

**IMPROVING THE ELEVENTH GRADERS' WRITING SKILL  
ACHIEVEMENT BY USING CER (CLAIM, EVIDENCE, REASONING)  
TECHNIQUE AT SMA NEGERI 11 PALEMBANG**

**A Thesis by**

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**English Education Study Program**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITY OF TRIDINANTI**

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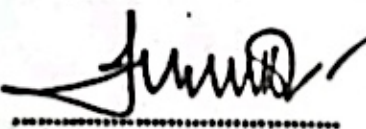
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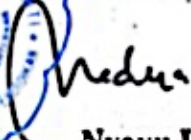
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## DEDICATION

This thesis is dedicated to:

- Allah SWT for all His blessings and guidance, as well as the Prophet Muhammad SAW who is a role model in every step of the author life
- My beloved parents, Arpin, Evi Susanti. Thank you for your love, support, and prayers. You always believe that I can do it.
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## “MOTTOS”

**"I wasn't a smart kid, but I never stopped fighting.  
Between work and college, I cultivated hope"**

**“Until one day, this title won't just be a token, but proof that I've  
persevered through a difficult journey.**

## PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengelolaan, serta pemikiran Saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, Saya bersedia skripsi ini digugurkan dan gelar akademik yang telah Saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, Pasal 25 ayat 2 dan pasal 70.

Palembang, 30 March 2026

Mahasiswa



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## ABSTRACT

This study aims to: (1) to find out whether or not there was any significant improvement at the eleventh graders' writing skill achievement by using CER (Claim, Evidence, Reasoning) technique of SMA Negeri 11 Palembang and (2) to find out whether or not there was any significant difference at the eleventh graders' writing skill achievement between students who were taught using CER (Claim, Evidence, Reasoning) and those who were not of SMA Negeri 11 Palembang. This study used a quasi-experimental method using a pretest–posttest non-equivalent group design. The population consisted of two eleventh-grade classes of SMA Negeri 11 Palembang in the 2024/2025 academic year. The samples were selected through purposive sampling, involving 34 students in the experimental group and 33 students in the control group. Data were collected through writing tests administered as pre-tests and post-tests. The data were analyzed using paired sample t-test and independent sample t-test. The results of the paired sample t-test showed that the obtained t-value (15.354) was higher than the t-table value (2.0322), indicating a significant improvement in students' writing skill achievement. In addition, the independent sample t-test revealed that the obtained t-value (5.826) was higher than the t-table value (1.995), indicating a significant difference between the two groups. Based on these results, it can be concluded that the implementation of the CER (Claim, Evidence, Reasoning) technique was effective in enhancing students' writing skill achievement at eleventh grade of SMA Negeri 11 Palembang. Other findings revealed that there was a significant difference in students' writing skill between students who were taught to write using the CER technique and those who were not at eleventh grade of SMA Negeri 11 Palembang.

***Keywords: Writing Skill, Achievement, CER (Claim, Evidence, Reasoning) technique.***

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# **CHAPTER 1**

## **INTRODUCTION**

In this chapter, the researcher presents : (1) Background, (2) The Problems of Study, (3) The Objectives of Study, (4) The Significances of Study.

### **1.1 Background**

English, as a global language, plays a crucial role in various aspects of life, including education, business, and international communication. The ability to communicate effectively in English is essential for students to compete in the globalized world. According to Crystal (2003), English is not only a means of communication but also a gateway to access knowledge, technology, and opportunities. In the context of education, English is often considered a key subject that students must master to succeed academically and professionally. However, despite its importance, A large number of students still experience problems when they try to convey ideas through written language.

Students who often fail in writing due to high cognitive load, such as planning, translating ideas into words, and revising, (Graham & Harris 2005). As Harmer (2004) points out writing is not just one step; it is a whole process of planning, drafting, revising, and editing. This makes it a mentally demanding task that requires solid grammar and vocabulary, along with the ability to organize your thoughts and express them clearly.

Manchon (2009) states that writing in a second language constitutes a complex problem-solving activity, as learners must simultaneously master unfamiliar grammatical systems, lexical choices, and discourse conventions, rendering the process particularly challenging. Hyland (2003) states that writing is often seen as the hardest skill to master because it is more than just writing correct sentences. It is about creating a clear and meaningful text that gets the writer's ideas across to the reader. Unlike speaking, where you can clarify things immediately and use context clues, writing needs a lot of forethought to make sure it is clear and avoids confusion.

Bereiter and Scardamalia (2016) describe writing as a multi-step cyclical activity divided into three parts: planning, drafting, and editing. They emphasize that writing is a cognitively demanding task because it contains none of the give-and-take communication as in speaking, which combines words and non-verbal actions or images. As a result, writing is and must be demanding as it requires a constant process of self-re-evaluation and self-editing. Renandya (2002) states that writing is particularly tough for learners of a second language because it needs not just language skills but also awareness of cultural and writing styles. Students have to navigate different writing rules, like paragraph structure, tone, and style, which vary between languages and cultures. This extra layer of complexity makes writing a uniquely challenging skill to pick up, especially in academic settings where clarity and precision are key.

According to Cottrell (2013), academic writing comprises a diverse range of text types, each designed to fulfill distinct purposes and requiring specific

competencies. These include descriptive, narrative, expository, and persuasive forms of writing, among others. In this research the researcher will focus to narrative writing because it helps develop students' logical reasoning while allowing experimental measurement through the CER approach. This type includes several more, such as fairy tale, legend, myth, fable, folktale, historical, adventure and science fiction. It is worth noting that in as much as argumentative essays tend to give a balanced presentation of the arguments and counter arguments to debate an issue, there is also another category known as legend text that has a bit different goal. In this case, it is to persuade the reader to do something or accept a certain stance by advancing a claim and backing it up with good evidence and sound reasoning (Knapp & Watkins, 2005). In accordance with persuasive writing, the researcher will focus on one type of text, since this narrative text does not only tell a story, but it also enables students to think about how to emotionally engage their audience and convey a deeper message or moral. Being able to use this type of writing is especially important in real life, where connecting with others through shared human experiences is pertinent. Therefore, students with proficiency in writing narrative texts will be able to convey their ideas in a manner that fosters empathy, understanding, and reflection.

According to Anderson J (2003), narrative text is a type of text that tells a story, either fictional or non-fictional, with a series of connected events. Writing narrative texts, particularly legends, can be a challenging task for students because structuring a compelling story with a clear moral lesson requires both creativity and logical coherence. Narrative text is a type of text that will be discussed, narrative

text itself is a type of text which aimed to tell the readers a story. Also, narrative text shows a view of the world that used to amuse and entertain the readers (Dirgeyasa, 2016), Furthermore Graham & Perin (2009) stated writing achievement refers to the measurable outcome or level of proficiency a person has attained in their writing skills. It is typically assessed through specific criteria such as vocabulary, grammar, organization, coherence, and the ability to effectively convey ideas for a given purpose, and (Harmer, 2003), stated that writing can be outlined as an activity that stimulates students' concentrate on target correct language use, and triggers language development because the students fix the issues.

One effective solution to this problem is applying the CER (Claim, Evidence, Reasoning) framework, a technique traditionally used in scientific inquiry, to literary analysis. According to McNeill and Krajcik (2011), the CER framework is a powerful tool for building coherent and logical arguments. When adapted for a legend, the Claim becomes a statement about the story's central theme or moral (e.g., "The legend of Sangkuriang teaches that one cannot defy destiny"). The Evidence is drawn from specific events, character actions, or dialogues within the legend itself that support the claim. Finally, the Reasoning provides an explanation that connects the evidence to the claim, elaborating on how the specific events demonstrate the overarching moral or cultural lesson. This structured approach assists students in deconstructing and understanding the narrative deeply, allowing them to not just recount a story but to analyze and articulate its deeper meaning in a clear, logical, and persuasive manner.

The CER (Claim, Evidence, Reasoning) technique is also highly effective for teaching narrative texts, such as legends, because it provides a clear structure for analyzing and interpreting a story's deeper meaning. In this context, the claim represents an assertion about the story's central theme, moral, or a character's motivation (e.g., "The legend of Malin Kundang teaches about the severe consequences of disrespecting one's parents"). The evidence consists of specific details, events, or quotations from the text that support the claim. Finally, the reasoning explains how the evidence validates the claim by connecting the story's events to its broader cultural lesson or moral message. By applying the CER framework, students learn to move beyond simply summarizing a plot and instead develop the ability to construct a coherent and insightful literary analysis, strengthening their interpretive and analytical writing skills (McNeill & Krajcik, 2012).

To address this issue, the CER (Claim, Evidence, Reasoning) technique is proposed as a potential solution. Originally developed in the context of science education by McNeill and Krajcik (2011), the CER framework provides a clear and structured approach to constructing arguments. In the context of English language learning, the CER (Claim, Evidence, and Reasoning) approach is a learning strategy that supports students in structuring and presenting their ideas more clearly in written form, when writing Narrative texts. By guiding students to identify a clear claim, provide relevant evidence, and explain the reasoning that connects the evidence to the claim, the CER technique can enhance students' ability to write Narrative texts. Many studies have demonstrated the effectiveness of the CER

method in improving students' writing and critical thinking skills. For example, Zohar and Nemet (2002) find that argument-based teaching strategies, such as CER, significantly improved students' ability to construct logical and evidence-based arguments. Similarly, Sampson, Grooms, and Walker (2011) state that the CER framework help students to develop stronger reasoning skills and produce more coherent written arguments. These findings suggest that the CER technique has the potential to address the challenges faced by students in writing narrative text.

Based on the observation and interview with English teachers at SMA Negeri 11 Palembang, it is revealed that eleventh-grade students often struggle with writing narrative essay. Many students find it difficult to structure their essays effectively, Students struggle to construct a clear and convincing claim, and provide appropriate evidence and reasoning to support their arguments. This issue is reflected in their writing scores, which are often below the expected standard. The lack of a structured approach to teaching narrative text may contribute to this problem, as students are not equipped with the necessary tools to organize their thoughts and arguments systematically.

This research aims to investigate the effectiveness of the CER technique in improving the writing skills of eleventh-grade students at SMA Negeri 11 Palembang. By implementing this technique, it is expected that students will be able to produce more structured, coherent. Furthermore, this research is expected to provide valuable insights for English teachers in selecting effective teaching strategies to enhance students' writing skills. Ultimately, the findings of this

research are expected to contribute to the improvement of English language education, particularly in the area of writing instruction.

On the basis of the background above, therefore the writer was interested in conducted a study titled "Improving the eleventh graders, writing skill achievement by using CER (Claim, Evidence, Reasoning) technique at SMA Negeri 11 Palembang".

## **1.2 The Problem of the Study**

### **1.2.1 The Limitation of the Problem**

The limitation of this study was focused on the teaching of writing skills in narrative text by applying the CER (Claim, Evidence, Reasoning) technique to the eleventh-grade students of SMA Negeri 11 Palembang.

### **1.2.2 The Formulation of the Problems**

The main problems of this study were :

- 1) was there any significant improvement at the eleventh graders' writing skill achievement by using CER (Claim, Evidence, Reasoning) technique of SMA Negeri 11 Palembang?
- 2) was there any significant difference at the eleventh graders' writing skill achievement between students' who were taught using CER (claim, evidence, reasoning) and those who were not of SMA Negeri 11 Palembang ?

### **1.3 The Objectives of the Study**

The objectives of this study were :

- 1) To find out whether or not there was any significant improvement at the eleventh graders' writing skill achievement by using CER (Claim, Evidence, Reasoning) technique of SMA Negeri 11 Palembang.
- 2) To find out whether or not there was any significant difference at the eleventh graders' writing skill achievement between students who were taught using CER (Claim, Evidence, Reasoning) and those who were not of SMA Negeri 11 Palembang.

### **1.4 The Significances of the Study**

The significances of the study are :

- a. For the students

This study presents an instructional strategy that incorporates the CER technique to support the teaching of writing, particularly in constructing structured arguments through the CER technique, which also fosters critical thinking and reasoning abilities.

- b. For the teachers

This study offers an effective teaching strategy that integrates the CER technique, enabling teachers to facilitate meaningful learning and improve students' writing achievement in English.

c. For the writer (Researchers)

The findings of this research may serve as a useful reference for future studies related to writing instruction.