad Taufan	23	20	16	17	4	80
4	Bella Mutiara Sabrina	23	20	18	16	4	81
5	Bimo Kusuma Putra	21	21	15	15	4	76
6	Christine Widya Ruth Sella	23	21	16	15	4	79
7	Dewi Maharani Bintoro	23	20	16	18	4	81
8	Enggal Sabillah Qisthi	20	19	16	15	4	74
9	Eri Tantri Kirani	22	20	17	19	4	82
10	Ervan Mohammad Fadilah	21	18	16	20	4	79
11	Farhan Humaidi	22	21	18	20	5	86
12	Firyalarrubah Syafiqoh	22	20	17	15	4	78
13	Haekaldesma Perestroika	23	19	19	15	4	80
14	Hanifah Qomariah	23	20	20	18	5	86
15	Heidar Afriansya	22	19	15	18	4	78
16	Indah Permatasari Zafari Putri	23	20	19	16	4	82
17	Khatrine Kapitan Sahetapy	21	20	19	15	4	79
18	Laissa Nurazizah	21	19	16	14	3	73
19	Mita Lia Nurani	20	20	16	15	3	74
20	Monika Herdila Putri	22	20	16	17	4	79
21	Muhammad Ridwan Toha	21	19	15	14	3	72
22	Nur Almi Amalia	21	20	15	15	3	74
23	Rahma Yunita	21	19	15	15	4	74
24	Rayhan Rifky Maulana	22	20	17	16	4	79
25	Revi Naufal Hisyam	20	17	16	19	3	75
26	Reza Putra Hardiana Wirasentika	22	20	15	18	4	79
27	Rizky Nur Fadilah	21	20	15	15	4	75
28	Shabila Octavia	22	20	18	18	5	83
29	Shahirah Ramadhana Dewi	22	20	15	16	4	77
30	Sulaeman	21	20	15	14	4	74
31	Yunita Anggraini	22	19	17	17	5	80
JUMLAH		677	610	512	507	124	2430
RATA-RATA		21,84	19,68	16,52	16,35	4,00	78,39

The report on the implementation of the second cycle, meeting 3, is as follows:

1. Based on the table above, it can be seen that the students' scores in learning argumentative writing skills through the Cooperative Integrated Reading and Composition method is 2430. on average, the average score of the X grade students is 78.39. If compared to the average score of cycle I, which is 75.13, there is an improvement. Although not very significant, through the Cooperative Integrated Reading and Composition

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method, students' argumentative writing scores increased by 3.26 points. In addition, the improvement is that the number of students who meet the KKM increased from around 19 people (61.29%) to 24 people (77.42%). On average, there was an increase in scores, although not significant. If we look at each student individually, the mastery of argumentative writing competence has increased compared to the first cycle.

2. Based on the survey results, it can be concluded that students have understood what they read and mastered the skill of writing arguments. This is based on survey data showing that through reading, they find it easier to write. Understanding the form of argumentative writing skills supports the ability to determine the topic or theme that will be developed into an argument.

D. Verification of Data Validity

The data obtained during the first and second cycles are stated by the author as valid data because they are in accordance with the action research procedures. Additionally, the author did not find any other data that should be presented as supplementary or comparative data in this study. The only data that can be used as a benchmark for the success of improving argumentative writing skills through the Cooperative Integrated Reading and Composition method. To verify data related to the improvement of argumentative writing skills through the Cooperative Integrated Reading and Composition method. The author also posed questions to determine students' motivation regarding the provision of materials related to argumentation to enhance students' skills, which can boost their enthusiasm and activity in learning by using a grouping system in small teams of four people. The questions posed by the author to understand students' perspectives on the process of learning argumentative writing skills through the Cooperative Integrated Reading and Composition method are as follows:

1. Do you enjoy learning using the Cooperative Integrated Reading and Composition method?
2. In your opinion, does learning using the Cooperative Integrated Reading and Composition method become more difficult or easier?
3. Do you enjoy learning Indonesian with the method that has been implemented?
4. Are there any interesting aspects of learning Indonesian using the Cooperative Integrated Reading and Composition method?
5. Are there any difficulties when writing arguments using the Cooperative Integrated Reading and Composition method?

E. Data Analysis

Data analysis is calculated based on the results of assessing argumentative writing skills through the Cooperative Integrated Reading and Composition method on 10th-grade students at SMAN 7 Kota Tangerang.

Table 6 Cycle I Argumentative Writing Scores of Class X Students at SMAN 7 Tangerang City

NO.	NAME	TOTAL SCORE	PASSED / NOT PASSED
1	Adilah Putri Nugraha	75	PASSED
2	Aji Febrian Muhtar	76	PASSED
3	Andi Muhammad Taufan Singadilaga	78	PASSED
4	Bella Mutiara Sabrina	76	PASSED
5	Bimo Kusuma Putra	70	NOT PASSED
6	Christine Widya Ruth Sella	76	PASSED
7	Dewi Maharani Bintoro	77	PASSED
8	Enggal Sabillah Qisthi	70	NOT PASSED
9	Eri Tantri Kirani	80	PASSED
10	Ervan Mohammad Fadilah	78	PASSED
11	Farhan Humaidi	80	PASSED

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NO.	NAME	TOTAL SCORE	PASSED / NOT PASSED
12	Firyalarribah Syafiqoh	70	NOT PASSED
13	Haekaldesma Perestroika	76	PASSED
14	Hanifah Qomariah	82	PASSED
15	Heidar Afriansya	75	PASSED
16	Indah Permatasari Zafari Putri	80	PASSED
17	Khatrine Kapitan Sahetapy	76	PASSED
18	Laissa Nurazizah	70	NOT PASSED
19	Mita Lia Nurani	70	NOT PASSED
20	Monika Herdila Putri	77	PASSED
21	Muhammad Ridwan Toha	70	NOT PASSED
22	Nur Almi Amalia	70	NOT PASSED
23	Rahma Yunita	71	NOT PASSED
24	Rayhan Rifky Maulana	76	PASSED
25	Revi Naufal Hisyam	74	NOT PASSED
26	Reza Putra Hardiana Wirasentika	78	PASSED
27	Rizky Nur Fadilah	74	NOT PASSED
28	Shabila Octavia	81	PASSED
29	Shahirah Ramadhana Dewi	73	NOT PASSED
30	Sulaeman	72	NOT PASSED
31	Yunita Anggraini	78	PASSED

Table 7 Results of Argumentative Writing Scores Cycle II for Class X Students at SMAN 7 Tangerang City

NO.	NAME	TOTAL SCORE	PASSED / NOT PASSED
1	Adilah Putri Nugraha	80	PASSED
2	Aji Febrian Muhtar	81	PASSED
3	Andi Muhammad Taufan Singadilaga	80	PASSED
4	Bella Mutiara Sabrina	81	PASSED
5	Bimo Kusuma Putra	76	PASSED
6	Christine Widya Ruth Sella	79	PASSED
7	Dewi Maharani Bintoro	81	PASSED
8	Enggal Sabillah Qisthi	74	NOT PASSED
9	Eri Tantri Kirani	82	PASSED
10	Ervan Mohammad Fadilah	79	PASSED
11	Farhan Humaidi	86	PASSED
12	Firyalarribah Syafiqoh	78	PASSED

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NO.	NAME	TOTAL SCORE	PASSED / NOT PASSED
13	Haekaldesma Perestroika	80	PASSED
14	Hanifah Qomariah	86	PASSED
15	Heidar Afriansya	78	PASSED
16	Indah Permatasari Zafari Putri	82	PASSED
17	Khatrine Kapitan Sahetapy	79	PASSED
18	Laissa Nurazizah	73	NOT PASSED
19	Mita Lia Nurani	74	NOT PASSED
20	Monika Herdila Putri	79	PASSED
21	Muhammad Ridwan Toha	72	NOT PASSED
22	Nur Almi Amalia	74	NOT PASSED
23	Rahma Yunita	74	NOT PASSED
24	Rayhan Rifky Maulana	79	PASSED
25	Revi Naufal Hisyam	75	PASSED
26	Reza Putra Hardiana Wirasentika	79	PASSED
27	Rizky Nur Fadilah	75	PASSED
28	Shabila Octavia	83	PASSED
29	Shahirah Ramadhana Dewi	77	PASSED
30	Sulaeman	74	NOT PASSED
31	Yunita Anggraini	80	PASSED

F. Analysis of the results of learning argumentative writing skills through the Cooperative Integrated Reading and Composition method.

Action research on improving argumentative writing skills through the Cooperative Integrated Reading and Composition method was conducted in two cycles. The researcher presents a qualitative data analysis in the form of the process of learning argumentative writing skills through the Cooperative Integrated Reading and Composition method. Qualitative data were obtained using observation instruments, questionnaires, and direct observation with the Cooperative Integrated Reading and Composition method. Based on qualitative data, it can be seen that students have understood how to write arguments and distinguish between arguments and opinions that they wrote in the pre-research phase. In the writing results of cycle I, although the average KKM was met, only about 61.29% achieved the KKM. In cycle II, there was an increase of about 3.26 points or an average class score of 78.39. Quantitative data were calculated based on the score results of the cycle I and cycle II compositions. The data from the argumentation writing results were analyzed using a t-test aimed at observing the difference in scores between cycle I and cycle II.

Table 8 Cycle I and Cycle II data on the improvement of argumentative writing skills through the Cooperative Integrated Reading and Composition method

No. Subject	Cycle I (X)	Cycle II (Y)	d = (X-Y)	d ²
1	75	80	-5	25
2	76	81	-5	25
3	78	80	-2	4
4	76	81	-5	25
5	70	76	-6	36

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No. Subject	Cycle I (X)	Cycle II (Y)	d = (X-Y)	d ²
6	76	79	-3	9
7	77	81	-4	16
8	70	74	-4	16
9	80	82	-2	4
10	78	79	-1	1
11	80	86	-6	36
12	70	78	-8	64
13	76	80	-4	16
14	82	86	-4	16
15	75	78	-3	9
16	80	82	-2	4
17	76	79	-3	9
18	70	73	-3	9
19	70	74	-4	16
20	77	79	-2	4
21	70	72	-2	4
22	70	74	-4	16
23	71	74	-3	9
24	76	79	-3	9
25	74	75	-1	1
26	78	79	-1	1
27	74	75	-1	1
28	81	83	-2	4
29	73	77	-4	16
30	72	74	-2	4
31	78	80	-2	4
	2329	2430	-101	413
rata2	75,13	78,39	-3,26	

The calculation of quantitative data based on the results of argumentation writing skills through the Cooperative Integrated Reading and Composition method is as follows:

1. finding the mean of the difference between cycle I and cycle II:

$$\bar{X}_d = \frac{\sum D}{n}$$

$$\bar{X}_d = \frac{-101}{31}$$

$$\bar{X}_d = -3,26$$

2. finding the standard deviation of d:

$$s_d = \sqrt{\frac{1}{n-1} \left\{ \sum D^2 - \frac{(\sum D)^2}{n} \right\}}$$

$$S_d = \sqrt{\frac{1}{31-1} \left\{ 413 - \frac{(-101)^2}{31} \right\}}$$

$$S_d = \sqrt{\frac{1}{30} \{ 413 - 329,065 \}}$$

$$S_d = \sqrt{\frac{1}{30} \{ 83,935 \}}$$

$$S_d = 2,7978$$

3. Determine the value of t: $\bar{X}_D - \mu_0$

$$t_{hitung} = \frac{\bar{X}_D - \mu_0}{S_D / \sqrt{n}}$$

$$t = \frac{\bar{X}_D - \mu_0}{s_D / \sqrt{n}}.$$

$$t_{hitung} = \frac{\frac{-101}{31}}{\frac{2,7978}{\sqrt{31}}}$$

$$t_{hitung} = \frac{-3,25806}{0,50249}$$

$$t_{hitung} = -6,4838$$

Based on the quantitative data calculation with the t-test above, it is stated that the t-test calculation yielded a value of 6.484. Based on the t-table value with a significance level of 5% and a confidence level of 95%, the degrees of freedom (df) are calculated as N-1 or 31 – 1 = 30. It can be seen based on the t-test table with a sample size of 30 that it shows a value of 2.042. Thus, it can be reported that t-observed of 6.484 is greater than t-table of 2.042 or t-observed > t-table. Thus, it can be concluded that there is a difference in the learning outcomes of argument writing skills between cycle I and cycle II using the argument writing skills through the Cooperative Integrated Reading and Composition method for 10th-grade students at SMAN 7 Kota Tangerang. It can be concluded that the Cooperative Integrated Reading and Composition method can improve students' skills in writing arguments.

G. Mapping Results

1. Cycle data mapping

Before conducting the interpretation or cycle, the author will summarize the research findings from cycle I and cycle II and then map them out. The findings observed during the implementation of each cycle are categorized into two categories, namely strengths and weaknesses in each cycle. To make it easier to see those categories, the author created the mapping table below.

No	Cycle	Research Findings	
		Strengths	Weakness
1.	Cycle I	Students are starting to show a positive attitude, although there are still some aspects that need improvement, such as students not asking the teacher about the teaching material during the learning process.	Students still have difficulty distinguishing between argumentation and opinion.
2.	Cycle II	Students show a positive attitude, are brave enough to ask the teacher about unclear material, are active in learning, are interested in the learning material, and have a sense of curiosity in the learning process.	Did not find any negative aspects in this second cycle.

2. Interpretation of results

The learning conducted by students using the Cooperative Integrated Reading and Composition method is a positive aspect that needs to be developed to enhance students' skills and academic achievements. However, students' writing skills must be accompanied by a good understanding of what needs to be done. Thus, the skill of writing arguments through the Cooperative Integrated Reading and Composition method must be thoroughly understood in its content to be followed by further exploration related to the things students want to know, both concerning school subjects and real life.

In the delivery of the material, it can be well received by the students. Their enthusiasm and ability to work on the provided argumentative writing play an important role in helping students improve their skills. Based on the data from writing skills in the aspect of conveying ideas and thoughts to others logically and systematically in writing skills, the researcher can determine the success of the teaching and learning activities in cycle II. The success was due to the method used in the learning process, which was appropriate for supporting the improvement of students' argumentation skills.

CONCLUSION

Improvement of Argumentative Writing Skills: This study shows that the Cooperative Integrated Reading and Composition learning method is effective in enhancing the argumentative writing skills of 10th-grade students at SMAN 7 Kota Tangerang. **Preliminary Research Results:** Before the implementation of the method, students showed a low understanding of argumentative writing skills, with an average score of 66.03 and only 19.35% of students reaching the Minimum Completeness Criteria (KKM) of 75.

Results of Cycle I and II:

In cycle I, although there was an improvement, only 61.29% of students reached the minimum passing grade (KKM). In cycle II, the average student score increased to 78.39, with 77.42% of students reaching the minimum passing grade (KKM), showing significant progress.

Observation and Reflection:

Students have difficulty distinguishing between arguments and opinions, as well as in constructing argument frameworks.

The teaching methods used need to be strengthened and adjusted to address these difficulties.

Recommendation: Further reinforcement is needed in the implementation of teaching methods and an increase in the time allocated for writing, so that all students can achieve the Minimum Completeness Criteria (KKM) and better understand argumentative writing skills.

Final Conclusion: The Cooperative Integrated Reading and Composition method has proven effective in improving students' argumentative writing skills, but improvements are still needed in its implementation to achieve optimal results.

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