

IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT THROUGH CONCEPT SENTENCE MODEL AT THE EIGHTH GRADE OF SMP SWASTA IMANUEL TELUKDALAM

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Abstract

The aim of this research is to improve students' ability in writing descriptive text through Concept Sentence Model (CSM). The kind of this research was Classroom Action Research (CAR) which was done in two cycles. It was conducted at the Eighth Grade of SMP Swasta Imanuel Telukdalam that consisted of 22 students, the female are 11 students and male were 11 students. The instruments of collecting the data were observation paper and written test. The result showed that, the researcher's observation paper in cycle I for the first meeting was 56% and second meeting was 67%. In the cycle II for the first meeting was 79% and second meeting 100%. The result of the student's observation paper in the cycle I for the first meeting was 43% and second meeting was 55%. In the cycle II for the first meeting was 55% and the second meeting was 72%. Furthermore, the result of the test in cycle I, students who passed was 6 students or 27% while the students who failed as 16 students or 73% the average score was 53. Therefore, cycle I was not unsuccessful so the researcher continued in cycle II. In the cycle II, the students who passed the MCC were 20 students or 91% while the students who failed was only 2 students or 9% with the average score was 73. In this second cycle, The students are more active in learning, the students can study in groups and could share their opinions each other, students felt enjoy the class and more creatively. Therefore, Concept Sentence Model was suitable to improve the students' vocabulary mastery. Therefore, researcher suggested the English teacher to apply Concept Sentence Model in teaching writing, for the students, concept sentence model is usefull and helpful in writing ability. Then for the next researcher, this research can be a source or reference of knowledge about this method in doing research.

Key words: *Writing Skill; Students' improvement; Concept Sentnce Model*

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam menulis teks deskripsi melalui Concept Sentence Model (CSM). Jenis Penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilakasnakan dalam dua siklus. Dilaksanakan di kelas VIII SMP Swasta Imanuel Telukdalam yang terdiri dari 22 siswa 11 putri dan 11 putra. Instrumen pengumpulan data berupa lembar observasi dan tes tertulis. Hasil penelitian menunjukkan bahwa hasil observasi peneliti pada siklus I pertemuan pertama sebesar 56% dan pertemuan kedua sebesar 67%. Pada siklus II pertemuan pertama 79% dan pertemuan kedua 100%. Hasil lembar observasi siswa pada siklus I pertemuan pertama sebesar 43% dan pertemuan kedua 55%. Pada siklus II pertemuan pertama 55% dan pertemuan kedua 72%. Selanjutnya hasil tes pada siklus I sisa yang lulus 6 orang atau

27% sedangkan siswa yang tidak lulus sebanyak 16 orang atau 73% dengan nilai rata-rata 53. Oleh karena itu pada siklus I tidak berhasil sehingga peneliti melanjutkan pada siklus II. Pada siklus II siswa yang lulus KKM sebanyak 20 orang atau 91% sedangkan siswa yang tidak lulus hanya 2 orang atau 9% dengan nilai rata-rata 73. Pada siklus ke dua ini siswa lebih aktif dalam pembelajaran, siswa dapat belajar dalam kelompok dan dapat saling berbagi pendapat, siswa merasa senang dan lebih kreatif. Oleh karena itu, Model Kalimat Konsep cocok untuk meningkatkan penguasaan kosakata siswa. Oleh karena itu, peneliti menyarankan guru bahasa Inggris untuk menerapkan Model Kalimat Konsep dalam pengajaran menulis, model kalimat konsep berguna untuk membantu dalam kemampuan menulis. Kemudian bagi peneliti selanjutnya, penelitian ini dapat menjadi sumber atau referensi pengetahuan tentang metode ini dalam melakukan penelitian.

Kata Kunci: Kemampuan menulis; peningkatan siswa; model kalimat konsep

A. Introduction

Language is a system of communication consisting of sounds, words, and grammar, or the system of communication used by people. Language is very important in our life, because it is always used in our daily activity to communicate with others. People cannot communicate each other without language, because it is one of the communication tools used by people in general. People can use language to convey our message or to express our ideas through oral, written, or signal languages. According to Kentjono in Chaer (2007:32) "*Bahasa adalah sistem lambang bunyi yang arbitrer yang digunakan oleh para anggota kelompok sosial untuk bekerjasama, berkomunikasi dan mengidentifikasi diri*". It means that language is a way to communication between one people with another in the group.

There are four skills in language they are listening, speaking, reading, and writing. One of types that is writing should be mastering by the students in English Learning. As we know that writing is a specific ability which helps writer to put their thought into words in a meaningful form and to mentally interact the message. Writing is process of formulating and organizing ideas in right words to deliver the aim and present

them on a piece of paper. Writing activity needs the logical thinking with vocabularies used to build up sentences. Having a logical thinking and effective words are keys to produce good sentence in building up grammatical writing or standardized writing.

The basic of competence for Eighth Grade, the students will be dealt many kinds of the text such as, descriptive text, recount text, narrative text, and procedure text. However, this research will be focus on the Descriptive text. Descriptive text is one type of text that learned by students at the Eighth Grade of SMP Swasta Imanuel Telukdalam. Descriptive text is a text which says what a person or a thing is like. The purpose is to describe and reveal and particular person, place or thing. It means that descriptive text is text that describes what the person or object described such as form, characteristics, number, etc.

Based on the preliminary study, the phenomena taken from the results of interviews and observation in the field of English subject at SMP Swasta Imanuel Telukdalam when researcher doing observation at the school, the researcher obtained information that students' abilities and interest in Writing English texts were lacking, especially in Descriptive text. This is evidence in the grades achieved by students

with below an average of 60, while the Minimum Competence Criterion (MCC) determined in that school was 65.

B. Research Method

This research was conducted by using Classroom Action Research (CAR). The researcher used the Classroom Action Research because this research aimed at solving the problem faced by the students in learning process in the classroom.

In getting the data, the instruments used by the researcher was integrate to run a process of teaching and learning that aims at improving the aspect of teaching. This kinds of research consisted of four major phases, namely planning, action, observation, and reflection.

1. Location and Subject of the Research

This action research was conducted at SMP Swasta Imanuel Telukdalam, wich is located in Telukdalam city South Nias Regency. There are two classes of the eight grade students, they are VIII-A and VIII-B. The subject of this research is the eight grade or (VIII-B) that consist of 22 students, 11 males and 11 females.

Table 1. The Condition at the Eight Grade Students of SMP Swasta Imanuel Telukdalam

Class	Number of Students
VIII-A	22
VIII-B	22
Total	44

Source: officce of SMP Swasta Imanuel Telukdalam

2. Time of Research

This research was conducted on September 2023. Additionally, this research aimed at improving students' ability in writing skill through Concept Sentence Model.

a. The Procedure of Implementing the Action

There are four components in each cycles for conducting classroom action research. It consist of planning, action, observation, and reflection. Each phases was concluded based on the result of each cycles. It means that the activities in classroom action research were based on planning, action, and oservation, then, the researcher could make a reflection to determine the next cycle.

b. Instruments of Data Collection

in collecting the data needed, some instruments will be used by researcher are as the following:

1. Observation Papers

Observation contains the activity that was done by the students and the researcher during teaching and learning process. It is used to know effectiveness the process of using the Concept Sentence Model during implementing the media of teaching. The observation was done by the English teacher as the researcher Collaborator. As long process of observation, the researcher also used the camera to take a documentation of the students and researcher activities in the classroom.

2. Test

Test was one of the tools used to determine the level of students' abilities in writing mastery. In this case, the test given to students it was writing descriptive text based on the material that had been learnt after in two meetings. The researcher was preparing the students' work sheet to facilitate them in doing the test.

c. Techniques of Data Analysis

There are two kinds of data collectein this research, qualitative and quantitative data. Qualitative data is the data from students activites during teaching and learning process

in observation paper. Quantitative data is analyzed through the result of test. The result of test is analyzed by assessing writing they are content, organization, vocabulary, language use, and mechanics.

Furthermore to know the average score the data is analyzing by using the following formula (2016:67) supplying, as follow:

$$\bar{X} = \frac{\sum xi}{n}$$

Where:

\bar{X} = Average score

$\sum xi$ = the total score of students

n = A[mount of students]

To determine the percentage of each degree of students' ability is using the formula as follows:

$$\text{Percentage} = \frac{\text{Frequency}}{\text{TotalRespondent}} \times 100 \%$$

Where:

requency = Students' Score

Total respondent = Total of Student

Based on the formula above, the researcher classified the students' ability by using the criteria above as follows:

90 - 100 % = Very good

91 0 % - 89 % = Good

92 5 % - 79 % = Adequate

93 5 % - 64 % = Low

94 % - 54 % = Very low

C. Research Finding and Discussion

This research was conducted at the Eighth Grade of SMP Swasta Imanuel Telukdalam which was located on Sudirman street, Telukdalam sub district, South Nias Regency. The subject of this research was the students of eighth grade, which consisted of

22 students (11 males and 11 females). Before conducting the research, the researcher asked the agreement of the Headmaster of SMP Swasta Imanuel Telukdalam to do the research. After getting the agreement of the headmaster, then the research was conducting.

Designed in Classroom Action Research (CAR) that consisted of four stages: planning, action, observation, and reflection.

1. Planning

Planning is the preparation activity. In this activity, the researcher prepared lesson plan, syllabus, teaching material, observation paper, students' test and other thing that should be prepared for doing the research.

2. Action

Action, the researcher implemented all the things that have been prepared previously. There searcher teaching by using Concept Sentence Model in each cycle.

3. Observation

Observation is the activity of collecting data. In this activity, the observer observed the students' activity during the teaching learning process, and observed the students weaknesses in following the lesson during the action of teaching learning process. The observer also observed the researcher's activities during the teaching learning process to know the done and undone activity that used to explain the problem which caused the teaching learning process unsuccessful.

4. Reflection

Consist the analysis of the result of teaching learning and arrange the improvement of the planning for the next cycle.

1. Result of Researchers' Observation Paper in cycle I

In researcher's observation paper in cycle I, there were 16 (sixteen) activities were observed in the first meeting and and 12 (twelve) activities were observed in the second meeting. The result observation can be seen in table 4.1 below:

Table 2. The Result of Observation Paper of Researcher's Activities in Cycle I

Aspect	Cycle I			
	Firs Meeting			
	Done	Percentage	Done	Percentage
Researsrcher's activities	9	56,25%	7	43,75%
	Second Meeting			
	Done	Percentage	Done	Percentage
	8	66,67%	4	33,33%

Source: *The observation paper of researcher's activities*

Based on the data displayed on the table above, it showed that in cycle I of meeting I, the researcher did 9 (nine) activities or 56% and did not do 7 (seven) activities or 44% from the total 16 (sixteen) activities observed. In the second meeting, the researcher did 8 (eighth) activities or 67% did not do 4 (four) activities or 33% from the total 12 (twelve) activities observed. Some of undone activities were the researcher did not invite the students pray before studying, the researcher did not check the attendance list of students, the researcher did not motivates the students to study well and seriously, after that the researcher did not explain the purpose and competences of learn this material, and then the researcher did not provide the opportunities for students to ask questions, the researcher did not giving conclusion about the material today and the last the researcher did not ask the students to prepare themselves for the next meeting. It was caused by the

researcher did not master all of the researcher activities.

2. Result of Students' Observation Paper in Cycle I

In students' observation paper of cycle I there were 16 (sixteen) activities observed in first meeting and 12 (twelve) activities were observed in the second meeting. The observation result can be seen in table 4.2 below.

Table 3. The Result of Observation Paper of Students' Activities in Cycle I

Aspect	Cycle I			
	First Meeting		Second Meeting	
	Done	Undone	Done	Undone
Students' Activities	43,75%	56,25%	55,69%	44,31%

Source: *The observation paper of students' activities*

Based on the table above, it could be seen that there were some students' activities that could be not done as expected. From 16 students' activities observed at the first meeting in cycle I, there was 43,75% activities done. Meanwhile, there was 56,25% undone in the meeting. On the other hand, there was an improvement occurred in meeting II. It could be seen that from 12 activities, the percentage of activities done increases to 55,69% while the undone activities was 44,31%. Therefore, it could be concluded from the result of the observation paper both for researcher and students that the more meetings done, then, the better result could be achieved from meeting to meeting.

3. Result of Test in Cycle I

Based on the test result done in cycle I, this achievement is categorized that students' proficiency was in low level. The test was

done on 05th September 2022. The result of the test can be seen in the following table:

Table 4. Test Result in Cycle I

Passed/Not Passed	Number Students	Percentage	Average
Passed	6	27 %	53
Not Passed	16	73 %	

Source: Students' Achievement Score in cycle I

The number of students who took the test at the time were 22 students with average score about 53. From the above table, it could be seen that the percentage of students who did not pass the minimum criterion competence (MCC) reached 73%, this was high compared to the students who passed it which was about 27%. In other words, it could be said that low achievement of students' test result might be caused by some unexpected problems in the classroom. Therefore, the achievement of students in the test was still far of the expectation and should be continued to the other cycle.

1) Result of Researchers' Observation Paper in Cycle II

In researcher observation paper in cycle II, there were 14 (fourteen) activities were observed in first meeting and 10 (ten) activities were observed in second meeting. It can be seen in the following table 5.

Table 5. Result of Observation Paper of Researcher's Activities in Cycle II

Aspect	First Meeting			
	Done	Percentage	Undone	Percentage
Researcher's activities	11	78,57%	3	21,43%
	Second Meeting			
	Done	Percentage	Undone	Percentage
	10	100%	0	0%

Source: The observation paper of researcher's activities

From the data displayed on the table above, it showed that in first meeting of cycle II, the researcher did 11 (twelve) activities of 79% and undone activities were 3 (three)

activities or 21% from the total 14 (fourteen) activities observed in the first meeting. While in the second meeting the researcher did 10 (ten) activities or 100% and undone 0 (zero) activities or 0%.

2) Result of Students' Observation Paper in Cycle II

In students observation paper in cycle II, there were 14 (fourteen) activities were observed in first meeting and 10 (ten) activities were observed in second meeting. It can be seen in the table 4.5.

Table 6. The Result of Observation Paper of Students' Activities in Cycle II

Aspect	Cycle II			
	First Meeting		Second Meeting	
	Done	Undone	Done	Undone
Students' Activities	55,69%	44,31%	72,07%	27,93%

Source: The observation paper of students' activities

The table above, showed that in the first meeting of cycle II, the total activities done was 55,69% and total of undone activities 44,31%. Furthermore, in the second meeting of cycle II, the students observation paper result showed that there was 72,07% done activities while 27,93% was undone activities.

3) Result of Test in Cycle II

After teaching and learning process was done, researcher evaluated the students' ability by giving test. The result of the test can be seen in the following table:

Table 7. Test Result in Cycle II

Passed/Not Passed	Number Students	Percentage	Average
Passed	20	91%	73
Not Passed	2	9%	

Source: Students' Achievement Score in cycle II

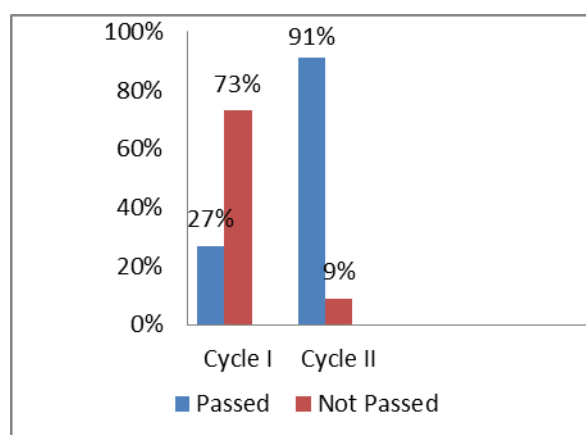
From the table above, there were 20 students or 91% who passed the MCC and there were 2 students or 9% who did not pass

the MCC and the average score was 73. In this cycle students score and the students' ability has been improved and finally researcher stopped to do the researcher.

Therefore, the research presented the improvement of students' writing ability according to their achievement when taking the test in the form of chart to facilitate us in understanding the success of implementing Concept Sentence Model (CSM) in writing, as follows:

Graphic 1. Students' Improvement in Writing

Students' Test Result Percentage



Source: The students' test result improvement before conducting the research, cycle I and cycle II.

From the diagram above presented by researcher, it could be seen that there was the improvement of students' learning outcomes in writing descriptive text by implementing Concept Sentence Model (CSM). The diagram showed us that the percentage of students who passed the Minimum Competence Criterion (MCC) in cycle I was 27% while the remaining 73% did not pass, and this result was certainly still far from what was expected. So, the researcher continued to the next cycle to achieve the expected result in improving students' learning outcomes. After doing cycle II, the

students' ability level in writing descriptive text was increased. This could be seen from percentage of students who passed the test reached 91% while the remaining 9% did not pass. Thus, from the result that had been obtained, it could be concluded that implementing Concept Sentence Model properly in teaching writing had a good impact and could improve the students' ability in writing. The students are more active in learning, the students can study in groups and could share their opinions each other, students felt enjoy and more creatively. Therefore, Concept Sentence Model was suitable to improve the students' vocabulary mastery.

This research was a classroom action research which consist of two cycles, namely cycle I and cycle II. Each cycle went to several stages, namely planning, acting, observing and reflecting. In cycle II, these stages were carried out as an improvement in learning cycle I. Through the test and non-test results from cycle I, the researcher tried to make improvements for the activities of cycle II to make it better. The results of this research were obtained from observation and test data in both cycle I and cycle II. The results of the two cycles were used to determine the improvement of students' skills in writing descriptive text through Concept Sentence Model (CSM).

Concept Sentence Model is a type of cooperative learning strategy which provides understanding to students about the importance of group collaboration but still pay attention to individual efforts.

D. Closing

1. Conclusion

In this part, the researcher conducted the research at the eighth grade students of SMP Swasta Imanuel Telukdalam and had analyzed

the data based on the data obtained in the field of research.

Based on the result of the research, it could be concluded that the students ability in writing descriptive text was improved through implementation of Concept Sentence Model. Teaching writing by using Concept Sentence Model is enable students to learn cooperatively. The students could share their opinions each other in group, students enjoy at the class and more creatively. Therefore, concept sentence model was suitable to improve the students vocabulary mastery.

2. Suggestion

The suggestions are dedicated to the English teacher, next researcher, and the students.

- For the English teacher, it was suggested to apply concept sentence model increasing the students' vocabulary mastery.
- For the students, concept sentence model is useful and helpful for students to be more motivated and active in expressing their ideas in written form especially in writing descriptive text.
- Next researcher, the result of this research can be used as an additional information or sources related to the similar problem.

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