

THE EFFECT OF CONCEPT SENTENCE MODEL ON STUDENTS' WRITING RECOUNT TEXT ABILITY (at the Eighth Grade of SMP Negeri 3 Satu Atap Sosorgadong in 2020/2021 Academic Year)

Sintia Sihotang¹, Kamisah², Melwan Ady Rezki Harahap³

Institut Pendidikan Tapanuli Selatan

E-mail : sintisihotang@gmail.com

Abstract : The aim of this research are to know: 1) the application of concept sentence model on teaching writing Recount Text ability, 2) the students writing recount text ability before and after using concept sentence model, 3) Whether there is any significant effect of concept sentence model on teaching writing recount text ability at the Eighth Grade Students of SMP Negeri 3 Satu Atap Sosorgadong. This research uses experimental method with pre-experimental design by using one-group pretest and posttest design. The populations of this research are all of the VIII A grade students' of SMP Negeri 3 Satu Atap Sosorgadong which consist of 71 students. Sample were VIII A which consist of 22 students which taken by purposive sampling. In collecting the data the researcher uses observation sheet and test as a composition test. The result of this research: 1) the application of concept sentence model was 3.8, it is categorized "Very Good". 2) The mean score of the students' writing recount text ability was 45 and it was categorized "fail". Meanwhile, after using complete sentence model is 81, it is categorized "good". The result of data analysis shows that t_{test} is higher than t_{table} ($t_{test} 17.74 > t_{table} 2.08$). So, the hypothesis is accepted. It means that, there is any significant effect of concept sentence model on students' writing recount text ability at the VIII A grade students of SMP N 3 Satu Atap Sosorgadong.

Keywords: Concept Sentence Model, Writing Recount Text Ability

Abstrak : Tujuan penelitian ini adalah untuk mengetahui: 1) Penggunaan dari concept sentence model terhadap kemampuan siswa menulis, 2) kemampuan siswa menulis sebelum dan setelah menggunakan concept sentence model, 3) Apakah ada pengaruh yang signifikan dari concept sentence model terhadap kemampuan siswa menulis di kelas delapan SMP Negeri 3 Satu Atap Sosorgadong. Penelitian ini menggunakan metode eksperimental. Populasi dari penelitian ini semua kelas delapan yang terdiri 71 siswa dan sampel terdiri dari 22 siswa dengan menggunakan purposive sampling. Dalam pengumpulan data, peneliti menggunakan lembar observasi. Instrumen yang digunakan adalah observasi dan test adalah tes komposisi. Hasil penelitian ini adalah 1) penggunaan concept sentence model adalah 3.8, dikategorikan "sangat baik". 2) Nilai rata-rata siswa sebelum menggunakan concept sentence model adalah 45, dikategorikan "gagal". Sementara setelah menggunakan concept sentence model adalah 81, dikategorikan "baik". 3) Hasil analisis data menunjukkan bahwa t_{test} lebih besar daripada t_{table} ($t_{test} 17.74 > t_{table} 2.08$). Jadi, hipotesis diterima. Ini berarti ada pengaruh yang signifikan dari concept sentence model terhadap kemampuan siswa menulis di kelas delapan SMP Negeri 3 Satu Atap Sosorgadong.

Kata Kunci : Concept sentence Model, Writing, Recount Text

I. INTRODUCTION

Writing is one of the language skills that must be achieved in the learning process. Writing is an activity of sharing ideas, expressions and arguments about information, and communicating in written language. From writing we can also share knowledge with friends or to people around us. Writing is also very important to do because through writing we can persuade others to do something and stimulate or increase readers' interest. Writing is considered as one of the important skills that must be taught.

In fact, there are many students in low in writing Recount Text in SMP Negeri 3 Satu Atap Sosorgadong. It can be seen based on the researcher's observation and pretest on November 11th 2020. The researcher find the data of pretest there are many students low in writing recount text. It cause students are not interest to learning English. They think learning English is difficult and boring. So that from 22 students the researcher get the average score 30, meanwhile according to the researcher the students can pass writing if they get the minimal score 70.

The student writing recount text in SMP Negeri 3 Satu Atap Sosorgadong low because of less students' motivation, interest, students' attitude, lack of knowledge, bad of students' environment,

the teacher model, facilities, media, difficult in using correct Language use, vocabulary, punctuation, and many others. The teachers in SMP Negeri 3 Satu Atap Sosorgadong have done many efforts to solve the problems in order to success teaching learning process, for examples prepare teaching material, complete the school facilities, giving motivation, use suitable model to increase the students' ability. Even though the whole have done by the teacher the students writing recount text ability still far from the expectation.

If the problem is not solved, the researcher afraid the students writing score is low, if they pass graduate from their school they cannot use English as well. They cannot to write English as well and it can make the students difficult to get the a skill in writing recount text look the condition in looking for it, need to be skill in skill write English as well. To solve the problem there are many model that can be doing by the teacher. For examples, inquiry model, jigsaw model and concept sentence model. In this research the researcher will focus on Concept Sentence model.

Concept sentence model is the delivery of teaching material through the provision of short and dense key words but includes all the material being taught is the essence of using the concept sentence learning model. The researcher's choose concept sentence model

because a is model for presenting short basic concept in teaching and learning process in model and also this model is an effective and efficient learning about the writing recount text.

Based on the description above, the students' recount text writing skills need to be solved. Researchers are interested in conducting research on how to make students interested and master writing. In this case, the researcher focuses on the kuci word game method in teaching writing, the researcher argues that students are more interested in learning English, especially in writing. Based on the explanation above, the researcher try to use concept sentence model to increase the students' writing recount text ability.

1. Nature of Writing

Writing is an activity to share idea, opinion, advice for the reader by using alphabet, word, phrase, sentence and formulation or regulation that use in a language. According to Mertens (2010: 7) "writing is a complex and cognitively demanding activity. To be successful, writers need an understanding of the components of a quality test as well as knowledge of writing strategies that can be used to shape and organize the writing process". According to Patel and

Jain (2008:126) “writing is the most efficiently acquired when practice in writing parallels practice in the other skills”. Based on the explanation above, the researcher concludes that writing is activities which use our mind or think then put it into written form to express idea, opinion, feeling and one of the most important in education and work.

2. Indicator of Writing

According, Brown (2010) in Sarwanti (2015: 23) concluded that there are five significant elements of writing, they are:

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Language use
- 5) Mechanics

3. Concept Sentence Model

Concept sentence model is one of the learning model that can encourage students to actively participate in learning. According Istarani (2012: 192) delivery of teaching materials through the provision of key word short and compact however covering all the material being taught is the essences of using the learning model which is the essence of the use of the sentence concept learning model, the presentation of basic and brief concepts in a teaching and learning process is the main part of using the concept sentence learning model which effective and

efficient. From the description above, the researcher concludes that the concept sentence model is a learning model with keywords to make it easier for students to write recount text to make it easier to understand.

II. METHODOLOGY OF THE RESEARCH

Method is a way, system, procedure, and rule by researcher to make the process of studying to be simple and should be followed by evaluate the research. According to Anggoro et al (2002: 11) method of the research is as a process collect and analyze data or information systematically so as to produce valid conclusions. According to Arikunto (2013: 1-9) state that there kinds of method of the research, such as 1) Description Research, 2) Operation Research (Action Research), 3) Experimental Research. Based on opinion above, the researcher used experimental method because the method is very suitable to find out the cause effect relationship between two factors.

Based on the explanation above the research design, it can be seen clearly from one group pre-test (01) and post-test (02) to get the data dependent and independent variables, the writer use experimental research because to find out the cause effect relationship between the variables.

The population in the research is all of the students at the eighth grade of SMP Negeri 3 Satu Atap Sosorrgadong are 71, and sample are 22. To taking the sample, the researcher used purposive sampling.

Sugiyono (2014:178) "Instrument of the research is a tool used to measure the natural and social overall phenomena. In this research, the instrument that will be used to measure the variables are observation sheet and test.

III. RESULT

Researcher conducted pretest about writing recount text in class VIIIA SMP Negeri 3 Satu Atap Sosorgadong. The researcher have been got score it, the researcher showed the result of the research. The result of concept sentence model on students' writing recount text is the data of the research. Then, the researcher described the data calculated by using statistical process. which got from the observation sheet about the application of concept sentence model can be seen from 15 aspects observed by the observer the total score got score 45 and mean 3.8 it was very good. The test which gave by the researcher to measure the students' writing recount text before and after using concept sentence model. The higherst score before and after using active debate model was 65 and 90. The lowerst score before and

after using concept sentence model was 30 and 66. In order to get clear and complete description, the researcher presented the histogram of comparison before and after.

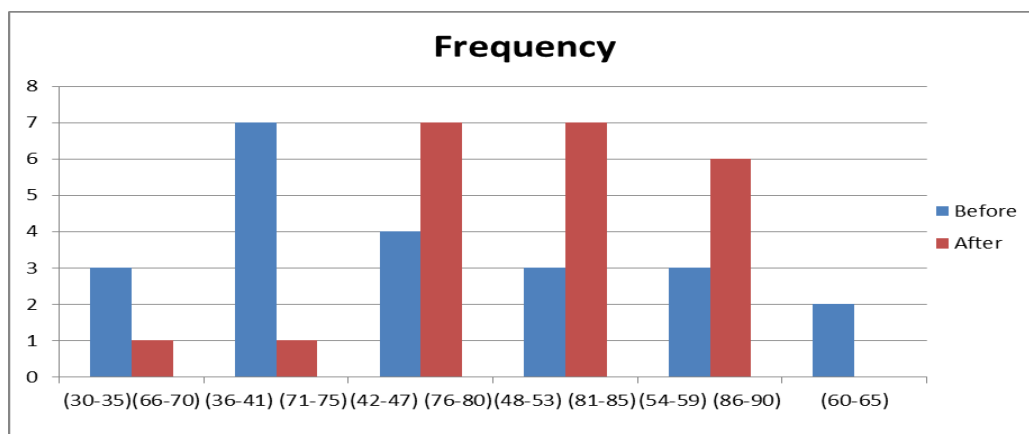


Figure 6: Histogram of Students' writing Recount Text before and after using Concept Sentence Model

IV. DISCUSSION

Based on the the results of research that have been done in the research, researcher was found the result of the research of t_{test} was 17.74 . while , the samples were 22 students. From the calculation above, it can be known that t_{test} was 17.74 and t_{table} is known as number 2.08 at 5% significant level with degree of freedom (df) $22-1 = 21$. After finding the score of t_{test} and t_{table} , both of the scores are compared. It was found that t_{test} was bigger than t_{table} ($17.74 > 2.08$).

CONCLUSION

Based on the result of this research, in chapter IV the researcher can conclude that the application concept sentence model on students

„ writing recount text skill at the eighth grade students of SMP Negeri 3 Satu Atap Sosorgadong is 3.8 it is categorized “Very Good“, The students” writing before and after using concept sentence model at the eighth grade students of SMP Negeri 3 Satu Atap Sosorgadong before is 45 categories “bad” and after is 81 categories “Good”. So, there is a significant effect of using concept sentence model on students” writing recount text skill. It means that t test is higher than t table. In other word, hypothesis is accepted.

REFERENCES

- Arikunto, Suharsimi. 2013. *Prosedur Penelitian*. Jakarta:Rineka Cipta
- Anggoro M. Toha. 2002. *Metode Penelitian*, Kalimantan Timur: Pusat Penerbitan Universitas.Terbuka.
- Istarani. 2012. *58 Model Pembelajaran Inovatif*. Medan: Media Persada Istarani.
2012. *58 Model Pembelajaran Inovatif*. Medan: Media Persada
- Mertens, Nathan L. 2010. *Writing Processes, Tools, and Techniques*. New York: Nova Science Publishers.
- Patel, M.F and Praveen M. Jain. 2008. *English Language Teaching (Method, tools & Techniques)*. Jaipur: Sunrise
- Sarwanti, Sri. 2015. Authentic Assesment in Writing. *Jurnal Transformatika*. Volume 11. Nomor 2.
- Sugiyono. 2014. *Metode Penelitian Kombinasi*. Bandung: Alfabeta.