

**IMPROVING WRITING ABILITY
THROUGH CONCEPT SENTENCE FOR THE ELEVENTH GRADE
STUDENTS OF SMA N 1 TUNJUNGAN BLORA
IN 2012/2013 ACADEMIC YEAR**



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ABSTRACT

This research is aimed at describing the writing ability improvement through concept sentence in SMA N 1 Tunjungan Blora and describing whether teaching writing by using concept sentence can improve the writing ability.

This is a descriptive qualitative research. The writer applies classroom action research (CAR) which requires four steps, namely: planning, acting, observing, and reflecting. The subject of the research is the eleventh grade of IPA.4 students of SMAN 1 Tunjungan Blora in 2012/2013 academic year. This class consists of eight male students and twenty two female students. This class is chosen because it has low ability in writing. The method of collecting data is conducted by doing: observation, interview, test, and document analysis. The methods of collecting data are as follows: observing, interviewing, test, and document analysis. In analyzing the quantitative data the writer applied descriptive comparative technique while in analyzing the qualitative data she applied critical analyzing technique.

The result of this research shows that teaching writing through concept sentence can improve the students' writing ability it is proved by the improvement of the students' mean score. The mean score of pre-test is 70,7 while the mean score of post-test is 86,7. In addition, the students also feel interested, enthusiastic, motivated and easy in writing class. They also feel easy to express their ideas because the teacher gives keywords as the concept sentence.

Keywords : Writing Ability, Concept Sentence, Class Action Research

INTRODUCTION

Writing is a process to get product. How good the student's final product is measured a list of criteria including content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation (Fauziati, 2010: 58).

The concept sentence learning model is more directed language learning especially learning syntax using key words. Concept Sentence is a learning method which formed the students into heterogeneous grup (Arends (2007: 37) in Yosi Abdian Tindaon (2012).

Concept sentence is one of techniques that is appropriate to use in teaching writing. In this technique, students are given freedom in the selection of lexical items and structural pattern for their written exercise. In this technique, students are helped by clue card given on the clue to write and make a group to discuss what have they written about. It can help the students write with good confidence and enjoyment.

RESEARCH METHOD

In this research, writer applies classroom action research (CAR) in the form of collaboration. It is used to increase education pearl by an action and reflection (Ebbutt (1993) in Suwandi (2009: 9). According to Kemmis and Mc Taggart (1991) in Suwandi (2009: 9), action research is a study which is used in self improvement, work experience, but it was done systematically and it has a well-planned. Classroom action research has characteristic of an inquiry on practice from within, a collaborative, and reflective. From the other source, the writer can define that action research is reflective research which is begun by the real problem faced by the teacher in the teaching-learning process. Then, it is reflected the solutions of the problem and applied in real action .

The subject of the research is the eleventh grade of *IPA.4* students of *SMAN 1 Tunjungan Blora* in 2012/2013 academic year. This class consists of eight male students and twenty two female students. This class is chosen because it has low ability in writing. The object of the research is the implementation of concept sentence to improve writing ability of the eleventh grade students of *SMAN 1 Tunjungan Blora* in 2012/2013 academic year. In this study, the data of this research are quantitative data and qualitative data. The writer uses student's score in pre-test and post-test as quantitative data. Qualitative data on the other hand consist of verbal and more in-depth information. The method used for collecting data is interview, observation, test, and document analysis. In analyzing the data, the writer uses two techniques, namely: descriptive comparative and critical analysis technique.

RESEARCH FINDING AND DISCUSSION

Based on the research finding, the writer presents the discussion that consist of, The writer has conducted this research to prove that concept sentence can improve the student writing ability. She tries to solve the problem encountered by '*IPA.4*' students of *SMA N 1 Tunjungan Blora* in writing ability. After describing some stages of action research, the writer discusses the result. The concept sentence learning model is one instance of the development or cooperative learning. The concept Sentence learning model is more directed language learning especially learning syntax using key words. Concept Sentence Learning in the model is a heterogeneous group of students (Arends (2007: 37) in Yosi Abdian Tindaon (2012). Concept

sentence is one of techniques that is appropriate to use in teaching writing. In this technique, students get freedom in the selection of lexical items and structural pattern for their written exercise. In this technique, students are helped by clue card given on the clue to write and make a group to discuss what have they written about. According to the result of discussion before, it can be seen that the teacher did the step's concept sentence well. Firstly, the teacher opened the teaching learning process with gave the purpose of the learning about, motivated the student, and did apperception. Apperception was doing with explaining the material before and followed by material that teacher would given. It uses to motivate the students, surely they can draw more the material well. After giving the purpose of the learning about, motivating the student and doing apperception, there are concept sentence step's other as follows:

a. Giving information

In this step, teacher gives the material and discusses together about the material with the students. Then, the teacher tells the student about writing using concept sentence and also the implementing the concept sentence method in the teaching learning process. It is intended that students did not confusion during the teaching learning process.

b. Grouping

In this stage the teacher divided the students into small groups, the group consists of students with heterogeneous capabilities. Each group was assigned to write functional text using concept sentence.

c. Individual Working

The teacher gave the concept sentence, and the students comprehended the concept sentence given, the students began writing their assignment individually.

At the end of the learning process, teachers and students make a reflection that the method can be implemented. Teacher gives deepening the classic material. The teacher asks students to collect their work to be evaluated. Then, the teacher gives feedback and gives awards to students who are active and participative in learning. The lesson was closed by prays together.

In the cycle I, there were several obstacles in the implementation using the concept of learning writing sentence method, namely: students are not familiar with the implementation of the concept of learning to write using the sentence method. Students cannot discuss optimally as a form of group learning which is determined by the teacher, they are more chatting with other friends than writing a text that has been given the concept sentence.

So that, corrective action needs to be undertaken efforts to overcome obstacles in cycle I to cycle II. The plan of improvements made include:

- a. teacher try to make the class more communicative and provide more motivation to the student.
- b. teacher remind the students to more focus on discussion
- c. the teacher asks the students to develop concept sentence that has been given to use their own ideas in writing not cheat on the internet.

In cycle II with the implementation of the action concept sentence that has been improved through the efforts already performs well. Students were more familiar with the concept sentence method. Students already understand what have they done to get good results in learning. Students become more motivated to actively learn. Students discussed more easily among friends and asked to develop their ideas in writing ability. And, no more students were chatting with other students on group discuss.

The concept sentence method is an interesting method for each student, assisted in developing their ideas in writing. The advantage of this teaching learning process using concept sentence was to provide the opportunity for students to exchange ideas at group discussions, encourage students to work with groups. Whereas for the students in post-test were also easier to write individually, because concept sentence has helped to create a concept in sentences and paragraphs. so, it is very easy for the students to develop their creative ideas.

Based on the result above, the writer concludes that using the concept sentence, she can improve the writing ability in eleventh grade of *SMA N I Tunjungan Blora* in 2012/2013 academic year. The improvement of their writing ability can be seen in the following table:

Table 12: Table of Improvement

Subject No	Pre-Cycle	Cycle I	Cycle II
1	65	88	95
2	64	77	89

3	65	77	80
4	43	73	80
5	78	76	85
6	69	78	88
7	88	95	95
8	70	75	80
9	75	78	85
10	86	88	93
11	70	78	91
12	88	92	93
13	69	78	86
14	65	76	83
15	71	78	83
16	70	77	90
17	75	78	93
18	77	78	90
19	88	95	95
20	85	88	88
21	63	65	80
22	64	61	88
23	78	78	82
24	78	91	95
25	71	65	85
26	80	88	88
27	65	65	83
28	63	63	80
29	58	63	90
30	41	61	80
Total	2122	2321	2601
Average	70,7	77,37	86,7

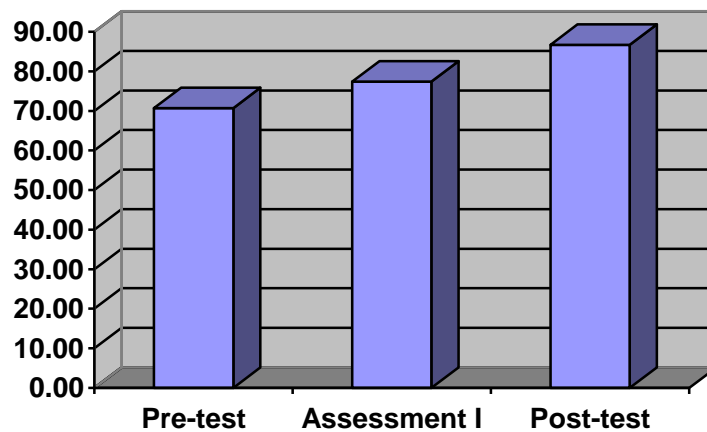
Based on the table above, it shows that there is improvement during pre-test until cycle's II which shows a success of concept sentence method. Before cycle I, researcher did pre-cycle that called pre-test to know the problem that happened in this school. It is shown in the means score, the mean score of pre-test is 70,7, while the mean score of post-test I is 77,37 with the four excellent and good's students writing well. Whereas the mean score of post test II is 86,7 with many students that got excellent and good's

writing well increased become 26 students. In this study showed that an increase in student's writing ability by 16 % as indicated by the average score. It is shown in the mean score, the mean score of pre-test is 70,7 while the mean score of post test II is 86,7.

Table 13: The Improvement of Writing Ability through Concept Sentence

Success of the research	Pre-Test	Post-Test I	Post-Test II
Average result of the class	70.7	77,37	86,7

Graphic 1: Graphic Improvement



The result of the study conducted by the researcher, supported the adoption of the hypothesis mention above that improvement of student's writing ability through concept sentence method, and the action hypothesis is accepted, so the improvement that student's get in eleventh grade of *SMA N I Tunjungan Blora* in 2013/2013 academic year is 16 %.

CONCLUSION

After discussing and analyzing the data, the writer draws the following conclusions:

1. The concept sentence could improve the writing ability at the eleventh grade students of *SMA N 1 Tunjungan Blora* 2012/2013 in academic year. It could be seen in the result of pre-test, from 30 students, there are 9 students who had good writing ability and got score higher than passing grade (76). While the rest of it get score under the passing grade, with the average of the class is 70,7. In cycle I, there are 21 students who get score higher than passing grade and 9 students get score under passing grade. And the average of cycle I was 77,37. In Cycle II, all off students get score higher than passing grade, with the average of cycle II is 86,7
2. The average improvement obtained by the students after the end of the study is 16, it can be seen from the average result of post-test (86,7) minus the average result of pre-test (70,7).
3. The implementation of teaching writing by using concept sentence towards the eleventh grade students' of *SMA N 1 Tunjungan Blora* is done by implementing steps of learning the concept sentence are as follows: 1) the teacher presents material related to learning to tasted, 2) the teacher divided the students into small groups, 3) the teacher presents some key words, 4) after the keywords given by the teacher, and then developed into several sentences and compiled into a paragraph 5) make the short story

was using their paragraph, and 6) discussed the assessment by another group.

4. The strengths of teaching writing by using concept sentence are as follows:
1) the students are more active and easier to write and to express their idea in writing, 2) most of students have motivation and enthusiastic the task because the concept sentence can help them, 3) the students have less error in grammatical, they choose appropriate vocabulary.
5. The weaknesses of teaching writing by using concept are as follows: 1) when on steps' grouping, there were some students who chat with their friends, 2) this method is complicated because the teacher must prepare the media 3) this method are more expensive because the teacher gives answer sheet and clue card as concept sentence to every students.

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