
Improving Students' Writing Ability Through Concept Sentence Method

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Abstract: Teachers need to use appropriate learning method to help students achieve the purpose of learning, especially in learning writing. The study aims to describe how Concept Sentence Method through a small group discussion improve students writing ability of senior high school students of Muhammadiyah 3 Jember. Classroom Action Research (CAR) was implemented using a design by Kurt Lewin to the XI grade students; 5 males and 12 females. It was done in two cycles; each of which consisted of two meetings. The researcher did collaborative action with the class teacher. The data collection involved writing test in two cycles and writing scoring rubric which evaluated content, organization, vocabulary, language use/grammar, and mechanics. The study used 78 as the criteria of success of the students' writing. The finding showed the class's mean score of cycle one was 77.23 and on the cycle two reached up to 80.41. Therefore, the criteria of success were achieved, it can be seen from the students' action when the method was implemented. Students were actively taking part in the discussion and share their ideas to other.

Keywords: learning; writing; ideas

INTRODUCTION

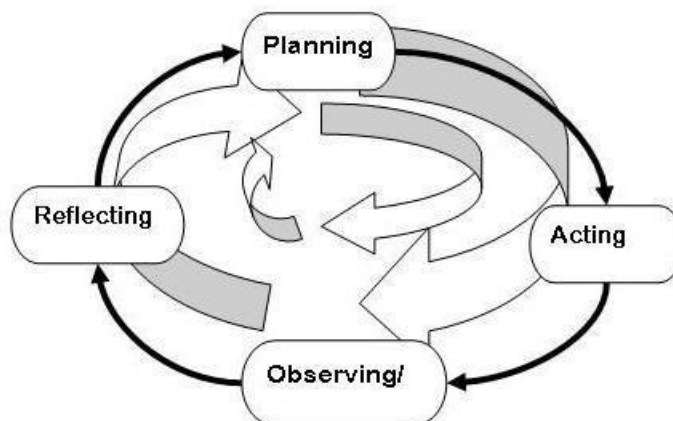
Writing plays a crucial role in the English language as it enables students to convey their thoughts and viewpoints in a clear and concise manner. To make a good writing, it is essential to use correct grammar, spelling, and vocabulary, so that the message that the writer want to convey can easily understood by the readers. Hartawan et al., (2015) cited in (Harisma et al., n.d. 2019:365) said that if compared to the other three language skills - speaking, listening, and reading - writing is the most challenging skill for language learners to master. Several internal and external factors that influence students' difficulties in writing stated by (Sinta et al., 2020) students may face internal factors such as a lack of interest and motivation, difficulty finding inspiration, inadequate knowledge of written concepts, and lack of skills in written language, including diction, coherence, and style of language. While external factors includes concentration issues and limited time for writing may also contribute to these difficulties.

Based on the several problems faced by students, teacher need to use a proper learning method. Concept Sentence Method can be an alternative way in teaching students to write. Concept Sentence Method is teaching method that provide keywords to be identified by students, then they independently develop these keywords into a comprehensive concept sentence based on the description. This teaching method has the potential to boost self-confidence, and enhance students' analytical skills (Ningsih & Syauki, 2013). (Romaningsih, 2014) on her previous research showed that by implementing Concept Sentence Method, students can be able to make a sentence with several keywords which have been provided in order to capture the concepts contained in the sentence and distinguish it from other sentences. It means that students know the points to be written in each generic structure. (Marlina et al., 2021) added that concept sentence method can stimulate students' thinking power and creativity in expressing their ideas. Several researchers only focused on the use keywords card to improve students' writing while this research focuses on using small group discussion to identify the keywords card. It can facilitate the students' improvement in writing. Hukom, (2020) stated that small group discussion offers a great value to students, it allows them to work collaboratively and assist one another in creating excellent written work. Through discussion, students can exchange ideas and experiences, as well as broaden their perspectives by learning from each other. This research uses

report text to facilitate the students' writing improvement. it is chosen because the text contains detailed information about a particular subject, which is usually obtained through observation or research. Therefore this research will focus on the use of Concept Sentence Method through small group discussion to improve students' writing ability.

METHOD

The purpose of this research was to examine how the use of the Concept Sentence approach could enhance the writing of Report texts by Senior High School students. The study was conducted using a classroom action research design, which included four stages: planning, acting, observing, and reflecting. The research was carried out in two cycles, with 17 students from SMA Muhammadiyah 3 Jember as the participants.



picture 1(The Classroom Action Research Procedure Adapted from Kurt Lewin (Lewin, 1946)

The researcher will gather data through observation and written assessments, utilizing observation guidelines and an Evaluating Writing rubric adapted from C. Tribble's work (1996, p.30). The success of the method used will be determined by whether or not it achieves a score of 78 or higher. If the students' scores meet this criteria, the research is considered successful.

RESULT AND DISCUSSION

Cycle 1

In cycle I, the researcher as an observer collaborate with the teacher in the classroom. The first stage in the cycle I is planning. During the planning stage, the researcher collaborated with the English teacher at SMA Muhammadiyah 3 Jember. Firstly, they discussed the procedures of the Concept Sentence Method. Secondly, the researcher created a lesson plan (RPP) for report text material. Thirdly, teaching materials were prepared by referring to sources such as the K13 teacher's book. Fourthly, learning media in the form of keyword cards about animals were developed. Fifthly, student worksheets were designed for cycle I with clear instructions. Lastly, observation sheets were created for both teachers and students to use during the learning process in class for cycle I.

Secondly, the acting stage of cycle, During this stage, the teacher implemented the Concept Sentence Method into teaching and learning. Firstly, the teacher presented the report text material, followed by small group discussions in heterogeneous groups. Afterwards, the teacher presented keyword cards about pandas, and each group discussed and took notes on the content related to the keywords. The students then created simple sentences using the analyzed words. At the end of cycle I, the teacher assessed the students' writing by having them write a report text, forming paragraphs by creating sentences from each given keyword.

Thirdly, the researcher and teacher observed all teaching and learning activities using observation guidelines. According to the test results, several problems were found during the implementation of the Concept Sentence Method. One of the most significant issues was that students felt confuse by the number of keywords given, which made it difficult for some of them to analyze the keywords. After the students completed the assessment, the teacher and observer scored their writing to determine whether they had met the criteria of success or not.

Based on the data obtained, it can be concluded that student learning outcomes of 17 students were still not successful. During the learning process, many students were not active and did not fully engage in the lesson. Giving too many keywords also made it difficult for students to create sentences. Based on these findings, the teacher needs to make improvements to the learning activities to enhance students' learning outcomes in cycle II. In order to achieve the success criteria, the class's mean score must be ≥ 78 . However, in cycle I, the class's mean score was only 77.23 and did not meet the targeted success criteria. Therefore, the researcher conducted the cycle II.

Cycle 2

In this cycle, based on the findings, several revisions were made to the Concept Sentence Method for cycle II. The first step in cycle II was the planning stage, during this stage, the researcher and teacher prepared lesson plans (RPP) to address the issues identified in cycle I. Next, learning media in the form of keyword cards about different kinds of animals were prepared, building on the previous cycle's material.

The second stage was the implementation stage, during implementation, the teacher formed heterogeneous groups consisting of four students each group. The teacher then presented keywords about butterflies using two cards with a reduced number of given keywords to make it easier for students to analyze and combine sentences into paragraphs. Next, each group discussed and took notes on the content related to the keywords, and students created simple sentences using the analyzed words. At the end of cycle II, the teacher assessed the students by having them write a report text, forming paragraphs by creating sentences from each given keyword.

The third stage was the observation stage, during observation, the researcher observed that students found it easier to analyze the keywords after the teacher provided two pairs of keyword cards in each group so, it was not taking a lot of time. The teacher also asked the students to take notes on important material. After the students completed the assessment, the teacher and observer scored their writing work.

In the final stage, the teacher assessed the students to determine the level of improvement in their writing outcomes when writing a simple report text. Based on the test results, the students' writing outcomes in cycle II received a score of 80.41. This score indicates that the students in cycle II were successful and experienced a significant increase in their writing outcomes. Therefore, it can be concluded that the XI Language Class students achieved success in report text material. The research findings from cycle I and II demonstrate that the level of student success increased from cycle I to cycle II, as shown in the tables and diagrams provided.

Table 1. Average Student Learning Outcomes

No.	Test	Criteria Of Success	Average	The Number of students is complete	The Number of students is not complete
1.	Pre-Test	-	72	-	-
2.	Cycle I	78	77.23	7	10
3.	Cycle II	78	80.41	17	0

Based on the table presented, it can be concluded that the Concept Sentence Method was successfully implemented to enhance the learning process and outcomes. The table shows that student learning scores increased after given action in both cycles I and II. There was a significant change between the pretest phase and the first cycle because students had not yet applied the learning model in the teaching and learning process at the beginning of the pretest. Some of the things that make this method can improve students' writing skills are as follows;

1. Concept Sentence Helps Students to Create Sentences

Using Concept Sentence as a learning method can make students more interested in writing. This aligns with (Marlina et al., 2021) statement that the Concept Sentence Method encourages students to think creatively and express their ideas more easily. In addition, dividing students into small groups with heterogeneous members helps them in sharing ideas from the given keyword based on the material presented. From those statement we can conclude that the groups can help students to create good sentences because one

student can share his/her ideas to the other students. They can also identify the given keywords together with their peers.

2. Concept Sentence Helps Students to More Focus on the Given Topic

The Concept Sentence Method helps students maintain focus on the given topic by providing keywords that guide them in identifying the main themes and essential points of the text. (Romaningsih, 2014) explains that this method teaches students to create sentences using provided keywords to capture the concepts in the sentence and distinguish it from other sentences. By using keywords, students are reminded of the ideas they need to understand, which helps them stay on track and concentrate on relevant information. As a result, the Concept Sentence Method improves students' understanding and helps them stay focused on the given topic.

3. Concept Sentence Helps Students to Gather Idea

The results of both cycle one and cycle two indicate that students struggle with gathering ideas and find writing difficult because they are unsure of what to write about. This aligns with (Sinta et al., 2020) stated that one of the internal factors contributing to students' writing difficulties is a lack of inspiration. However, the use of the Concept Sentence Method has been found to help students find inspiration through the keywords presented on the cards, as seen in their improved work. Therefore, the Concept Sentence Method provides students with keywords that can act as ideas to use in their writing.

CONCLUSION

Based on the result and discussion during the Cycle 1 up to Cycle 2, the implementation of Concept Sentence Method through small group discussion could improve the students' writing ability in teaching learning process. The students showed the significant improvements on their writing skill. In conclusion, the use of Concept Sentence Method is able to improve the writing skill because Concept Sentence help students gathering ideas, create sentences and make students more focus on the given topic. Therefore, it is worth and recommended to be carried out for writing class.

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