

THE EFFECT OF CONCEPT SENTENCE MODEL ON STUDENTS' WRITING PERSUASIVE PARAGRAPH (A Study at The Tenth Grade Students of SMK Negeri 1 Sarudik 2017/2018 Academic Year)

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Abstract: *The purpose of this research is to find: 1) the application of concept sentence model. 2) the extent of the students' Achievement in Writing persuasive paragraph before and after using Concept sentence model. 3) whether there is any significant effect of concept sentence model on students' achievement in writing persuasive paragraph at the X grade of SMK Negeri 1 Sarudik. Method of the ruler was the experimental. The population of this research was all of the tenth grade students of SMK Negeri 1 Sarudik. It consist 109 students. Purposive sampling technique was uses to get a sample it consist 30 students. The technique for collecting data by observation sheet and giving test. The result mean score of the application of Concept Sentence Model was 3.8, it was "Very Good". The result show score before using concept sentence model was 59.3 categorized "Fail". While the mean score of the students' achievement in writing persuasive paragraph after using concept sentence model was 68.46 categorized "Enough". The result of ttest was 12.33 and ttable was 2.04 it means that there is a significant effect of using Concept Sentence Model on students' achievement in writing persuasive paragraph at the tenth grade students of SMK Negeri 1 Sarudik 2017/2018 Academic Year)*

Keyword: Concept Sentence Model, Writing Persuasive Paragraph

Abstract : Tujuan penelitian ini adalah untuk menemukan: 1) penerapan concept sentence model 2) Tingkat pencapaian siswa dalam menulis paragraf persuasif sebelum dan sesudah menggunakan Concept Sentence Model 3) Apakah ada pengaruh yang significant dari concept sentence model terhadap pencapaian menulis paragraf persuasif pada kelas X SMK Negeri 1 Sarudik. Metode yang digunakan adalah Experimental. Populasi dalam penelitian ini adalah seluruh siswa kelas X SMK Negeri 1 Sarudik ini terdiri dari 109 siswa. Teknik sampling yang digunakan adalah purposif sampling untuk mendapatkan sampel terdiri dari 30 orang. Teknik pengumpulan data dengan lembar observasi dan tes. Hasil dari penggunaan concept Sentence Model adalah 3.8, itu dikategorikan "Sangat Baik". Hasilnya menunjukkan nilai sebelum menggunakan Concept Sentence Model adalah 59.3, itu dikategorikan "Gagal". Sementara skor rata-rata menulis paragraf persuasif setelah menggunakan Concept Sentence Model adalah 68.46 itu dikategorikan "Cukup". Hasil uji t adalah 12.33 dan t_{table} adalah 2.04. Ini berarti ada pengaruh yang significant menggunakan Concept Sentence Model pada pencapaian siswa dalam menulis paragraf persuasif pada siswa kelas X SMK Negeri 1 Sarudik. Tahun ajaran 2017/2018.

Kata Kunci : Concept Sentence Model, Writing Persuasive Paragraph

I. INTRODUCTION

Writing is one of language skill that should be achieved in learning process. Writing is the activity or skill of marking coherent word on paper and composing text. In the high school level, writing is one of subject lesson that should be mastered by the students. There are several kind of writing. They are writing monolog text, free writing, writing paragraph, and so on. So the writer focuses to writing paragraph

Writing persuasive paragraph is the material of English in SMK Negeri 1 Sarudik, most of the students unable to master it and not all the students are successful in Learning English especially in writing persuasive paragraph. The students are difficult to write persuasive paragraph. The difficulties are seen by the writer when did practice teaching at the school and when the writer go to observation and make them pre test on writing persuasive paragraph. The students only get the average score 59.3. While the standard of score to pass the test is 70.

Teacher has done some effort to increase students' writing such as teaching by using several method, make group discussion, giving the task but students's writing persuasive paragraph can not increase. If this problem can not be solved then it will make students more difficult to write. As a result, students learning outcomes will get worse. In other words, the purpose of learning English, especially in the writing ability is not achieved and the students are difficult take part into the community to the social life activities.

There are some factors which can influence the students' achievement in writing persuasive paragraph. They are internal and external factors. Internal factors come from students themselves such as, lack of vocabulary, low of

interest, less motivation, and so on. Meanwhile, from external factors come from out of the students such as school factors such as teaching model, environment, lack of learning facility.

Based on the problems mentioned above, the writer want to try increase students' writing persuasive paragraph by using concept sentence model. Concept sentence model is a learning model is done by giving some keywords to the students. The writer want to see whether after using concept sentence model, students' writing persuasive paragraph can increase.

1. Writing Persuasive Paragraph

Writing is the activity or skill of marking coherent word on paper and composing text. Sarwanti (2015:22) says, " writing is one of productive skills. When students want to write something they should have a lot of information, ideas, and thought in their mind so that they will able to express them into sentences, paragraphs and essay". Dalman (2014:3), writing is a communication activity such as convey information in writing to other parties by using written language as a tool or media. There are some kinds of writing, namely writing essay and writing paragraph. In this research, the writer focus to writing persuasive paragraph.

Persuasive paragraph is paragraph that aim to persuade readers towards the author's case. Persuasive paragraph focus on current issues and what people should do about them. According to Dalman (2014:145), " Karangan persuasi merupakan salah satu jenis karangan yang berisi ajakan atau paparan data yang bersifat meyakinkan sekaligus mempengaruhi atau membujuk si pembacanya untuk mengikuti keinginan sipenulisnya".

According to Kosasih (2016:21), persuasive paragraph is paragraph that aim to suggest reader's emotionality.

Based on the explanation above, it can be concluded that writing persuasive paragraph is a learning activity to write paragraph which is used to suggest someone to believe and do something.

2. Aspect of Writing Persuasive Paragraph

According to Brown in Sarwanti (2015:23), there are 5 aspects of writing persuasive paragraph, they are :

a. Content

Writing is good if has a good content. Good writing contain the information completely accurate and the truth can be justified scientifically. According to Brown in Sarwanti (2015:23), "There at least two things can be measured in connection with content. The points that are presented and formal signals given the reader to guide in understanding the topic fully". According to Oshima and Ann (2012:11), Content tell about topic sentence. Through content, reader can be able to follow your ideas easily and understand what you have written.

Based on the explanation above, the writer concludes content is explanation from the sentence that have meaning. Content aim to give the reader understanding about the topic fully

b. Organization

Organization is needed in writing process. Students need to construct well formed the sentence. According Oshima and Ann (2012:12), organization matched the assignment. In addition, Brown in Sarwanti

(2015:23) says, “ the process of organizing material in writing involves coherence, order of importance, general spesific, spesific to general, chronological order and special order pattern”.

Based on the explanation above, the writer concludes that organization is the process of organizing material in writing involves coherence, order to general order, specific order and chronological order.

c. Vocabulary

Vocabulary is a basic foundation of one's English ability. Vocabulary is one of the first things to be masterd by the students in learning English. According to Sumaryati (2018:1), Vocabulary is important key for everyone to master certain language. According to Bahrudin (2015:92), “Vocabulary is important for a person who learns a language”.

Based on the explanation above, the writer concludes that vocabulary is the important thing for someone to learn English well. The example of vocabulary is house, mother, book, water and so on.

d. Grammar

Grammar is the rules for forming words and making sentences. Grammar is the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology and sometimes also phonology and semantics. Puspitasari and roro (2012:3) says, “ grammar dapat diartikan sebagai ilmu tentang kaidah dalam membentuk dan menggabungkan kata-kata menjadi kalimat dalam tata bahasa”. According to According to Brown in Sarwanti (2015:23), “Grammar is one important components in writing. It governs utterance that we produce to be right and orderly”.

Based on the explanation above, the writer concludes that grammar is a system or structure of rules for constructing and analyzing sentence. Grammar is important because it makes meaning for language. To use a language properly, it is important to know grammar of language and their meaning.

e. Mechanics

Mechanics is the rules of written language such as capitalization, spelling, and punctuation. According to Brown in Sarwanti (2015:23), "Mechanics of writing deals with capitalization, spelling, and punctuation". In addition, Oshima and Ann (2012:13), Mechanics consist spelling, punctuation, capitalization, etc. Based on the explanation above, the writer concludes that mechanics are components of writing deals with capitalization, spelling, and punctuation

5. Teaching Concept Sentence Model

Teaching is concerted sharing of knowledge and experience. It means that a teacher share her knowledge and experience to her student to be better than before. According to Dimiyati and Mudjiono (2006:3), Teaching is a study program that is conveyed the teacher in the learning activities. It means that teaching is a learning activities in class. According to Shoimin (2017:20), Teaching is a system that have important function to realize the quality of education. Huda (2017:2) Teaching Model is a way to help teacher and students in teaching and learning process. There are types of learning modelthat can be used in teaching especially in teaching writing persuasive paragraph such as TTW,RAFT, Scramble,

Demonstration, Concept Sentence and etc. In this research, the writer focus on the Concept Sentence model.

Concept sentence model is a model that is used to write the sentence by using the keywords. According to Huda (2017:315), Concept sentence is a learning model that teach the students to make the sentence by using keywords which teacher has provide. According to Shoimin (2017:37), Concept Sentence Model is a learning model is done by giving the cards containing some keywords to the student.

Based on the explanation above, the can be concluded that teaching concept sentence model isa way to help teacher and the students in teaching and learning process by using a learning model which is done by giving some keywords to the student. Through the keywords, the students make the sentence.

a. Steps of Concept Sentence Model

Concept sentence has the steps in teaching- learning process.

Huda (2017:316) states that there seven step of concept sentence model :

1. Teachers convey the competence to be achieved.
2. Teachers present materials related to learning.
3. Teachers form groups of more than 4 people heterogeneously.
4. Teachers present some keywords accordance to the material presented.
5. Each group is asked to create some sentence using at least 4 keyword
6. The results of the group discussion are discussed back in plenary guided by the teacher.
7. Students are helped by teacher to give conclusion.

Based on the explanation above, the writer concludes that Concept Sentence Model have some steps, namely :1) Teacher convey the competence to be achieved, 2)Teachers present the material, 3) Teacher divides the students inti some group at least four people heterogenously, 4)Teacher present some keyword, 5)Teacher asks the students to make some sentences by using keywords, 6)The result of discussion are discussed together, 7) Teacher present the conclusion.

b. The Advantages of Concept Sentence Model

According to Shoimin (2017:38), there are two the advantages of concept sentence model, namely: a) Students better understand the keywords of the subject matter of the lesson,b) Students who are clever can teach students who are less clever.

Based on the explanation above, the writer concludes that the advantages of concept sentence model are : a) learning process will be interested, b) the students will be creative and active c) the students' writing ability will increase.

c. The Disadvantages of Concept Sentence Model, they are:

According to Shoimin (2017:38), the disadvantages of concept sentence model are : a) This can model can only be used for certain subjects, b) For passive students can take answer from friends.According to Huda (2017:317), the disadvantages of concept sentence model are: a)Only for certain subjects, b) The tendencyof passive student to take answer from their friend.

Based on the explanation above, the writer concludes that the disadvantages of concept sentence model are : a)to make group discussion still long so the time is over, b) for the lazy students will take answer from their friends in the same group, c) because using group discussion, it make the students are noisy.

II. METHODOLOGY OF RESEARCH

Method of research is the way for the research to take the data in research. it can help the writer to take knowladge or information from the research.According to Siregar (2014:8), Experimental method is a research using this method in solving the problem is to find out the cause-effect relationship of two or more variables. Sugiyono (2013:72), Experimental method is used to find the effect of certain treatment on others in controlled conditions. This research is Pre-Experimentaln Research so the research design is One-Group Pretest-Posttest Design.One-group pretest-posttest design is a research design uses one group which get treatment. Before treat the group, they are given pretest and posttest at the end of the study.

Population is the group which will be made as a subject of the research. According to Bungin (2013:101), population is a group of object that become the target of the research.according to Sugiyono (2013:80), Population is the generalization area which consists of: subject/object which had the quality or certain characteristic which was set by the researcher to be studied and then taken the concusion.For this research, the population from students at the tenth grade of smkNegeri 1 Sarudik 2017/2018 Academic Year. This school

has 4 class, they are X TKJ 1, X TKJ 2, X TKR, X TPTU. The total of the students are 109 students.

Sampe is a part of population. According to Sugiyono (2013:81), Sample is a part of number and characteristic which was had by that population. While, according to Siregar (2014:30), Sample is a procedure to get the data where only a part of population is taken.

There are some techniques to determine the sample of the research. according to Sugiyono (2013:81), there are two kinds to determine sample, namely probability sampling and non probability sampling. The kinds of probability sampling are : a) Simple random sampling, b) Proportionate stratified random sampling, c)Disproportionate stratified random sampling, d) Cluster sampling

The kinds of nonprobability sampling are :

- a. Sistematic sampling
- b. Quota sampling
- c. Incidental sampling
- d. Purposive sampling
- e. Snowball sampling

The writer uses the purposive sampling to get sample. So, the sample population will be taken from one class, that is TKJ 2. It means that the sample of this research are 30 people.

The instrument of the research is a tool to measure independent or dependent variable. According to Sugiyono (2013:102), Research instrument is a tool which is used to measure the natural phenomenon although social which is observed. Therefore to measured independent variable by giving the observation sheet to the English teacher in SMK Negeri 1 Sarudik who giuded the writer in the class when the writer applied Concept Sentence Model. While, to measure dependent variable, the writer gave a test to the students about

make some persuasive paragraph by using some keywords which is given by the writer.

A research of course needs data. According to Sugiyono (2013:137), Technique of collecting data is the most principal way in the research, because the main purpose of the research is to get the data. While according to Bungin (2013:129), there are five techniques in collecting data, they are questioner, interview, observation, test, and documentation.

The writer uses observation and test as the technique to collect the data. Observation is used to measure independent variable in this research, namely concept sentence model. Meanwhile test is used to measure independent variable or in this research is The Students' Writing Persuasive Paragraph.

The writer prepared a test to students to analyze the data. After that all of the data had been collected to analyzed by using statistic. To analyze the data the writer uses descriptive analysis formula or descriptive method. descriptive analysis, it will describe the central tendency (mean, median, mode histogram and so forth). After the data are collected, it is important to analyze the data by using statistical analysis; the formula that will be used is t-test formula.

III. RESULT

Based on the observation general view, it could be seen that the writer used concept sentence model on students' achievement in writing persuasive paragraph at the tenth of SMKNegeri 1 Sarudik through 17 items of observation. While the maximum value that may be achieved was 4 and the

minimum value was 1. it was found the highest score was 4.00 and the lowest score 1.00. So the mean score of Concept Sentence Model was 3.8 categorized "Very Good".

The score of students' writing persuasive paragraph before using concept sentence model, the highest score was 80 and the lowest score was 35, and mean score was 59.3 categorized "Fail " And the score the students' achievement in writing persuasive paragraph after using concept sentence model, the highest score was 85 and the lowest score was 50, the mean score was 68.46, categorized "Enough". After collecting the data. The writer is going to test the hypothesis. The data is analyzed by using ttest is 12.33 and ttable is known as number 2.04. After finding the score of t_{test} and t_{table} , both of the score are compared. it was found that ttest was higher than ttable ($t_{test} > t_{table} = 12.33 > 2.04$).

Based on the result of the data calculation above it was shown that there was a significant effect of Concept Sentence Model on students' achievement in writing persuasive paragraph at the tenth grade students of SMKNegeri 1 Sarudik.

IV. DISCUSSION

After given Pre-test and Post-test to the students, the writer found the result of students' achievement writing persuasive paragraph before and after using Concept Sentence Model. The score of students' achievement in writing persuasive paragraph before using Concept Sentence Model is on the mean 59.3, Meanwhile the students' achievement in writing persuasive paragraph after used Concept Sentence Model is on the mean 68.46. It can be seen that

students be more active on students' writing persuasive paragraph after using Concept Sentence Model.

Based on the the relevant studies which had been discussed in Chapter II. Munirah (2017), the research about "The Effectiveness of Concept Sentence Model Toward Writing Skill of Persuasive Paragraph. Though the hypothesis testing the witer found there was a significant effect of using concept sentence model in teaching writing persuasive paragraph.It means that the using of concept sentence model in teaching writing persuasive paragraph was effective to make students easier to write persuasive paragraph at the tenth grade of SMK Negeri 1 Sarudik. The students' writing higher after taught by concept sentence model. From this model,the learning process will be more active. That's why the hypothesis is accepted.

CONCLUSIONS

Based on the result of theresearch, the writer draws the conclusions that the score of the students achievement in writing persuasive paragraph at the Tenth Grade Students of SMK Negeri 1 Sarudik, the writer concluded that 1) The Application of Concept Sentence Model at the Tenth Grade Students of SMK Negeri 1 Sarudikwas "3.8" categorized "Good" 2) The students' writing persuasive paragraph before and after using of Concept Sentence Model at the Tenth Grade Students of SMK Negeri 1 Sarudik was 59.3 categorized "fail" and 68.46 categorized "Enough" 3) There is any significant effect of concept sentence model in writing persuasive paragraph at the tenth grade students of SMK Negeri 1 .The hypothesis showed that t_{count} is higher than t_{table} (t_{count} 12.33> t_{table} 2.04). So the hypothesis of this research could be accepted.

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