THE IMPLEMENTATION OF CLAIM, EVIDENCE AND REASONING (CER) STRATEGY IN TEACHING WRITING SKILL IN THE 9TH GRADE AT MTS AL AMIEN AMBULU JEMBER

THESIS

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STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
JUNE 2026

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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
In Partial of Fulfillment of the Requirements for Bachelor Degree of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
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MOTTO

يَرْفَعِ اللّٰهُ الَّذِيْنَ اٰمَنُوْا مِنْكُمْۙ وَالَّذِيْنَ اُوْتُوا الْعِلْمَ دَرَجٰتٍۗ

"Allah will surely raise those of you who believe and those who have been given knowledge several degree"

(QS. Al-Mujadilah: 11)[1]

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[1] Kemenag RI, Alqur'an dan Terjemahannya Edisi Penyempurnaan, Lajnah Penthashihan Mushaf Al-Qur‟an 2019

DEDICATION

This thesis is proudly dedicated to:

1. My beloved parents, who have always been the strongest foundation in my life. I sincerely express my deepest gratitude for their unconditional love, endless prayers, and every sacrifice they have made. Their support and encouragement have been the main driving force that guided me through every stage of my academic journey, including the completion of this thesis.
2. My beloved husband, who has always been a constant source of support, patience, and encouragement. I am deeply thankful for his understanding, motivation, and belief in my abilities during both easy and difficult times. His presence has given me strength and confidence to complete this academic journey.
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ACKNOWLEDGMENT

First of all, all praise is due to Allah SWT for His mercy, blessings, guidance, and health that have enabled the researcher to complete this thesis. Secondly, shalawat and salam are always conveyed to Prophet Muhammad SAW, who has guided humanity from darkness into light.

The researcher realizes that the process of completing this thesis could not have been accomplished without the support, assistance, and prayers from many people. Therefore, the researcher would like to express sincere gratitude to:

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The researcher sincerely hopes that Allah SWT will reward all of them with blessings and goodness. The researcher also realizes that this thesis is still far from perfection. Therefore, constructive criticism and suggestions are highly appreciated. Finally, it is hoped that this thesis will be beneficial for readers and future researchers who need it.

Jember, 4th of June 2026
The Researcher

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ABSTRACT

Kuni Salma Wakhidah, 2026. The Implementation of Claim, Evidence, and Reasoning (CER) Strategy in Teaching Writing Skill in The 9th Grade at MTs Al Amien Ambulu Jember

Keyword: *CER, Implementation, Writing*

Writing is one of the essential skill in English learning because it enables students to express ideas, opinions, and information in written form. In writing activities, students are expected to organize ideas clearly and develop coherent paragraphs. However, many students still experience difficulties in organizing arguments, connecting supporting details, and developing logical explanations in their writing. Previous studies have mostly focused on the effectiveness of CER strategy quantitatively, while limited studies have discussed the implementation process and students' responses toward the use of the Claim, Evidence, and Reasoning (CER) strategy in teaching writing skill, especially at the junior high school level. Therefore, this study focuses on the implementation of the CER strategy in teaching writing skill at MTs Al Amien Ambulu Jember.

This study aims to investigate the implementation of the Claim, Evidence, and Reasoning (CER) strategy in teaching writing skill and to identify students' responses toward its implementation at MTs Al Amien Ambulu Jember. The research questions of this study are: 1) How is the implementation of the Claim, Evidence, and Reasoning (CER) strategy in teaching writing skill to the ninth-grade students at MTs Al Amien Ambulu Jember? and 2) How are the students' responses toward the implementation of the Claim, Evidence, and Reasoning (CER) strategy in teaching writing skill at MTs Al Amien Ambulu Jember?

This study employed a descriptive qualitative method. The subjects of this research were the English teacher and the ninth-grade students at MTs Al Amien Ambulu Jember. The data were collected through observation, interviews, and documentation. To ensure the validity of the data, the researcher used source triangulation and technique triangulation. The data were analyzed through data reduction, data display, and conclusion drawing.

The findings of this study showed that the implementation of the CER strategy was observed through classroom activities, including introduction, modeling, guided practice, independent writing, peer review, and revision. The teacher implemented CER in a structured way that helped students follow the writing process step by step. The results indicated that students gave positive responses toward CER, reflected in their increased interest, participation, confidence, and involvement in collaborative learning activities. However, some students still experienced difficulties in developing reasoning and connecting evidence logically. Overall, the CER strategy contributed to improving students' writing skill by providing a clear framework for organizing ideas and supporting their understanding of argumentative writing.

KHOMAD SIDDIQ JEMBER

TABLE OF CONTENT

COVER PAGE i

TITLE PAGE ii

APPROVAL SHEET iii

APPROVAL OF EXAMINE iv

MOTTO v

DEDICATION vi

ACKNOWLEDGMENT vii

ABSTRACT ix

TABLE OF CONTENT x

LIST OF TABLE xii

LIST OF FIGURES xiii

LIST OF APPENDICES xiv

CHAPTER 1. INTRODUCTION 1

A. Background of Study 1

B. Research Question 4

C. Research Objective 5

D. Research Significance 5

E. Definition of Key Terms 7

F. Structure of Report 8

CHAPTER II. LITERATURE REVIEW 9

A. Previous Study 9

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

B. Theoritical Framework 15

CHAPTER III. RESEARCH METHOD 58

A. Research Design 58

B. Research Setting 59

C. Research Subject 60

D. Technique of Collecting Data 61

E. Technique of Analyzing Data 64

F. Validity of Data 67

G. Research Procedure 69

CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION 72

A. Research Findings 72

B. Discussion 93

CHAPTER V. CONLUSION AND SUGGESTION 98

A. Conclusion 98

B. Suggestion 99

REFERENCES 101

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

LIST OF TABLE

Table 2.1 Similarity and Difference Between This Research and Previous Research 12

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

LIST OF FIGURES

Figure 4.1 Introduction of CER Concept 74

Figure 4.2 Teacher Modeling of Claim, Evidence, and Reasoning..... 76

Figure 4.3 Guided Practice Using CER Structure..... 78

Figure 4.4 Independent Writing Practice Using CER Strategy..... 79

Figure 4.5 Group Discussion During Peer Review Activities..... 80

Figure 4.6 Peer Review Activity in CER Based Writing 80

Figure 4.7 Revision and Final Draft Activity..... 82

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

LIST OF APPENDICES

Appendix 1. Matrix of Research 106

Appendix 2. Research Permit Application Letter from KHAS Jember State Islamic University 111

Appendix 3. Journal of Research 112

Appendix 4. Interview Guidelines for English Teacher 113

Appendix 5. Interview Guidelines for Students 115

Appendix 6. Certificate of Completion of Research from MTs Al Amien Ambulu Jember 116

Appendix 7. Learning Implementation Plan 117

Appendix 8. Documentation 122

Appendix 9. Declaration of Authenticity 125

Appendix 10. Curriculum Vitae 126

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

CHAPTER 1

INTRODUCTION

A. Background of Study

Teaching English in junior high school plays an important role in developing language competence and communication ability. Effective teaching requires appropriate instructional strategies that support student learning and encourage active participation. English teachers are expected to create learning environments that promote critical thinking and meaningful communication. Teaching writing in English classrooms demands careful planning because writing involves complex cognitive and linguistic processes. Therefore, appropriate teaching strategies are necessary to help students develop writing ability in a structured and systematic manner.

Writing skill is one of the essential skill in English language learning. Writing allows students to express ideas, opinions, and arguments in written form. Writing also supports academic development because written communication becomes an important component in school assessment[2]. However, writing skill is often considered difficult because writing requires vocabulary mastery, grammar accuracy, and logical organization of ideas. Junior high school students are still developing language competence and

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[2] Patricia Wilcox Peterson, *Developing Writing: Writing Skills Practice Book for EFL (Beginning/Intermediate Level)*, 2nd Editio (Washinton DC: Burreau of Educational and Cultural Affairs Unites States Department of State Washington, 2003).

analytical thinking, which makes writing more challenging. Therefore, effective instructional strategies are needed to support writing development[3].

Students at the ninth grade level often experience difficulties in writing English texts. Limited vocabulary restricts idea development and reduces clarity of writing. Grammar errors also affect sentence structure and meaning. In addition, many students produce texts with poor organization and unsupported statements. Writing activities sometimes focus more on grammar exercises rather than idea development. As a result, students are able to write sentences but face difficulty in constructing coherent paragraphs. These challenges indicate the need for structured strategies that guide students in developing ideas systematically.

Claim Evidence and Reasoning Strategy offers a structured approach to teaching writing skill. This strategy is derived from argumentation model proposed by Stephen Toulmin which consists of claim, data, and warrant. In educational practice, the model is simplified into claim, evidence, and reasoning to support student understanding. Claim represents the main idea of writing. Evidence supports the claim through facts or examples. Reasoning explains the relationship between claim and evidence. This structured process helps students organize ideas logically and produce coherent texts[4]. In addition, the strategy encourages critical thinking and improves clarity of writing.

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[3] Luci McCormick Calkins, *The Art of Teaching Writing* (Ontano, Canada: Irwin Publishing, 1994).

[4] Stephen E. Toulmin, *The Uses of Argument*, 1st Edition (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005.

Therefore, Claim Evidence and Reasoning Strategy becomes suitable for teaching writing skill in junior high school.

Previous studies have investigated the implementation of Claim Evidence and Reasoning Strategy in writing instruction. Rinzin Wangmo, Nandu Giri, Lekh Raj Ghalley, Yeshi Jamtsho, and Tshelthrim Zangmo applied the strategy through guided instruction, graphic organizers, and structured writing activities. Students formulated claims, selected evidence, and explained reasoning during classroom practice. Results indicated improvement in coherence and logical organization of writing[5]. Another study conducted by Resty C. Samosa implemented Claim Evidence and Reasoning Strategy through structured argument writing activities and guided discussion. Students developed claims, supported ideas with evidence, and explained reasoning in writing tasks. Feedback sessions and revision activities were also conducted during the learning process. Findings showed improvement in students writing clarity, argument development, and logical organization[6].

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Previous studies implemented Claim Evidence and Reasoning Strategy in Grade Nine students and focused on scientific writing. However, limited research investigates the implementation of the strategy in junior high school English writing classes, especially at ninth grade level. Previous studies also

[5] Rinzin Wangmo et al., "Using of Claim, Evidence, and Reasoning Strategy in Scientific Explanation and Argumentative Writing Skills of Grade Nine Chemistry Students," *Journal of Pedagogical Sociology and Psychology*, May 10, 2025, 1–25, https://doi.org/10.33902/JPSP.202533548.

[6] Resty C Samosa, "Effectiveness of Claim, Evidence and Reasoning as an Innovation to Develop Students' Scientific Argumentative Writing Skills," *European Journal of Research Development and Sustainability* 2, no. 5 (2021): 25–35, https://doi.org/https://doi.org/10.17605/OSF.IO/76CG5.

emphasized writing outcomes rather than classroom implementation process. Investigation of classroom implementation becomes important to understand how the strategy supports students in developing writing skill. Therefore, research focusing on implementation of Claim Evidence and Reasoning Strategy in junior high school writing classroom is necessary.

The context of MTs Al Amien Ambulu Jember provides an opportunity to examine implementation of Claim Evidence and Reasoning Strategy in teaching writing skill. Students at the ninth grade experience challenges in developing ideas and organizing paragraphs. Application of structured strategy supports writing development and critical thinking. This research aims to analyze implementation of Claim Evidence and Reasoning Strategy in teaching writing skill at the ninth grade of MTs Al Amien Ambulu Jember. The study is entitled The Implementation of Claim, Evidence and Reasoning Strategy in Teaching Writing Skill in the 9th Grade at MTs Al Amien Ambulu Jember.

B. Research Question

Based on the background of the study, the research questions are formulated as follows:

1. How is the implementation of the Claim, Evidence and Reasoning (CER) Strategy in teaching writing skill to the ninth grade students at MTs Al Amien Ambulu Jember?
2. How do students respond to the implementation of the Claim, Evidence and Reasoning (CER) Strategy in teaching writing skill at MTs Al Amien Ambulu Jember?

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JEMBER

C. Research Objective

Based on the research questions, this study aims to investigate the implementation of the Claim, Evidence and Reasoning Strategy in teaching writing skill at the ninth grade of MTs Al Amien Ambulu Jember. Specifically, the objectives of this research are:

1. To describe the implementation of the Claim, Evidence and Reasoning (CER) Strategy in teaching writing skill to the ninth grade students at MTs Al Amien Ambulu Jember.
2. To identify students responses toward the implementation of the Claim, Evidence and Reasoning (CER) Strategy in teaching writing skill at MTs Al Amien Ambulu Jember.

D. Research Significance

The benefits of this research describe the contributions obtained after conducting the study. The benefits of this research are:

1. Theoretically

The results of this research are expected to provide contributions to the development of knowledge in English language teaching, particularly in teaching writing skill. This study is expected to enrich theoretical insights into the application of Claim Evidence and Reasoning Strategy as an approach to develop students ability to organize arguments, express ideas coherently, and support claims with relevant evidence. This research may also serve as an additional reference for future studies focusing on the integration of argument based strategies in EFL writing instruction.

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2. Practically

a. For the Teacher

This research is expected to provide teachers with practical guidance in implementing Claim Evidence and Reasoning Strategy in writing classes. This study may help teachers design appropriate activities, select relevant materials, and structure lessons that encourage students to think critically during writing activities. In addition, this research provides insights into challenges that may appear during the implementation of structured writing strategies.

b. For the Students

This research is expected to create a more structured and meaningful writing learning process for students. Students are expected to develop the ability to state claims clearly, support ideas with evidence, and organize writing logically. In addition, this strategy supports confidence in expressing ideas in written form and improves overall writing performance in English.

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JEMBER

c. For the Researcher

This research is expected to provide valuable experience for the researcher in conducting studies related to teaching writing. The findings of this research may be compared with other studies to strengthen understanding of how Claim Evidence and Reasoning Strategy contributes to writing development. In addition, this research

supports deeper insight into pedagogical practices and effectiveness of strategy based instruction in EFL contexts.

E. Definition of Key Terms

1. Claim, Evidence and Reasoning

Claim Evidence and Reasoning refers to a structured framework used to develop arguments in writing. Claim represents the main idea or position of the writer. Evidence refers to facts, examples, or information that support the claim. Reasoning explains the relationship between claim and evidence to strengthen the argument. This framework helps students organize ideas logically and produce coherent writing. Claim Evidence and Reasoning is derived from argumentation model proposed by Stephen Toulmin which emphasizes logical structure in developing arguments.

2. Writing Skill

Writing skill refers to the ability to express ideas, thoughts, and arguments in written form in a coherent and organized manner. Writing skill includes planning ideas, organizing paragraphs, selecting appropriate vocabulary, and using correct grammar. In English as a Foreign Language context, writing skill requires both linguistic competence and critical thinking ability. Writing skill in this research focuses on students ability to develop structured arguments using Claim Evidence and Reasoning framework.

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F. Structure of Report

The result of this research is organized into five chapters. Each chapter is described as follows:

1. **Chapter I** presents the introduction of the research. It consists of the research background, research questions, research objectives, significance of the research, definition of key terms, and the structure of the report.
2. **Chapter II** reviews related literature. It covers relevant theories on writing skill and the Claim, Evidence and Reasoning Strategy, as well as previous studies that provide insights and support for the present research.
3. **Chapter III** explains the research methodology. It describes the research design, research setting, research subjects, instruments, data collection techniques, data analysis procedures, validity of the data, and the research procedures.
4. **Chapter IV** presents the research findings and discussion. It includes the description of the research object, the data obtained from the field, and the interpretation of these findings in relation to the theoretical framework and previous studies.
5. **Chapter V** provides the conclusion and suggestions. It summarizes the main findings of the research, draws conclusions based on the results, and offers suggestions for teachers, students, and future researchers.

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CHAPTER II

LITERATURE REVIEW

A. Previous Study

Researchers review previous studies to identify the novelty of their work. Previous research serves as a reference to determine the similarities and differences between the study being conducted and earlier studies. The following section presents several relevant studies that provide insights and support for the present research.

1. The study was conducted by Relyn A. Rojo-Corbita entitled Study of 10th Grade Writing Skill through Claim-Evidence-Reasoning Framework. This research aimed to determine students' writing skill performance through the utilization of the Claim, Evidence, Reasoning (CER) framework. A one sample pretest posttest quasi experimental design was employed involving tenth grade students. The implementation of the CER strategy involved step by step writing tasks where students constructed claims, identified supporting evidence, and explained reasoning. Data were collected using pretest and posttest activity sheets. The findings revealed that students' writing performance improved significantly after the implementation of the CER framework. The study concluded that the Claim, Evidence, and

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Reasoning strategy effectively improves students' writing skill and can be integrated into various writing classes[7].

2. The study was conducted by Rinzin Wangmo, Nandu Giri, Lekh Raj Ghalley, Yeshi Jamtsho, and Tshelthrim Zangmo entitled Using Claim, Evidence, and Reasoning Strategy in Scientific Explanation and Argumentative Writing Skill of Grade Nine Chemistry Students. This study investigated the implementation of the Claim, Evidence, and Reasoning (CER) strategy to improve students' scientific explanation and argumentative writing skill. The researchers applied explicit instruction through structured learning activities where students developed claim statements, identified supporting evidence, and constructed reasoning to justify their arguments. Graphic organizers and guided worksheets were used to assist students in organizing their ideas systematically. The data were collected through achievement tests, writing assessments, questionnaires, and interviews. The findings revealed that students showed significant improvement in constructing claims, organizing arguments, and supporting ideas with relevant evidence. The study concluded that the Claim, Evidence, and Reasoning strategy effectively enhances students' argumentative writing performance and conceptual understanding[8].

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JEMBER

[7] Relyn A Rojo Corbita, "Study of 10th Grade Writing Skills through Claim-Evidence-Reasoning Framework," *International Journal of Research in Social Science and Humanities* 6, no. 7 (2025): 92–98, https://doi.org/10.47505/IJRSS.2025.7.10.

[8] Rinzin Wangmo et al., "Using of Claim, Evidence, and Reasoning Strategy in Scientific Explanation and Argumentative Writing Skills of Grade Nine Chemistry Students," *Journal of Pedagogical Sociology and Psychology*, May 10, 2025, 1–25, https://doi.org/10.33902/JPSP.2025 33548

3. The research was carried out by Resty C. Samosa entitled Effectiveness of Claim Evidence and Reasoning as an Innovation to Develop Students Scientific Argumentative Writing Skill. This action research aimed to examine the effectiveness of Claim Evidence and Reasoning strategy in developing students argumentative writing skill. The implementation involved structured writing activities where students formulated claim statements, supported arguments with evidence, and explained reasoning through guided instruction. The researcher also provided scaffolding through datasets, guided discussion, and feedback sessions during writing activities. Students revised writing drafts based on teacher feedback and peer discussion. The findings revealed improvement in students ability to construct arguments, organize ideas, and present logical reasoning. This study indicated that Claim Evidence and Reasoning strategy functions as an effective instructional approach to improve students writing skill and argument development[9].
4. The study was conducted by Claire F. Pichette entitled Writing Arguments with Evidence: The Claim-Evidence-Reasoning Framework and Scientific Literacy. This research examined students' difficulties in constructing arguments supported by evidence and reasoning. The CER strategy was implemented through structured writing activities, close reading annotations, and journaling tasks. The study employed pre, mid, and post

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[9] Resty C Samosa, "Effectiveness of Claim, Evidence and Reasoning as an Innovation to Develop Students' Scientific Argumentative Writing Skills," *European Journal of Research Development and Sustainability* 2, no. 5 (2021): 25–35, https://doi.org/10.17605/OSF.IO/76CG5

treatment writing assessments to evaluate students' improvement. The findings showed that students improved their ability to support claims with relevant evidence and logical reasoning. The results indicated that the Claim, Evidence and Reasoning strategy effectively enhanced students' argumentative writing skill and scientific literacy[10].

5. The research was conducted by Jessica A. Patton entitled Use of Claim, Evidence, Reasoning Writing in a Middle School Science Classroom. This action research aimed to improve students' ability to write scientific explanations using the Claim, Evidence and Reasoning strategy. The implementation involved structured writing instruction where students developed claims, supported them with evidence, and constructed reasoning after science investigations. The results showed improvements in students' writing clarity, reasoning ability, and confidence in writing explanations. The study concluded that the Claim, Evidence, Reasoning strategy positively impacts students' writing skill and argument development[11].

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Table 2.1
Similarity and Difference Between
This Research and Previous Research

No.	Research Title	Similarities	Differences
1.	The research by Relyn A. Rojo-Corbita (2025) "Study of 10th Grade Writing Skills through Claim-	• Both studies aim to improve students' writing skill using Claim, Evidence and	• Previous research was conducted in senior high school students, while

[10] Claire F. Pichette, "Writing Arguments with Evidence: The Claim-Evidence-Reasoning Framework and Scientific Literacy" (Montana State University Bozeman, Montana, 2019).

[11] Jessica A. Patton, "Use of Claim, Evidence, Reasoning, Writing in a Middle School Science Classroom" (Montana State University Bozeman, Montana, 2022).

	Evidence Reasoning Framework"	Reasoning (CER) strategy. • Both studies emphasize structured writing through claim, evidence, and reasoning components.	this research focuses on junior high school students. • Previous research used quasi-experimental design, while this research uses qualitative descriptive analysis
2.	The research by Rinzin Wangmo, Nandu Giri, Lekh Raj Ghalley, Yeshi Jamtsho and Tshelthrim Zangmo (2025) "Using of Claim, Evidence, and Reasoning Strategy in Scientific Explanation and Argumentative Writing Skills of Grade Nine Chemistry Students"	• Both studies aim to improve students' argumentative writing skill using CER strategy. • Both emphasize claim based instruction supported by evidence and reasoning	• Previous research applied CER in Chemistry writing, while this research applies CER in English writing. • Previous research used mixed method and quasi-experimental design, while this research uses qualitative descriptive analysis.
3.	The research by Resty C. Samosa (2021) "Effectiveness of Claim, Evidence and Reasoning as an Innovation to Develop Students' Scientific Argumentative Writing Skills"	• Both studies focus on improving argumentative writing skill using CER strategy. • Both emphasize scaffolding students' writing through claim, evidence, and reasoning.	• Previous research focused on scientific writing in senior high school students, while this research focuses on English argumentative writing in

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JEMBER

			junior high school students. • Previous research used action research design, while this research uses qualitative descriptive analysis
4.	The research by Claire F. Pichette (2019) "Writing Arguments with Evidence: the Claim-Evidence-Reasoning Framework and Scientific Literacy"	• Both studies apply CER strategy to improve students' argumentative writing skill. • Both emphasize the use of claim, evidence, and reasoning to strengthen arguments.	• Previous research integrated CER in biology and scientific literacy learning, while this research applies CER in English writing. • Previous research used pre, mid, post experimental assessment, while this research uses qualitative descriptive analysis
5.	The research by Jessica A. Patton (2022) "Use of Claim, Evidence, Reasoning, writing in a middle school science classroom"	• Both studies apply CER strategy to improve students' writing skill. • Both emphasize structured argument development using claim, evidence, and reasoning	• Previous research focused on science explanation writing, while this research focuses on English argumentative writing. • Previous research used action research

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JEMBER

			design, while this research uses qualitative descriptive analysis

Based on the explanation above, it appears that each previous study has its own focus and approach in applying the Claim, Evidence and Reasoning (CER) strategy. Some studies implemented the CER framework in science subjects such as chemistry, biology, and earth science, while others applied it to improve argumentative writing skill. In addition, the studies were conducted at different educational levels, ranging from elementary school to senior high school students. The research designs also varied, including action research, quasi experimental, mixed methods, and experimental studies. Unlike those studies, this research specifically focuses on the implementation of the Claim, Evidence, Reasoning (CER) strategy to improve writing skill among ninth grade students at the junior high school level in English learning. Employing a qualitative descriptive approach through observation, interviews, and documentation, this study aims to provide a detailed description of how the CER strategy is implemented in the classroom and how it supports students in developing their writing skill, particularly in constructing claims, providing relevant evidence, and explaining logical reasoning.

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JEMBER

B. Theoritical Framework

This section presents the theoretical foundations underlying the study, including the concept of writing skill, the principles of teaching writing, and a

detailed explanation of the Claim, Evidence and Reasoning (CER) strategy as an instructional approach to enhance students' argumentative writing skill.

1. Writing Skill

Writing skill is one of the fundamental language skill in English as a Foreign Language (EFL) and English as a Second Language (ESL) contexts. It refers to the ability to produce written texts that are meaningful, coherent, and communicatively effective. Unlike speaking, which is spontaneous and immediate, writing is more deliberate and requires careful planning, drafting, and revision. According to Harmer (2004), writing is a process of encoding messages into written symbols so that readers can decode and understand them. In academic contexts, writing skill goes beyond the transcription of words and involves higher order thinking, including organizing ideas, constructing arguments, and considering the target audience[12].

In the EFL/ESL classroom, writing is both a product and a process. As a product, it results in essays, reports, or letters that can be evaluated based on established criteria. As a process, it involves brainstorming, drafting, editing, and revising, which reflect cognitive and metacognitive engagement with language. Thus, writing skill encompasses not only linguistic knowledge such as vocabulary and grammar but also cognitive skill like reasoning, organizing, and critical thinking.

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[12] Jeremy Harmer, *The Practice of English Language Teaching*, Third Edit (Essex: [Essex, England]: Longman, 2001), https://archive.org/details/practiceofenglis0000harm/page/n6/mode/1up.

a. Components of Writing

The quality of writing is often evaluated based on specific components. Jacobs et al. (1981) introduced a widely recognized framework for assessing writing, which includes the following five components[13]:

1) Content

This refers to the relevance, clarity, and development of ideas in a text. A strong piece of writing must present ideas that are well developed, logical, and supported by evidence or explanation. Weak content is characterized by vagueness, irrelevance, or superficial treatment of ideas. Strong content also reflects the writer's ability to analyze a topic deeply and integrate supporting details that enrich understanding. In academic contexts, content quality is often judged by the extent to which writers demonstrate critical thinking and originality. Effective writing goes beyond listing facts it synthesizes ideas and presents new perspectives. Teachers can encourage students to improve content by assigning topics that connect with their interests and encouraging research. Ultimately, the depth of content determines the overall communicative power of a text.

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[13] Holly L. Jacobs et al., *Testing ESL Composition: A Practical Approach*, 1st Editio (Rowley: MA: Newbury House, 1981).

2) Organization

Organization deals with the arrangement of ideas in a coherent and logical sequence. A good organized text has a clear introduction, body, and conclusion, with appropriate use of transitions to link sentences and paragraphs. Poor organization often confuses readers, even when the content itself is strong. To enhance organization, writers must master techniques such as topic sentences, paragraph unity, and transitional devices. In educational settings, graphic organizers and outlines are commonly used to support organization skill. Effective organization allows readers to grasp the central message quickly without being distracted by tangential ideas. The clarity of structure is a reflection of the writer's thought process and ability to prioritize information[14].

3) Vocabulary

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Vocabulary choice significantly affects clarity, precision, and tone in writing. A wide range of vocabulary allows writers to express complex ideas effectively, while limited vocabulary can restrict expression and lead to repetition. The richness of vocabulary also impacts the style and sophistication of a text. Writers must learn to choose words that not only convey meaning

[14] Marzuki et al., "The Impact of AI Writing Tools on the Content and Organization of Students' Writing: EFL Teachers' Perspective," *Cogent Education* 10, no. 2 (December 11, 2023): 1–9, https://doi.org/10.1080/2331186X.2023.2236469.

but also suit the formality and purpose of the writing. For EFL/ESL learners, vocabulary acquisition is often a longterm challenge requiring consistent practice. Teachers can promote vocabulary development through reading, contextualized practice, and vocabulary journals. A strong vocabulary empowers writers to tailor their expression to academic, creative, or professional contexts[15].

4) Grammar

Grammar concerns the correct use of syntax, tenses, agreement, and sentence structure. Errors in grammar can obscure meaning, reduce readability, and weaken the credibility of the text. Mastery of grammar helps writers produce accurate and polished texts that reflect professionalism. Inaccurate grammar not only confuses readers but may also alter the intended meaning of a sentence. For EFL/ESL students, grammar is often learned explicitly, but practice through authentic writing tasks is crucial for retention. Teachers play an important role in balancing error correction with encouragement, so students do not become overly dependent on accuracy at the expense of fluency. Effective grammar instruction must combine rules with opportunities for communicative application.

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[15] Raju Dhuli, Padma Lamo, and Vahid Norouzi Larsari, "An Analysis of the Significance of Vocabulary in Fostering ESL/EFL Students' Writing Skills: An Empirical Study," *International Journal of Contemporary Studies in Education (IJ-CSE)* 2, no. 1 (March 15, 2023): 1–8, https://doi.org/10.56855/ijcse.v2i1.252.

5) Mechanics

Mechanics refer to the technical aspects of writing, such as punctuation, capitalization, and spelling. Proper mechanics ensure clarity and readability, while frequent mechanical errors distract readers and lower the overall quality of writing. Although mechanics may appear less important than content or organization, they directly influence readers' perceptions of professionalism. In academic writing, incorrect mechanics can reduce scores and affect the credibility of research. Digital tools such as spell checkers and grammar checkers can support learners, but reliance on them alone is insufficient. Teachers must guide students to internalize mechanics through consistent practice and feedback. Mastery of mechanics demonstrates attention to detail and strengthens the overall presentation of a text[16].

UNIVERSITAS ISLAM NEGERI
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JEMBER

b. Aspects of Writing

Writing is a complex skill that integrates multiple aspects beyond the surface level components. Scholars have identified several aspects of writing that contribute to its effectiveness[17]:

[16] Lilik Yuliawati, "The Mechanics Accuracy of Students' Writing," *English Teaching Journal : A Journal of English Literature, Language and Education* 9, no. 1 (June 14, 2021): 46–53, https://doi.org/10.25273/etj.v9i1.8890.

[17] Sophomore Talle Vacalares et al., "Factors Affecting the Writing Skills of the Education Students: A Descriptive Study," *World Journal of Advanced Research and Reviews* 18, no. 2 (May 30, 2023): 1192–1201, https://doi.org/10.30574/wjarr.2023.18.2.0931.

1) Cohesion and Coherence

Cohesion refers to the grammatical and lexical linking within sentences, while coherence refers to the logical flow of ideas. Both are essential for producing texts that readers can follow easily. Cohesion can be achieved through cohesive devices such as conjunctions, pronouns, and lexical repetition. Coherence requires careful organization of ideas so that each part of the text contributes to the overall message. Writers must also avoid redundancy or unrelated digressions that reduce clarity. In teaching, coherence is often developed through practice in outlining and paragraph unity. When both cohesion and coherence are achieved, readers can effortlessly understand the purpose of the text[18].

2) Audience Awareness

Effective writing considers the intended audience, adapting tone, vocabulary, and style accordingly. Academic writing, for instance, differs significantly from personal or creative writing. Writers who ignore their audience may produce texts that are inappropriate or ineffective in achieving their communicative purpose. For instance, informal expressions may weaken academic essays, while overly technical terms may alienate

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[18] Riswanto, "Cohesion and Coherence of EFL Students' Essay Writing," *JPGI (Jurnal Penelitian Guru Indonesia)* 6, no. 3 (December 22, 2021): 850–60, https://doi.org/10.29210/021971jpgi0005.

general readers. Audience awareness is developed over time as writers learn to anticipate readers' expectations and adjust accordingly. Teachers can foster audience awareness by assigning tasks for different readerships, such as letters, reports, or essays. This skill ultimately makes writing more relevant and impactful[19].

3) Purpose of Writing

Writers must be clear about the communicative purpose of their text whether to inform, persuade, narrate, or describe. The purpose shapes not only the content but also the structure, tone, and choice of evidence. Academic essays usually aim to persuade, while reports tend to inform. Without a clear purpose, writing becomes unfocused and confusing for readers. Students often benefit from being explicitly guided to identify the purpose before beginning to write. Mastery of purpose ensures that writing 22rgumen its intended communicative function.

4) Critical Thinking

Writing requires evaluating information, analyzing evidence, and synthesizing ideas into a coherent. Critical thinking allows writers to move beyond surface level descriptions toward deeper analysis. In argumentative writing, for example, students must evaluate multiple perspectives and provide justification for

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KH ACHMAD SIDDIQ
JEMBER

[19] Dina Ramadhanti and Diyan Permata Yanda, "Students' Metacognitive Awareness and Its Impact on Writing Skill," *International Journal of Language Education* 5, no. 3 (October 31, 2021): 193–206, https://doi.org/10.26858/ijole.v5i3.18978.

their claims. Developing critical thinking in writing also helps students transfer skill to other academic tasks such as research and problem solving. Teachers can encourage critical thinking by incorporating debate, peer review, and inquiry based writing assignments. A lack of critical thinking often results in simplistic or unsupported essays[20].

5) Creativity

Especially in narrative or descriptive writing, creativity allows writers to produce engaging, vivid, and original texts. Creative writing involves not only imagination but also the ability to use language in innovative ways. Even in academic contexts, creativity is valuable when framing arguments or presenting evidence. Creative tasks such as storytelling and roleplay can motivate learners and build confidence. Teachers can integrate creativity by encouraging students to personalize writing topics or experiment with different genres. Creativity enhances student engagement and contributes to the development of a writer's unique voice.

6) Accuracy and Fluency

Accuracy ensures correct language use, while fluency reflects the writer's ability to produce extended text smoothly.

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[20] Suteja and Dadan Setiawan, "Students' Critical Thinking and Writing Skills in Project-Based Learning," *International Journal of Educational Qualitative Quantitative Research* 1, no. 1 (July 31, 2022): 16–22, https://doi.org/10.58418/ijeqqr.v1i1.5.

Balancing accuracy and fluency is one of the greatest challenges in writing instruction. Overemphasis on accuracy may discourage students, while focusing only on fluency can lead to persistent errors. Effective instruction encourages drafting for fluency followed by revision for accuracy. Teachers can design activities such as timed writing to build fluency and peer editing to support accuracy. A balance between the two results in both communicative effectiveness and linguistic competence.

c. Process of Writing

The teaching of writing is often approached through the process writing model, which emphasizes that writing develops through stages rather than being a one time act. Commonly, the process of writing is divided into the following stages[21]:

1) Prewriting

Activities like brainstorming, mind mapping, and outlining help writers generate and organize ideas before drafting. Prewriting is critical for reducing anxiety and giving direction to students' work. Without adequate prewriting, drafts often lack focus and coherence. Teachers can encourage prewriting through group discussions or graphic organizers that activate prior knowledge. Prewriting also allows students to explore multiple

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[21] Anthony Seow, "The Writing Process and Process Writing," in *Methodology in Language Teaching: An Anthology of Current Practice*, ed. Jack C Richards and Willy A Renandya (Cambridge University Press, 2010), 84.

perspectives before selecting a final approach. This stage ensures that writing begins with a strong foundation.

2) Drafting

Writers produce the first version of their text, focusing on getting ideas down without worrying too much about accuracy. Drafting encourages fluency and creativity, as students are not constrained by the pressure of perfection. At this stage, quantity often matters more than quality, since revisions will follow. Teachers should remind students that drafts are stepping stones rather than final products. Drafting multiple times can help writers refine their thinking and discover new ideas.

3) Revising

In this stage, writers review their drafts, reorganize ideas, improve clarity, and refine arguments. Revising is crucial for improving content and coherence. Revising requires writers to think critically about their text from the reader's perspective. Writers often add, delete, or rearrange content to strengthen arguments and ensure logical flow. Peer review can support revising by providing fresh insights. Teachers can scaffold revision with checklists that guide students in evaluating content, organization, and clarity[22].

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[22] Anthony Seow, "The Writing Process and Process Writing," in Methodology in Language Teaching: An Anthology of Current Practice, ed. Jack C Richards and Willy A Renandya (Cambridge University Press, 2010), 84

4) Editing

Editing focuses on language accuracy, correcting grammar, vocabulary, punctuation, and mechanics. While revising improves ideas, editing sharpens the language and presentation. Writers must carefully proofread their work to eliminate errors that distract readers. Digital tools can assist in editing, but they should not replace human judgment. Teachers can model editing strategies by demonstrating how to identify and correct common mistakes. Effective editing ensures that the final product is professional and reader friendly.

5) Publishing/Sharing

The final stage involves presenting the polished text to an audience, whether in print, online, or in class. Publishing gives students a sense of purpose and accomplishment, as their work reaches real readers. Sharing writing also fosters accountability and pride in one's work. Classroom practices like writing portfolios or public presentations can motivate students to produce higher quality texts. In digital contexts, blogs or online forums can serve as platforms for publishing. Publishing transforms writing from a private act into a communicative process that connects writers with readers.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

d. Argumentative Writing in EFL Context

Argumentative writing is a type of writing that requires students to take a position on a particular issue and support their viewpoint with relevant evidence and logical reasoning. The primary purpose of argumentative writing is to persuade readers by presenting well-structured arguments and convincing explanations. Unlike other forms of writing, argumentative writing emphasizes critical thinking and the ability to justify opinions through factual information and sound reasoning[23].

In the context of English as a Foreign Language (EFL), argumentative writing is considered one of the most challenging writing genres. Students are expected not only to demonstrate linguistic competence but also to analyze information, evaluate evidence, and construct coherent arguments. These demands often create difficulties for students, particularly in organizing ideas and connecting their opinions with supporting evidence[24].

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Effective argumentative writing generally consists of several essential components, including a claim, evidence, and reasoning. A claim refers to the writer's position or opinion on a particular issue. Evidence consists of facts, examples, or information that support the

[23] Jeremy Harmer, The Practice of English Language Teaching, Third Edit (Essex: [Essex, England]: Longman, 2001), https://archive.org/details/practiceofenglis0000harm/page/n6/mode/1up.

[24] Stephen E. Toulmin, The Uses of Argument, 1st Edition (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005

claim, while reasoning explains how the evidence justifies and strengthens the claim. The relationship among these components enables students to develop logical and convincing arguments.

To help students construct argumentative texts more effectively, teachers need to provide explicit instruction and appropriate scaffolding strategies. One commonly used framework is Toulmin's Model of Argumentation, which emphasizes the importance of claims, supporting evidence, and logical reasoning in constructing arguments. Based on this model, the Claim, Evidence, and Reasoning (CER) strategy provides a structured approach that guides students in organizing their ideas systematically and developing stronger argumentative writing[25].

Mastery of argumentative writing contributes significantly to students' academic development because it promotes critical thinking, analytical skills, and effective communication. Through argumentative writing activities, students learn to express opinions, evaluate information critically, and present ideas in a clear, logical, and persuasive manner[26].

e. Challenges in Writing Skill (EFL/ESL Context)

Writing skill is widely acknowledged as one of the most challenging language skill for EFL/ESL learners because it requires

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[25] Stephen E. Toulmin, The Uses of Argument, 1st Edition (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005

[26] Stephen E. Toulmin, *The Uses of Argument*, 1st Edition (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005.

the integration of linguistic knowledge, cognitive processes, and communicative competence. One of the major challenges lies in the limited vocabulary and grammar mastery of students, which often leads to difficulties in constructing accurate and meaningful sentences. Writing is not only about linguistic accuracy but also about coherence, cohesion, and the ability to express ideas logically, which many learners find overwhelming[27].

Another common challenge is the lack of exposure to authentic writing models. Many EFL/ESL learners practice writing primarily for academic purposes, such as essays or reports, but they rarely encounter writing tasks in meaningful real life contexts. This gap between classroom writing and authentic writing practice often results in low motivation and engagement. Additionally, students often face difficulties in generating and organizing ideas, especially when dealing with more complex genres such as argumentative or expository writing.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Psychological factors also play a crucial role in hindering writing performance. Writing anxiety, fear of making mistakes, and lack of confidence frequently cause students to avoid writing tasks or produce minimal output. Teachers must therefore provide a supportive environment that reduces pressure and encourages students to write

[27] Faizah Baharudin et al., "Process of Writing: The Challenges in Writing Skill Among ESL Learners," *International Journal of Academic Research in Business and Social Sciences* 13, no. 10 (October 5, 2023): 32–50, https://doi.org/10.6007/IJARBSS/v13-i10/18649.

freely while gradually improving accuracy. Time constraints further intensify these challenges since writing is a recursive process that requires planning, drafting, revising, and editing, yet classroom conditions rarely provide sufficient time for all these stages to occur effectively[28].

Moreover, cultural differences can influence students' writing style. Learners from collectivist cultures, for instance, may struggle with argumentative writing because it emphasizes individual opinion, persuasion, and critical evaluation, which may conflict with cultural norms of harmony and deference. Similarly, the absence of adequate feedback mechanisms also contributes to students' struggles. Many teachers focus primarily on grammatical corrections, neglecting higher order concerns such as content, organization, and rhetorical strategies, which are essential for developing well rounded writing proficiency.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

In summary, writing challenges in the EFL/ESL context are multifaceted, involving linguistic, cognitive, psychological, cultural, and pedagogical dimensions. Addressing these challenges requires an integrated instructional approach that combines explicit language teaching with opportunities for meaningful practice, constructive feedback, and encouragement of learner autonomy.

[28] Suhaimah Bulqiyah, Moh. Arif Mahbub, and Dyah Ayu Nugraheni, "Investigating Writing Difficulties in Essay Writing: Tertiary Students' Perspectives," *English Language Teaching Educational Journal* 4, no. 1 (May 3, 2021): 61–73, https://doi.org/10.12928/eltej.v4i1.2371.

2. Teaching Writing Skill

Teaching writing skill in the context of EFL/ESL has been the focus of extensive research because writing is a productive skill that integrates multiple dimensions of language learning, including linguistic knowledge, cognitive processes, and communicative competence. Unlike receptive skill such as listening and reading, writing requires learners to actively generate language, organize ideas, and convey them in a coherent and contextually appropriate manner. Therefore, teaching writing is not simply about teaching grammar or vocabulary, rather, it involves nurturing students' ability to express themselves effectively and critically[29].

This section elaborates on five major aspects of teaching writing: (a) approaches in teaching writing, (b) the role of feedback and scaffolding, (c) teaching argumentative writing, (d) strategies to overcome students' difficulties in writing, and I the importance of evidence based writing. Each subsection provides theoretical grounding and empirical evidence to support the relevance of these aspects to the development of students' writing competence in EFL/ESL contexts.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

a. Approaches in Teaching Writing

Two major approaches have traditionally shaped the teaching of writing: the product approach and the process approach. The product approach emphasizes the final written text. It focuses on accuracy,

[29] Yokubjonova Dilnavozxon Serobjon Qizi, "Teaching Writing Skills for Elementary Pupils at Schools," *Ta'limda Yangicha Yondashuv – Innovatsiya Sari Qo'yilgan Qadam Konferensiyasi*, 2024, 930–33, https://scholar.kokanduni.uz/index.php/rb/article/view/756/699.

grammatical structures, vocabulary, and rhetorical organization. Students are often expected to imitate models provided by the teacher and produce error free writing. This approach views writing as a linear act, moving from planning to final product, and tends to prioritize form over meaning. Although sometimes criticized for being rigid, the product approach is still relevant in teaching formal writing, especially in academic contexts where accuracy and conformity to conventions are highly valued[30].

In contrast, the process approach emphasizes writing as a recursive and developmental activity. Rather than focusing solely on the end product, this approach highlights the stages of prewriting, drafting, revising, editing, and publishing. The process approach acknowledges that writing is not a ones step activity but a cycle that allows for reflection, feedback, and improvement. It encourages learners to generate ideas, engage in peer review, and refine their writing over multiple drafts. The process approach is learner centered and promotes creativity, fluency, and critical thinking.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

The debate between the product and process approaches has led to the emergence of integrated approaches. Many scholars argue that both accuracy and creativity are essential in writing instruction. For example, Badger and White propose a process genre approach, which

[30] Youssef El Ouidani and Sidi Youssef El Baghdadi, "Main Approaches to Teaching Writing in EFL/ESL Contexts: A Literature Review," *International Journal of Innovative Science and Research Technology* 7, no. 10 (2022): 524–33.

combines the emphasis on form and conventions (genre based) with the recursive nature of writing (process based). In practice, teachers often adjust their approach depending on the objectives, learners' proficiency, and the type of writing task[31].

Ultimately, the effectiveness of teaching writing lies not in choosing one approach over the other but in integrating them strategically. The product approach ensures linguistic correctness and adherence to conventions, while the process approach fosters creativity, critical reflection, and learner autonomy. When combined, these approaches provide a balanced framework that supports both the cognitive and linguistic development of EFL/ESL learners.

b. The Role of Feedback and Scaffolding

Feedback is an essential component of writing instruction because it provides learners with guidance on how to improve their writing. In the EFL/ESL classroom, feedback can take various forms, including teacher feedback, peer feedback, and automated feedback. Research has shown that timely and constructive feedback helps learners identify their strengths and weaknesses, enhances accuracy, and motivates them to engage more deeply with the writing process.

Teacher feedback is often considered the most authoritative source because it draws on the teacher's expertise. It may focus on

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[31] R. Badger and G. White, "A Process Genre Approach to Teaching Writing," *ELT Journal* 54, no. 2 (April 1, 2000): 153–60, https://doi.org/10.1093/elt/54.2.153.

local issues such as grammar, vocabulary, and mechanics (form focused feedback), or global issues such as coherence, cohesion, and content development (meaning focused feedback). However, overemphasis on grammatical correction may discourage students and limit their development as writers[32].

Peer feedback has gained popularity because it engages students actively in the revision process. By reviewing each other's work, students develop critical awareness and learn to evaluate writing not only from a producer's perspective but also from a reader's standpoint. Peer feedback also reduces the power imbalance between teacher and students, creating a collaborative learning environment.

Scaffolding complements feedback by providing structured support during the writing process. Derived from Vygotsky's sociocultural theory, scaffolding refers to the temporary guidance provided by teachers or peers to help learners accomplish tasks they cannot do independently. In writing, scaffolding may take the form of graphic organizers, guided writing prompts, sentence starters, or writing strategies. Effective scaffolding gradually reduces as students gain independence, ensuring they develop autonomy in writing[33].

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

[32] Shulin Yu and Chunhong Liu, "Improving Student Feedback Literacy in Academic Writing: An Evidence-Based Framework," *Assessing Writing* 48 (April 2021): 100525, https://doi.org/10.1016/j.asw.2021.100525.

[33] Chi-Duc Nguyen, "Scaffolding Student Engagement with Written Corrective Feedback: Transforming Feedback Sessions into Learning Affordances," *Language Teaching Research* 28, no. 5 (September 30, 2024): 1918–39, https://doi.org/10.1177/13621688211040904.

Together, feedback and scaffolding create a dynamic instructional framework that not only corrects learners' errors but also empowers them to engage in higher order thinking, reflection, and self regulation. Without these supports, many EFL/ESL learners would struggle to progress beyond surface level improvements in their writing.

c. Teaching Argumentative Writing

Argumentative writing is one of the most important genres taught in EFL/ESL contexts because it develops critical thinking, persuasion skill, and the ability to support claims with evidence. Unlike narrative or descriptive writing, argumentative writing requires students to construct logical arguments, anticipate counterarguments, and use reasoning to persuade readers. This makes it cognitively demanding and often challenging for learners[34].

Teaching argumentative writing typically involves three components: understanding the structure of arguments, analyzing models, and practicing argumentative tasks and practicing tasks using the Claim, Evidence, and Reasoning (CER) framework. According to Toulmin's model of argumentation, an argument consists of a claim, data (evidence), warrant (reasoning), backing, qualifier, and rebuttal. Introducing students to this framework helps them recognize the

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[34] Cheng-Yu Fan and Gwo-Dong Chen, "A Scaffolding Tool to Assist Learners in Argumentative Writing," *Computer Assisted Language Learning* 34, no. 1–2 (January 2, 2021): 159–83, https://doi.org/10.1080/09588221.2019.1660685.

complexity of arguments and the necessity of linking claims explicitly with evidence and reasoning[35].

Teachers can also enhance learning by using model texts. Analyzing examples of argumentative essays allows students to observe how ideas are introduced, supported, and concluded. This explicit teaching of text organization is particularly important in EFL/ESL contexts, where learners may not be familiar with rhetorical conventions.

Furthermore, classroom activities such as debates, role plays, and problem solving discussions serve as preparatory stages for argumentative writing. These oral activities allow students to practice expressing opinions and defending them before transferring these skill into written form. By linking oral argumentation with written argumentation, teachers can reduce students' anxiety and provide a more natural pathway to learning[36].

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

One of the biggest challenges in teaching argumentative writing is helping students develop critical thinking skill. Many learners tend to express personal opinions without sufficient evidence or reasoning. Therefore, instruction must emphasize not only expressing opinions but also evaluating sources, integrating evidence, and considering opposing viewpoints. The development of these skill prepares learners

[35] Toulmin, *The Uses of Argument*.

[36] Fathiaty Murtadho, "Metacognitive and Critical Thinking Practices in Developing EFL Students' Argumentative Writing Skills," *Indonesian Journal of Applied Linguistics* 10, no. 3 (January 31, 2021): 1–8, https://doi.org/10.17509/ijal.v10i3.31752.

for academic writing and real life decision making where argumentation plays a key role.

d. Strategies to Overcome Students' Difficulties in Writing

EFL/ESL learners face numerous difficulties in writing, ranging from limited vocabulary and grammar knowledge to challenges in idea generation, organization, and coherence. To address these challenges, teachers can employ several instructional strategies. Teachers can scaffold argumentative tasks by prompting students to structure their writing explicitly around Claim, Evidence, and Reasoning (CER), which helps clarify their arguments.

First, prewriting activities such as brainstorming, clustering, and outlining help students generate ideas and organize them before drafting. These activities reduce the cognitive burden during writing and encourage creativity. Second, writing workshops that incorporate drafting, peer review, and revision foster collaborative learning and provide multiple opportunities for practice. Such workshops emphasize writing as a process rather than a one time product. Third, genre based instruction helps learners understand the conventions of different writing types. By explicitly teaching the structure, language features, and rhetorical purpose of genres such as narratives, reports, or arguments, teachers equip students with templates that they can adapt for their own writing. Fourth, integrating technology into writing instruction provides learners with additional tools for practice

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

and feedback. Online writing platforms, collaborative tools such as Google Docs, and grammar checkers like Grammarly can enhance both accuracy and fluency. Technology also offers authentic writing contexts, such as blogging or online discussions, which increase motivation.

Finally, addressing affective factors such as writing anxiety is essential. Teachers should create a supportive environment that values effort, encourages risk taking, and recognizes progress rather than focusing exclusively on errors. Encouraging reflective journals, self assessment checklists, and goal setting can help students develop confidence and autonomy in writing[37]. By combining these strategies, teachers can not only address learners' immediate difficulties but also foster long term writing development that prepares students for academic and real world communication.

e. The Importance of Evidence Based Writing

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Evidence based writing refers to the practice of supporting claims or ideas with credible evidence, reasoning, and examples. In academic contexts, this skill is crucial because it distinguishes subjective opinions from well founded arguments. For EFL/ESL learners, evidence based writing is particularly important in argumentative and expository writing, where the ability to integrate evidence demonstrates critical thinking and academic competence.

[37] Toulmin, *The Uses of Argument*.

Evidence can take multiple forms, including facts, statistics, expert opinions, and examples. Teaching students how to locate, evaluate, and integrate sources is essential for developing evidence based writing. This involves instruction in information literacy skill, such as identifying credible sources, avoiding plagiarism, and synthesizing information from multiple references[38].

Furthermore, evidence based writing enhances learners' ability to engage in academic discourse. It trains them to move beyond personal opinions and to ground their arguments in verifiable data, which is a core expectation in higher education and professional communication. The integration of evidence also strengthens coherence and persuasiveness, making students' writing more impactful and credible[39].

In practice, teachers can promote evidence based writing through activities such as source based essays, research projects, and critical reviews. By guiding students in selecting relevant evidence and connecting it to their claims, teachers foster the development of reasoning skill. The Claim, Evidence and Reasoning (CER) framework, for example, provides a structured way to teach evidence

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

[38] Steve Graham and Karen R Harris, "Evidence-Based Practices in Writing," in *Best Practices in Writing Instruction*, 3rd Editio (New York: The Guilford Press, 2019), 70.

[39] Steve Graham, Alyson A. Collins, and Stephen Ciullo, "Evidence-Based Recommendations for Teaching Writing," *Education 3-13* 52, no. 7 (October 2, 2024): 979–92, https://doi.org/10.1080/03004279.2024.2357893.

based writing by explicitly linking claims with supporting data and logical reasoning.

In conclusion, evidence based writing is not merely a technical skill but a cornerstone of academic literacy. It empowers learners to participate in knowledge construction, engage critically with information, and communicate persuasively in academic and professional contexts.

3. The Concept of Strategy

a. The Meaning of Strategy

Strategy refers to a structured plan of action to achieve goals effectively and efficiently. In education, it guides teachers in delivering content, shaping learning experiences, and ensuring students achieve learning outcomes. Effective strategies foster active participation, critical thinking, and independent learning, while lack of strategic planning can lead to unclear objectives and inconsistent results[40]. Johnson and Scholes define strategy as the long term direction and resource configuration to achieve advantage, which in education translates into the optimal use of pedagogical knowledge, tools, and classroom resources[41].

UNIVERSITAS ISLAM NEGERI KH ACHMAD SIDDIQ JEMBER

[40] Gillian Brown and George Yule, *Teaching the Spoken Language* (Cambridge: Cambridge University Press, 2007).

[41] G Johnson, K Scholes, and R Whittington, *Exploring Corporate Strategy: Text and Cases*, 8th Editio (Financial Times Prentice Hall, 2008).

b. Cooperative Learning as a Teaching Strategy

Cooperative learning is a teaching strategy in which students work together in small groups to achieve shared learning goals. This strategy emphasizes positive interdependence, individual accountability, face-to-face interaction, collaborative skill, and group processing. Through cooperative learning activities, students actively exchange ideas, discuss problems, and support one another in completing learning tasks[42].

Several models of cooperative learning include Jigsaw, Think-Pair-Share, and Student Teams Achievement Division (STAD). In cooperative learning, teachers act as facilitators who organize learning activities, provide guidance, and ensure that all students participate actively in the learning process.[43].

In writing instruction, cooperative learning encourages students to develop their ideas through discussion, peer feedback, and collaborative problem-solving. Through interaction with peers, students can evaluate their writing, identify weaknesses, and improve the organization of their ideas. The implementation of the Claim, Evidence, and Reasoning (CER) strategy can also be supported through cooperative learning activities because students are

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

[42] Sri Rumiyatiningsih Luwiti, Muzdalifah Mahmud, and Fadila Panigoro, "Analysis of STAD and Jigsaw Cooperative Learning: A Recommendation for Classroom Practices," *Jurnal Bahasa, Sastra, Dan Budaya* 13, no. 3 (2023): 1–9, https://doi.org/10.37905/jbsb.v13i3.24615.

[43] Sacha Parada et al., "Dweck's Mindset Theory Applied to Addictions: A Scoping Review," *Current Addiction Reports* 9, no. 3 (July 19, 2022): 133–50, https://doi.org/10.1007/s40429-022-00427-6.

encouraged to discuss claims, examine evidence, and provide reasoning collaboratively during writing and peer review sessions[44].

Within cooperative learning activities, the Claim, Evidence, and Reasoning (CER) strategy can be implemented to help students construct claims, support them with relevant evidence, and explain the reasoning that connects the evidence to the claim. Through group discussions and peer feedback, students collaboratively examine ideas and improve the organization of their writing. The CER strategy mirrors Toulmin's model of argumentation and enhances students' critical thinking, organization, and persuasive writing skill, particularly in argumentative writing contexts[45].

4. Claim, Evidence, and Reasoning Strategy

a. Definition of Claim, Evidence, and Reasoning Strategy

The Claim, Evidence, and Reasoning (CER) strategy is an instructional approach derived from Toulmin's model of argumentation, emphasizing that an argument should be structured through claims supported by evidence and justified with reasoning. In the context of teaching writing, CER guides students in producing coherent and structured argumentative texts by ensuring that every claim is backed with relevant evidence and explained through logical

UNIVERSITAS ISLAM NEGERI KH ACHMAD SIDDIQ JEMBER

[44] Tomas Shivolo and Hamza Omari Mokiwa, "Secondary School Teachers' Conceptions of Teaching Science Practical Work through Inquiry-Based Instruction," *Journal of Education in Science, Environment and Health*, April 1, 2024, 120–39, https://doi.org/10.55549/jeseh.693.

[45] Toulmin.Stephen E. Toulmin, *The Uses of Argument*, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005.

reasoning. Unlike traditional writing approaches that often focus primarily on content and grammar, the CER strategy highlights the logical structure of argumentation as the core of academic writing. This method is particularly suitable for EFL or ESL contexts, where learners may struggle to present coherent and persuasive arguments due to limited experience with critical thinking in English[46].

By applying CER, students understand that arguments are not mere expressions of personal opinion but structured statements requiring justification. This aligns with Toulmin's concept that argumentation is a rational process in which claims must be supported by data and reinforced by reasoning. Therefore, the CER strategy functions both as a pedagogical tool and a cognitive framework to enhance students' argumentative writing skill.

b. Components of Claim, Evidence and Reasoning

The CER strategy simplifies Toulmin's argument model into three main components for classroom practice[47]:

1) Claim

A claim is the central argument or assertion that the writer intends to prove. In Toulmin's terms, a claim represents the conclusion of an argument, which should be clear, debatable, and specific. In writing instruction, students are trained to formulate

UNIVERSITAS ISLAM NEGERI KH ACHMAD SIDDIQ JEMBER

[46] Toulmin.Stephen E. Toulmin, *The Uses of Argument*, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005.

[47] Toulmin.Stephen E. Toulmin, *The Uses of Argument*, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005.

claims as thesis statements or topic sentences, providing a clear direction for their essays.

2) Evidence

Evidence refers to facts, examples, data, or quotations that validate the claim. This corresponds to Toulmin's "data" component, which grounds the argument in verifiable information. Students are encouraged to use primary and secondary sources, as well as observations, to support their claims. Effective evidence should be relevant, sufficient, and credible to strengthen the argument.

3) Reasoning

Reasoning, corresponding to Toulmin's "warrant," acts as the logical connection between the claim and evidence. It explains why the evidence is relevant and how it supports the claim. Reasoning is often the most challenging component because it requires students to articulate the underlying logic and critically link evidence to the claim. Teachers scaffold this process to ensure learners can make explicit and coherent explanations.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Together, claim, evidence, and reasoning form the backbone of strong argumentative writing. Implementing CER not only helps students structure their essays effectively but also enhances their critical thinking skill and ability to produce persuasive, logically coherent texts.

c. Procedures of Implementing Claim, Evidence, and Reasoning Strategy in Teaching Writing

The implementation of the Claim, Evidence, and Reasoning (CER) strategy in writing classes generally follows a structured step by step procedure[48]:

1) Introduction of CER Concept

Teachers first explain the three components of CER: Claim (main idea or argument), Evidence (supporting facts, data, or examples), and Reasoning (explanation of how evidence supports the claim). Concrete examples or short model texts are provided so students can see how each component functions in practice.

2) Teacher Modeling

Teachers demonstrate constructing an argument using CER. This includes:

a) Formulating a clear claim

b) Selecting appropriate evidence from text or data

c) Explaining reasoning that connects evidence to the claim students observe the full prosess applied to a sample paragraph or essay, helping them visualize the sequence.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

[48] Toulmin.Stephen E. Toulmin, *The Uses of Argument*, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005.

3) Guided Practice

Students work collaboratively on a given topic. Step by step[49]:

a) Discuss and formulate a group claim

b) Identify and gather supporting evidence

c) Develop reasoning that links evidence to the claim

d) Teachers circulate and provide scaffolding, correcting misunderstandings and encouraging stronger connections between claims, evidence, and reasoning.

4) Independent Practice

Students independently apply the CER framework to write paragraphs or essays. Each student is required to clearly state the claim, provide evidence, and explain reasoning. Teachers monitor progress and offer individual guidance when necessary.

5) Peer Review

Students exchange their written work with classmates to evaluate CER components. The focus is on checking:

a) Clarity of claims

b) Relevance and sufficiency of evidence

c) Logical connection through reasoning

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

[49] Toulmin.Stephen E. Toulmin, *The Uses of Argument*, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005.

d) Feedback is written or oral, and students discuss ways to improve.

6) Revision and Final Draft

Based on peer and teacher feedback, students revise their drafts to strengthen arguments. The revision process encourages attention to detail in claim formulation, selection of stronger evidence, and clearer reasoning, ensuring coherent and persuasive writing.

d. Advantages and Disadvantages of CER Strategy

Like other instructional approaches, the CER Strategy has both strengths and limitations[50].

1) Advantages of CER Strategy

a) Encourages critical thinking by requiring students to justify their claims with relevant evidence and logical reasoning.

b) Provides a clear and structured framework for argumentative writing, which is especially beneficial for novice writers.

c) Enhances coherence and persuasiveness of students' essays by linking claims with evidence and reasoning.

d) Improves academic literacy by training students to write based on evidence, which is crucial in higher education.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

[50] Toulmin.Stephen E. Toulmin, *The Uses of Argument*, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005.

e) Can be applied across different subjects, not only in English writing but also in science, social studies, and other disciplines requiring argumentation.

2) Disadvantages of CER Strategy

a) May be challenging for students with low language proficiency or limited analytical skill to provide strong reasoning.

b) Risk of oversimplification when only focusing on claim, evidence, and reasoning without addressing additional Toulmin components such as rebuttals or qualifiers.

c) Time consuming for teachers to provide detailed feedback on all components of students' arguments.

d) Requires sufficient access to credible sources for students to gather relevant evidence.

e. The Relevance of CER Argumentative Writing Development

The CER strategy is highly relevant to developing students' argumentative writing skill, particularly in EFL/ESL contexts. Argumentative writing requires students to not only express opinions but also persuade readers through evidence and logical reasoning. The CER framework provides a systematic approach to constructing arguments[51].

UNIVERSITAS ISLAM NEGERI KH ACHMAD SIDDIQ JEMBER

[51] Toulmin.Stephen E. Toulmin, *The Uses of Argument*, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005.

In practice, CER allows students to break down complex argumentative tasks into manageable steps, reducing cognitive load. For example, teachers guide students to first formulate a claim, then provide evidence, and finally explain the reasoning that connects them. This scaffolding helps students internalize the structure of strong arguments.

Using CER also addresses common problems such as weak thesis statements, insufficient evidence, and incoherent reasoning. Beyond writing proficiency, it fosters logical reasoning, problem solving, and critical discussion skill, contributing to broader educational outcomes.

f. Instructional Implementation of CER Strategy in Classroom

The instructional implementation of CER involves translating the strategy into concrete classroom activities that develop students' argumentative writing. This implementation focuses on structured tasks, interactive learning, feedback, and assessment[52].

1) Teacher's Role

Teachers act as facilitators, models, and guides, introducing the CER structure, demonstrating how to construct arguments, scaffolding reasoning, and monitoring progress. Teachers provide

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[52] Toulmin.Stephen E. Toulmin, *The Uses of Argument*, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005.

corrective feedback and support revisions to strengthen argumentative quality.

2) Students' Role

Students are active participants, formulating claims, finding supporting evidence, and explaining reasoning. They differentiate personal opinions from structured arguments through writing activities aligned with CER components.

3) Classroom Interaction

Learning is interactive through questioning, discussion, and collaboration. Students analyze claims, evaluate evidence, clarify reasoning, and share work for peer feedback.

4) Writing Tasks

Tasks are designed to systematically practice CER:

a) Composing argumentative paragraphs
b) Formulating clear claims
c) Providing supporting evidence from examples, facts, or experiences
d) Explaining reasoning connecting evidence and claims.

Tasks progress from guided to independent practice to help students internalize argument structures[53].

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KH ACHMAD SIDDIQ
JEMBER

[53] Toulmin.Stephen E. Toulmin, *The Uses of Argument*, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005.

5) Feedback Process

Feedback emphasizes argument quality rather than just grammar or vocabulary, focusing on claim clarity, evidence relevance, reasoning logic, and paragraph organization.

6) Assessment of Students' Argumentative Writing

Assessment of evaluates how well students apply CER:

a) Clarity and specificity of claims

b) Relevance and credibility of evidence

c) Strength of reasoning

d) Coherence and organization of ideas

e) Language use supporting communication of arguments.

7) Instructional Significance

CER transforms writing instruction into a process of constructing and evaluating arguments. Students develop critical thinking, reasoning, and academic literacy, learning to communicate ideas in a logical, evidence based manner.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

g. Students Responses Toward CER Strategy in Writing Class

Students' responses toward the implementation of the CER Strategy in writing classes reflect their perceptions, engagement, and motivation when constructing scientific arguments. Responses can be

cognitive, affective, or behavioral, and they serve as essential indicators of the effectiveness of the instructional strategy[54].

1) Theoretical Basis of Students' Response

Toulmin proposed that effective arguments consist of claims, evidence, and reasoning (warrants). In the context of CER, students learn to:

a) Formulate a clear claim based on their understanding of scientific concepts.
b) Select appropriate evidence from experiments, observations, or scientific resources.
c) Connect evidence to claims through logical reasoning, using scientific principles.

Previous studies (Cetin, 2014; Samosa, 2021) show that explicit instruction in argumentation improves students' ability to structure scientific explanations, increases engagement, and develops critical thinking[55]. Observing students in CER activities allows teachers to identify how effectively learners internalize the components of argumentation.

2) Indicators of Students' Responses

Students' responses to CER can be observed through:

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[54] Toulmin.Stephen E. Toulmin, *The Uses of Argument*, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005.

[55] Samosa, "Effectiveness of Claim, Evidence and Reasoning as an Innovation to Develop Students' Scientific Argumentative Writing Skills."

a) Interest

Showing curiosity and attentiveness during argument based writing.

b) Participation

Engaging actively in discussions, peer feedback, and writing tasks.

c) Understanding

Demonstrating ability to construct claims, justify them with evidence, and explain reasoning.

d) Difficulty

Experiencing challenges in generating claims or linking evidence logically.

e) Confidence

Increased self assurance in expressing scientific arguments.

f) Attitude toward Writing

Positive perception of writing activities and recognition of its value.

These indicators guide data collection and analysis for evaluating CER's influence on student learning experiences[56].

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

[56] Toulmin.Stephen E. Toulmin, *The Uses of Argument*, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005.

3) Analytical Function for Research

This framework guides the researcher to:

a) Design interview questions and observation rubrics based on CER components.

b) Analyze patterns of understanding, engagement, and argumentation skill.

c) Evaluate how CER influences students' scientific writing and conceptual understanding

By using Toulmin's model as the theoretical foundation, the study can focus on how students internalize claim, evidence and reasoning structures and how this affects their learning outcomes, without the need for multiple separate engagement or motivation theories[57].

h. Assesment Rubrics for Evaluating the Effectiveness of CER Stratgy

Assessment focuses on the quality of argument construction rather than only language accuracy[58].

1) Theoretical Foundation

Writing assessment evaluates organization, reasoning, and communication. In CER instruction, it emphasizes cognitive and rhetorical skill: claim formulation, evidence provision, and reasoning connection.

UNIVERSITAS ISLAM NEGERI KH ACHMAD SIDDIQ JEMBER

[57] Toulmin.Stephen E. Toulmin, *The Uses of Argument*, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005.

[58] Toulmin.Stephen E. Toulmin, *The Uses of Argument*, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005.

2) Argumentative Writing Assessment Using CER

Rubrics are based on CER components[59]:

a) Claim Clarity

Assessment focuses on whether students present a clear, specific, and arguable claim. The claim should function as the main idea guiding the paragraph and reflect a definite position.

b) Evidence Relevance

Evaluation examines whether students provide supporting details that are directly related to the claim. Evidence may include examples, facts, experiences, or explanations that strengthen the argument.

c) Logical Reasoning

Students are assessed based on their ability to explain the relationship between claim and evidence. Logical reasoning demonstrates that the argument is not merely descriptive but analytical and justified.

d) Organization and Coherence

Assessment considers how well ideas are arranged within a paragraph. A coherent structure reflects a logical flow from claim to support and reasoning.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

[59] Toulmin.Stephen E. Toulmin, *The Uses of Argument*, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005.

e) Language Use Supporting Argumentation

Language accuracy is evaluated as a supporting element, particularly in how effectively students communicate their arguments. Grammar and vocabulary are assessed in relation to clarity of meaning rather than as isolated components.

3) Rubric as a Tool

The rubric evaluates students' argumentative quality and measures instructional effectiveness. Indicators include clearer claims, stronger evidence, logical reasoning, better paragraph organization, and improved written argument communication.

4) Analytical Function

Within the research context, the scoring rubric provides an operational framework for analyzing students' writing data. It supports the researcher in:

a) Examining the quality of argumentative writing produced during instruction

b) Identifying patterns of improvement or difficulty

c) Interpreting how classroom implementation influences writing development

d) Linking instructional practices with students' learning outcomes.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

The rubric also enables systematic coding of data, allowing the researcher to classify writing performance according to specific argumentative components. This strengthens the reliability of qualitative analysis and ensures that evaluation is grounded in observable indicators.

5) Contribution to Evaluating CER Strategy

Rubrics bridge theory and practice by translating CER principles into measurable outcomes, showing how the strategy enhances students' argumentative writing competence.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

CHAPTER III

RESEARCH METHOD

A. Research Design

This research employs a qualitative descriptive research design because the researcher aims to explore and describe in detail the implementation of the Claim, Evidence, and Reasoning (CER) strategy in teaching writing skill. According to Donal Ary, "qualitative research seeks to understand social phenomena by focusing on meanings, experiences, and processes in their natural setting rather than through statistical measurement[60]. The purpose of using a qualitative approach in this study is to capture the teaching and learning process as it naturally occurs in the classroom, highlighting how students engage in writing activities through the CER framework.

The qualitative approach in this study is chosen to provide a holistic understanding of how teachers introduce claims, guide students in developing supporting evidence, and facilitate reasoning in argumentative writing tasks. No experimental treatment or manipulation is introduced instead, the researcher observes, records, and the classroom interactions and activities as they unfold. The role of the researcher is as a non participant observer and documenter, focusing on how the CER strategy is applied during writing

[60] Donald Ary, Lucy Cheser Jacobs, and Asghar Razavieh, *Introduction to Research in Education* (New York, Holt, Rinehart and Winston, 1972), https://archive.org/details/introductiontore0000aryd/page/n5/mode/1up.

UNIVERSITAS ISLAM NEGERI KH ACHMAD SIDDIQ JEMBER

instruction and how students respond to it in terms of engagement, challenges, and progress in writing skill.

B. Research Setting

This research is conducted at MTs Al Amien Ambulu Jember, specifically with the 9th grade students, in a school environment that encourages the application of innovative teaching strategies to enhance students' writing skill. MTs Al Amien is located in Ambulu District, Jember Regency, East Java, Indonesia.

The selection of this school is based on several considerations. First, the school actively supports the use of structured teaching strategies that promote critical thinking and argument development in students' writing. Teachers have been observed to encourage students to express opinions, justify their claims, and provide supporting evidence during writing activities. The use of teaching materials such as argumentative essay examples, guided worksheets, and graphic organizers facilitates the systematic application of the CER strategy.

A positive classroom atmosphere, collaborative interaction between teachers and students, and peer support contribute significantly to the improvement of writing skill. Students actively participate in discussing topics, constructing claims, gathering supporting evidence, and reasoning logically. These conditions provide an ideal setting for investigating the implementation of the CER strategy. Finally, the researcher obtains official permission from the school to conduct the study. This combination of theoretical relevance, practical feasibility, and conducive learning environment makes MTs Al Amien

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Ambulu Jember an appropriate setting for analyzing the application of the CER strategy in teaching writing to junior high school students.

C. Research Subject

This research employs purposive sampling to determine the subjects of the study. Purposive sampling is a technique for selecting participants based on specific considerations related to the research objectives[61]. Since this study focuses on the implementation of the CER strategy in teaching writing skill, the selected subjects are the English teacher and the students involved in writing instruction using this strategy.

The participants of this research are one class of ninth grade students and the English teacher at MTs Al Amien Ambulu Jember. The selected class consists of 28 students. The class was chosen based on recommendations from the school administration and in consultation with the English teacher, considering that the class regularly participates in writing activities during English lessons.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

The English teacher selected for this study is responsible for teaching writing in the ninth grade. The teacher has experience in guiding students through structured writing activities that involve expressing claims, providing supporting evidence, and applying reasoning. This allows the researcher to observe how the CER strategy is implemented in the teaching process. The selection of these participants is intended to obtain in depth qualitative data

[61] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D* (Alfabeta: Bandung, 2017).

regarding classroom interaction, instructional practices, and students' responses during the implementation of the CER strategy in teaching writing skill. The teacher and students serve as primary sources of data for understanding how the strategy is applied and experienced in the learning process.

D. Technique of Collecting Data

This section presents the data collection techniques used in this study, namely observation, interviews, and documentation. These techniques are employed to obtain comprehensive qualitative data regarding the implementation of the CER strategy and students' responses in the writing classroom: [62]

1. Observation

Observation is a comprehensive method for collecting data because it involves recording real time behaviors, interactions, and processes in natural settings. Observation is appropriate for research aimed at understanding classroom dynamics, teaching strategies, and students' engagement in learning activities[63].

In this research. classroom observation is conducted to examine how the English teacher implements the CER strategy in teaching argumentative writing to ninth grade students at MTs Al Amien Ambulu

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[62] John W Creswell and Timothy C Guetterman, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 6th Edition*, 6th ed. (Pearson, 2018), https://www.researchgate.net/publication/324451568.

[63] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, 26th Ed (Bandung: Alfabeta: Bandung, 2022). Hlm 40.

Jember. The observation takes place over several classroom sessions in the selected class.

The purpose of the observation is to identify how the teacher applies the CER strategy and how students engage in developing their argumentative writing. The observation focuses on several aspects:

a. Claim identification, where students are guided to state their main argument clearly.
b. Evidence collection, where students search for and present relevant facts, examples, or explanations to support their claims.
c. Reasoning, where students connect their evidence to the claim logically and coherently.
d. Classroom interaction, including teacher guidance, student participation, and peer discussion during writing activities

The researcher documents classroom activities using field notes, photographs of written drafts, and audio recordings of classroom discussions. An observation checklist is used to examine teacher guidance, student participation, use of instructional materials, and interaction patterns during the writing process[64].

2. Interview

Interview is a qualitative technique in which the researcher communicates directly with participants to gain insights, perceptions, and

[64] Matt O'Leary, *Classroom Observation: A Guide to the Effective Observation of Teaching and Learning*, 2nd Editio (Second edition. | New York : Routledge, 2020.: Routledge, 2020), https://doi.org/10.4324/9781315630243.

UNIVERSITAS ISLAM NEGERI KH ACHMAD SIDDIQ JEMBER

experiences related to the research topic. Interviews complement observations by providing deeper explanations of participants' attitudes, experiences, and instructional practices[65].

In this research, semi structured interviews are conducted with the English teacher and several selected students. The interviews aim to explore how the CER strategy is implemented and how students respond to the learning process.

The semi structured format allows the researcher to use guiding questions while maintaining flexibility to explore emerging issues. The teacher is asked about lesson planning, scaffolding techniques, instructional steps, and challenges encountered during implementation. Students are asked about their understanding of claim, evidence, and reasoning, their interest in writing activities, difficulties experienced, and confidence in expressing arguments.

These interviews provide qualitative data concerning instructional implementation and students' perceptions toward the use of the CER strategy in writing class.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

3. Document Review

Document review involves collecting data from existing materials such as lesson plans, students' written works, and other relevant

[65] Sugiyono. Hlm 35.

instructional artifacts. Documentation in qualitative research serves to support and validate findings obtained from observations and interviews[66].

In this research, document review is conducted to gather materials related to the implementation of the CER strategy. The collected documents include:

a. Students' argumentative writing drafts, revisions, and final versions.
b. The English teacher's lesson plans and instructional materials related to argumentative writing.
c. Assessment rubrics used to evaluate claims, supporting evidence, and reasoning.
d. Records of classroom activities and student participation during writing sessions.

These documents provide tangible evidence of the teaching and learning process, help confirm observational and interview findings, and strengthen the credibility of the research results.

E. Technique of Analyzing Data

The data analysis techniques in this research follow the interactive model proposed by Miles and Huberman, consisting of data reduction, data display, and conclusion drawing/verification[67].

[66] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*. Hlm 27.
[67] Matthew B Miles, A Michael Huberman, and Johnny Saldana, *Qualitativte Data Analysis: A Methods Sourcebook*, 3rd Editio (United States of America: SAGE Publications, Inc., 2014).

UNIVERSITAS ISLAM NEGERI KH ACHMAD SIDDIQ JEMBER

1. Data Reduction

Data reduction refers to the process of selecting, simplifying, and organizing raw data to make it more focused and relevant to the research objectives. This process involves identifying essential information obtained from classroom observations, teacher interviews, and document analysis.

In this research, data reduction is conducted by selecting only data related to the implementation of the CER strategy in teaching argumentative writing at MTs Al Amien Ambulu Jember. Irrelevant or repetitive information from students' essays, observation notes, and interview transcripts is excluded. The remaining data are categorized into the key components of CER (claim formulation, evidence selection, and reasoning development). Patterns in students' writing behavior, teacher scaffolding, and classroom interactions are also identified to highlight how the strategy is applied and how students integrate claims, evidence, and reasoning in their writing.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

2. Data Display

Data display involves presenting the reduced data in an organized form to facilitate interpretation and analysis. Through clear presentation, patterns, relationships, and trends can be identified more easily.

In this research, data are displayed through narrative descriptions supported by excerpts from students' CER based argumentative essays, interview transcripts, and observation notes. Tables and charts are used to

illustrate the frequency and quality of claims, supporting evidence, and reasoning in students' writing. The display emphasizes the stages of students' writing processes, teacher scaffolding during instruction, and students' progress in applying the CER framework. Only relevant data are presented to maintain clarity and analytical focus.

3. Conclusion

Conclusion drawing and verification involve interpreting the displayed data to answer the research questions and ensuring the credibility of the findings. Conclusions are formulated based on patterns and relationships identified during the analysis process.

In this research, conclusions are derived by synthesizing data from observations, interviews, and document analysis. The findings describe how the CER strategy assists students in constructing clear claims, selecting relevant and sufficient evidence, and developing logical reasoning. The analysis also identifies the strengths of the strategy, such as improved student engagement, clearer argumentative structure, and enhanced critical thinking skill. Challenges encountered include students' initial difficulty in formulating claims, identifying credible evidence, and connecting reasoning effectively.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Verification is conducted through triangulation, comparing data from different sources to ensure consistency and validity. This process ensures that the conclusions accurately represent the actual teaching and learning situation in the classroom. Overall, the implementation of the

CER strategy contributes positively to the development of students' argumentative writing skill by providing structured guidance, encouraging evidence based reasoning, and promoting independent thinking in writing activities.

F. Validity of Data

Data validity is a concept that indicates the credibility and trustworthiness of the data in qualitative research. To ensure the validity of the data, this study applies triangulation, a method of cross checking information using multiple data sources and techniques to verify the accuracy and reliability of findings[68].

In this research, the researcher uses source triangulation and technique triangulation, explained as follows:

1. Source Triangulation

Source triangulation is used to examine data credibility by collecting information from different sources and comparing them[69]. In this study, the researcher gathers data from the English teacher who implements the CER strategy and from the students who participate in CER based argumentative writing activities at MTs Al Amien Ambulu Jember.

The information obtained from both sources is analyzed through description, categorization, and comparison. The researcher identifies similarities, differences, and complementary explanations provided by the

UNIVERSITAS ISLAM NEGERI KH ACHMAD SIDDIQ JEMBER

[68] Sugiyono. Hlm 34.
[69] Sugiyono. Hlm 36.

teacher and students. Confirmation is then conducted to ensure that the interpretation accurately represents the real classroom situation. This triangulation focuses on several key aspects of CER strategy implementation:

a. The procedures of implementing claim, evidence, and reasoning in writing tasks
b. Students' engagement and understanding in developing arguments
c. Teacher guidance and scaffolding strategies
d. Challenges encountered and solutions during the writing process.

2. Technical Triangulation

Technique triangulation is applied to verify data obtained from the same source through different data collection techniques. In this research, data from classroom observations are compared with interview results and document analysis. Similarly, information gathered from interviews regarding students' experiences in CER writing and the teacher's instructional strategies is checked against observation notes and students' CER based argumentative essays.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Consistency among observation, interviews, and documentation strengthens the credibility of the findings. When discrepancies appear, the researcher reexamines the data sources and provides clarification to ensure that interpretations accurately reflect classroom practice. By applying both source and technique triangulation, this study ensures that the findings

related to the implementation of the CER strategy in improving students' argumentative writing skill are credible, dependable, and trustworthy.

G. Research Procedure

This section describes the implementation plan of the research, covering preliminary preparation, fieldwork, and data analysis. The research stages are divided into pre field stage, field work stage, and data analysis phase:

1. Pre Field Stage

Several preparatory activities are conducted before entering the research site, including:

a. Designing the research framework based on the research objectives, focusing on the procedure, advantages, challenges, and effectiveness of the CER strategy in teaching argumentative writing.

b. Selecting MTs Al Amien Ambulu Jember as the research location due to its relevance to the implementation of innovative teaching strategies and its suitability for observing CER based instruction.

c. Obtaining research permission from the school administration and fulfilling ethical requirements from the university.

d. Conducting an initial visit to observe classroom conditions, teaching practices, and the general environment of English learning.

e. Selecting informants, including the English teacher who teaches 9th-grade writing and students who participate in CER based lessons.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

f. Preparing research instruments such as observation checklists, interview guidelines, scoring rubrics aligned with CER components, and documentation forms.

2. Field Work Stage

During fieldwork, the researcher collects data through classroom observation, interviews, and document review. Activities include:

a. Understanding the teacher's background, instructional style, and objectives in applying the CER strategy.

b. Building rapport with the teacher and students to support natural interaction and authentic data collection.

c. Identifying primary data sources, including classroom activities, teacher explanations, and students' CER based writing products.

d. Observing the teaching process, particularly the stages of CER: introducing claims, guiding students in selecting supporting evidence, and developing reasoning in writing.

e. Conducting interviews with the teacher and selected students to explore perceptions, challenges, benefits, and evaluation practices in using the CER strategy.

f. Collecting documentation such as lesson plans, students' CER essays, classroom photographs, and assessment rubrics.

3. Data Analysis Phase

The final stage involves processing and interpreting the collected data. Activities include:

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

a. Analyzing observation, interview, and documentation data using the interactive analysis model developed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing/verification.
b. Ensuring data credibility through source and technique triangulation.
c. Organizing and presenting findings in a structured narrative emphasizing procedures, strengths, and challenges of the CER strategy, as well as its impact on students' argumentative writing and reasoning skill.
d. Drawing conclusions and finalizing the research report, including recommendations for improving writing instruction using CER in similar contexts.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This section presents the findings of the research conducted at MTs Al Amien Ambulu Jember. The data were obtained through interviews with the English teacher and the ninth grade students, classroom observation, and documentation related to the implementation of the Claim, Evidence, and Reasoning (CER) strategy in teaching writing skill. The findings are presented based on the research questions of the study. The first finding discusses the implementation of the CER strategy in teaching writing skill, while the second finding explains the students' responses toward the implementation of the CER strategy in the writing class.

1. The Implementation of Claim, Evidence, and Reasoning (CER) Strategy in Teaching Writing Skill in The 9th Grade at MTs Al Amien Ambulu Jember

The implementation of the Claim, Evidence, and Reasoning (CER) strategy in teaching writing skill was investigated through classroom observation, interviews with the English teacher, and document review. Classroom observation was conducted to examine how the CER strategy was implemented during writing activities in the ninth grade classroom at MTs Al Amien Ambulu Jember. The findings showed that the CER strategy was implemented systematically through several stages, including explanation, guided practice, independent writing, peer review, and

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

revision activities. Various classroom activities and teacher guidance were observed to support students in understanding and applying the CER structure in writing activities.

The implementation of the CER strategy was carried out through three major stages, namely preparation (pre-writing), procedure (whilst-writing), and evaluation (post-writing). During the preparation stage, the teacher introduced the concept of Claim, Evidence, and Reasoning (CER), explained each component, and provided examples to help students understand the structure before beginning the writing activities.

During classroom observation, the researcher observed that Mrs. A introduced the concept of Claim, Evidence, and Reasoning through simple explanations adjusted to students' level of understanding. The teacher explained the meaning of claim, evidence, and reasoning by using familiar examples related to students' daily experiences. All participating students appeared attentive during the explanation session and responded actively to the examples provided by the teacher.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

> "The concept of Claim, Evidence, and Reasoning was introduced by explaining the meaning of each component in simple language. Students were informed that claim is the main idea or opinion expressed in writing, evidence is the supporting information or example, and reasoning is the explanation that connects the evidence to the claim. Simple examples related to students' daily activities were also provided to help them understand the concept more easily."[70]

[70] Interview with Mrs. A (English Teacher of MTs Al Amien Ambulu Jember), conducted on 20 April 2026

The observation showed that simple explanations and familiar examples helped the participating students understand the initial concept of CER more easily. The students appeared more engaged because the explanation was connected to situations they often encountered in their daily lives.



Figure 4.1 Introduction of CER Concept

During classroom observation, the researcher also observed that Mrs. A explained each component of the CER strategy step by step using board explanations and note-taking activities. The teacher wrote the structure of claim, evidence, and reasoning on the whiteboard while the participating students copied the explanation into their notebooks. The classroom atmosphere appeared conducive, and the students focused on the explanation delivered by the teacher.

> "Each component of the CER strategy was explained step by step. Claim was explained as the main statement that answers the question, evidence was explained as facts or examples that support the claim, and reasoning was explained as the connection between the evidence and the claim. The explanation was also written on the board, and students were asked to take notes."[71]

[71] Interview with Mrs. A (English Teacher of MTs Al Amien Ambulu Jember), conducted on 20 April 2026

UNIVERSITAS ISLAM NEGERI KH ACHMAD SIDDIQ JEMBER

The observation indicated that board explanations provided visual support that helped the participating students understand the relationship among claim, evidence, and reasoning more clearly. Note taking activities also encouraged students to pay attention during the lesson.

During classroom observation, sample paragraphs using the CER structure were presented by the teacher to help students identify each component in argumentative writing. All participating students were involved in identifying the claim, evidence, and reasoning in the sample paragraph through classroom discussion activities. Several students responded to the teacher's questions and participated actively during the discussion session.

> "Examples of short paragraphs using the CER structure were provided to students. Students were asked to identify which part belonged to claim, evidence, and reasoning. After that, the example was discussed together to help students understand how the CER structure works in writing."[72]

The observation showed that identification activities trained students to analyze paragraph structure more carefully. Classroom discussion also provided opportunities for students to ask questions and clarify misunderstandings related to the CER structure.

During the explanation session, the researcher observed that Mrs. A demonstrated how claim, evidence, and reasoning were organized in a paragraph by writing examples on the whiteboard. The demonstration

[72] Interview with Mrs. A (English Teacher of MTs Al Amien Ambulu Jember), conducted on 20 April 2026

UNIVERSITAS ISLAM NEGERI KH ACHMAD SIDDIQ JEMBER

activity was followed carefully by all participating students. Several students appeared to pay close attention while observing how ideas were developed sequentially from claim into evidence and reasoning.

> "Claim, evidence, and reasoning were demonstrated by writing examples on the whiteboard. First, a claim was written, then supporting evidence was added, and finally reasoning was explained. The examples on the board helped students distinguish each component more clearly."[73]



Figure 4.2 Teacher Modeling of Claim, Evidence, and Reasoning

The observation indicated that visual demonstration activities helped students understand the organization of ideas in writing more effectively. The students appeared more interested and focused during the interactive explanation session.

During the procedure stage (whilst writing), students began applying the CER strategy through guided writing activities, independent writing practice, and peer discussions. The teacher continuously monitored students and provided assistance throughout the writing process

[73] Interview with Mrs. A (English Teacher of MTs Al Amien Ambulu Jember), conducted on 20 April 2026

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

During guided writing practice, SF01 was observed developing a paragraph by organizing claim, evidence, and reasoning step by step based on the topic provided by the teacher. Mrs. A guided the writing process gradually while monitoring students' progress during the activity. The teacher also provided immediate assistance when students experienced difficulties in developing their ideas.

> "Students were guided step by step during writing activities. They were first asked to write a claim based on the topic, then supporting evidence was written, and finally reasoning was added. Classroom monitoring was also conducted to help students who experienced difficulties." [74]

The observation showed that step by step guidance helped students organize their writing more systematically. Direct monitoring also enabled the teacher to identify students who still needed assistance during the writing process.

During classroom observation, the researcher observed that additional explanations and individual guidance were provided when students experienced difficulties in applying the CER strategy. SF01 appeared to receive direct assistance from the teacher regarding the development of supporting evidence and reasoning. Discussion activities among students were also observed during the writing session.

> "Additional explanations and examples were provided when students experienced difficulties. Students were also allowed to ask questions and discuss with their classmates. Individual

UNIVERSITAS ISLAM NEGERI KH ACHMAD SIDDIQ JEMBER

[74] Interview with Mrs. A (English Teacher of MTs Al Amien Ambulu Jember), conducted on 20 April 2026

> guidance and suggestions were given to students who still found difficulties in developing their writing."[75]

The observation indicated that classroom interaction became more active because students were encouraged to ask questions and discuss their ideas during the learning process.



Figure 4.3 Guided Practice Using CER Structure

After guided practice activities, SF01 was observed writing a paragraph independently using the CER structure based on the topic given by the teacher. The student appeared to apply claim, evidence, and reasoning independently without direct assistance from the teacher during several stages of the activity.

> "After guided practice, students were asked to write independently using the CER strategy. A topic was given, and students were instructed to write paragraphs containing claim, evidence, and reasoning."[76]

The observation showed that independent writing practice helped students apply the CER structure based on their own understanding and develop their ideas more independently.

[75] Interview with Mrs. A (English Teacher of MTs Al Amien Ambulu Jember), conducted on 20 April 2026

[76] Interview with Mrs. A (English Teacher of MTs Al Amien Ambulu Jember), conducted on 20 April 2026

UNIVERSITAS ISLAM NEGERI KH ACHMAD SIDDIQ JEMBER



Figure 4.4 Independent Writing Practice Using CER Strategy

During independent writing activities, the researcher observed that Mrs. A continuously monitored students by walking around the classroom and checking their writing progress directly. SF01 received suggestions related to the clarity of reasoning and the relevance of supporting evidence during the activity.

> "Students were monitored by walking around the classroom and checking their writing. Mistakes found in claim, evidence, and reasoning were corrected through suggestions and guidance. Questions were also given to help students improve their ideas."[77]

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

The observation indicated that continuous monitoring helped students improve the organization and clarity of their writing during the lesson. During the peer review session, SF02 was observed reviewing classmates' writing by identifying the claim, evidence, and reasoning components in the paragraph. Interaction among students became more active during the activity because students exchanged opinions and

[77] Interview with Mrs. A (English Teacher of MTs Al Amien Ambulu Jember), conducted on 20 April 2026

discussed the strengths and weaknesses of the writing. Students also worked in groups to discuss their classmates' writing and provide feedback on the clarity of claims, the relevance of evidence, and the logic of reasoning.



Figure 4.5 Group Discussion During Peer Review Activities

> "Students reviewed their classmates' writing by exchanging their work with friends. They were asked to identify the claim, evidence, and reasoning in their classmates' paragraphs."[78]

The observation showed that peer review activities encouraged collaborative learning and helped students analyze writing more critically.



Figure 4.6 Peer Review Activity in CER Based Writing

During the peer review process, the researcher observed that the teacher guided the participating students to focus on the clarity of claim,

[78] Interview with Mrs. A (English Teacher of MTs Al Amien Ambulu Jember), conducted on 20 April 2026

relevance of evidence, and logical reasoning when giving feedback to their classmates. Constructive comments were emphasized to maintain positive interaction during classroom discussion activities.

> "Students were guided to check whether the claim was clear, whether the evidence supported the claim, and whether the reasoning was logical. Students were also reminded to provide constructive feedback to their peers."[79]

The observation indicated that feedback activities helped students recognize strengths and weaknesses in writing more carefully and systematically. During the evaluation stage (*post-writing*), students revised their writing based on feedback received from their peers and the teacher. The teacher rechecked students' work and provided additional suggestions to improve the clarity and completeness of their writing. During revision activities, SF01 was observed revising the paragraph after receiving feedback from peers and the teacher. Several improvements were made in the organization of claim, evidence, and reasoning. The teacher also rechecked the writing and provided additional suggestions to improve unclear explanations.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

> "Students revised their writing after receiving feedback. Improvements were made in the claim, additional evidence was added, and reasoning was revised to make the writing clearer and more complete."[80]

The observation showed that revision activities helped students improve the quality and organization of their writing more effectively.

[79] Interview with Mrs. A (English Teacher of MTs Al Amien Ambulu Jember), conducted on 20 April 2026

[80] Interview with Mrs. A (English Teacher of MTs Al Amien Ambulu Jember), conducted on 20 April 2026

During the revision session, the researcher observed that individual guidance was continuously provided by the teacher to help students improve incomplete explanations and unclear ideas. SF01 received additional suggestions regarding the development of reasoning in the paragraph

> "During the revision process, students' writing was checked again. Students were asked to improve unclear ideas and add more explanation if necessary. Individual suggestions were also provided to help students improve their writing."[81]



Figure 4.7 Revision and Final Draft Activity

Overall, the findings showed that the implementation of the Claim, Evidence, and Reasoning (CER) strategy in teaching writing skill was conducted systematically through explanation, guided practice, independent writing, peer review, and revision activities. Classroom observation indicated that the teacher actively provided monitoring, guidance, and feedback throughout the learning process. The participating students also showed active involvement during classroom discussions,

[81] Interview with Mrs. A (English Teacher of MTs Al Amien Ambulu Jember), conducted on 20 April 2026

UNIVERSITAS ISLAM NEGERI KH ACHMAD SIDDIQ JEMBER

writing activities, peer review, and revision sessions. The implementation of the CER strategy helped students organize ideas more clearly and develop more structured paragraphs during writing activities.

2. Students' Responses Toward the Implementation of CER Strategy in Teaching Writing Skill in The 9th Grade at MTs Al Amien Ambulu Jember

a. Encouraging Critical Thinking Through Claim, Evidence, and Reasoning Activities

During classroom observation, the researcher observed that the implementation of the Claim, Evidence, and Reasoning (CER) strategy encouraged students to think more critically during writing activities. The teacher guided the participating students to analyze topics, identify supporting evidence, and connect explanations logically in their argumentative paragraphs. Several students actively responded to the teacher's questions and attempted to explain the relationship between claim, evidence, and reasoning during classroom discussion activities.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Based on the interview results, SF01 gave a positive response toward the implementation of the CER strategy in writing activities. SF01 explained that the CER structure helped in organizing ideas and developing logical explanations more clearly during the writing process.

> SF01 stated:"The CER strategy helped me think more clearly because I could organize my ideas step by step from claim to reasoning." [82]

The statement above indicates that the implementation of the CER strategy encouraged critical thinking skill during writing activities. Through the CER structure, SF01 was able to connect ideas systematically and develop explanations more logically. The learning activities also trained students to analyze information carefully before writing argumentative paragraphs.

However, during classroom observation, the researcher also found that several students still experienced difficulties in developing reasoning during writing activities. SM01 appeared confused when connecting supporting evidence with the main claim and needed additional guidance from the teacher during the writing process.

SM01 stated:

> "Reasoning was the most difficult part because I needed to explain ideas more clearly in English."[83]

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

The statement above shows that although the CER strategy encouraged critical thinking, the reasoning component still became a challenge for some students. SM01 experienced difficulties in elaborating ideas and connecting evidence logically in English sentences. This finding indicates that students still needed continuous

[82] Interview with SF01, 17 April 2026
[83] Interview with SM01, 17 April 2026

guidance and additional practice to improve their reasoning skill during argumentative writing activities using the CER strategy.

b. Providing a Clear and Structured Framework for Writing Activities

During classroom observation, the researcher observed that the implementation of the Claim, Evidence, and Reasoning (CER) strategy provided a clear and structured framework during writing activities. The teacher guided the participating students systematically by asking them to begin writing from claim, continue with supporting evidence, and finally develop reasoning. The participating students appeared more organized during the writing process because each stage of writing had already been explained clearly by the teacher.

During the observation, the researcher also found that SF03 was able to follow the structured writing stages more easily. SF03 appeared to understand the sequence of claim, evidence, and reasoning when developing her paragraph.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Based on the interview results, SF03 gave a positive response toward the implementation of the CER strategy. SF03 explained that the CER structure helped in understanding the writing process more clearly because each stage was arranged systematically.

SF03 stated:

> "Writing became easier to understand because the CER strategy provided a clear structure during writing activities."[84]

[84] Interview with SF03, 17 April 2026

The statement above indicates that SF03 was able to follow the structured framework of CER in organizing her writing. The clear stages of writing helped her arrange ideas in a more systematic order from claim to reasoning, making the writing process easier to understand.

During classroom observation, SF02 was also found to respond positively toward the implementation of the CER strategy. SF02 appeared more confident in arranging ideas because the writing process followed clear and structured steps. SF02 stated:

> "CER helped me arrange my writing better and more systematically"[85]

The statement above shows that SF02 experienced improvement in organizing ideas during writing activities. The structured framework of CER helped her develop a clearer flow of ideas and made it easier to construct a coherent paragraph.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

However, during classroom observation and interview, SM01 still experienced difficulties in applying the CER structure, especially in developing reasoning. SM01 appeared hesitant when connecting evidence with reasoning during writing activities.

SM01 stated:

> "Sometimes I was still confused when connecting evidence and reasoning in my paragraph." [86]

[85] Interview with SF03, 17 April 2026
[86] Interview with SM01, 17 April 2026

The statement above shows that although the CER strategy provided a structured framework for writing, some students still experienced difficulties in organizing supporting ideas coherently. SM01 still needed teacher assistance to connect evidence and reasoning appropriately during the writing process. This finding indicates that continuous guidance remained important to help students apply the CER structure effectively in argumentative writing activities.

During the learning process, the researcher also observed that the structured stages of CER helped students participate more confidently during classroom writing activities. Several participating students appeared more prepared when starting their paragraphs because they already understood the sequence of claim, evidence, and reasoning explained by the teacher. The classroom atmosphere also became more organized because students followed the same writing structure during the lesson.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

c. Enhancing Coherence and Organization in Students' Writing

During classroom observation, the researcher observed that the implementation of the Claim, Evidence, and Reasoning (CER) strategy helped the participating students develop more coherent and well-organized writing. The teacher guided students to connect ideas logically from claim to evidence and reasoning so that their paragraphs had a clear flow of ideas. The participating students

appeared to follow the writing sequence more carefully, which contributed to better organization of their paragraphs.

Based on the interview results, SF02 gave a positive response toward the implementation of the CER strategy in writing activities. SF02 explained that CER helped her connect ideas in a more logical order, making her writing easier to understand as a complete paragraph.

SF02 stated:

> "CER helped me organize my ideas more clearly during writing activities." [87]

The statement above indicates that SF02 was able to produce more coherent writing because she could connect claim, evidence, and reasoning in a logical sequence. This shows that the CER strategy supported her in improving the flow of ideas in paragraph writing, not only organizing sentences but also maintaining coherence between ideas.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

However, during classroom observation and interview, SM01 still experienced difficulties in maintaining coherence in writing, particularly in developing a smooth flow of ideas between sentences within a paragraph. SM01 tended to write ideas that were not fully connected, especially when moving from evidence to reasoning,

[87] Interview with SF03, 17 April 2026

which affected the overall clarity of the paragraph structure. SM01 stated:

> "I sometimes found it difficult to make my sentences connected smoothly in my paragraph." [88]

The statement above indicates that the main difficulty experienced by SM01 was not only in understanding the CER structure, but in maintaining the coherence between sentences so that the ideas could flow naturally within a paragraph. This shows that although the CER strategy provided a clear writing framework, some students still struggled in developing fully connected and coherent paragraph.

d. Improving Students' Academic Writing and Understanding of Evidence Based Writing

During classroom observation, the researcher observed that the implementation of the Claim, Evidence, and Reasoning (CER) strategy contributed to the improvement of students' academic writing skill and their understanding of evidence-based writing. The teacher guided the participating students to construct argumentative paragraphs by ensuring that each claim was supported with relevant evidence and followed by logical reasoning. The students appeared to gradually understand how to organize ideas in a more academic and structured form during writing activities.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

[88] Interview with SM01, 17 April 2026

During the interview session, SF04 gave a positive response toward the implementation of the CER strategy. SF04 stated that she was able to understand the concept of CER better after participating in writing activities using the strategy.

SF04 stated:

> "I understood the CER strategy better after learning through classroom writing activities." [89]

The statement above indicates that SF04 developed a better understanding of the basic structure of academic writing through the CER strategy. The clear division between claim, evidence, and reasoning helped her recognize how ideas should be supported in argumentative writing. This shows that CER contributed to improving students' understanding of evidence based writing. SM01 explained:

In contrast, SM01 expressed a less confident response regarding his understanding of academic writing using CER. SM01 stated that although he had learned the structure, he was still not fully confident in applying it independently during writing activities. SM01 also stated:

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

> "I understood claim, evidence, and reasoning better, but I am still not confident when writing it by myself." [90]

The statement above shows that although SM01 had basic understanding of the CER structure, he still faced difficulties in

[89] SF04, 17 April 2026
[90] SM01, 17 April 2026

applying it independently in academic writing tasks. This indicates that some students still required continuous guidance and practice to strengthen their understanding of evidence based writing. During classroom observation, the researcher also found that the structured explanation and repeated practice of CER helped most students become more familiar with academic writing patterns. However, the level of understanding varied among students, as some were able to apply the structure independently while others still needed teacher assistance.

e. Supporting Active Participation and Collaborative Learning During Writing Activities

During classroom observation, the researcher observed that the implementation of the Claim, Evidence, and Reasoning (CER) strategy encouraged active participation and collaborative learning during writing activities. The teacher organized learning activities that allowed the participating students to engage in group discussions, exchange ideas, and respond to their peers' opinions. The classroom environment became more interactive as students were involved in both discussion and writing processes using the CER structure.

During the interview session, SF01 gave a positive response toward the implementation of the CER strategy. SF01 stated that she actively participated in group discussions during CER-based writing activities to share and develop ideas with her classmates.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

SF01 stated:

> "I usually participated in discussions with my friends to share ideas during CER based activities."[91]

The statement above indicates that SF01 was actively involved in collaborative learning during writing activities. Through discussion sessions, she was able to exchange ideas with peers, which supported her understanding in developing claim, evidence, and reasoning in writing tasks. This shows that the CER strategy promoted active participation in classroom learning.

In contrast, SM01 showed a more passive response toward collaborative learning activities. SM01 stated that he participated in group discussions but tended to contribute minimally during the activities. SM01 stated:

> "I joined discussion activities with my classmates during the writing lesson." [92]

The statement above indicates that SM01 was involved in group activities, but his participation was not fully active in contributing ideas during discussions. This suggests that although the CER strategy facilitated collaborative learning, some students still needed encouragement to participate more actively in expressing their ideas.

During classroom observation, the researcher also found that peer feedback activities were implemented during CER-based writing

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

[91] Interview with SF01, 17 April 2026
[92] Interview with SM01, 17 April 2026

lessons. The participating students exchanged their writing and provided comments related to claim, evidence, and reasoning. This activity helped students learn to evaluate writing critically while interacting with their peers.

Overall, the implementation of the CER strategy created an interactive learning environment that supported collaboration among students. However, the level of participation varied, as some students were more active in discussions and peer feedback, while others were still developing confidence in contributing ideas during collaborative learning activities.

B. Discussion

This section discusses the findings related to the implementation of the Claim, Evidence, and Reasoning (CER) strategy in teaching writing skill and students' responses toward its implementation at MTs Al Amien Ambulu Jember. The discussion is presented based on the research questions and supported by relevant theories and previous studies. The findings from observation, interviews, and documentation are interpreted to provide deeper understanding of the implementation of CER strategy in writing instruction.

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

1. The Implementation of Claim, Evidence, and Reasoning (CER) Strategy in Teaching Writing Skill in The 9th Grade at MTs Al Amien Ambulu Jember

The findings of this research showed that the implementation of the Claim, Evidence, and Reasoning (CER) strategy in teaching writing skill

at MTs Al Amien Ambulu Jember was conducted systematically through several stages, including introduction of the CER concept, modeling, guided practice, independent writing, peer review, and revision. Continuous guidance was provided by Mrs. A to help students understand the structure of claim, evidence, and reasoning in writing. The implementation reflected Toulmin's model of argumentation, which explains that arguments should consist of claims supported by evidence and logical reasoning. Step by step explanation and simple examples helped students understand argumentative writing more clearly. [93]

Teacher activities during the lesson also reflected Toulmin's argumentation framework in classroom instruction. Mrs. A demonstrated how claim, evidence, and reasoning should be developed sequentially in paragraph writing. Guided practice, independent writing, classroom monitoring, and individual guidance helped students apply the CER structure more systematically. Peer review and revision activities also strengthened students' understanding because they evaluated classmates' writing and improved their own paragraphs based on feedback. These activities encouraged students to think critically and organize ideas more effectively during writing instruction.[94]

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

[93] Toulmin, *The Uses of Argument*.Stephen E. Toulmin, *The Uses of Argument*, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005

[94] Toulmin, *The Uses of Argument*.Stephen E. Toulmin, *The Uses of Argument*, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005

The findings of this research were also supported by previous studies conducted by Dewi, Krismayani, and Joni, which demonstrated that structured instructional techniques could improve students' writing abilities and generate positive learning responses.[95] Similar findings were also reported by Islami and Ahyanti, who found that structured learning methods provided more benefits than difficulties because the stages were systematic and easier to implement during classroom instruction.[96] Similar findings were found in the present research because the CER strategy provided systematic instructional stages that supported writing development, classroom interaction, and organization of ideas through claim, evidence, and reasoning structures. Therefore, the implementation of the CER strategy can be considered effective in supporting argumentative writing instruction. [97]

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

2. Students' Responses Toward the Implementation of CER Strategy in Teaching Writing Skill in The 9th Grade at MTs Al Amien Ambulu Jember

The findings of this research showed that students gave generally positive responses toward the implementation of the Claim, Evidence, and

[95] Ni Putu Riska Dewi, Ni Wayan Krismayani, and Dewa Ayu Ari Wiryadi Joni, "The Implementation of Presentation, Practice, and Production (PPP) in Enhancing Students' Writing Ability," *International Journal of Applied Science* 5, no. 1 (2023): 7–14, https://e-journal.unmas.ac.id/index.php/IJASSD/article/view/6933.

[96] Khairun Nisa Islami and Ade Dewi Ahyanti, "An Analysis of The Application PPP (Presentation, Practice and Production) Method on Descriptive Text Material in Seventh Grade Students SMPN 1 Moyo Utara," *Essence: Teaching English as a Foreign Language, Linguistics, and Literature Journal* 2, no. 2 (2025): 1–12, https://ejournal.uit-lirboyo.ac.id/index.php/essence/article/view/7695/2481.

[97] Toulmin.Stephen E. Toulmin, *The Uses of Argument*, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005

Reasoning (CER) strategy in teaching writing skill at MTs Al Amien Ambulu Jember. Positive responses were reflected through students' increased interest, participation, understanding, and confidence during writing activities. Most students stated that the CER strategy helped them organize ideas more systematically and made argumentative writing easier to understand because the stages were clear and structured. These findings were closely related to Toulmin's theory of argumentation, which explains that effective arguments consist of claim, evidence, and reasoning.[98] Through CER activities, students gradually understood how to formulate claims, provide supporting evidence, and develop logical reasoning in their writing.

Active participation during classroom discussion, peer feedback, and writing activities also reflected positive responses toward the implementation of CER strategy. Students became more involved in exchanging ideas, reviewing classmates' writing, and participating in collaborative learning activities. These findings supported the theory stating that participation and positive attitudes are important indicators of students' responses toward learning strategies. The structured stages in CER also helped students improve their understanding of argumentative writing and organize ideas more coherently during paragraph construction. However, classroom observation revealed that not all students showed the

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

[98] Toulmin, *The Uses of Argument*.Stephen E. Toulmin, *The Uses of Argument*, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005

same level of participation and confidence. SM01, for example, still tended to participate minimally during discussions and experienced difficulties in applying reasoning and connecting evidence logically in writing activities.[99]

Several difficulties were still experienced during the implementation of the CER strategy, especially in developing reasoning and maintaining coherence in argumentative paragraphs. Some students found reasoning difficult because they needed to explain ideas logically in English and connect evidence appropriately with claims. Nevertheless, teacher guidance, scaffolding, and repeated practice helped students gradually overcome those challenges. These findings were also supported by previous studies conducted by Dewi, Krismayani, and Joni, which showed that structured instructional techniques improved students' writing abilities and learning responses.[100] Overall, the implementation of the CER strategy provided positive learning experiences by helping students organize ideas systematically, participate actively during classroom activities, and develop better understanding toward argumentative writing skill.

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[99] Toulmin.Stephen E. Toulmin, *The Uses of Argument*, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005

[100] Ni Putu Riska Dewi, Ni Wayan Krismayani, and Dewa Ayu Ari Wiryadi Joni, "The Implementation of Presentation, Practice, and Production (PPP) in Enhancing Students' Writing Ability," International Journal of Applied Science 5, no. 1 (2023): 7–14, https://e-journal.unmas.ac.id/index.php/IJASSD/article/view/6933.

CHAPTER V

CONLUSION AND SUGGESTION

A. Conclusion

Based on the research at MTs Al Amien Ambulu Jember, the conclusions of this study are presented as follows:

1. The implementation of the Claim, Evidence, and Reasoning (CER) strategy in teaching writing skill was conducted through systematic instructional stages, including the introduction of the CER concept, teacher, guided practice, independent writing activities, peer review, and revision. During the learning process, the teacher consistently provided explanation, guidance, and scaffolding to help students understand how to construct claims, present relevant evidence, and develop logical reasoning. These structured stages enabled students to organize their ideas more effectively and improved their ability to write well structured paragraphs based on the CER framework.
2. The students showed positive responses toward the implementation of the Claim, Evidence, and Reasoning (CER) strategy in teaching writing skill at MTs Al Amien Ambulu Jember. Most students reported that CER helped them understand writing more easily because it provided a clear and structured framework for developing ideas in writing. The students became more interested, confident, and actively involved in classroom activities such as group discussions, peer feedback, and independent

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writing tasks. The CER strategy also supported students in organizing ideas more coherently and systematically, as well as in understanding the relationship between claim, evidence, and reasoning in argumentative writing. Although some students still faced difficulties, particularly in developing reasoning and finding appropriate evidence, the CER strategy was generally perceived as effective in enhancing students' writing understanding, participation, and overall learning experience.

B. Suggestion

Based on the findings and conclusions of this study regarding the implementation of the Claim, Evidence, and Reasoning (CER) strategy in teaching writing skill, several suggestions are proposed as follows:

1. For The Teacher

   The teacher is suggested to continue applying the CER strategy in teaching writing because it has been proven to help students organize their ideas more systematically. In addition, the teacher is recommended to provide more intensive guidance, especially in the reasoning component, since it was the most challenging part for students. The use of varied examples, interactive activities, and continuous feedback can further improve students' understanding and writing performance.

2. For The Students

   Students are suggested to actively participate in every writing activity using the CER strategy. They should practice more in developing ideas, especially in constructing logical reasoning and supporting

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evidence. Students are also encouraged to be more confident in expressing their ideas in English and to utilize peer discussion and feedback to improve their writing skill.

3. For Other Researchers

Future researchers are suggested to conduct further studies on the CER strategy by applying it to different language skill such as speaking or reading, or by using different research designs such as experimental research. It is also recommended to explore other educational levels or compare CER with other instructional strategies to obtain broader findings related to its effectiveness in English language teaching.

UNIVERSITAS ISLAM NEGERI
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UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Appendix 1. Matrix of Research

MATRIX OF RESEARCH
Kuni Salma Wakhidah

Title	Variable	Indicator	Source of Data	Research Method	General Question
The Implementation of Claim, Evidence and Reasoning Strategy in Teaching Writing Skill in the 8th Grade at MTs Al Amien Ambulu Jember	Claim, Evidence and Reasoning	1. Implementation of CER Strategy a. Instructional Implementation. 1) Teacher introduces the concept of claim, evidence, and reasoning 2) Teacher models argumentative writing using CER 3) Guided practice in constructing claim, evidence, and reasoning 4) Independent writing activities applying CER	• English Teacher • Student	**1. Research Methodology** **a. Research Design**: Qualitative **b. Research Approach**: Descriptive **2. Technique of Collecting Data** a. Observation b. Interviews c. Document Review **3. Technique of Analyzing Data** a. Data Condensation b. Data Display	1. How is the implementation of the Claim, Evidence and Reasoning Strategy in teaching writing skill to the ninth-grade students at MTs Al Amien Ambulu Jember? 2. How the students respons to the implementation of the Claim, Evidence and Reasoning Strategy in teaching writing skill at MTs Al

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JEMBER

		5) Classroom discussion and peer interaction 6) Feedback process focused on CER components 7) Evaluation of students' CER-based writing b. Argument Construction in Students' Writing 1) Claim clarity and focus 2) Relevance and sufficiency of evidence 3) Logical reasoning connecting evidence to claim 4) Coherence and organization of paragraph c. Classroom Engagement During Implementation		c. Conclusions **4. Validity of Data** **a. Triangulation of Sources**: Headmaster, English Teachers, and Student. **b. Triangulation of Methods**: Observation, Interview, and Document.	Amien Ambulu Jember?

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JEMBER

		1) Students' active participation in CER activities 2) Interaction between teacher and students 3) Peer discussion during CER writing tasks d. Effectiveness Indicators (based on rubric) 1) Improvement of claim formulation 2) Improvement of evidence selection and use 3) Improvement of reasoning quality 4) Improvement of paragraph organization 5) Ability to communicate arguments in written form			

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JEMBER

		2. Students respond to the implementation of CER Strategy a. Cognitive Response 1) Students' understanding of claim, evidence, and reasoning 2) Ability to follow CER writing steps 3) Awareness of argumentative structure b. Affective Response 1) Interest in CER based writing activities 2) Attitude toward writing 3) Enjoyment during the learning process c. Behavioral Response 1) Participation in discussion			

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

		2) Engagement in CER writing tasks 3) Responsiveness to feedback on CER d. Learning Experience 1) Difficulties encountered in formulating claims, selecting evidence, and reasoning 2) Confidence in expressing ideas 3) Motivation to write 4) Willingness to revise writing based on CER			

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

Appendix 2. Research Permit Application Letter from KHAS Jember State Islamic University

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-16725/In.20/3.a/PP.009/05/2026
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Al Amien Ambulu Jember
Sabrang Ambulu Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20196004
Nama	:	KUNI SALMA WAKHIDAH
Semester	:	Semester empat belas
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Claim, Evidence and Reasoning (CER) Strategy in Teaching Writing Skills in the 9th Grade at MTs Al-Amien Ambulu Jember " selama 7 (tujuh) hari di lingkungan lembaga wewenang Bapak/Ibu Robith Rifqi, S.Pd.I.,M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 06 April 2026
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix 3. Journal of Research

JOURNAL OF RESEARCH

"The Implementaion of Claim, Evidence and Reasoning (CER) Strategy in Teaching Writing Skills in the 9th Grade at MTs Al Amien Ambulu Jember"

No	Time	Activity	Informant	Paraf
1.	Monday, 6th of April 2026	Sending a permission letter for doing research	The Headmaster of MTs Al Amien Ambulu Jember	
2.	Tuesday, 7th of April 2026	Observing the teaching and learning process in writing class	9th grade students	
3.	Friday, 10th of April 2026	Implementing CER strategy in teaching writing (1st meeting)	9th grade students	
4.	Friday, 17th of April 2026	Implementing CER strategy in teaching writing (2nd meeting)	9th grade students	
5.	Monday, 20th of April 2026	Conducting interview about CER implementation and document review	The English Teacher	
6.	Friday, 24th of April 2026	Collecting students' writing results and documentation	9th grade students	
7.	Tuesday, 5th of May 2026	Asking for research finished letter	The Headmaster of MTs Al Amien Ambulu Jember	

Jember, 5th of May 2026
Head of School

Robith Rifqi, S.Pd.I.,M.Pd.

Appendix 4. Interview Guidelines for English Teacher

Interview Questions for the Implementation of Claim, Evidence, and Reasoning (CER) Strategy

The following interview questions are designed to obtain data regarding the implementation of the Claim, Evidence, and Reasoning (CER) strategy in teaching writing skill. The questions are based on Toulmin's Model of Argumentation, which underlies the CER framework by emphasizing the use of claims, supporting evidence, and logical reasoning in constructing arguments.[101]

1. How do you introduce the concept of claim, evidence, and reasoning to students?
2. What explanation do you give to help students understand the CER strategy?
3. Do you provide examples of writing using the CER strategy?
4. How do you demonstrate claim, evidence, and reasoning to students?
5. How do you guide students in constructing claim, evidence, and reasoning during writing activities?
6. What support do you provide when students experience difficulties in applying the CER strategy?
7. Do students write independently using the CER strategy during writing lessons?
8. How do you monitor students during independent writing activities?
9. Do students review their classmates' writing during CER-based activities?

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[101] Toulmin.Stephen E. Toulmin, The Uses of Argument, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005

10. How do you guide students in providing feedback to their peers?
11. Do students revise their writing after receiving feedback?
12. How do you guide students during the revision process?

UNIVERSITAS ISLAM NEGERI
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Appendix 5. Interview Guidelines for Students

Interview Questions for Students' Response Toward the Implementation of Claim, Evidence, and Reasoning (CER) Strategy

The following interview questions are designed to obtain data regarding students' responses toward the implementation of the Claim, Evidence, and Reasoning (CER) strategy in teaching writing skill. The questions are developed based on Toulmin's Model of Argumentation, which forms the theoretical basis of the CER framework.[102]

1. Do you feel interested when learning writing using the CER strategy? Why?
2. How do you feel when your teacher asks you to write using claim, evidence, and reasoning?
3. Do you actively participate in discussions during CER-based writing activities?
4. Do you give feedback to your classmates during peer review activities?
5. Do you understand how to write claim, evidence, and reasoning after learning CER?
6. Which part of CER do you find most difficult: claim, evidence, or reasoning? Why?
7. Do you feel more confident in writing after learning using the CER strategy?
8. Do you enjoy writing activities when using the CER strategy? Why?
9. Does the CER strategy help you organize your ideas in writing?
10. What is your opinion about using the CER strategy in writing class?

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[102] Toulmin.Stephen E. Toulmin, The Uses of Argument, 1st Editio (United Kingdom: Cambridge University Press, 2003), https://doi.org/10.1017/CBO9780511840005

Appendix 6. Certificate of Completion of Research from MTs Al Amien Ambulu Jember

YAYASAN PONDOK PESANTREN AL AMIEN
SK MENKUM HAM RI NO.AHU.01.04 TAHUN 2016
MADRASAH TSANAWIYAH AL AMIEN
TERAKREDITASI : B
NSM : 121235090023 NPSN : 20581449 LATITUT : -8.362678 LONGTITUT : 113.600049
Alamat : Jl. K. Maduqi Sabrang Kec.Ambulu Kab.Jember Prop.Jawa Timur No.Telp (0336) 883957 Kode Pos : 68172

SURAT KETERANGAN
Nomor : KM.194/13.32.510/A.02.3/5/2026

Yang bertanda tangan di bawah ini

Nama	: Robith Rifqi, S.Pd.I., M.Pd.
Jabatan	: Kepala
Unit Kerja	: Madrasah Tsanawiyah Al Amien Ambulu Jember

Menerangkan bahwa :

Nama	: Kuni Salma Wakhidah
NIM	; T20196004
Fakultas / Prodi	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris
Universitas	: Universitas Islam Negeri Haji Kiai Achmad Siddiq Jember

Telah selesai melakukan penelitian di Madrasah Tsanawiyah Al Amien Ambulu Jember dengan judul. **The Implementation of Claim, Evidence and Reasoning (CER)** Strategy in Teaching Writing Skills in the 9th Grade at MTs Al Amien Ambulu Jember selama 7 Hari.

Demikian surat keterangan ini di buat untuk dapatnya dipergunakan sebagaimana mestinya..

Jember, 06 Mei 2026
Kepala Madrasah

Robith Rifqi S.Pd.I., M.Pd.

Appendix 7. Learning Implementation Plan

Rencana Pelaksanaan Pembelajaran (RPP) dan
Lembar Kerja Peserta Didik (LKPD)

A. RPP (Lesson Plan)

1. Identitas
   a. Mata Pelajaran : Bahasa Inggris
   b. Kelas/Fase : IX / Fase D
   c. Materi : Analytical/Argumentative Writing (CER)
   d. Alokasi Waktu : 2 x 40 menit
   e. Model Pembelajaran : Problem Based Learning
   f. Pendekatan : Process Writing berbasis CER
   g. Sekolah : MTs Al Amien Ambulu Jember
2. Tujuan Pembelajaran

   Setelah pembelajaran, peserta didik mampu:
   a. Menjelaskan konsep Claim, Evidence, and Reasoning (CER).
   b. Mengidentifikasi struktur CER dalam teks sederhana.
   c. Menyusun sederhana menggunakan CER.
   d. Menunjukkan sikap aktif, kerja sama, dan tanggung jawab dalam pembelajaran.
3. Langkah Pembelajaran
   a. Pendahuluan
      1) Salam, doa, presensi
      2) Apersepsi tentang teks sederhana
      3) Menyampaikan tujuan pembelajaran
      4) Motivasi pentingnya menulis dalam bahasa Inggris
   b. Kegiatan Inti (CER Based Learning Process)
      1) Orientation (Problem Based Learning)
         a) Guru memberikan topik: “Should students use smartphones for learning?”
         b) Siswa diminta memberikan pendapat awal

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KH ACHMAD SIDDIQ
JEMBER

2) Introduction of CER

Guru menjelaskan: Claim (pendapat utama), Evidence (bukti/dukungan), dan Reasoning (penjelasan logis)

3) Modeling

Guru memberikan contoh dan menganalisis bersama siswa

4) Guided Practice

Siswa mengidentifikasi Claim, Evidence, Reasoning dari contoh teks

5) Independent Writing

Siswa menulis sederhana menggunakan CER

6) Peer Review

Siswa saling bertukar hasil tulisan dan memberi feedback

7) Revision

Siswa memperbaiki tulisan berdasarkan masukan teman dan guru

c. Penutup

1) Refleksi pembelajaran
2) Menyimpulkan materi CER
3) Doa dan salam

B. LKPD (Student Worksheet)

Nama : _____

Kelas : IX ____

Tanggal : _____

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Instructions

1. Read the topic carefully.
2. Write your opinion using CER structure.
3. Fill in the table before writing paragraph.
4. Develop your answer into one paragraph.

Topic

"Students should use smartphones to support their learning." Do you agree or disagree?

CER Planning Table

Component		Your Answer
Claim	:	
Evidence	:	
Reasoning	:	

Writing Task

Write a paragraph based on your CER plan:

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Peer Review Checklist

1. Is the claim clear? (Yes/No)
2. Is the evidence relevant? (Yes/No)
3. Is the reasoning logical? (Yes/No)

C. Penilaian (Assesment)

1. Penilaian Sikap

a. Disiplin
b. Kerja sama
c. Tanggung jawab

Skor: 1-4

2. Penilaian Pengetahuan

Bentuk: Penugasan CER Writing

a. Menentukan claim
b. Menentukan evidence
c. Menentukan reasoning

3. Penilaian Keterampilan

Rubrik Penilaian Argumentative Writing CER

Aspek yang Dinilai	Indikator	Skor 4 (Sangat Baik)	Skor 3 (Baik)	Skor 2 (Cukup)	Skor 1 (Kurang)
Kejelasan Klaim	Siswa menyatakan posisi atau utama secara jelas	Klaim dinyatakan secara jelas, 120rgum, langsung sesuai dengan topik, dan menunjukkan keaslian ide	Klaim cukup jelas tetapi masih bersifat umum atau kurang mendalam	Klaim kurang jelas, terlalu luas, atau sebagian tidak sesuai topik	Klaim tidak ada atau tidak relevan
Bukti (Evidence)	Siswa memberikan fakta, contoh, atau data untuk mendukung klaim	Bukti sangat relevan, memadai, dan mampu memperkuat klaim secara meyakinkan	Bukti relevan tetapi jumlah atau kedalamannya masih terbatas	Bukti lemah, terlalu umum, atau sebagian tidak berhubungan	Tidak terdapat bukti pendukung
Penalaran (Reasoning)	Siswa menjelaskan hubungan antara bukti dan klaim secara logis	Hubungan logis antara bukti dan klaim sangat jelas, runtut, dan meyakinkan	Hubungan logis sudah ada tetapi belum berkembang secara maksimal atau masih kurang jelas	Penalaran lemah, tidak konsisten, atau sebagian kurang tepat	Tidak terdapat penalaran atau penjelasan

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Aspek yang Dinilai	Indikator	Skor 4 (Sangat Baik)	Skor 3 (Baik)	Skor 2 (Cukup)	Skor 1 (Kurang)
Organisasi Argumen	Struktur esai mengikuti urutan yang logis	Ide tersusun secara sistematis, setiap urutan klaim, bukti, dan penalaran mengalir dengan baik	Organisasi tulisan cukup jelas dengan sedikit ketidakkonsistenan	Organisasi tulisan membingungkan pada beberapa bagian	Ide tidak terorganisasi dan sulit dipahami
Penggunaan Bahasa	Tata bahasa, kosakata, dan penyusunan kalimat	Tata bahasa tepat, kosakata bervariasi, dan kalimat efektif sehingga memperjelas isi tulisan	Terdapat sedikit kesalahan tata bahasa tetapi makna tetap jelas	Banyak kesalahan tata bahasa yang memengaruhi kejelasan makna	Kesalahan sangat banyak sehingga tulisan sulit dipahami

Scoring Interpretation and Explanation:

Rentang Total Skor	Kategori	Interpretasi
17-20	Excellent	Siswa menunjukkan kemampuan menulis yang sangat baik menggunakan strategi CER. Rentang skor ini menunjukkan bahwa siswa secara konsisten memperoleh Skor 4 pada sebagian besar atau seluruh aspek penilaian, yang mencerminkan penguasaan dalam klaim, penggunaan bukti, penalaran logis, organisasi tulisan, dan penggunaan bahasa.
13-16	Good	Siswa mampu menggunakan CER, namun masih memerlukan perbaikan pada satu atau beberapa aspek. Rentang skor ini menunjukkan kombinasi antara Skor 3 dan sesekali Skor 4.
9-12	Fair	Argumen siswa sudah terlihat, tetapi masih kurang jelas, kurang mendalam, atau kurang kuat dalam aspek penalaran maupun bukti. Skor didominasi oleh Skor 2 dengan beberapa Skor 3.
5-8	Poor	Siswa masih mengalami kesulitan dalam secara sistematis. Skor didominasi oleh Skor 1 atau Skor 2 pada sebagian besar aspek penilaian.

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Appendix 8. Documentation

DOCUMENTATION



Interview with English Teacher



Interview with Student 1



Interview with Student 2



Interview with Student 3



Interview with Student 4



Interview with Student 5

Appendix 9. Declaration of Authenticity

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Kuni Salma Wakhidah

NIM : T20196004

Major : English Education Program

Faculty : Tarbiyah and Teacher Training

Institution : State Islamic University of KH. Achmad Siddiq Jember

State that thesis entitled "The Implementation of Claim, Evidence and Reasoning in Teaching Writing Skills in the 9th Grade at MTs Al Amien Ambulu Jember" it's truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact I'm the only person who is responsible of the thesis, if there any objection or claim from other.

Jember, 14th June 2026

Author



Kuni Salma Wakhidah

NIM: T20196004

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Appendix 10. Curriculum Vitae

CURRICULUM VITAE



Identity:

Name	: Kuni Salma Wakhidah
NIM	: T20196004
Place, Date of Birth	: Jember, 03 May 2001
Gender	: Female
Religion	: Islam
Status	: Married
Address	: Demangan Hamlet RT 004 RW 014 Kesilir Wuluhan Jember 68162
Email	: kunisalmawakhidah@gmail.com
Mobile Phone	: 081293285967
Faculty	: Tarbiyah and Teacher Training
Major	: English Education Program
University	: Kiai Achmad Siddiq State Islamic University Jember

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Education Background:

TK Muslimat NU 55 Kesilir Wuluhan Jember	(2006-2007)
SD NU 11 Nahdlatuth Thalabah Kesilir Wuluhan Jember	(2007-2013)
SMP Nahdlatuth Thalabah Kesilir Wuluhan Jember	(2013-2016)
SMA Nahdlatuth Thalabah Kesilir Wuluhan Jember	(2016-2019)
S1 UIN KH. Achmad Siddiq Jember	(2019-2026)