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Boosting Students' Skimming Reading Skill by Using Cooperative Integrated Reading and Composition (CIRC) Learning Method

(A Collaborative Classroom Action Research to the Second Year Students' of SMA Negeri 1 Samalanga)

SULIHATI[1] , MISNAWATI[2],
[1-2] Almuslim University, Bireuen
Email: sulihati440@gmail.com
Email : misnawati@umuslim.ac.id

ABSTRACT

The title of this thesis is *Boosting students' skimming reading skill by using Cooperative Integrated Reading and Composition (CIRC) Learning Method (A Collaborative Classroom Action Research to the Second Year Students of SMAN 1 Samalanga).* The researcher put two problems of this research with the questions as follow: first, how does CIRC method improvement the second-year students of SMAN 1 Samalanga in skimming reading skill? Second, how do the students respond toward CIRC method in teaching learning process of skimming reading skill of the second-year students' of SMAN 1 Samalanga? Based on the research problems, the purpose of this research were: first, to know the CIRC method improvement the second year students of SMAN 1 Samalanga in skimming reading skill, and second, to know the students' skimming reading skill by using CIRC learning method. This research was a collaborative classroom action research. The research subject was the second-year students of SMAN 1 Samalanga. The sample of this research 30 students. The data was collected through the reading test, students' observation checklist, teacher's observation checklist and questionnaire. The data was analyzed through the descriptive qualitative research. After the researcher was done all the steps of action research (cycle 1 and cycle II) the students' mean score increased from 60 in cycle 1 and became 80 in cycle II. Besides, from the observation checklist to the students' activity, it was found the percentage of the students' participation during teaching learning process in reading class increased gradually. It was proved by the result of the observation checklist were taken at the beginning of cycle 1, the percentage of the students' participation was only 54 and became 70 in cycle II. And also, the list of questionnaires given to the students indicates that the students had positive respond toward the implementation of CIRC method in reading class. It was provided by overall mean score 3,9 that was categorized to the level of Agree.

Key Words: Reading, Explanation text, CIRC method.

INTRODUCTION

Reading is a mental activity. Reading can be defined in numerous ways. Reading occurs when a person examines a written text and begins to absorb information from the written linguistic messenger, And reading is the process of understanding the text to get information, and the process of the readers to combining information from a text, and their background knowledge to build the meaning.

Based on the issues raised above, the researcher use CIRC (cooperative, integrated reading, and composition) as one of the most effective methods for teaching skimming reading skills. The researcher is hoping that by using this strategy, the Students' would be able to improve their skimming reading scores above the minimum threshold of 75%. It is expected that students would read an explanatory text and understand its essential parts and important ideas. Some previous studies refer to this research, the first research was done [1] under the title "*Reading Comprehension Improvement Using the CIRC Model of Student-Centered Learning,"*, In this study, we find that the post-tense experimental class is normally distributed, with an average post-test score for the control group of 72.53, and that the results demonstrate a significant level of 0.004 (two-tailed) 0.05. It is appropriate to use the CIRC model while teaching reading to students.

The second research was conducted [2] under the title "*The Effect of Cooperative Integrated Reading and Composition (CIRC) Technique on The Students' Reading Skill at UTM Mataram"* The results of the pretest and post-test were found to be satisfactory with the level of achievement of the median homogeneity of 0.449 > 0.05, the normality test of 0.715 greater than 0.05, and the results of the calculation to determine the effectiveness of the CIRC Method of 0.449 > 0.05, which shows that this method was able to boost the effectiveness of students learning.

And the last was conducted [3] under the title "*The Effectiveness of CIRC Learning Model and PQ4R Learning Model on Reading Comprehension Skills of Elementary School Students"* The results of the study show that both CIRC and PQ4R have been effective for exercising the reading comprehension skills with significance rate 0.000 < 0.050. However, both models are insignificant for exercising the Reading comprehension skills of the Grade V students with a significant rate of 0,828 > 0,050.

The researcher believes that the CIRC learning Method can assist students with skimming reading issues based on previous research. As a result, the researcher opts for the CIRC (cooperative integrated reading and composition) learning method as an alternative method for teaching English by skimming. The title "Boosting students' skimming reading skill by using CIRC (cooperative

integrated reading and composition) learning method (a collaborative classroom action research to second-year students at SMAN 1 Samalanga") was chosen by the researcher.

METHOD

This study was conducted as a Classroom Action Research (CAR) with a Collaborative Classroom Action Research (CIRC) Method. [4], "Classroom Action Research is a group activity, and a descriptive research carried out by a teacher in his or her classroom, without the involvement of others, and aimed at increasing our understanding rather than changing the phenomenon under investigation, would not be considered action research by these commentators."

[5] Collaborative Classroom Action Research is a type of classroom action research that involves some people such as the principal teacher. Collaborative Classroom Action Research aims to improve the practical quality of teaching, contributed teaching and learning theoretical development or education, and the teacher's teaching and learning process.

From the statement above, it can be concluded that action research is the solution to upgrading teaching quality and developing the learning process to make a better result.

[6] the goals of action research in the classroom and school fall into five broad categories. [6] For starters, it is a method of resolving problems identified in specific situations or improving a given set of circumstances in some way. Second, it serves as an in-service training tool, providing the teacher with new skills and methods, sharpening his analytical abilities, and increasing his self-awareness. Third, it is a method of introducing new or innovative approaches to teaching and learning into an existing system that normally stifles innovation and change. Fourth, it is a method of improving the typically poor communication between practicing teachers and academic researchers. Fifth, it serves as a viable alternative to a more subjective approach to problem solving in the classroom.

Action research can take many different forms, some of which are defined as follows by KemmisMcTaggart: participant research; critical action research; classroom action research; action learning; action science; and soft system approaches. Industrial action research is another type of action research (2009:10-11). These various types of action research differ in terms of the problems and issues they typically address, the settings in which they occur, and the people involved (for example, problem and issues, settings and people in the industry, organization, communities, or school and classrooms). Kemmis (2009:10-11) claims that There are a few procedures. According to Kemmis and McTaggart in Burns (2010:7), action research typically consists of four broad stages in a research cycle. A cycle has four phases: (1) planning, (2) action, (3) observation, and (4) reflection.

Based on statement above, Classroom Action Research is an alternative research application that is easily conducted during teaching and learning process.

Research Procedure

The procedures of the Collaborative Classroom Action Research (CCAR), by Kemmis and Taggart (1988:78), each cycle are described in the following phrases: (1) planning of action, (2) implementing, (3) observing of the action and, (4) analyzing and reflecting.

Procedure of Data Collection

Test

The students were given a reading comprehension test to see how far they had progressed. There are two types of post-tests: a choice-based and an essay-based test. There are five questions in the Choice form, one questions get a score of 10, while in Essay also there five questions but the score for questions is different based on their different level of them. So, the students can get a total score is 100 for 10 questions.

Observation Checklist

The effectiveness of the planned assessment tool was evaluated through the use of an observation checklist to gather data on the teacher's implementation of the planned strategy and procedures. It is also used to collect information regarding the activity of students during the teaching-learning process. The researcher employs implementation observation for both students and teachers. The researcher chooses open observation for this study.

Questionnaire

Sukayati (2008:30) defines a questionnaire as "the list of research or survey questions asked to respondents, and designed to extend specific information." The questionnaire contains questions that would be submitted to students which contain responses and answers to how well CIRC Method is applied in class. There are fifteen questions in the choice form, and four options mentioned.

In this research, she used a scale to know the student's responses to using CIRC Method in skimming reading.

Technique of Data Analysis

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To ensure the accuracy of the data, the researcher and collaborative teacher compared the results during the teaching and learning process and discussed the students' reactions to the study's implementation at each meeting. All data gathered from the observation is collected and analyzed according to the qualitative data procedure. While the data gathered from the result of students' tests were analyzed quantitatively. To find the mean score of data, she used the formula introduced by Winarsunu (2002:32) gives the following formula below:

$$\overline{\boldsymbol{x}} = \frac{\sum \boldsymbol{fx}}{\boldsymbol{N}}$$

Where :

$\overline{x}$ = Mean Score

$\sum fx$ = Total Score of all students

N = The number of samples

FINDINGS AND DISCUSSION

Cycle 1

In this cycle, the researcher started the teaching and learning process based on a lesson plan that is prepared with the CIRC method before. The researcher explained the purpose of the research. And then, the researcher explains the step of the CIRC method in front of the class in the teaching explanation text. Next, the researcher divided the heterogeneous group into 5 groups each consisting of 6 students. Then, the researcher gave the explanation text with the title "climate Change".

Climate Change

As we all know, the current state of global warming has a significant impact on natural conditions, animals, and humans. So, how does global warming, which has a particularly serious impact on life, occur? See the explanation below to learn more about how this phenomenon occurs.

The process begins when sunlight shines on the earth, where the majority of the heat is absorbed by the earth and half of it is reflected into the atmosphere (atmosphere). Sunlight returns to the atmosphere and is trapped by gases such as carbon dioxide, sulfur dioxide, methane, water vapor, and others. The greenhouse effect describes this phenomenon.

Solar radiation in the earth's atmosphere thins the ozone layer and makes the sunlight that falls on the earth hotter. The greenhouse effect also causes sunlight that is reflected into space to be reflected back into space. This phenomenon causes the earth to become increasingly hot. This is referred to as global warming.

The first activity required students to observe the text provided by the teacher. The first thing students do is read the text's title. In the second step, students read the text's contents. The students then asked each other and a friend in the group if there was any new vocabulary that they did not understand, and the smarter students in the group explained and told their friend. Following that, the students discuss the meaning of the text with one another. Then, each student in the group expressed an opinion on the main idea in the text. Following the conclusion of the discussion, one of the students in the group wrote down the main idea on a piece of paper. Specifically, they were asked about the main idea based on the text they had read. During the post-teaching activity, the researcher informed the students that because the time was up for the presentation so they will held it on the next meeting, the researcher concluded the teaching-learning process by encouraging them to study hard at home. The researcher then say goodbye to the class.

In the second meeting, The students were asked to continue the activity proposed in the previous meeting during the main teaching. The students have completed their task and are ready to present it to their peers. Each group has ten minutes to present, five minutes to present assignments, and five minutes to answer questions. And for each group that appears, responses, questions, and comments may be provided in either oral or written (composition) forms. After each group completed their presentation, the teacher corrected each group that appeared. Such as students being less cohesive in presentations and pronouncing some vocabulary incorrectly. The researcher and the students conclude the lesson with a post-teaching activity. The researcher then concluded the lesson by saying good-bye to the students.

In the third, the researcher attempted to recognize the students' knowledge of the material from the previous meeting in the main-teaching activity. The researcher administered the test to the students during this meeting. To begin, the researcher explained to the students that the purpose of the test was to assess the students' knowledge after learning to read using the CIRC method. The researcher then explained that the test consisted of two items: a choice and an essay. The choice form had five questions, and the essay had five questions as well. However, the researcher also explained that while choice one questions received a score of 10, the score for questions in an essay varied depending on their level of difficulty. As a result, if the students'

answers were correct, they could receive a score of 100 for 10 questions. The researcher then administered the test and paper test to the students. Before the students began answering the test, the researcher instructed them to comprehend the text by skimming reading. Following the completion of the test, the researcher collected the paper test and evaluated their work.

In the post-meeting activity, The researcher motivated the students to study hard at home during the post-meeting activity. The first cycle's test was used to determine the mean score of students' ability in skimming reading in explanation text using the CIRC method. This cycle did not meet the success criteria and was carried over to the next cycle. Finally, the researcher concluded the first cycle's teaching and learning process.

SMAN 1 Samalanga class 2ipa^2 second-year students were given an assessment in cycle 1 to measure the mean score of their skimming reading during the teaching and learning process using the CIRC (Cooperative Integrated Reading and Composition) technique. The teacher determined the students' skimming reading levels based on their performance on the cycle 1 assessment. Six students achieved a score of 50 in the first round of exams, eighteen students received a score of 60, and six students received a score of 70. One of the success factors was the students' test scores; the students' average task score in the first cycle was 60. With their homework finished, the kids could finally breathe a sigh of relief. But they were frustrated and upset since the score was insufficient. It's mandatory that they move on to the next round of examinations. the researcher used formula introduced by Winarsunu:

$$\bar{X}=\frac{\sum fx}{N} = \frac{1.800}{30} = 60$$

An aspect of the criteria of success was result of the students' test, the average score of the students task in cycle 1 was 60. The students felt relieved because they had finished their tasks. But they were not satisfied and sad because the score was not enough, they must follow the next test. The result of the students test score in cycle 1 as follows:

Students' Name	**Students' Score Post-Test**
Azka Ulfa	70
Asfal Asfia	60
Aditia Akhtar	60
Aliya Safitri	60

Badratun Nafis	70
Difa Ramadani	60
Dila Natasyaa	60
Faiza Rahmayanti	60
Jamelatul Safira	60
Muhammad Azaury	70
M. Fadhil	60
Mahlil	50
M. Javier Hariri	50
M. Ikbal Maulana	60
M. Azril Liansyah	60
Mutia Putri	50
Nur Khalis	70
Naila Fahira	60
Nur Alia Sasmita	60
Noviza Riska	50
Nazira Aristia	60
Ninda Faradila	50
Putra Suhel	70
Putri Rahila	60
Putri Nabila	50
Rizkan Aulia	60
Sururati	60
Sri Wahyuni	60
Tihani	60
Ummi Attia	70
Total Score	1.800
Average Score	60

Reflection on Cycle 1

The researcher discovered some facts about the teaching-learning process based on the results of cycle 1. In the teaching and learning process using the CIRC method, there was one

process that had not yet been completed: comprehending the explanation text. Based on the results of the data analysis in cycle 1, the researcher concluded that the teaching and learning process was still insufficiently successful. Students' understanding of explanation text to find the main idea is still limited.

Based on the results above, it was determined that the students were unable to comprehend the text because cycle 1 had not yet been completed. As a result, the researcher had to revise his plans for the second cycle. The lesson plan, material, teaching, and learning process all had to be revised by the researcher. Increase the activity to achieve the best results and move on to the next cycle.

Cycle 2

The teaching and learning process was broken down into three stages: pre-teaching activity, main-teaching activity, and post-teaching activity. The researcher prepared the class for English subjects during the pre-teaching activity. The researcher checked the students' attendance list after greeting them. After greeting the students, the teacher went over the previous lesson by asking some questions about it. During the main teaching activity, the researcher first greeted the students and inquired about their health. The researcher then began the teaching and learning process using a lesson plan that had been previously prepared. The researcher asked the students if they remembered the material and if they had been given it the previous week. The students form a group in the same way that they did at the first meeting. The researcher then gave the text the title How a Tsunami happens?

'How a Tsunami Happens?'

What causes a Tsunami? Tsunamis, as we all know, are a series of destructive and powerful waves. A tsunami is the most lethal wave due to its extremely fast wave speed. But do you understand how a tsunami can occur? Tsunami is a Japanese word that means "harbor" and "nami" means "wave." Landslides, earthquakes, and volcanic eruptions in or near an ocean are common causes.

After an underwater disturbance, energy rises to sea level, pushing the water high into the air. Gravity takes over and pulls it back down, causing the water to filter out in a variety of directions. The energy in a tsunami is compressed as it approaches the shore. As a result, water is pushed up into the wave, creating a powerful tsunami. If the trough strikes the shoreline first, the tide will retreat dramatically. Tsunamis are caused by

natural disasters such as earthquakes or volcanic eruptions. People who live near the coast must exercise caution because tsunamis are a threat whenever there is an earthquake.

Based on the first cycle's failure, the researcher examined the learning process in the second cycle. The researcher presented the text titled 'How a Tsunami Happens.
at this meeting, and the students then began to work in groups. The students read the text and then asked each other and a groupmate about new vocabulary that was not understood in the text. In addition, the students asked the teacher if they had any difficulties reading the text. The students appear to be very excited about completing the task because they can interact with one another, ask each other questions, and freely express their opinions about the text. The students actively discuss in groups, and one of the students in the group wrote on the paper the key points from the discussions about the main idea in the text. Then, each group was given 10 minutes to present their work in front of the class, and another group was given the opportunity to respond to and question the groups that appeared. The researcher informed the students during the post-teaching activity that the next step would be implemented at the next meeting. The researcher corrected the students' errors during the reading activity and concluded the teacher's learning process by motivating them to study hard at home. The researcher then said goodbye to the class because the time for the first meeting in cycle II had passed.

The second meeting was held on Tuesday, October 10th, 2021. The researcher asked the students to complete the test during this meeting. During pre-teaching, the researcher greeted students, inquired about their health, and checked the attendance list. During the main lesson, the researcher informed the students that this was the last meeting. The researcher and collaborator distributed a questions checklist to the students. And the researcher went over the test. The teacher instructed the students to complete the questionnaires in 10 minutes after completing the second test for 40 minutes. The students appeared to be overjoyed and pleased with the outcome. During the post-teaching activity, the researcher requested permission from the students and thanked them for their cooperation

To measure the students by using quantitative data, the researcher used a formula to search the students means score and to find this all, the researcher used formula introduced by Winarsunu (2002:32) :

$$\bar{X}=\frac{\sum fx}{N} = \frac{2.400}{30} = 80$$

During the second cycle of instruction, Students' were given a test designed to calculate an average skimming reading score. Six students achieved a score of 70 on the skimming reading assessment, nineteen students received an 80, and five students received a 90 in cycle 2. No one was younger than sixty. The second cycle's data analysis on learning outcomes centered on students' skimming reading after the researcher mentioned the results of the students' tests. The result of the researcher's analysis of the students' skimming reading using the CIRC method was 80. The mean skimming reading score of the students increased from 60 in cycle 1 to 80 in cycle 2. It means that the product's success criteria have already been met. As a result, it was not carried over to the next cycle.

Reflection on Cycle 2

According to the findings from cycle 2 analysis The study's findings were analyzed in light of the success criteria. The researcher utilized an observation checklist, post-test, and questionnaire to facilitate introspection. Both the process of learning and its final product were examined. Three distinct phases of the teaching and learning process (pre-teaching, main-teaching, and post-teaching) were examined to draw conclusions on the efficacy of the implementation approach on the students' learning. To test their comprehension, teachers looked at how much of each passage their Students' skipped over. The study's findings provided the basis for the researcher's conclusions. The results of the examination of the teaching and learning process showed that the students were highly engaged in the learning process. The vast majority of pupils contributed to their own education over the first two meetings. The results of the tests showed significant growth in the students' ability to skim read after both cycles. In particular, the students' showed considerable growth in their capacity for skimming text. The percentage of text that students were able to skim doubled from cycle 1 to cycle 2 from 60 to 80. Finally, the results show that the CIRC approach and the teaching and learning process were successful in helping students improve their skimming reading. Thus, it was for this purpose that the deed was done.

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Students' Name	Students' Score Post-Test
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Asfal Asfia	80
Aditia Akhtar	80
Aliya Safitri	80
Badratun Nafis	80
Difa Ramadani	80
Dila Natasyaa	80
Faiza Rahmayanti	80
Jamelatul Safira	80
Muhammad Azaury	90
M. Fadhil	80
Mahlil	70
M. Javier Hariri	70
M. Ikbal Maulana	80
M. Azril Liansyah	80
Mutia Putri	70
Nur Khalis	90
Naila Fahira	80
Nur Alia Sasmita	80
Noviza Riska	70
Nazira Aristia	80
Ninda Faradila	70
Putra Suhel	90
Putri Rahila	80
Putri Nabila	70
Rizkan Aulia	80

Sururati	80
Sri Wahyuni	80
Tihani	80
Ummi Attia	90
Total Score	2.400
Average Score	80

The Result of the Questionnaire

The questionnaire was used as a means of collecting information about the effectiveness of the educational process. After conducting two cycles of five meetings, the researcher drew their conclusions. To get a feel for the students' thoughts on the methodology, the researcher gave out a questionnaire. In his survey, the researcher asked 15 questions. Students were asked to indicate by marking one of four choices (a, b, c, or d) which of the four choices on the questionnaire best reflected the newly acquired knowledge. Students were given the option to either strongly agree, agree, disagree, or strongly disagree with comments concerning the methods used to gauge their level of engagement in class.

No	Variable Measured	Questionnaire Number	Total Score	Mean Score
1	Students happily in English class.	1,2,3,4	15,2	3,8
2	Easy to comprehend the lessons.	5,6,9,10,12	20	4.00
3	Interested to learn and studying in group.	11,13,14,15	16	4,00
4	Easy to got ideas.	7,8	8	4,00
Total Score			**59,52**	**15,8**
Average			**14,8**	**3,9**

The Mean Score of the Students' Response toward the Implementation of the CIRC Method

According to the table above, the result of the students' perception and response to the implementation of the CIRC Method in Skimming Reading can be interpreted as follows:

1. The number of students who studied happily about reading text using the CIRC Method was 3,8.
2. The number of students who easily understood the lesson was 4.00.

3. The number of students eager to learn and study in the group was 4.00.

4. The easiest students to get an idea was 4.00.

CONCLUSION AND SUGGESTIONS

1. The study was divided into two phases. The action in the first cycle was not successful and did not meet the success criteria, so the researcher moved on to the second cycle by improving students' skimming reading skills using the CIRC method in the previous cycle. The first cycle included three meetings, while the second cycle included two meetings. After the researcher completed all of the steps of action research (cycles 1 and 2), the students' mean scores increased from 60 in cycle 1 to 80 in cycle II.
2. The teacher's observation performance in the first cycle was determined to be approximately 54% and was classified as fair based on the results of improving students' skimming reading skills using the CIRC method, while the teacher's observation performance in the second cycle was approximately 70% and was classified as good.
3. It was determined that the student average was approximately 70% and that it was well categorized in the second cycle, while the teacher average was approximately 50% and was fairly categorized based on the results of the students' observation activity to improve their skimming reading skills using the CIRC method in the first cycle. This was determined based on the results of the students' activity to improve their skimming reading skills using the CIRC method.
4. The percentage of students boosting and responding to the implementation of the CIRC method in learning skimming reading skills was approximately 3,9 based on the results of the questionnaire.
5. Furthermore, based on the researcher's observations, the enhancement of the CIRC method in teaching skimming reading made the learning activity more enjoyable and interesting. It is because the CIRC method of teaching skimming reading could help students easily study English. Because the teaching materials used in the activity were fascinating and authentic, the CIRC method could boost students' confidence and motivation to learn English skimming reading. As a result, the class became more active.

5.2 Suggestions

At the end of this chapter, the researcher would like to make some recommendations that, hopefully, other researchers, teachers, students, and schools will find useful.

1. To the Teacher

To improve their knowledge of teaching skimming reading, English teachers should use a variety of other methods, particularly the CIRC method.

2. To the students

For those students who are still in senior high school, the researcher recommended the CIRC method for learning English.

3. Regarding the other researcher

The other researcher is expected to develop this research using different perspectives, media, and methods. In other words, they could use this research to help them finish their research paper.

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