

THE APPLICATION OF CONCEPT SENTENCE METHOD TO IMPROVE STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT: A CASE ON THE SEVENTH GRADE OF SMP NEGERI 18 PURWOREJO IN THE ACADEMIC YEAR OF 2022/2023

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Abstract

The purpose of this study is to determine whether there is an effectiveness or not in applying the Concept Sentence method to improve students' writing of descriptive text. This study uses quantitative research with a quasi-experimental design. The data were collected from March 27, 2023 to May 22, 2023. The population of this study was class VII students of SMP Negeri 18 Purworejo for the 2022/2023 academic year, with a total of 223 students. The sample of this research is VII A and VII B, totaling 64 students. The research findings show that the application of the Concept Sentence method is effective in improving students' ability to write descriptive texts. This is proved by the mean post-test score of the experimental class which is 79.84. Meanwhile, the mean post-test control class was 61.16. The mean of students in the experimental class is higher than the control class. The result of the increase is also evidenced by the value of the t-test. The researcher found that the t-value was higher than the t-table ($6.439 > 2.000$) and the p-value was much smaller than the significance level α ($0.000 < 0.05$), so the result of hypothesis testing, namely the alternative hypothesis (H_a) was accepted.

Keywords: *concept sentence method, writing, descriptive text*

1 INTRODUCTION

The main function of language is as a means of communication. Language is an important thing that needs to be learned because language has a large function and role in human life [1]. Learning a language can help students express their ideas and feelings, take part in society, and even get into their own analytical and creative abilities. This ability or competence can arise if students master the cognitive aspects of language. Writing and speaking in English are as a tool for communication. The four language skills to listening, speaking, reading and writing are realized in the ability to discourse, which is the ability to comprehend and produce oral and written texts [2]. These four language skills are employed in social interactions to respond to and generate effective communication. Listening and reading are passive or receptive skill, while speaking and writing are active or productive skills [3]. All of the skills are important. However, one of language skill that encourages students to be more productive and creative is writing ability.

To be able to obtain fluent language skills, students must be taught with appropriate materials and instructions [4]. According to Elbow (1981: 9) in [5], writing requires the capacity to generate original ideas and words as well as the capacity to evaluate them to determine which ones to employ. Different linguists have offered a variety of definitions of writing. Writing is a crucial component of a wider activity where the emphasis is on speaking, acting, and language instruction [6]. According to [7], writing is a reasoning procedure. Writing products often develop through thinking, drafting, and revising procedures that call for specialized abilities that not every speaker is born with [7]. According to [8] in Jayanti (2019), there are some functions of writing skills: to communicate with a reader, to express ideas without pressure a face-to-face communication, to explore a subject, to record experience and to become familiar with the conventions of written English discourse (a text). Therefore, it is very useful in our live because we can communicate, express ideas with a reader.

Descriptive text is one of the resources for learning English. The descriptive incorporates vividly stated experiences, which can take the form of an object [9]. According to Gerot and Wignell (1994: 208) in

[10], "descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc.". It means that when we want to describe how something looks, smells, feels, acts, tastes, sound to someone by a text, we can create descriptive text. Because descriptive language gives the reader a richer reading experience, writers frequently employ it to bring objects, settings, and locations to life in their works. As a result, clear descriptions in the writing will make it simpler for readers to use their imaginations. According to [11], "Description adds an important dimension to our lives because it arouses our emotions and broadens our experiences by bringing us to places, we may know little about". According to [12], the generic structure of descriptive text consists of Identification and Description. The identification is the part of the paragraph that identifies the phenomenon to be described. The description is part of the paragraph that describes the parts, qualities, and characteristics.

Students often struggle to express their ideas clearly, they lack confidence when expressing their viewpoints, and they are generally less motivated to write. They also tend to be unwilling to learn how to write paragraphs. This is possible because many factors need to be taken into account when writing skills. Meanwhile, the problems that arise from teachers, namely they tend to use conventional learning models as well as teachers are more focused on books and give assignments to students. Students may become bored as a result and become passive learners. To increase students' motivation to write, researchers employ learning models that are suited to the learning materials. To encourage students' interest in learning, the learning model plays a crucial role as a tool that can serve as an intermediary to distribute ideas or ideas. The concept sentence method is one of the learning strategies that can be applied.

According to [13], Concept teaching models have been developed primarily to teach key concept that serve as foundation for student higher-level thinking and to provide a basis for mutual understanding and communication. The Concept Sentence method is a type of learning model developed from cooperative learning in the form of implementation learning in the form of concepts using keywords. This concept sentence method aims to educate students on how to construct a sentence using several specified keywords to be able to understand the concepts it contains and set it apart from other sentences. According to Jerome Bruner (1967) in [14], Concept Sentence is essentially a chart development of the concept of attainment developed by a cognitive psychologist. According to [15], the Concept Sentence method is a learning method that is carried out by giving cards containing several keywords to students. Then, the keywords are arranged into several sentences and developed into paragraphs.

A learning method certainly has advantages in the method. According to [14], some of the advantages of the Concept Sentence learning method are as follows: 1) Increase student enthusiasm for learning, 2) Help create a conducive learning atmosphere, 3) Bring joy to learning, 4) Encourage and develop creative thinking processes, 5) Encourage students to see things in a different light, 6) Raise awareness to change for the better, 7) Strengthen self-awareness, 8) Better understand the keywords of the subject matter of the lesson, 9) Help less intelligent students. Besides the advantages, the Concept Sentence method also has weaknesses. According to [16], some of the weaknesses of the Concept Sentence learning method are: 1) Teachers are less creative and innovative in making questions, 2) Students are less motivated to find answers, 3) Concept Sentence is not suitable to be applied in every subject.

This study aims to examine students' writing descriptive text ability after being taught using Concept Sentence and to find out whether the application of the Concept Sentence method is effective or not in improving student's writing of descriptive texts on the seventh grade of SMP Negeri 18 Purworejo in the academic year of 2022/2023.

Based on previous explanations, this study seeks to answer the following questions:

1. How is students' writing descriptive text ability after being taught using Concept Sentence method?
2. Is Concept Sentence method effective to improve students' writing of descriptive texts on the seventh grade of SMP Negeri 18 Purworejo in the academic year of 2022/2023?

2 METHODOLOGY

The researcher used quantitative research. The design used by the researcher is quasi-experimental design. There are two groups in this design: the experimental group and the control group. The experimental group is the one who received the treatment, while the control group is the one who did not. The two groups in this study were taught the same materials and topics. Thus, the results of the

treatment can be known more accurately because they can be compared with the conditions before being given treatment and after being given treatment.

A research variable is an attribute, trait, or value of a person, object, organization, or activity that has certain variations determined by the researcher to be studied and then draw conclusions [17]. In this study, researchers employed two variables: the independent variable, which influences or causes a change in the dependent variable or its appearance, and the dependent variable, which is impacted by or results from the independent variable.

According to [18], a population is a generalized area consisting of objects or subjects that have certain qualities and characteristics set by the researcher to study and then draw conclusions.

According to [18], the sample is part of the number and characteristics possessed by the population. The basic goal of sampling is to create a representative sample, where the smaller group (sample) accurately represents the characteristics of the larger group (population). The sample will be generalizable to the population if it is carefully selected. [19] states that many sampling techniques can be chosen to draw samples accurately in research such as random sampling, stratified sampling, area probably sampling, purposive sampling, propositional sampling, quote sampling, cluster sampling, and double sampling.

To conduct research, researcher need instruments to collect data. The value of the study's variable is measured using the research instrument. The number of instruments used depends on the number of variables studied. Research instruments are used to carry out measurements that aim to produce precise and accurate quantitative data, so each instrument must have a clear scale. According to [19], there are many instruments for collecting data in research, such as tests, questionnaires, interviews, observations, rating scales, and documentation. The test is a series of questions or exercises to measure the skills, knowledge, and talents possessed by individuals or groups.

In this study, researcher used three activities to collect data. The first is giving a pre-test, the second is giving treatment, and the last is giving a post-test. After the data that the researcher need is collected, the next step is to analyze the data. The data analysis that the researcher used in this study used quantitative analysis. This analysis is related to calculations in answering problem questions and presenting hypothesis testing. To analyze the data, the researcher used appropriate techniques to determine the effectiveness of these two research variables.

Descriptive analysis as statistics that use a data sample or population to describe or provide a comprehensive overview of the object being observed without doing analysis or drawing broad conclusions [20]. The variables in this study are described using descriptive analysis, namely the effectiveness of applying the Concept Sentence method to improve the writing of descriptive texts. The statistics employed are mean analysis and standard deviation analysis. In addition, the researcher used the mean, mode, median, range, variance, standard deviation, lowest score, and highest score were also used to analyze the data.

Inferential statistics are statistical methods used to analyze sample data, to the results applicable to the entire population [20]. In this analysis, the researcher analyzed the data against the hypothesis. In this study, the inferential statistical analysis aims to test the research hypothesis. The goal of the normality test is to establish whether or not the sample was drawn from a population with a normally distributed population. The researcher analyzed the normality test by using SPSS 26.0 with the Kolmogorov Smirnov. Test of homogeneity aims to determine whether the research is taken uniformly from the same population, considering that the research data is taken from different groups of one population. If the price of $F_{\text{value}} < F_{\text{table}}$, then it is stated that the variances of the two groups are homogeneous. To determine whether the hypothesis is accepted or rejected, the researcher uses the t-test to compare the two samples. If the $t_{\text{value}} > t_{\text{table}}$, then the alternative hypothesis (H_a) is accepted. The researcher also uses SPSS to analyze the value of the t-test.

3 FINDING AND DISCUSSION

3.1 Data Description

The research was conducted at SMP Negeri 18 Purworejo in classes VII A and VII B in the academic year of 2022/2023. This study was divided into three parts, namely pre-test, treatment, and post-test.

As samples, the researcher chose two classes. The experimental group is class VII B, whereas the control group is class VII A. There were 32 students in the experimental class and 32 students in the control class, for a total of 64 students for the samples.

3.2 Descriptive Analysis

The following table shows data from the pre-test and post-test results of the experimental class and control class.

Table 1 The Descriptive Analysis Using SPSS 26 Computation

		Statistics			
		Exp Pre-Test	Exp Post-Test	Ctrl Pre-Test	Ctrl Post-Test
N	Valid	32	32	32	32
	Missing	0	0	0	0
Mean		65,72	79,84	60,56	61,16
Median		65,00	79,50	58,50	58,00
Mode		65	87	59	50
Std. Deviation		10,237	11,277	12,454	11,933
Variance		104,789	127,168	155,093	142,394

Based on table 1, the experimental class's mean learning result for writing descriptive text in the pre-test was 65.72, while the control classes were 60.56. The mean score increases on the post-test for the experimental class's students after using the Concept Sentence method was 79.84, compared to 61.16 for the control class's students whose learning results were not treated by the Concept Sentence method.

3.3 Inferential Analysis

In this section, the researcher will interpret the inferential analysis. The normality test was used to see whether the data distribution is normal or not. The researcher used IBM SPSS 26 using the Kolmogorov Smirnov normality test. Calculation of the normality test using IBM SPSS 26 can be seen in the table below.

Table 2 Test of Normality Kolmogorov-Smirnov

Kolmogorov-Smirnov ^a			
	Statistic	df	Sig.
Pre-test Exp	0,090	32	0,200*
Pre-test Ctrl	0,206	32	0,001
Post-test Exp	0,112	32	0,200*
Post-test Ctrl	0,136	32	0,142

* This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on table 2 shows that the significance value obtained by the experimental class taught using the Concept Sentence method in the pre-test and post-test was 0.200, while the control class which was taught without using the Concept Sentence method in the pre-test and post-test was 0.001 and 0.142. Thus, it can be concluded that the distributions of pre-test and post-test data in the control class and experimental class are normal.

To determine the t-test formula, the researcher used the homogeneity of variance test to test the variance of the two samples. The researcher used IBM SPSS 26 to calculate whether or not the variance of the two samples was homogeneous. The calculation is as follows.

Table 3 Test of Homogeneity

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
The result of study	Based on Mean	0,028	1	62	0,867
	Based on Median	0,000	1	62	1,000
	Based on Median and with adjusted df	0,000	1	58,049	1,000
	Based on trimmed mean	0,013	1	62	0,910

Based on the table above, it can be seen that the significance level based on the mean is higher than 0.05 ($0.867 > 0.05$). It means that the variance of the two samples is homogeneous.

After knowing the data distribution was normal, the researcher computed the hypothesis test using IBM SPSS 26 by applying the Independent Sample T-test. The test criterion is if the significance value (2-tailed) $> \alpha$ (significance level $\alpha = 0.05$), then H_0 is accepted and H_a is rejected while if the (2-tailed) significance value is $< \alpha$, then H_0 is rejected and H_a is accepted. The results of the t-test are as follows.

Table 4 Independent Sample T-Test of Experimental and Control Class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
The result of study	Equal variances assumed	0,028	0,867	6,439	62	0,000	18,688	2,902	12,886	24,489
	Equal variances not assumed			6,439	61,803	0,000	18,688	2,902	12,885	24,490

Based on table 4, the results of the t-test calculation and the t-value is 6.439. Then the t-value is compared with the t-table where the degree of freedom (df) = $n-2$, $(62-2) = 60$ with an error level of 5% for the two-tailed test. Based on $df = 60$, the t-table value for the two-tailed test is = 2.000. Because the t-value is higher than the t-table, H_0 is rejected and H_a is accepted. For a significance value (two sides) of 0.000. Because the p-value is much smaller than the significance level α ($0.000 < 0.05$), then H_0 is rejected and H_a is accepted.

3.4 Discussion

In this section, the researcher will explain the interpretation of research results regarding descriptive analysis and inferential analysis.

1) Descriptive Analysis

Based on the percentage analysis shows that there is a positive influence between the experimental class and the control class. Pre-test results for the experimental class revealed that 4 students (12,5%) were included in the excellent category for their ability to write descriptive texts, 10 students (31%) were included in the good category, 14 students (44%) were included in the sufficient category, 4 students (12,5%) were included in the fairly sufficient category, and none of the students were included in the low category. While the control class descriptive text writing abilities were found in the excellent category by as many as 4 students (12,5%), the good category by 1 student (3%), the sufficient category by 15 students (47%), and the fairly sufficient category by 12 students (37,5%) in the pre-test, none of the students were included in the low category.

In the experimental class, it was found that 16 students (50%) fell into the excellent category, 12 students (37,5%) fell into the good category, 4 students (12,5%) fell into the sufficient category, and none fell into the reasonably sufficient and low categories. While in the control class, it was found that 1 student (3%) fell into the excellent category, 11 students (34,5%) fell into the good category, 9 students (28%) fell into the sufficient category, 11 students (34,5%) fell into the fairly sufficient category, and none fell into low categories.

2) Inferential Analysis

In this section, the researcher will interpret the inferential analysis. The previous analysis presented the computational normality test results, homogeneity test results, and hypothesis test results.

Based on the calculation above, it is known that the significance value is 0.200. It means that the data distribution is normal. Based on the homogeneity test, it appears that the level of significance based on the average is higher than 0.05 ($0.867 > 0.05$). It means that the homogeneity test data is homogeneous.

Then based on the calculation above, t-value is higher than t-table ($6.439 > 2.000$) and the p-value is much smaller than the significance level α ($0.000 < 0.05$), so the results of hypothesis testing, namely the alternative hypothesis (H_a) is accepted.

After knowing that the hypothesis is accepted, the theory fulfils the facts in this case. Then, from the calculations in the previous section, the researcher concluded that using the Concept Sentence method was effective in improving the ability to write descriptive texts for class VII students of SMP Negeri 18 Purworejo in the 2022/2023 academic year.

4 CONCLUSIONS

From the description of the data, data analysis and discussion, the researcher concludes that there are two main points in this thesis.

The students' writing at VII SMP Negeri 18 Purworejo increased after being taught the Concept Sentence method. We can see from the mean score on the pre-test and post-test. The mean score of the student's writing ability in the experimental class in writing descriptive text in the pre-test was 65.72, and in the post-test was 79.84. While the mean score of the control class students' writing ability in writing descriptive text on the pre-test was 60.56, and on the post-test was 61.16. This situation illustrates that the application of using the Concept Sentence method affects increasing learning outcomes in writing descriptive texts in English subjects.

The Concept Sentence method helps the students improve their writing ability, especially in writing descriptive text. The Concept Sentence method applied in teaching writing is effective. It is proved by the results of the t-test, which shows that the t-value 6.439 is higher than the t-table 2.000. It means that the null hypothesis is rejected, and the alternative hypothesis is accepted. Therefore, it can be concluded that there was a significant effect of using the Concept Sentence method on the student's writing ability in descriptive texts.

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