

**USING CONCEPT SENTENCE METHOD TO IMPROVE
WRITING SKILL OF STUDENTS AT X GRADE IN MA
MUHAMMADIYAH PALLEKO KABUPATEN TAKALAR**



A Thesis

*Submitted to the Faculty of Teachers Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment of the
Requirement for the Degree of Sarjana Pendidikan*

**MUNIKA RIKANI
105 355 903 14**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY
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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

LEMBAR PENGESAHAN

Skripsi atas nama **MUNIKA RIKANI**, NIM 10535 5903 14 diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 0018 Tahun 1440 H/2019 M, tanggal 22 Jumadil Awal 1440 H/28 Januari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal 01 Februari 2019.

Makassar, 26 Jumadil Awal 1440 H
01 Februari 2019 M

Panitia Ujian :

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M.
2. Ketua : Erwin Akib, M.Pd., Ph.D.
3. Sekretaris : Dr. Baharullah, M.Pd.
4. Dosen Penguji : 1. Dr. H. Bahrudin Amin, M.Hum.
2. Wildhan Burhanuddin, S.Pd., M.Hum.
3. Yasser Mallapiang, S.S., M.Pd.
4. Sitti Maryam Hamid, S.Pd., M.Pd.

(Handwritten signatures and initials in blue ink)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

(Handwritten signature of Erwin Akib)
Erwin Akib, M.Pd., Ph.D.
NBM : 860934



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : Using Concept Sentence Method to Improve Writing Skill of Students at X Grade in MA Muhammadiyah Palleko Kabupaten Takalar

Name : MUNIKA RIKANI

Reg. Number : 10535 5903 14

Programmer : English Education Department Strata I (SI)

Faculty : Teacher Training and Education

Makassar, Februari 2019

Approved by:

Consultant I

Dr. H. Bahrun Amin, M.Hum.

Consultant II

Ardiana, S.Pd., M.Pd.

Dean of FKIP
 Makassar Muhammadiyah University

Erwin Akib, M.Pd., Ph.D.
 NBM: 860 934

Head of English
 Education Department

Ummi Khaerati Syam, S.Pd., M.Pd.
 NBM: 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : Munika Rikani
Stambuk : 10535 5903 14
Jurusan : Pendidikan Bahasa Inggris
Dengan Judul : Using Concept Sentence Method to Improve Writing Skill of Students at X Grde in MA Muhammdiyah Palleko Kabupaten Takalar.
Consultant I : Dr. H. Bahrin Amin, M.Hum.

Day / Date	Chapter	Note	Sign
13/12-18		- nilai awal peribahasa. kualitas	
20/12-18		kebiasaan	
21/12-18		kebiasaan	

Makassar, Desember 2018

Approved by:
Head of English Education
Department

Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

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Nama : Munika Rikani
Stambuk : 10535 5903 14
Jurusan : Pendidikan Bahasa Inggris
Dengan Judul : Using Concept Sentence Method to Improve Writing Skill of Students at X Grde in MA Muhammdiyah Palleko Kabupaten Takalar.
Consultant II : Ardiana, S.Pd.,M.Pd.

Day / Date	Chapter	Note	Sign
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4/1/19	IV	Discussion Abstract	J
8/1/19		Fix abstract and volume ACC EERO Wada! m	J

Makassar, Desember 2018

Approved by:
Head of English Education
Department

Ummi Khaerati Svam, S.Pd.,M.Pd

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **MUNIKA RIKANI**

NIM : 10535 5903 14

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi :

**Using Concept Sentence Method to Improve Writing Skill of
Students at X Grade in MA Muhammadiyah Palleko
Kabupaten Takalar**

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Makassar, 11 Februari 2019

Yang Membuat Pernyataan

Munika Rikani

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **MUNIKA RIKANI**

NIM : 10535 5903 14

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi :

**Using Concept Sentence Method to Improve Writing Skill of
Students at X Grade in MA Muhammadiyah Palleko
Kabupaten Takalar**

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Yang Membuat Pernyataan

Munika Rikani

Motto

“Never give up”

Manusia Berusaha

Tuhan Punya Kuasa

*“Nothing impossible if GOD work
on”*

***I dedicate to my beloved mom and dad,**

**Who always keep and love me by their
pray.**

***I dedicate to my brother who always be
my best friend ever.**

ABSTRACT

Munika Rikani, 2019. *Using Concept Sentence Method to Improve Writing Skill of Students at X Grade in MA Muhammadiyah Palleko Kabupaten Takalar (A Pre-Experimental Research)*, under the thesis of English Education Department the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar, supervised by Bahrin Amin and Ardiana.

This research aimed to find out the improvement of the students' writing skill by using Concept Sentence as method at X grade in MA Muhammadiyah Palleko Kabupaten Takalar that focused on content and organization.

The researcher used Pre-experimental Design with one group pre-test and post-test design. The population of this research was the X Grade students' at MA Muhammadiyah Palleko Kabupaten Takalar, academic year 2018/2019. The sample was class X taken by total sampling technique which consisted of 20 students.

The research findings indicated that the application of using Concept Sentence method was effective in improving the students' writing skill in terms of content and organization. It was proved by the mean score of pre-test was 43,12 it classified as poor, post-test was 74,06 it classified as good and the improvement of pre-test to be post-test was 71,75 %.

The result of improvement was also proved with t-test value. The researcher found that t-test value of students writing skill in descriptive text was greater than t-table value ($10.05 > 2.093$), and degree of freedom ($df = 19$). This indicated that (H_1) was accepted, and (H_0) was rejected. It means that there was significant difference of the students' writing skill before and after using Concept Sentence method in classroom.

Keywords: *Concept Sentence Method, Writing Skill, and Descriptive Text*

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Researcher

Munika Rikani

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CHAPTER I

INTRODUCTION

A. Background

English is taught as foreign language in Indonesia. Teaching English in Indonesia has many challenges because it is the native language. It is not commonly used in our everyday life. Furthermore, English is rather difficult because we do not recognize it since we were born. It is commonly taught firstly at school, which in elementary or even junior high school. In this case, the role of teacher in teaching that language to children must be reliable.

Basically, one of the targets of teaching and learning English at school is to make the students able to communicate in English both spoken and in written language. To achieve this, there are four language skills have to be taught; they are listening, speaking, reading, and writing. Listening and reading are passive or receptive skill, while speaking and writing are active or productive skill (Harmer, 2011:199,264). All of the skills are important. However, one of language skill that encourages students to be more productive and creative is writing skill.

Writing skills is one of the aspects of the four skills of language, which has an important role in human life. Writing is fairly complex language activity, because at the time of writing involved some elements are applied together. By writing a person can express their thinking and ideas for achieving goals and purpose.

Actually, writing is one of important skills to be mastered by the students learning to write involves being able to communication convey ideas meaningfully. Students use it to communicate to each other, as a means of ideas

and emotional expression, because when they write their ideas and emotion creatively, they are communicating on paper in their very way and purpose, but in practice, there are some problem that may arise during the learning process, especially in terms of writing.

Based on the result of interview with an English teacher in MA Muhammadiyah Palleko when the researcher conducted the teaching practice, it is found that many students have difficulties in writing English. First, they don't have idea to write. Second, they are still confused in organizing the writing. Third, they often make some mistakes because of the lack of knowledge in vocabulary. This problem can be caused by some factors. These problems appear because some students' didn't like writing activity and the teacher didn't give the interesting explanation activity. It makes students' less understands, less interested in writing, and bored.

Based on the problems above, the researcher offers a items method to overcome the problems. The researcher intends to use Concept Sentence in descriptive text as a media to solve the problem. Because, Concept Sentence method is useful in supporting the students be active in learning process. "Concept Sentence is a technique or variations of cooperative learning developed by Robert e. Slavin of Jhon Hopkins University" (Amalia, 2017:30). Concept sentence is the one of Cooperative Learning Model that its used in teaching writing skill. This method appears to fulfill the weakness of the others method in Cooperative Learning Model, because Concept Sentence is more effective than the others.

According to Huda (2013:315) Concept Sentence is a learning model by giving a card that contains some keywords to students. Then the keywords are arranged into several sentences and developed into paragraphs. So Concept Sentence is a method to make students' interested and it is helpful for students to develop their ideas in writing it will help students' to arrange some sentence to making a good paragraph. Writing needs to imagine. So they will be able to express their ideas.

Based on the background above the writer try to conduct research entitled: Using Concept Sentence Method to Improve Writing Skill of Students at X Grade in MA Muhammadiyah Palleko Kabupaten Takalar.

B. Problem of the Research

This research, the researcher focuses on teaching writing through Concept Sentence method. As far as the researcher know that the most of senior high school students face some problems in learning English as a foreign language. One of the problems that the students encounter is writing.

In writing, the students get difficulties in understanding and making a paragraph text. Using Concept Sentence method in teaching writing allows the students to learn it easier. The problem of this research deals with the descriptive paragraph writing.

The research will be conducted to discover the answer of these following questions:

1. How can the use of Concept Sentence method improve students' writing skill in terms of content at MA Muhammadiyah Palleko?

2. How can the use of Concept Sentence method improve students' writing skill in terms of organization at MA Muhammadiyah Palleko?

C. Objective of the Research

Based on the problem statement above, the writer objective of research as follow:

1. To find out whether the use of the Concept Sentence method can improve writing skills of students in terms of content at MA Muhammadiyah Palleko.
2. To find out whether the use of the Concept Sentence method can improve writing skills of students in terms of organization at MA Muhammadiyah Palleko.

D. Significance of the Research

The writer expects to give valuable contributions to the English teaching. The significance of the research can be theoretical and practical as follows:

1. Theoretical significance
 - a. Can be used as a tool self-evaluation
 - b. Can be used to facilitate English teachers to teach science students.
 - c. Can be used to motivate teachers to improve the quality of the students as well as a conducive climate education at school.
2. Practical significance
 - a. To develop writing skills learners
 - b. To create the students comfortable in learning
 - c. To increase the confidence of teachers of English

- d. To motivation the students to be active in the process of learning classes start from make sentences, and discussion.
- e. To create a pleasant school environment.

E. Scope of the Research

This research is restricted on the use of Concept Sentence method to improve the students' skill in writing descriptive paragraph which focuses on content and organization at MA Muhammadiyah Palleko.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter will take about previous related literature after findings out some researches information about the concept sentence in influence writing skill of students. The researches has found the information from many sources like text book, web page, and research findings that the researches constructs to selected theories.

A. Previous Related Research Findings

There are a lot researchers conducted theirs research that related to this research as follows:

1. Nurpadilah (2017) investigated a research at MTs Al-Hidayah Ciomas, Serang with the sample Second Grade. The researcher found that the Concept Sentence method is used as an effective learning technique in teaching writing. Moreover teach writing using Concept Sentence method has significant influenced towards students' especially in the descriptive text. This can be seen from the increased in the ability of students' in writing. There is difference between the results of pre-test and post-test when the research was conducted. So the Concept Sentence method gives a new experience to the students in learning English with a different atmosphere.
2. Jannah (2015) from Muhammadiyah University of Ponorogo explored about the use of Concept Sentence method in junior high school. The result of this research showed that the achievement of class using Concept Sentence has higher scores. The students were more interesting, enjoying, and getting easier

to understand the material. This made students more active and they has a high motivation to learn.

3. Rizki (2015) examined a research with the result, the data analysis, it showed that using Concept Sentence technique significantly effects on the students' achievement in writing narrative text. It is found that the mean score of the students was taught by using Concept Sentence technique was higher than by using lecturing technique. The title of the research is the effect of Concept Sentence technique on the students' achievement in writing narrative text
4. Shantika (2013) conducted the research entitled improving writing ability through Concept Sentence for the eleventh grade students of SMAN 1 Tunjungan Blora in 2012/2013 academic year found that teaching writing through Concept Sentence method can improve the writing skills of students who are proven by an increase in students with the results of each cycle which he performed and by using Concept Sentence method. Students also felt interested, enthusiastic, motivated and easy in writing class. In addition students also found it easy to express their ideas. This proved to Concept Sentence method can be motivated in developing their imagination in writing by giving keywords as the concept sentences.

Based on these findings above, the researcher found the similarities and differences. The previous research and this research have same variable. All research's using Concept Sentence method and writing as an independent variable and dependent variable. The differences aspect between previous research and this research is about the subject of the research, the previous study taken junior high

school whereas the researcher took subject research in senior high school. Furthermore, another aspect that difference of the previous research with this research was on research design and kind of the test in research. The first, previous research uses quasi experiment research as the design of their research. While this research uses pre – experimental research. The second, previous research focuses on uses narrative text, while this research uses descriptive text.

B. Concept of Writing

a. Definition of Writing

One of the aspects in language skill is writing. Writing is important to study because writing is one to communicate with other people and transfer the science. Writing is regarded as a secondary concern that functions as reinforcement for oral habits. Writing is a productive where the writers have to have skill or ability to process encoding because it is activity communication indirectly with other. It is process to convey the ideas of the writer. According to Munirah (2016:56) writing is one of the four language skills who have a relationship with each other with other skills. The four skills are listening, speaking, reading, and writing.

Tarigan (2013:22) claimed hat writing is lower or painted symbols chart that describes a language that is understood by a person in, so that others can read the symbol graph, if they understand the language and graphic depiction of it.

Masjhari (2010) revealed that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical

devices but also of conceptual, before doing the writing activity, the students must have the ability or prior knowledge in mastering the components of writing to increase their writing ability.

Based on some of the definitions are present, writing can be defined as a complex process in which perceive and understand what has been written, the write is also part of the language skills that require the ability to build a sequence of sentences short and good. As one of the language skills in English, writing is used to express the student's ideas, opinions or comments that are submitted in written form.

b. Writing Strategy

Writing can be interesting and enjoyable activity if the teachers know the interesting way to arise the students' enthusiasm to write. Jim Collin shows some strategies to write. According to him "writing strategies are cognitive and metacognitive procedures writers use to control the production of writing". Here examples of writing strategies are decisions as:

1. Ideas: showing instead of telling clarify a report of an event
2. Organization: using a phrase to connect paragraphs
3. Voice: inserting a personal story to engage reader empathy
4. Word Choice: Changing a cliché to an original expression
5. Sentence fluency: using short sentences when action in a story speeds up
6. Convention: using a sentence fragment for effect

c. Process of Writing

Writing process is important thing because it is steps or stages of people do to make their writing produce unity and coherent. According William and Mary (2015) in their research basically writing process there are six steps such as:

1. Brain storming

Brain storming is first activity that students do to convey their idea but it is guided by teacher

2. Outline

Outline is activity to organize or order the idea in brainstorming step. It means based on brainstorming student make outline or classified the ideas

3. Rough Draft

Rough draft is activity to identify the part of outline to connect each other.

4. Evaluation

Evaluation is process of editing the writing. It means teacher and student check all mistakes like general error (e.g., spelling or grammar) and specific error (e.g., number of paragraph, sentence length). So it is step for writer use as feedback to make corrections as necessary

5. Final Draft

After process of editing in evaluation step, students make final draft. It is handwritten copy that student submits. It means make the fix your writing based on the evaluation step.

6. Publish

It is optional stage for the writing process. It is activity of student to share the result of their writing by using media to complete writing task.

Based on explanation above, in writing there are only four stages that student should know or use: brainstorming, outline, draft, and editing or evaluation. All of the student should do in making good writing but if student want to publish their writing it is no problem.

d. The Purpose of Writing

According to Grenville (1990) categories the purpose of writing into three categories: to persuade, to inform, and to entertain.

a. To inform

The writers generally explain or describe an idea, a process, an even, a belief, a person, a place, or a thing to give information. The writers also give the facts and explain the causes.

b. To persuade

The writers try to change the audience or behave differently. In this sense, the writer appeals to the reader logic or emotion.

c. To entertain

The writer give some efforts to make the reader laughed, smiled, fascinated, surprised, or even angry

We can conclude that purpose of writing are to deliver the message, the idea that exists in the mind of the author in addition to providing information

through writing and convince about the information that is written to the reader.

e. The Purpose of Writing Based on Curriculum

When someone writes something, she or he has purposes for writing. Each writer has a purpose of its own, in accordance with the text of which is planning to write. In addition, based on Competency- Kompetensi Dasar (KD), are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of descriptive and recount to interact with people in their nearest environment. Based on the Curriculum 2013, the purpose of writing students class X in the form of a functional text related subjects in English, students should be able to arrange oral and write descriptive text, simple, about the people, sights and famous historic building, having regard to the functions of the social structure of the text, and the correct linguistic elements and corresponding context.

f. The importance of writing

Nunan (1995:84) states that there are some reason why writing is important:

1. Primarily for action, in this part written language has the function to give public sign as a direction for public people that they will do based on written they have read.
2. Primarily for information, in this case written language can be used to give contribution to many people as a field of information, someone may take

some information from magazine, newspaper, and nonfiction book for their needs including sports, business, politics, vacancy, and medial.

3. Primarily for entertainment, most of people need to enjoyable, some of them spend the part of time to entertain themselves by watching television, listening music, going recreation and activities that they like, by reading newspaper, magazine, and some books, some people feel relaxed and entertained beside they get many knowledge.

Based on definition above we may conclude with writing we can express our ideas, especially felling to other people without ashamed because the reader is not present in front of the writer to have face communication and with writing the people can put their ideas, felling, knowledge into written form more freely. Writing helps us to discover exactly how we think and what we think freely.

g. The Characteristic of a Good Writing

There are some characteristic of a good writing as Adelstein and Vipal in Basri (2017:7) state as follows:

1. Good writing reflects the writing skill to organize the material into coherence whole so that it moves logically form a sentence, dominate idea, to the supporting points and finally to a consistence ending, and conveying to the reader a sense of a well thought out plan.
2. Good writing reflects the writers' ability to write clearly and unambiguously, to uses structure, language and example so that one possible meaning as the writers intended.

3. Good writing reflects the writer's ability to criticize the first draft and revise it. Revision is the key of effective writing.

h. Writing Component

Oshima and Hogue in Ruknuddin (1997:ix) define that there are five components of writing. These are content, organization, vocabulary language use and mechanics.

1. Content

There are four things that could be measured in connection with content. The composition should contain one purpose only. Should be unity, should have coherence and continuity and should be adequately developed.

2. Organization

The purpose of organization material in writing involves coherence, order of importance general to specific, specific to general, chronological order and spatial order of pattern. When writing the student should arrange their writing chronologically. They should present their ideas based on the order of which happened from beginning to the end.

3. Vocabulary

Vocabulary is one language aspect dealing with the process of writing study in the process of writing the writer always thinks about putting word into sentences and putting sentences into paragraph until they can create a piece of writing.

4. Language use

Language is writing description and other form of writing involves connect language and point grammar. We should be able to do anything more than letter separate items of language for separate function, and also grammar can help the students' improve the use of formal language.

5. Mechanics

Mechanics in writing deals with capitalization, spelling, are punctuation. Capital letters have principal uses in English writing. This may be used distinguish between particular and general classes of person, places and things

i. Significance of writing

According asmani (2016:142-144) there are six significance of writing:

1. The activity of writing can improve the intelligence of people, intellect, and the ability of their imagination. Then can develop creativity and intelligence of memorizing.
2. Being able to make someone a tenacious and diligent in the exercise of writing so that people are motivate to be creative through writing.
3. Through a successful writing in produce are able to create the feeling of being happy in a person.
4. Through writing that we write. We convey messages can be read by the public. So that the people can give the appreciation to the author.

C. Definition of Concept Sentence Method

Suprijono (2015:151) state that Concept Sentence is the a variety of learning approach cooperative which is done with the presentation some of the keywords, then the keyword that organize into a few sentences in the groups and discuss back in the plenary. Amalia (2017) said that concept sentence method is a model of learning in practice students form groups and students play a role to make a sentence of the word the key have been provide.

Huda (2013:315) revealed that Concept Sentence is a learning model by giving a card that is contains some keywords to students. Then the keywords is arranged into several sentences and developed into paragraphs.. A similar opinion was also expressed by Yudhanegara and Eka Lestari Karunia (2017:77) state that Concept Sentence is learning model in doing by giving cards that contain some keywords to students, then that keyword arrange into some sentences and developed into a paragraph.

According to Nur (2012) in his thesis claimed that Concept Sentence which is one variety of a cooperative model used to develop the narrative essay writing skills in students with how to develop your keywords into an essay integrate.

Based on explanation of Concept Sentence method, we can conclude that concept sentence method is one of the method of cooperative learning where students learn by his group to make some of the expressions according to the keywords given by the teacher to the students the formation of the group is based on a card owned by every student. Each student forms a single sentence that was he had learned. Each group will be discusses patterns of sentences that have been

given by the teacher after the given limit a certain time then each group must send a representative from each a group. A representative of the group requires create some of the keywords based on the keywords that have been given. Group process occurs when Group members discuss how well they achieve the purpose and effectiveness of the cooperation in doing.

D. The Advantages Of Concept Sentence Method

As with other learning method, Concept Sentence methods also have advantage and disadvantage. Huda (2013:317) there are several advantages of learning a fringe Concept Sentence. Excess Concept Sentence includes:

- a. Increase the spirit of student learning
- b. To help create a conducive learning atmosphere,
- c. Brings out the joy in learning,
- d. Encourage and develop creative thinking process,
- e. Encourage students to look at something in view a different,
- f. Bring up awareness for change for the better,
- g. Strengthen self-awareness
- h. Better understand key words from subject matter lessons,
- i. More resourceful students teach students who are less clever.

Base on explanation the advantages of concept sentence method. We can conclude that the advantages of learning concept sentence method are as the following:

- a. Students better understand key words from subject matter lessons
- b. Students who are more eloquent to teach students who are less good students

E. The weakness of the Concept Sentence Method

In addition to the benefits, the Concept Sentence methods also have a weakness. Huda (2013:317) exposed the weakness of the Concept Sentence. The weakness of this learning method that are:

- a. Only for certain subjects.
- b. Trend of passive students to take the answer from his friend.

Based on the explanation of the researchers can take the conclusion that the need for a deep understanding of this model so that the application can be implemented effectively.

F. The procedure of the Concept Sentence Method

In the learning process, require the presence of steps the right so that learning can run optimally. The steps the right learning also largely determine the success of a learning method. Suprijono (2015:151) suggest apply Concept Sentence method as follows.

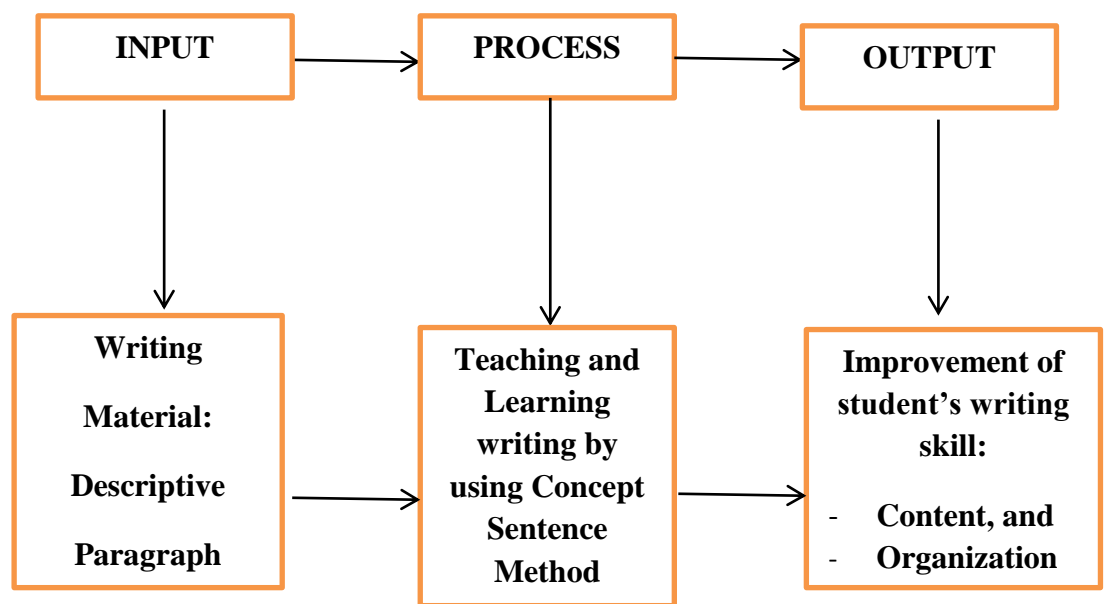
- a. Teacher presents the competence that will be achieved.
- b. Teacher presents the materials associated with learning to taste.
- c. Teacher formed the group whose members are more or less 4-5 people are heterogeneous.
- d. The teacher presents some of the key words in accordance with the material are presented.
- e. Each group was asked to make a few sentences using the 4 key words provided.

- f. The results of the group discussion will be presented again in plenary guided by the teacher.
- g. Students assisted by teacher provide conclusion

Based on the above procedures, then the researcher will take the material about the descriptive text about the tourist attractions and historic famous buildings.

G. Conceptual framework

Figure 1. Conceptual framework



The main components are described as follows:

1. **INPUT** refers to giving a writing test based on descriptive text
2. **PROCESS** refers to the teacher teaching writing skill using Concept Sentence method.
3. **OUTPUT** refers to the improvement of the students' skill in writing descriptive text consists of content and organization.

The conceptual framework above, it shows the process of research in conduct this research. This research will use descriptive text as a writing material. The teaching and learning process in English class which is conducted by the researcher by giving a writing test based on descriptive text. Moreover the researcher will use concept sentence method in teaching and learning process, to know whether or not the students' writing skill.

Based on the conceptual framework concept sentence method is teaching method in teaching writing skill. By giving a card that is contains some keywords to students. The students are able to arrange into several sentences and developed into paragraphs based on the keywords.

Since the use of concept sentence method has spread the importance to know whether or not the students' writing skill through the result of the leaning process in writing on the use of concept sentence method in this research is to get the authentic data about students' writing skill focuses develop their ideas in writing content and organize some sentence to making a good paragraph, can be used as a turning point to reflect on the process and strategy of implementation concept sentence method by the teachers.

H. Hypothesis

The hypotheses of research are:

1. H_0 : Concept sentence method cannot improve students' writing skill at the X grade students of MA Muhammadiyah Palleko.
2. H_1 : Concept sentence method can improve students' writing skill at the X grade students of MA Muhammadiyah Palleko.

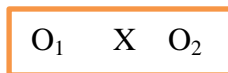
CHAPTER III

RESEARCH METHOD

This chapter deals with research design, subject of the research, variable and indicators, research procedures, research instrument, and procedures data collection.

A. Research Design

This research is experimental design. Experimental design was divided into three kinds namely, pre experimental design, true experimental design and quasi experimental design. The design of this research was pre experimental design. Pre experimental design was design of experimental which uses one class that is being investigated. Moreover the design of this research has three steps, namely pretest, treatment, and posttest design. Treatment (X) was carried out between pretest (O_1) and posttest (O_2). The design was described as follows:



Where:

O_1 = pretest

X = treatment

O_2 = post-test

(Sugiyono. 2015:110-111)

B. Research Variables and Indicator

1. Research Variable

This research consisted of two kinds of variables namely dependent variable and independent variable:

- a. The dependent variables were content and organization of writing descriptive text.
- b. The independent variable was concept sentence method

2. Indicator

The indicators of this research are used to measure the variables. These are content and organization student in writing descriptive text.

C. Population and Sample

1. Population

The population of this research was the all students at first grade of MA Palleko, population in academic year of 2018-2019 which consist of 20 students. .

2. Sample

In this research, the sample was taken by total sampling technique, because there was only one class of first grade students MA Palleko.

D. Instrument of the Research

The instrument of this research consisted of writing test. The test was given before and after the treatment. That was used to get data from each indicator. Therefore, the data in this research was used to measure the students' skill in writing.

E. Procedure of Collecting Data

In this research, the researcher used some procedures in collecting data as follows:

1. Pretest

The pretest was given before treatment. The students were given pretest to identify the students' prior knowledge of writing skill. Pretest was done to find out score were the students are asked to write descriptive text. The researcher gave writing test with some topic related about descriptive text. The students were given 60 minutes to complete their assignment.

2. Treatment

Implementation of use concept sentence method in the classroom:

1. In the first meeting the researcher was opened the class, by do apperception and reinforcement.
2. The researcher created some modeling by gave examples of concept sentence method.
3. The researcher was consisting of four members.
4. The researcher presented some keywords in accordance with the material
5. Each group was asked to make a few sentences using the 4 key words provided.
6. After that the students was asked to make writing of paragraph based on keywords.
7. Then the students were discussed and presented the result of the group discussion.

8. Students provided the conclusion
9. In the second meeting, the researcher gave the pattern of nominal sentence
10. In the third meeting, the researcher was gave the pattern of verbal sentence
11. The fourth meeting researcher gave the students a task to write a simple description text
12. The researcher was checked the task and gave explanation to the students s
13. The last researcher gave advices and suggestions

3. Post-test

After doing the treatment, the students did the post-test through writing test to assess the students' writing skill. The result was used to find out their progress in writing skill after the implementation Concept Sentence method. The test was conducted with the same activities in pretest. The researcher was given 60 minutes to complete their assignments.

F. Technique of Data Analysis

To analyze the data, the researcher scored and classified the students' writing text first. Scoring and classifying the students' writing by using following criteria below:

Table 3.1 Scoring Criteria of Writing Production

There was widely used paragraph rating scale that first proposed by Jacob et. al in 1981. This scale determines the differences in students' writing. According to Shehadeh (2011) the scale defines the following five component areas on 0 - 100 points scale:

Score	Level	Criteria
Content	4	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic.
	3	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail.
	2	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of ideas.
	1	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
Organization	4	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated, well-organized, logical sequencing, cohesive.
	3	GOOD TO AVERAGE: loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	2	FAIR TO POOR: non fluent, ideas confused or disconnected, lacks logical sequencing and development.
	1	VERY POOR: does not communicate, no organization, not enough to evaluate.

The table above was used to analyze the data. Pre-test and post-test were compared to achieve significance result to show how effective was Concept Sentence method to be used in teaching writing based on the score classification table below:

Table 3.2 Score Classification of the Students

No.	Classification	Score
1.	Excellent	96-100
2.	Very Good	86-95
3.	Good	76-85
4.	Fairly Good	66-75
5.	Fair	56-65
6.	Poor	36-55
7.	Very Poor	00-35

(Depdikbud, 1981:45)

The second step was researcher counted the individual score of the students by applying the formula as follows:

$$\Sigma = \frac{X}{N} \times 100$$

(Arikunto, 2006)

Where:

Σ = gained score

X = sum of excellent writing

N = maximum score

100 = fixed score

Third, the researcher computed the students' mean score by using formula as follows:

$$M = \frac{\Sigma x}{N}$$

(Arikunto, 2006)

Where:

M = the mean score of the students

Σx = the total score

N = the number of the students'

Fourth, the researcher calculated the improvement's percentage of students' writing achievement after using Concept Sentence method. The formula as follows:

$$P = \frac{X_2 - X_1}{X_1} \times 100 \%$$

Where:

X1 = Mean score of pre-test

X2 = Mean score of post-test

P = Improvement

(Gay et al, 2006)

To know the percentage of the students' writing in pre-test and post-test by using the following formula:

Where:
$$P = \frac{F}{N} \times 100 \%$$

P = Percentage

F = Frequency

N = the total number of students

(Sudjana, 2017)

To find out the significance difference of the pre-test and post-test, the researcher calculated the value of the test by using the following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where : t : Test of significant

D : The mean score from the different score of pre test and post test

\bar{D} : The mean of D square

$\sum D^2$: The sum of D (the difference between two pair score) square

$(\sum D)^2$: The Square of $\sum D$

N : The number of subject

(Gay et al, 2006)

The formula revealed the significance difference between pre-test and post-test by calculating the value of the t-test. The aim of the formula was to know the teaching method effective or not in achieving the students' writing skill at X Grade MA Muhammadiyah Palleko.

After the students' significance scores (value of t-test) had been gained, it was compared with the value of t-table. When the value of t-test was equal or greater than the value of t-table, it means that Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_1) was accepted because there was significance

difference between pre-test and post-test after taught writing by using Concept Sentence method. The criteria for the hypothesis testing as follows:

Table 3.3 Criteria of the Hypothesis Testing

Testing	Hypothesis	
	H ₀	H ₁
t-test > t-table	Rejected	Accepted
t-table < t-test	Accepted	Rejected

(Sugiyono, 2014)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly presents the findings of the research with the description of the result of data collected through pre-test and post-test. It presents the result of the students' writing skill in terms of content and organization by using Concept Sentence method. While in discusses part, the research describes the findings in details.

A. Findings

The purpose of this research was to find out whether there is the significance differences the students' skill in writing between the students who were taught by using Concept Sentence method. This research was conducted at the X grade students of MA Muhammadiyah Palleko in the academic year of 2018/2019. For the classes, the researcher took the all students at first grade of MA Palleko, population in academic year of 2018-2019 which consist of 20 students.

The data which were analyzed in this research was the result of the test. Firstly, the researcher gave pretest. After giving treatment, the researcher gave post-test to the students. The researcher used a descriptive text in both tests. The scores of the students were compared using formula on chapter III to prove whether there was significant difference between pre-test and post-test.

After the teaching writing process was done, the researcher analyzed the data of the writing skill. The description includes the mean, the percentage of improvement, and T-test.

1. The Frequency of Students' Writing Skill in Descriptive Text

To answer the research questions in the first chapter the researcher employed a test. The first test was the test given before the treatment which was called the pre-test and the second was a test given after the treatment which was usually called a post test. The purpose of the test was to measure the students' ability in writing descriptive text before and after taught by using Concept Sentence method. The students were assigned to write descriptive text based on the topic given. The score of test was the sum of the scores from the two aspects of writing assessment namely **content, and organization**. After obtain the students' score, firstly the researchers classified the students' scores in seven categories.

Table 4.1 Frequency and Percentage Score of Students' Writing Skill in Terms of Content in Pre-test and Post-test

No.	Classification	Pre-test		Post-test	
		frequency	Percentage (%)	frequency	Percentage (%)
1.	Excellent (96-100)	-	-	4	20%
2.	Very Good (86-95)	-	-	1	5%
3.	Good (76-85)	-	-	2	10%
4.	Fairly Good (66-75)	2	10%	9	45%
5.	Fair (56-65)	-	-	1	5%
6.	Poor (36-55)	14	70%	3	15%
7.	Very poor (00-35)	4	20%	-	-
Total		20	100 %	20	100 %

The table showed that there were 20 students participated. In the pre-test, none of students were categorized as *very good category*, *good category* and *excellent category*. Interestingly, there were 18 students

categorized in *very poor category* and *poor category* and 2 students spread in other categories. The *poor category* was the category that has the highest frequency of 14 students (70%) while the *fairly good category* has the lowest frequency of 2 student (10%).

In the post test there was significant improvement of students' writing. Most of the students' score increased so the frequency moved to other categories. This can be seen the number of the students which had *poor category* decreased drastically from 70% to 15%. While, the frequency in *good* decreased from 0% to 10%. In *very good category and fair*, there was one student (5%), even though in pre-test there was no student categorized. While the *very poor category* none of the students categorized. Thus, the most of students' increase occurred in the *fairly good and excellent category*

After the score of students was classified, the researcher analyzed the student scores to find the mean score used to see the improvement that occurred in the class. The result of means score can be seen from the table below.

4.2. The Mean Score of Students' Writing Skill in Terms of Content.

No	Writing Indicator	Mean Score		Improvement (%)
		Pre-test ($\bar{X} 1$)	Post-test ($\bar{X} 2$)	
1.	Content	47.50	76.87	61.83

The data analysis of the students' writing content can be seen in **Appendix K**. Based on the result of data analysis, the mean score of the students' writing content in post-test was 76.87, and it means that the

student's skill in writing descriptive text through Concept Sentence method is good.

The table, indicates that the improvement of the students' writing skill by using Concept Sentence method for content aspect was significant. The students' mean score in pre-test was 47.50 (poor), while the students' mean score in post-test was 76.87 (good). Thus, the improvement of the students' mean score in terms of content between pre-test to post-test was 61.83%.

The mean score of post-test (76.87) was higher than the mean score of pre-test (47.5). Based on these results, it concluded that using Concept Sentence method could improve the students' writing skill in terms of content.

Table 4.3. Frequency and Percentage Score of Students' Writing Skill in Terms of Organization in Pre-test and Post-test

No.	Classification	Pre-test		Post-test	
		frequency	Percentage (%)	frequency	Percentage (%)
1.	Excellent (96-100)	-	-	2	10%
2.	Very Good (86-95)	-	-	-	-
3.	Good (76-85)	-	-	-	-
4.	Fairly Good (66-75)	1	5%	13	65%
5.	Fair (56-65)	-	-	-	-
6.	Poor (36-55)	11	55%	5	25%
7.	Very poor (00-35)	8	40%	-	-
Total		20	100 %	20	100 %

The table above showed the frequency and percentage of students' ability in writing. Interestingly, the result of pre-test revealed that none of the students can be put in *excellent category*, *very good category*, *good category* and *fair category*. While in post-test, none of students were

classified *very good category*, *good category* and *fair category*. In the *very poor category* there were 11 students in the pre -test. It was the category that has the highest frequency of 8 students (40%). While only 1 student was in *fairly good category*.

In the post test there was improvement. It can be seen that *poor category* decreased from 55% to 25%. In addition, most of the improvements occurred in *fairly good category*, and none of students was categorized *excellent category* but after the treatment there were 2 students (10%).

The second was the researcher analyzed the student scores to find the mean score used to see the improvement that occurred in the class. The result of means score can be seen the table below

4.4. The Mean Score of Students' Writing Skill in Terms of Organization.

No	Writing Indicator	Mean Score		Improvement (%)
		Pre-test ($\bar{X} 1$)	Post-test ($\bar{X} 2$)	
1.	Organization	41.25	71.25	72.72%

The table above showed there was improvement in writing indicator in terms of organization. The data analysis of the students' writing organization aspect also can be seen in **Appendix K**. Based on the data analysis; it is found that the mean score of the students' writing organization in post-test was 71.25.

The table, indicates that the improvement of the students' writing skill by using Concept Sentence method in organization aspect was quite

significant. The students' mean score in pre-test was 41.25 (poor), and it improved to be 71.25 (good) in post-test. Thus, the improvement of the students' mean score in terms of organization between pre-test to post-test was 72.72%.

The mean score of post-test (71.25) was higher than the mean score of pre-test (41.25). Therefore, the researcher concluded that there was significant improvement of using Concept Sentence method in writing descriptive text.

Table 4.5. The Students' Improvement in Writing Skill

No	Indicator	Pretest	Posttest	Improvement%
1.	Writing Skill	43.12	74.06	71.75%

Based on Table 4.3, showed that the mean score of pre-test was 43.12 and post-test was 74.06. The improvement of the pretest and posttest was 71.75%. Based on the result, it concluded that the using Concept Sentence method was able to give greater contribution in teaching and learning writing descriptive text.

2. Hypothesis testing (t-test of Significant).

The hypothesis testing is the next step to get conclusion of analysis this research. The researcher committed test in one class was taught by using Concept Sentence method. After that, the two means score of group compared by using T-test formula. The researcher used T-test for the

hypothesis test. T-test formula used to prove that effectiveness on teaching writing descriptive text by using Concept Sentence method.

The result of t-test was higher than t-table' values, the null hypothesis (H0) was rejected, and if the result of t-test was lower than the t-table' value, the null hypothesis (H0) was accepted. The result of the statistical analysis of t-test at the level of significance 0.05 with degree of freedom (df) = n – 1, where n: number of students was 20. It could be seen as follows:

$$df = n-1,$$

$$df = 20-1, df = 19$$

Based on the level of significance and the degree of freedom (df) = 19(p) = 0.05 above, the value of the t-table = 2.093. The result of t-test for writing skill focused on content and organization could be seen below:

Table 4.6 Distribution the Value of T-Test and T-Table of Students' Writing Skill

Variable	T-test	T –table	Comparison	Classification
Students writing	10,05	2.093	t-test> t-table	Significantly Different

Table 4.6, showed that t-test value for writing skill focused on content and organization with the t-test value was 10.05>2.093. It indicated that the result of t-test value in all of variable and indicator was higher than t-table value. It means that there were a significant different between the result of pretest and posttest in writing skill.

Through the result of pre-test and post-test, the result of t-test value of the level of the significant (p) = 0.05 with degree of freedom (df) = 19

indicated t-test value was greater than t-table value was $10,46 > 2.093$ there was significant different. Therefore, it can be concluded that statistically hypothesis of (H_0) was rejected and the statistically hypothesis of (H_1) was accepted. It means that that there were improvement of the students' writing skill in terms of content and organization. Based on discussion above, it concluded that Concept Sentence method was one of teaching method that could improve the students' writing skill at X grade MA Muhammadiyah Palleko.

B. Discussion

In this part, the discussion covers their interpretation of the result derived from the result of statistical analysis to depict the students' ability in terms of content, and organization. From the result of the test of pre-test and post-test, it can be concluded that there is a significant difference between the achievements of the students' in writing text taught by using Concept Sentence. From the result of the test, the score of students' writing increased, the students' score in the post-test was higher than their score in pre-test. It means that their achievement in English writing descriptive text in terms of content and organization got improvement. It was proved by depiction of analysis in finding. It means that Concept Sentence was more effective method especially in teaching writing.

1. The Differences of Students' Writing Skill in Pre-test and Post-test

The result of hypothesis test showed that there was a significant difference of the students' writing skill after taught by using Concept Sentence method. It can

be proved from the $T\text{-test} > T\text{-table}$, it means Concept Sentence method is more effective method.

Concept Sentence method is good method to help students increase writing skill. According to Rizki (2015) that using Concept Sentence method significantly effects on the students' achievement in writing narrative text. It is found that the mean score of the students was taught by using concept sentence technique was higher than by using lecturing technique. It helps the teacher to be more creative in teaching writing narrative text. And also it is suggested to the students guided by the teacher to apply concept sentence technique in order to improve their creativity in writing a text especially in writing narrative text.

In addition the use of Concept Sentence method is one of important thing which supports improving students' writing skill. Concept Sentence is effective method because it makes students interested, enthusiastic, and motivated in learning writing.

The description of data collected from the students' writing showed that the total score, also the percentage of the improvement of the students' pre-test and post-test result. Based on the finding, the using Concept Sentence method made the students had mean score that was higher than before using the Concept Sentence method. Nevertheless, the difference means score of the post-test was higher than pre-test. It means that the using Concept Sentence method to teach writing at X grade of MA Muhammadiyah Palleko was effective. The alternative was accepted.

The Concept Sentence method can be used by the teacher in teaching writing especially in teaching descriptive text. Before using, the teacher should know well how to use Concept Sentence method in the same time. Therefore, the teacher can explained clearly to the students what they were going to do in learning process. Then, the teacher should create the good atmosphere in the process of learning to make class become more interesting for the students. In addition, the teachers were suggested to handle the time allocation during the teaching learning process because it takes a lot of times.

The implementation of Concept Sentence method in learning processes and outcomes discussion can be seen from the following indicators:

- a) Improve the students' information before discussion. The students will get information by some key words where duration 2-4 minute. They acquired new information first before discussion session and it recalls the information that student have.
- b) Improve the student's activeness in the discussion. The students would to express their opinions. Usually some of students were not confident to express their opinions even if they were not commanded by the teacher. Through Concept Sentence method, the students were become active. The students are able to made sentence based on key words. Then, students got the opportunity to interact with each other they could express theirs idea based on the topic they got. Students develop sentences into paragraphs. They were usually inactive become more active.

- c) Improve students' interest and concentration. Before the study was conducted, students showed a lack of interest in learning. After the treatment, students were more interested in following the discussion of learning, students also paid more attention to the teachers explanation, and focus more on learning

Concept Sentence method is a beneficial method that can gain the students to write better and can increase the students' motivation in learning. But, that is not successful automatically. It requires a lot time and effort to make it work.

2. The Students' Writing Skill Descriptive Text Improvement in Terms of Content and Organization

The result of hypothesis test showed that the students taught in post-test have higher scores than pre-test. It can be proved from average of writing achievement. The students' score in post-test have higher scores (43.12) than pre-test (74.06).

This indicated that the students' writing ability had increased after the implication of cooperative learning with Concept Sentence method. The scores of writing components also indicated that the students performed better in the post-test. The students performed better in two writing components namely content, and organization.

Concept Sentence method is a beneficial method that can gain the students to write better and can increase the students' motivation in learning. But, that is not successful automatically. It requires a lot time and effort to make it work. The following paragraph below is the achievement of the students after being taught using Concept Sentence method.

a) Content

Content is one of the components of writing. To produce good writing, a writer needed to create good content to make the reader understand the text better. In assessing content, there are some aspect that needs to be considered like: knowledgeable, development of the topic, substantive or completeness.

Based on the findings, it can be known that there was improvement in post-test. It was proved by the mean score of the student in pre-test was 47.50, while, the mean score in posttest was 76.87 with 61.83% improvement. In addition, the improvement can also be seen in table 4.2 classification of students score. Most of the students moved from poor category to fairly good category.

Concept Sentence method give a positive effect to the students. Therefore, it increases the students' writing component. The use of Concept Sentence contributed greatly to the increase the score of students' content in post-test. By giving the topic and some key words, it stimulated the students to improve their ideas. It is related with theory of Shantika (2013) Concept Sentence method makes students easy to express their idea. She also said that Concept Sentence can motivate the students in developing their imagination in writing. It is made the students interest, enthusiastic, and motivated.

In addition, Concept Sentence method involves discussion session. It made the students get input from their friends in the same group. The input obtained from their friends provided additional information in developing the content.

The explanation above indicates that by using Concept Sentence method in writing, the students knew the steps how they should prepare before writing.

b) Organization

Organization here talking about students' preparation their self before writing, it should be coherence with their idea and subject of what they want to write. Organization was the ability to developed ideas and topic which is relevant in a united form.

The improvement was 72.72%. The mean score of students' organization was 41.25 as classified poor in pre-test while in post-test was 71.25 classified good. The percentages which pass the fairly good category in post-test there were 13 students (65%) and only 2 students which pass the excellent category in post-test. It means the percentages lowed there were 5 students who passed the poor category.

Nurpadilah (2017) claimed that Concept Sentence can improve the students' skill to write descriptive text in variable of organization. By using Concept Sentence the students get improvement in organizing their idea and when they wrote text the first sentence and the next sentence was connected. Based on the observation of the researcher, half of the students gave correction to their friends in the same group in arranging the sentence to be paragraphs. Therefore the students can develop their sentence into paragraphs.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part was conclusion based on the research findings and conclusion. The second part was suggestion based on the conclusion.

A. Conclusion

Based on the result of data analysis and discussion of the result in the previous chapter, the researcher concludes that:

1. The students' writing in terms of content and organization at the X Grade MA Muhammadiyah Palleko improved after taught by Concept Sentence method. It is shown by the significant difference between the pre-test and the post-test score. The mean score of post-test is higher than pre-test. The score of students' writing in writing descriptive text in pre-test was 41.25 while in post-test was 71.25. The improvement was 71.72%.
2. Concept Sentence method is effective method on the students' writing skill in descriptive text. It is proved by the result of t-test which showed that the value of t-test 10.05 was higher than the value of t-table 2.093. It means that the null hypothesis was rejected and alternative hypothesis was accepted. Therefore, it can be concluded that there was significant effect of using Concept Sentence method on the students' writing skill in descriptive text.

B. Suggestion

The successful teaching does not depend on the lesson plan program only, but more importantly is how the teacher presents the lesson plan and uses various methods to manage the class more live and regarding to the teaching writing by using Concept Sentence method, the researcher gave some suggestion for the teacher and the students.

The teacher should be more creative to enrich their teaching method and material. Choosing strange or unique words can stimulate them in learning English. The materials are presented in an enjoyable, relaxed and understandable way. That's way it is suggested for the teacher to apply Concept Sentence method in teaching English.

The students are hoped to be more interested in writing a text, be creative and enthusiastic to think some ideas, enrich vocabulary, writing appropriate language use to make good writing. If the students have many problems, they should ask to the teacher for solving it.

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APPENDICES

APPENDIX A
INSTRUMENT

PRE – TEST

Activity : Writing Test

Time : 90 minutes

Instruction

Make a descriptive text in paragraph by your own words and choose one of the topics below that you think interesting. Write down anything at all that comes into your head! You may open your dictionary.

1. My School
2. My teacher

POST – TEST

Activity : Writing Test

Time : 90 minutes

Instruction

Make a descriptive text in paragraph by your own words and choose one of the topics below that you think interesting. Write down anything at all that comes into your head based on key words! You may open your dictionary.

1. My Best friends
2. My family

APPENDIX B
LESSON PLAN AND LEARNING MATERIAL

RENCANA PELAKSANAAN
PEMBELAJARAN (RPP)

School : MA Muhammadiyah Palleko
Subject : English
Grade : X
Skill Focus : Writing Descriptive Text
Time Allotment : 8 x 45 minutes (4 pertemuan)

A. Kompetensi Inti

1. Memahami dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku yang jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan , teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
4. Mencoba mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.3.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek, dan sederhana, sesuai dengan konteks penggunaannya.
- 4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

C. Indikator

1. Siswa dapat menentukan generic structure dari deskriptif teks.
2. Siswa dapat mendeskripsikan gambar secara singkat berdasarkan gambar yang diberikan.
3. Siswa dapat menulis deskriptif teks

D. Tujuan Pembelajaran

1. Setelah siswa membaca tentang teks deskriptif, siswa dapat menentukan generic structure dari sebuah teks deskriptif dengan tepat.
2. Siswa dapat mendeskripsikan gambar secara singkat berdasarkan gambar yang diberikan
3. Siswa dapat membuat teks deskriptif sederhana

E. Materi Pembelajaran

a. Pengertian Descriptive Text

Descriptive Text merupakan jenis teks yang banyak digunakan dalam kehidupan sehari-hari dalam menggambarkan benda, tempat, manusia, hewan dan lain sebagainya. Descriptive text diartikan sebagai sebuah teks bahasa Inggris untuk menggambarkan seperti apa benda atau makhluk hidup yang kita deskripsikan, baik secara kenampakan, bau, suara, tekstur, jumlah, maupun sifat-sifatnya dari benda atau makhluk hidup tersebut.

b. Tujuan Descriptive Text

Dilihat dari pengertiannya di atas, maka sebenarnya kita sudah bisa memahami apa itu tujuan descriptive text. Tujuannya adalah untuk menggambarkan segala sesuatu baik itu manusia, hewan, tumbuhan atau

benda mati dengan sifat yang melekat padanya seperti ukuran, jenis, warna, dan sebagainya sehingga pembaca atau reader dapat mengetahui seperti apa sesuatu itu dari gambaran yang kita sampaikan meskipun ia belum pernah melihatnya.

c. Generic structure

- a. Identification: Tujuannya adalah untuk mengidentifikasi sesuatu yang ingin dideskripsikan atau digambarkan. Penjelasan mudahnya, identification berfungsi untuk memperkenalkan kepada pembaca tentang objek atau sesuatu yang akan kita gambarkan sebelum kita beritahu tentang sifat-sifatnya.
- b. Description: Bagian ini – pada paragraf kedua dan seterusnya – berisi tentang sifat-sifat yang melekat pada sesuatu yang sudah kamu kenalkan pada pembaca pada paragraf pertama.

d. Ciri-ciri berikut ini ketika akan menulis menggunakan genre descriptive text:

Menggunakan Simple Present Tense. Hal ini karena kita akan menggambarkan sebuah fakta atau kebenaran secara spesifik yang melekat pada sesuatu atau orang. Dan salah satu fungsi dari simple present adalah untuk menggambarkan sebuah fakta atau kebenaran (contoh fakta: matahari itu panas).

Karena fungsinya adalah untuk menggambarkan sesuatu dengan menjelaskan sifat-sifatnya, maka dalam descriptive text akan banyak dijumpai kata sifat (adjective), seperti handsome, beautiful, tall, small, big, atau jika kata sifat tersebut berasal dari kata kerja, maka kamu akan mendapati tambahan -ve, -ing, -nt di belakangnya.

Dalam descriptive text kita juga akan sering menjumpai relating verb (kata kerja penghubung) yaitu is (seperti pada ciri nomor 1). Is dalam bahasa Indonesia sering diartikan dengan “adalah”. Karena tujuan atau fungsi descriptive text adalah untuk menggambarkan, maka pasti kita akan sering menjumpai kata adalah (is). His name is Andy (namanya adalah Andy), his height is 160 cm (tingginya adalah 160 cm).

d. Contoh Descriptive Text

Title	My Classroom
Identification	My school, State Junior High School 1 of Yogyakarta, is at 20 Jl. Diponegoro in center of city.
Description	<p>My school is big. It has 18 clean classrooms, ten clean toilets, there laboratories, a big library, a teacher room and a headmaster room. It has a beautiful school park in the center of the school.</p> <p>The computer room is next to the library and a sport hall is behind the computer room. There is a large parking area beside the sport hall. There are notice boards in every classroom. There is also a beautiful mosque in front of the teacher's room.</p>

- Fungsi sosial
 1. Menjaga hubungan interpersonal dengan guru dan teman
 2. Memberi informasi tentang bangunan bersejarah terkenal melalui ciri – ciri yang dimiliki.
- Sturuktur teks
 1. Menyebutkan generic structure dari descriptive text (identification and description)
- Unsur kebahasaan
 1. Penyebutan sebutan tentang bangunan (room)
 2. Adjective (beautiful and big)
 3. Adjective phrase (beautiful mosque)
 4. Simple present tense (is and are)
 5. Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, my dsb.

F. Metode Pembelajaran

Conept Sentene

G. Langkah-langkah Kegiatan

Pertemuan I

Kegiatan Pendahuluan (10 menit)

- a. Guru memberi salam pada siswa
- b. Guru memeriksa kehadiran siswa.
- c. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- d. Guru menjelaskan pentingnya materi yang akan dipelajari dan kompetensi yang harus di kuasai.
- e. Tanya jawab terkait wawasan siswa mengenai descriptive text

Kegiatan Inti (65 menit)

a) Observing (10 menit)

1. Menjelaskan tentang metode Concept Sentence dan aturan ketika menerapkan.
2. Guru memperlihatkan contoh gambar dan teks deskriptif tentang sekolah.
3. Guru meminta siswa untuk mendeskripsikan gambar.

b) Questioning (10 menit)

1. Guru memberikan kesempatan siswa untuk mempertanyakan antara lain tentang pengertian, fungsi, dan struktur dari deskriptif text.
2. Guru menjelaskan gambaran umum tentang teks deskriptif, apa fungsi sosial teks deskriptif, dan generik struktur teks deskriptif
3. Guru menjelaskan bagaimana menulis sebuah teks deskriptif dengan concept sentene. Example

Keywords: 1. Address 2. Location 3. Size 4. Facility

4. Guru meminta siswa untuk menentukan generic structure dari suatu teks deskriptif tentang bangunan bersejarah.

c) Exploring (15 menit)

1. Siswa di bentuk ke dalam beberapa kelompok (4-5 siswa masing-masing kelompok)
2. Siswa di minta untuk duduk bersama dengan teman kelompoknya

3. Kemudian guru memperlihatkan contoh gambar tentang bangunan bersejarah.
 4. Guru meminta masing – masing anggota kelompok mendeskripsikan gambar dengan menulis di papan tulis secara bergantian.
- d) Associating (15 menit)
1. Siswa di minta untuk membuat kalimat berdasarkan kata kunci.
 2. Kemudian siswa di minta untuk membuat teks deskriptif sederhana dengan mengembangkan kalimat tersebut menjadi sebuah paragraf yang didasarkan pada kata kunci.
- e) Communicating (15 menit)
1. Siswa di minta untuk berdiskusi bersama teman kelompoknya dan mempresentasikan hasil diskusinya.

Kegiatan Penutup (15 menit)

1. Guru bertanya kepada siswa tentang kesulitan dalam proses aktivitas belajar mengajar
2. Guru memberikan kesimpulan mengenai materi yang telah disampaikan (teks deskriptif)
3. Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi yang belum di pahami.
4. Guru memberikan tugas tentang struktur dan tujuan dari teks deskriptif dan menutup kelas.

Pertemuan II

Kegiatan Pendahuluan (10 menit)

Apersepsi

1. Tanya jawab terkait kondisi siswa
2. Tanya jawab tentang pelajaran minggu lalu sekaligus menyampaikan tujuan pembelajaran, siswa mengenai descriptive text,
3. Guru membangun motivasi siswa.

Kegiatan Inti

- a) Observing (10 menit)

1. Siswa menyimak materi yang di sampaikan oleh guru.
 2. Guru memberikan contoh bagaimana cara membuat teks deskriptif dengan metode Concept Sentence. (simulasi)
 3. Guru memperlihatkan 2 contoh gambar dan teks deskriptif tentang tempat wisata terkenal.
 4. Guru meminta siswa untuk mendeskripsikan gambar.
- b) Questioning (10 menit)
1. Siswa diberikan kesempatan untuk mempertanyakan tujuan dan fungsi dari teks deskriptif tersebut.
 2. Guru menjelaskan gambaran umum tentang teks deskriptif, apa fungsi sosial teks deskriptif, dan generik struktur teks deskriptif
 3. Guru menjelaskan bagaimana menulis sebuah teks deskriptif dengan Concept Sentence.
 4. Guru meminta siswa untuk menentukan generic structure dari suatu teks deskriptif tentang tempat wisata.
- c) Exploring (15 menit)
1. Guru membagi siswa ke dalam beberapa kelompok (4-5 siswa masing-masing kelompok)
 2. Siswa di minta untuk duduk bersama dengan teman kelompoknya
 3. Kemudian guru memperlihatkan contoh gambar tentang tempat wisata.
 4. Guru meminta masing – masing anggota kelompok mendeskripsikan gambar.
- d) Associating (15 menit)
1. Siswa di minta untuk membuat kalimat berdasarkan kata kunci yang mereka kembangkan.
 2. Kemudian siswa di minta untuk membuat teks deskriptif sederhana dengan mengembangkan kalimat tersebut menjadi sebuah paragraf yang didasarkan pada kata kunci.
- e) Communicating (15 menit)

1. Siswa di minta untuk berdiskusi bersama teman kelompoknya dan mempresentasikan hasil diskusinya.

Kegiatan Penutup (15 menit)

1. Guru bertanya kepada siswa tentang kesulitan dalam proses aktivitas belajar mengajar
2. Guru memberikan kesimpulan mengenai materi yang telah disampaikan (teks deskriptif)
3. Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi yang belum di pahami.
4. Guru memberikan tugas tentang struktur dan tujuan dari teks deskriptif dan menutup kelas.

Pertemuan III

Kegiatan Pendahuluan (10 menit)

1. Guru memberi salam pada siswa
2. Guru memeriksa kehadiran siswa.
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
4. Guru menjelaskan pentingnya materi yang akan dipelajari dan kompetensi yang harus di kuasai.

Kegiatan Inti

a) Observing (10 menit)

1. Guru melanjutkan materi pembelajaran
2. Guru memperlihatkan contoh gambar dan teks deskriptif tentang orang terkenal.
3. Guru meminta siswa untuk mendeskripsikan gambar.

b) Questioning (10 menit)

1. Guru memberikan kesempatan siswa untuk mempertanyakan antara lain tentang pengertian, fungsi, dan struktur dari deskriptif text.
2. Guru menjelaskan gambaran umum tentang teks deskriptif, apa fungsi sosial teks deskriptif, dan generik struktur teks deskriptif

3. Guru menjelaskan bagaimana menulis sebuah teks deskriptif dengan Concept Sentene
 4. Guru meminta siswa untuk menentukan generic structure dari suatu teks deskriptif tentang orang terkenal.
- c) Exploring (15 menit)
5. Guru membagi siswa ke dalam beberapa kelompok (4-5 siswa masing-masing kelompok)
 6. Siswa di minta untuk duduk bersama dengan teman kelompoknya
 7. Kemudian guru memperlihatkan contoh gambar tentang orang terkenal. Guru meminta masing – masing anggota kelompok mendeskripsikan gambar dengan menulis di papan tulis secara bergantian.
- d) Associating (15 menit)
3. Siswa di minta untuk membuat kalimat berdasarkan kata kunci.
 4. Kemudian siswa di minta untuk membuat teks deskriptif sederhana dengan mengembangkan kalimat tersebut menjadi sebuah paragraf yang didasarkan pada kata kunci.
- e) Communicating (15 menit)
1. Siswa di minta untuk berdiskusi bersama teman kelompoknya dan mempresentasikan hasil diskusinya.

Kegiatan Penutup (15 menit)

1. Guru bertanya kepada siswa tentang kesulitan dalam proses aktivitas belajar mengajar
2. Guru memberikan kesimpulan mengenai materi yang telah disampaikan (teks deskriptif)
3. Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi yang belum di pahami.
4. Guru memberikan tugas tentang struktur dan tujuan dari teks deskriptif dan menutup kelas.

Pertemuan IV

Kegiatan Pendahuluan (10 menit)

Apersepsi

1. Tanya jawab terkait kondisi siswa
2. Tanya jawab tentang pelajaran minggu lalu sekaligus menyampaikan tujuan pembelajaran, siswa mengenai descriptive text,
3. Guru membangun motivasi siswa.

Kegiatan Inti

a) Observing (10 menit)

1. Guru melanjutkan kembali materi tentang teks deskriptif. Guru menjelaskan komponen yang ada dalam teks deskriptif yaitu penggunaan simple present tense dalam bentuk nominal sentence untuk menyusun teks deskriptif.
2. Guru menunjukkan pola kalimat nominal dan beberapa contoh:

:

S + TO BE (am, is, are) + ADJ, NOUN, ADV
--

Examples:

- a. They are teacher in SMP Muhammadiyah 1 Makassar
 - b. She is beautiful
- b) Questioning (10 menit)
1. Guru bertanya kepada siswa secara acak tentang pemahaman mereka
 2. Siswa diberikan kesempatan untuk mempertanyakan tentang penggunaan pola nominal dalam membuat teks deskriptif.
 3. Guru menjelaskan gambaran umum tentang teks deskriptif, bagaimana penggunaan pola nominal dalam teks deskriptif.
 4. Guru menjelaskan bagaimana menulis sebuah teks deskriptif dengan concept sentene berdasarkan kata kunci.
 5. Guru meminta siswa untuk menentukan generic structure dari suatu teks deskriptif tentang orang terkenal.
- c) Exploring (15 menit)

1. Guru membagi siswa ke dalam beberapa kelompok (4-5 siswa masing-masing kelompok)
 2. Siswa di minta untuk duduk bersama dengan teman kelompoknya
 3. Kemudian guru memperlihatkan contoh gambar tentang orang terkenal
 4. Guru meminta masing – masing anggota kelompok mendeskripsikan gambar dengan menggunakan pola nominal.
- d) Associating (15 menit)
1. Siswa di minta untuk membuat kalimat berdasarkan kata kunci. siswa di beri tugas menulis beberapa kalimat nominal.
 2. Kemudian siswa di minta untuk membuat teks deskriptif sederhana dengan mengembangkan kalimat tersebut menjadi sebuah paragraf yang didasarkan pada kata kunci.
 3. Siswa diminta untuk membuat teks deskriptif sederhana dengan menggunakan simple present tense.
- e) Communicating (15 menit)
4. Siswa di minta untuk berdiskusi bersama teman kelompoknya dan mempresentasikan hasil diskusinya.

Kegiatan Penutup (15 menit)

1. Guru bertanya kepada siswa tentang kesulitan dalam proses aktivitas belajar mengajar
2. Guru memberikan kesimpulan mengenai materi yang telah disampaikan (teks deskriptif)
3. Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi yang belum di pahami.
4. Guru memberikan tugas tentang struktur dan tujuan dari teks deskriptif dan menutup kelas

H. Sumber Belajar

1. Media : papan tulis, spidol,
2. Sumber Belajar : Buku teks yang relevan untuk SMA Kelas X

Pengertian, Tujuan, Struktur, Ciri dan Contoh Deskriptive text.2013
<http://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-ciri-dan.html> diakses pada 2 Agustus 2018

I. Penilaian

1. Jenis / Teknik Penilaian

- Tes tulis dan tes kinerja
 - Penilaian proses berlangsung selama pembelajaran berlangsung yang dimulai sejak aktivitas mengamati, menanya, mengeksplorasi, mengasosiasi hingga mengkomunikasikan
- Kerja (praktik)
 - Mempresentasikan hasil karyanya
 - Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam descriptive text.

J. Pedoman Penskoran Rubrik

a. Rubrik Penilaian Writing (Penilaian untuk Subjektif test)

Writing Assessment Table

Name of Student:

Items	Level	Criteria	Score
Content	4	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic.	
	3	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail.	
	2	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of ideas.	
	1	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent,	

		or not enough to evaluate.	
Organization	4	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated, well-organized, logical sequencing, cohesive.	
	3	GOOD TO AVERAGE: loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.	
	2	FAIR TO POOR: non fluent, ideas confused or disconnected, lacks logical sequencing and development.	
	1	VERY POOR: does not communicative, no organization, not enough to evaluate.	

$$\text{Skor} = \frac{\text{jawaban benar}}{\text{skor maksimal}} \times 100$$

Takalar, oktober 2018

Mengetahui,

Guru Mata Pelajaran

Hasriani S.Pd

Peneliti

Munika Rikani

Assessment

PERTEMUAN I

1. Make descriptive text based on this picture! at least consist of 4 sentences.

You may open your dictionary.



Task 2

Borobudur Temple



The Borobudur Temple Compounds is one of the greatest Buddhist monuments in the world, and was built in the 8th and 9th centuries AD during the reign of the Syailendra Dynasty. The monument is located in the Kedu Valley, in the southern part of Central Java, at the centre of the island of Java, Indonesia.

The main temple is a stupa built in three tiers around a hill which was a natural centre: a pyramidal base with five concentric square terraces, the trunk of a cone with three circular platforms and, at the top, a monumental stupa. The walls and balustrades are decorated with fine low reliefs, covering a total surface area of 2,520 m². Around the circular platforms are 72 openwork stupas, each containing a statue of the Buddha.

The vertical division of Borobudur Temple into base, body, and superstructure perfectly accords with the conception of the Universe in Buddhist cosmology. It is believed that the universe is divided into three superimposing spheres, *kamadhatu*, *rupadhatu*, and *arupadhatu*, representing respectively *the sphere of desires* where we are bound to our desires, *the sphere of forms* where we abandon our desires but are still bound to name and form, and *the sphere of formlessness* where there is no longer either name or form. At Borobudur Temple, the *kamadhatu* is represented by the base, the *rupadhatu* by the five square terraces, and the *arupadhatu* by the three circular platforms as well as the big stupa. The whole structure shows a unique blending of the very central ideas of ancestor worship, related to the idea of a terraced mountain, combined with the Buddhist concept of attaining Nirvana.

The Temple should also be seen as an outstanding dynastic monument of the Syailendra Dynasty that ruled Java for around five centuries until the 10th century.

The Borobudur Temple Compound consists of three monuments: namely the Borobudur Temple and two smaller temples situated to the east on a straight axis to Borobudur. The two temples are Mendut Temple, whose depiction of Buddha is represented by a formidable monolith accompanied by two Bodhisattvas, and Pawon Temple, a smaller temple whose inner space does not reveal which deity might have been the object of worship. Those three monuments represent phases in the attainment of Nirvana.

The temple was used as a Buddhist temple from its construction until sometime between the 10th and 15th centuries when it was abandoned. Since

its re-discovery in the 19th century and restoration in the 20th century, it has been brought back into a Buddhist archaeological site.

2. What is the topic of the text?
3. Identify the generic structure of the text.
4. Identify the language feature of the text.
5. Underline the noun phrases with the adjective as the modifier.
6. Underline the simple present tense.

Assessment Pertemuan II

1. Make descriptive text based on this picture (Tope Jawa Beach)! at least consist of 8 sentences. You may open your dictionary



Assessment Pertemuan III

- a. Make descriptive text based on this picture! You may open your dictionary



Assessment Pertemuan IV

b. Make descriptive text based on this picture! You may open your dictionary



Learning Material PERTEMUAN III & IV



RIDHO RHOMA

Introduction

Ridho rhoma is one of famous artist in this country. Now, he is a student of one private university in Jakarta. He is a singer. Ridho rhoma is the son of the dangdut singer legend Rhoma Irama. He becomes a singer as his father with his band namely SONET 2 BAND follow the music genre of his father.

Body

Ridho rhoma is white-skinned. He is tall and average build. He is 21 years old, ridho has wavy, short, black hair, pointed nose and rather big eyes. His face is oval. And her cheeks are dimpled when he smiles. Ridho is an attractive man with the red T-shirt. He is calm and very authority. The most important. he has melodious voice as his father.

Conclusion

He is a handsome boy. Every girl when sees him said that he is a perfect boy. So, don't be carious if most of his fans is girls. More over his melodious voice can suffer every people who listens it.

- Fungsi sosial
 3. Menjaga hubungan interpersonal dengan guru dan teman
 4. Memberi informasi tentang orang terkenal melalui ciri – ciri yang dimiliki.
- Sturuktur teks
 2. Menyebutkan generic structure dari descriptive text (identification and description)
- Unsur kebahasaan
 6. Penyebutan sebutan orang terkenal (artist)
 7. Adjective (tall, oval, and handsome ect.)
 8. Adjective phrase (handsome boy)
 9. Simple present tense (is and are)
 10. Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, my dsb.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School : MA Muhammadiyah Palleko
Subject : English
Grade : X
Skill Focus : Writing Descriptive Text
Time Allotment : 4 x 45 minutes (2 pertemuan)

A. Kompetensi Inti

- c. Memahami dan menghayati ajaran agama yang dianutnya.
- d. Menghargai dan menghayati perilaku yang jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- e. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
- f. Mencoba mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator

1. Siswa dapat membuat teks deskriptif tentang tempat wisata yang mereka ketahui.
2. siswa dapat mempresentasikan hasil deskriptif yang telah di buatnya di depan kelas dengan cara menuliskan di papan tulis.

D. Tujuan Pembelajaran

1. Setelah siswa diberikan contoh tentang teks deskriptif, siswa dapat membuat teks deskriptif tentang tempat wisata yang mereka ketahui.
2. Setelah siswa membuat teks deskriptif tentang tempat wisata, siswa dapat mempresentasikan hasilnya di depan kelas dengan menuliskannya di papan tulis.

E. Materi Pembelajaran

3. Teks monolog berbentuk teks deskriptif tentang hewan
4. Penjelasan tentang ciri kebahasaan (present tense)

Pertemuan V

Kegiatan Pendahuluan (10 menit)

1. Guru memberi salam pada siswa
2. Guru memeriksa kehadiran siswa.
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
4. Guru menjelaskan pentingnya materi yang akan dipelajari dan kompetensi yang harus di kuasai.

Kegiatan Inti

a. Observing (10 menit)

1. Guru bertanya kepada siswa tentang materi sebelumnya teks deskriptif dan memberikan penjelasan
2. Guru melanjutkan materi tentang teks deskriptif. Guru menjelaskan fitur teks deskriptif, Guru menjelaskan komponen yang ada dalam teks deskriptif .
3. Guru menunjukkan pola bentuk verbal dan beberapa contoh:

S + V1 + s/es

S + Do/Does + not + V1

Do/does + S + V1

Example :

- She eats cakes
- She does not eat cakes
- Does she eat cakes?

5. Guru memperlihatkan contoh gambar dan teks deskriptif tentang hewan
 6. Guru meminta siswa untuk mendeskripsikan gambar.
- b) Questioning (10 menit)

1. Guru bertanya kepada siswa secara acak tentang pemahaman mereka
2. Siswa diberikan kesempatan untuk mempertanyakan tentang penggunaan pola verbal dalam membuat teks deskriptif.
3. Guru menjelaskan gambaran umum tentang teks deskriptif, bagaimana penggunaan pola verbal dalam teks deskriptif.
4. Guru menjelaskan bagaimana menulis sebuah teks deskriptif dengan concept sentence berdasarkan kata kunci.
5. Guru meminta siswa untuk menentukan generic structure dari suatu teks deskriptif tentang hewan.

c) Exploring

1. Guru membagi siswa ke dalam beberapa kelompok (4-5 siswa masing-masing kelompok)
2. Siswa di minta untuk duduk bersama dengan teman kelompoknya
3. Kemudian guru memperlihatkan contoh gambar tentang orang terkenal. Guru meminta masing – masing anggota kelompok mendeskripsikan gambar dengan menulis di papan tulis secara bergantian.

d) Associating (15 menit)

1. Siswa di minta untuk membuat kalimat berdasarkan kata kunci.
2. Kemudian siswa di minta untuk membuat teks deskriptif sederhana dengan mengembangkan kalimat tersebut menjadi sebuah paragraf yang didasarkan pada kata kunci.

e) Communicating (15 menit)

1. Siswa di minta untuk berdiskusi bersama teman kelompoknya dan mempresentasikan hasil diskusinya.

Kegiatan Penutup (15 menit)

1. Guru bertanya kepada siswa tentang kesulitan dalam proses aktivitas belajar mengajar
2. Guru memberikan kesimpulan mengenai materi yang telah disampaikan (teks deskriptif)

3. Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi yang belum di pahami.
4. Guru memberikan tugas tentang struktur dan tujuan dari teks deskriptif dan menutup kelas.

Pertemuan VI

Kegiatan Pendahuluan (10 menit)

Apersepsi

1. Tanya jawab terkait kondisi siswa
2. Tanya jawab tentang pelajaran minggu lalu sekaligus menyampaikan tujuan pembelajaran, siswa mengenai descriptive text,
3. Guru membangun motivasi siswa.

Kegiatan Inti

a) Observing (10 menit)

1. 1. Guru mengulangi dan mengingatkan semua materi tentang teks deskriptif kepada siswa

b) Questioning (10 menit)

- a) Guru bertanya kepada siswa tentang pemahaman mereka ketika mereka belajar teks deskriptif
- b) Guru menjelaskan bagaimana menulis sebuah teks deskriptif dengan concept sentence berdasarkan kata kunci.

c) Exploring

1. Guru membagi siswa ke dalam beberapa kelompok (4-5 siswa masing-masing kelompok)
2. Siswa di minta untuk duduk bersama dengan teman kelompoknya.
3. Guru memberikan siswa tugas untuk menulis teks deskripsi sederhana dengan tema My favorite animals. Tujuannya adalah untuk mempersiapkan siswa dalam menghadapi pasca ujian
4. Guru meminta masing – masing anggota kelompok mendeskripsikan gambar dengan menggunakan pola nominal.

d) Associating (15 menit)

1. Siswa di minta untuk membuat kalimat berdasarkan kata kunci. siswa di beri tugas menulis beberapa kalimat nominal.
 2. Kemudian siswa di minta untuk membuat teks deskriptif sederhana dengan mengembangkan kalimat tersebut menjadi sebuah paragraf yang didasarkan pada kata kunci.
 3. Siswa diminta untuk membuat teks deskriptif sederhana dengan menggunakan simple present tense.
- e) Communicating (15 menit)
1. Siswa di minta untuk berdiskusi bersama teman kelompoknya dan mempresentasikan hasil diskusinya.

Kegiatan Penutup (15 menit)

1. Menyimpulkan pelajaran secara bersama – sama
2. Melakukan penilaian/refleksi terhadap kegiatan yang telah dilakukan
3. Memberikan umpan balik terhadap proses dan hasil pembelajaran
4. Memberikan kesempatan kepada siswa untuk bertanya tentang materi yang belum di pahami.

5. Sumber Belajar

1. Media : papan tulis, spidol,
2. Sumber Belajar : Buku teks yang relevan untuk SMA Kelas X

Pengertian, Tujuan, Struktur, Ciri dan Contoh Deskriptive text.2013
<http://www.kursusmudahbahasainggris.com/2013/09/penge-rtian-tujuan-struktur-ciri-dan.html> diakses pada 2 Agustus 2018

6. Penilaian

E. Jenis / Teknik Penilaian

- Tes tulis dan tes kinerja
 - Penilaian proses berlangsung selama pembelajaran berlangsung yang dimulai sejak aktivitas mengamati, menanya, mengeksplorasi, mengasoisasi hingga mengkomunikasikan
- Kerja (praktik)
 - Mempresentasikan hasil karyanya

- Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam descriptive text.

7. Pedoman Penskoran Rubrik

b. Rubrik Penilaian Writing (Penilaian untuk Subjektif test)

Writing Assessment Table

Name of Student:

Items	Level	Criteria	Score
Content	4	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic.	
	3	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail.	
	2	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of ideas.	
	1	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.	
Organization	4	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated, well-organized, logical sequencing, cohesive.	
	3	GOOD TO AVERAGE: loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.	
	2	FAIR TO POOR: non fluent, ideas confused or disconnected, lacks logical sequencing and development.	
	1	VERY POOR: does not communicative, no organization, not enough to evaluate.	

$$\text{Skor} = \frac{\text{jawaban benar}}{\text{skor maksimal}} \times 100$$

Takalar, November

Mengetahui,
Guru Mata Pelajaran

Hasriani S.Pd

Peneliti

Munika Rikani

Learning Material V & VI



Rabbit

Rabbits are cute animals and have a thick hair. They have two eyes, four legs, two ears, and a tail. Their hair has become the main attraction so many people buy rabbits because of their hair color which is really fascinating. You can see a rabbit with a variety of different hair colors such as white, black, brown, gray, and others. One of the most preferred color is white, because of white, rabbit symbolized as a clean animal and absolutely adorable. Rabbit eye is very funny and most of them are back. Some types even have a red color of eye. One of the types of rabbits that have red eyes are Australian rabbits.

They have two long ears and even theirs can grow up to 10 cm. With their long ears, they could hear better and know the voices of their predators when approaching. Rabbit ears look so funny and sometimes moving up. Four feet they have are very strong, especially the hind feet because those are used as a point for jump. Front feet have 5 fingers while the hind feet have 4 fingers. Using four legs, they can run very fast and it makes them easier to run away from chasing predators.

They have an enough long body. They can grow between 20 to 50 cm with a weight between 0.4 kg to 2 kg. They has a short tail. Their tails looks like a cotton ball because it is so short. A female rabbit is pregnant for 30 days. Every birth, rabbits can deliver between 4 to 12 babies. This is why the rabbit population continues to grow rapidly and they do not become an endangered species. Females can mate since the age of 6 months, while the males when they reach the age of 7 months. After mating, the females will then make their nests in the ground to deliver the babies.

Rabbit population continues to grow to this day due to the reproduction done consistently. Rabbits even become an important element in the livestock business. Currently, they become pet and food which are bought and sold continuously throughout the world.

Assessment Pertemuan V

1. Make descriptive text based on this picture! You may open your dictionary.



Assessment Pertemuan VI

1. Make descriptive text about your favorite animals. You may open your dictionary

APPENDIX C
THE LIST NAME OF THE STUDENTS

No	Sample	Code
1	Muh. Yusuf	S-1
2	Muhaimin S	S-2
3	Kasmawati	S-3
4	Zainal Ali	S-4
5	Adriani	S-5
6	Ismail	S-6
7	Nurul Amalia	S-7
8	Nur Alam	S-8
9	Pian	S-9
10	Muh. Nurhidayat	S-10
11	Malgavira	S-11
12	Kartika	S-12
13	Misbahul Syam	S-13
14	Ahlul	S-14
15	Muhaimin	S-15
16	Darmawati	S-16
17	Andriani Kadir	S-17
18	Nur Amita	S-18
19	Rifqi Sulmansyah	S-19
20	Ismail B	S-20

APPENDIX D

THE CLASSIFICATION SCORE OF STUDENTS' PRE-TEST AND POST-TEST IN WRITING SKILL in term of Content and Organization

Students	Indicator (Content)		Indicator (Organization)	
	Pre-test	Post-test	Pre-test	Post-test
	Content	Content	Organization	Organization
S-1	2	3	2	3
S-2	2	3	1	3
S-3	2	3	1	2
S-4	2	3	2	3
S-5	2	3	2	3
S-6	2	4	2	4
S-7	2	3	1	2
S-8	2	4	2	3
S-9	2	4	2	3
S-10	1	2,5	1	3
S-11	1	3,3	1	3
S-12	2	3,5	3	4
S-13	2	3	2	3
S-14	2	2	1	2
S-15	1	2	1	2
S-16	3	4	2	3
S-17	1	3	2	3
S-18	2	2	1	2
S-19	2	3	2	3
S-20	3	4	2	3

APPENDIX E

THE CLASSIFICATION SCORE OF STUDENTS' PRE-TEST AND POST- TEST IN WRITING SKILL in terms of Content

Indicator (Content)				
Students	Pre-test Content	Classifying	Post-test Content	Classifying
S-1	50	Poor	75	Fairly good
S-2	50	Poor	75	Fairly good
S-3	50	Poor	75	Fairly good
S-4	50	Poor	75	Fairly good
S-5	50	Poor	75	Fairly good
S-6	50	Poor	100	Excellent
S-7	50	Poor	75	Fairly good
S-8	50	Poor	100	Excellent
S-9	50	Poor	100	Excellent
S-10	25	Very poor	62,5	Fair
S-11	25	Very poor	82,5	Good
S-12	50	Poor	87,5	Very good
S-13	50	Poor	75	Fairly good
S-14	50	Poor	50	Poor
S-15	25	Very poor	50	Poor
S-16	75	Fairly good	100	Excellent
S-17	25	Very poor	75	Fairly good
S-18	50	Poor	50	Poor
S-19	50	Poor	75	Fairly good
S-20	75	Fairly good	80	Good

APPENDIX F

THE CLASSIFICATION SCORE OF STUDENTS' PRE-TEST AND POST-TEST IN WRITING SKILL in terms of Organization

Indicator (Organization)				
Students	Pre-test Organization	Classifying	Post-test Organization	Classifying
S-1	50	Poor	75	Fairly good
S-2	25	Very poor	75	Fairly good
S-3	25	Very poor	50	Poor
S-4	50	Poor	75	Fairly good
S-5	50	Poor	75	Fairly good
S-6	50	Poor	100	Excellent
S-7	25	Very poor	50	Poor
S-8	50	Poor	75	Fairly good
S-9	50	Poor	75	Fairly good
S-10	25	Very poor	75	Fairly good
S-11	25	Very poor	75	Fairly good
S-12	75	Fairly good	100	Excellent
S-13	50	Poor	75	Fairly good
S-14	25	Very poor	50	Poor
S-15	25	Very poor	50	Poor
S-16	50	Poor	75	Fairly good
S-17	50	Poor	75	Fairly good
S-18	25	Very poor	50	Poor
S-19	50	Poor	75	Fairly good
S-20	50	Poor	75	Fairly good

APPENDIX G

Data Analysis of Students' Pre-test Writing Score

X Grade students of MA Muhammadiyah Palleko

No	Sample	Content	Organization	Score	Classification
1.	S-1	50	50	50	Poor
2.	S-2	50	25	37,5	Very Poor
3.	S-3	50	25	37,5	Very Poor
4.	S-4	50	50	50	Poor
5.	S-5	50	50	50	Poor
6.	S-6	50	50	50	Poor
7.	S-7	50	25	37,5	Very Poor
8.	S-8	50	50	50	Poor
9.	S-9	50	50	50	Poor
10.	S-10	25	25	25	Very Poor
11.	S-11	25	25	25	Very Poor
12.	S-12	50	75	62,5	Fair
13.	S-13	50	50	50	Poor
14.	S-14	50	25	37,5	Very Poor
15.	S-15	25	25	25	Very Poor
16.	S-16	75	50	62,5	Fair
17.	S-17	25	50	37,5	Very Poor
18.	S-18	50	25	37,5	Very Poor
19.	1S-9	50	50	25	Very Poor
20.	S-20	75	50	62,5	Fair
Total		950	825	862,5	-
Mean		47,5	41,25	43,125	Poor

APPENDIX H

Data Analysis of Students' Post-test Writing Score

X Grade students of MA Muhammadiyah Palleko

No	Sample	Content	Organization	Score	Classification
1.	S-1	75	75	75	Good
2.	S-2	75	75	75	Good
3.	S-3	75	50	62,5	Fair
4.	S-4	75	75	75	Good
5.	S-5	75	75	75	Good
6.	S-6	100	100	100	Very Good
7.	S-7	75	50	62,5	Fair
8.	S-8	100	75	87,5	Very Good
9.	S-9	100	75	87,5	Very Good
10.	S-10	62,5	75	68,75	Good
11.	S-11	82,5	75	78,75	Good
12.	S-12	87,5	100	93,75	Very Good
13.	S-13	75	75	75	Good
14.	S-14	50	50	50	Poor
15.	S-15	50	50	50	Poor
16.	S-16	100	75	87,5	Very Good
17.	S-17	75	75	75	Good
18.	S-18	50	50	50	Poor
19.	1S-9	75	75	75	Good
20.	S-20	80	75	77,5	Good
Total		1.537,5	1.425	1.481,2	-
Mean		76,87	71,25	74,06	Good

APPENDIX I

T TEST WRITING SCORE

No	Sample	Writing Skill in terms of Content and Organization			
		Post-test	Pre-test	d	d ²
1.	S-1	75	50	25	625
2.	S-2	75	37,5	37,5	1.406,25
3.	S-3	62,5	37,5	25	625
4.	S-4	75	50	25	625
5.	S-5	75	50	25	625
6.	S-6	100	50	50	2.500
7.	S-7	62,5	37,5	37,5	1.406,25
8.	S-8	87,5	50	37,5	1.406,25
9.	S-9	87,5	50	37,5	1.406,25
10.	S-10	68,75	25	43,75	1.914,06
11.	S-11	78,75	25	53,75	2.889,06
12.	S-12	93,75	62,5	31,25	976,56
13.	S-13	75	50	25	625
14.	S-14	50	37,5	12,5	156,25
15.	S-15	50	25	25	625
16.	S-16	87,5	62,5	25	625
17.	S-17	75	37,5	37,5	1.406,25
18.	S-18	50	37,5	50	2.500
19.	1S-9	75	25	75	5.625
20.	S-20	77,5	62,5	77,5	6.006,25
Total		1481,2	862,5	756,2	33.973,4

Mean	74,06	43,12	37,81	1.698,67
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APPENDIX J

THE STUDENTS' MEAN SCORE OF THE STUDENTS' TEST

1. The mean score of students' writing in the pretest in terms of content as follows:

$$\begin{aligned}\bar{X} &= \frac{950}{20} \\ &= \mathbf{47,5}\end{aligned}$$

While the score of students' writing in terms of content in the posttest is:

$$\begin{aligned}\bar{X} &= \frac{1.537,5}{20} \\ &= \mathbf{76,87}\end{aligned}$$

2. The mean score of students' writing in the pretest in terms of organization as follows:

$$\begin{aligned}\bar{X} &= \frac{825}{20} \\ &= \mathbf{41,25}\end{aligned}$$

While the score of students' writing in terms of organization in the posttest is:

$$\begin{aligned}\bar{X} &= \frac{1425}{20} \\ &= \mathbf{71,25}\end{aligned}$$

APPENDIX K

THE IMPROVEMENT OF STUDENTS IN WRITING SKILL

1. The improvement of the students' writing in terms of content as follow:

$$P = \frac{X_2 - X_1}{X_1} \times 100 \%$$

$$P = \frac{76,87 - 47,5}{47,5} \times 100 \%$$

$$P = \frac{29,37}{47,5} \times 100 \%$$

$$P = 61,83 \%$$

The students' improvement = 61,83 %

2. The improvement of the students' writing in terms of content as follow:

$$P = \frac{X_2 - X_1}{X_1} \times 100 \%$$

$$P = \frac{71,25 - 41,25}{41,25} \times 100 \%$$

$$P = \frac{30}{41,25} \times 100 \%$$

$$P = 72,72 \%$$

The students' improvement = 72,72%

3. The improvement of students' writing skill

$$P = \frac{X_2 - X_1}{X_1} \times 100 \%$$

$$P = \frac{74,06 - 43,12}{43,12} \times 100 \%$$

$$P = \frac{30,94}{43,12} \times 100 \%$$

$$P = 71,75 \%$$

The students' improvement = 71,75 %

APPENDIX L

the Percentage of the Students' Writing in Pre-test and Post-test

a. The percentage of the students' writing in pre-test

1) Content

$$P = \frac{F}{N} \times 100 \% = \frac{2}{20} \times 100 \% = 10 \%$$

$$P = \frac{F}{N} \times 100 \% = \frac{14}{20} \times 100 \% = 70 \%$$

$$P = \frac{F}{N} \times 100 \% = \frac{4}{20} \times 100 \% = 20 \%$$

2) Organization

$$P = \frac{F}{N} \times 100 \% = \frac{1}{20} \times 100 \% = 5 \%$$

$$P = \frac{F}{N} \times 100 \% = \frac{11}{20} \times 100 \% = 55 \%$$

$$P = \frac{F}{N} \times 100 \% = \frac{8}{20} \times 100 \% = 40 \%$$

b. The percentage of the students' writing in post-test

1) Content

$$P = \frac{F}{N} \times 100 \% = \frac{4}{20} \times 100 \% = 20 \%$$

$$P = \frac{F}{N} \times 100 \% = \frac{1}{20} \times 100 \% = 5 \%$$

$$P = \frac{F}{N} \times 100 \% = \frac{2}{20} \times 100 \% = 10 \%$$

$$P = \frac{F}{N} \times 100 \% = \frac{9}{20} \times 100 \% = 45 \%$$

$$P = \frac{F}{N} \times 100 \% = \frac{1}{20} \times 100 \% = 5 \%$$

2) $P = \frac{F}{N} \times 100 \% = \frac{3}{20} \times 100 \% = 15 \%$

3) Organization

$$P = \frac{F}{N} \times 100 \% = \frac{2}{20} \times 100 \% = 10 \%$$

$$P = \frac{F}{N} \times 100 \% = \frac{13}{20} \times 100 \% = 65 \%$$

$$P = \frac{F}{N} \times 100 \% = \frac{5}{20} \times 100 \% = 25 \%$$

APPENDIX M

CALCULATING THE T-TEST ANALYSIS

- a. Test of significant different between pre-test and post-test in term of content as follows:

NOTES: $\sum D = 756,2$

$$\sum D^2 = 33.973,4$$

$$N = 20$$

$$\bar{D} = \frac{(\sum D)}{N} = \frac{(756,2)}{20} = 37,81$$

$$\bar{D} = 37,81$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{37,81}{\sqrt{\frac{33.973,4 - \frac{(756,2)^2}{20}}{20(20-1)}}$$

$$t = \frac{37,81}{\sqrt{\frac{33.973,4 - \frac{(571.838,44)}{20}}{20(19)}}}$$

$$t = \frac{37,81}{\sqrt{\frac{33.973,4 - 28.591,922}{380}}}$$

$$t = \frac{37,81}{\sqrt{\frac{5.381,478}{380}}}$$

$$t = \frac{37,81}{\sqrt{14,16}}$$

$$t = \frac{37,81}{3,76}$$

$$t = 10,05$$

APPENDIX N

DISTRIBUTION of t-table

Df	Level of Significance for one-tailed test					
	0,25	0,10	0,5	0,025	0,01	0,005
	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0,01
1	1.000	3.078	6.314	12.706	31,821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.926
3	0.765	1.638	2.353	3.183	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	2.143	3.707
7	0.711	1.451	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.226	2.764	3.169
11	0.697	1.363	1.769	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.120
14	0.692	1.345	1.761	2.143	2.624	2.977
15	0.691	1.341	1.753	2.331	2.604	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.505	2.819
23	0.685	1.319	1.714	2.690	2.500	2.807
24	0.685	1.318	1.711	2.640	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	2.890	2.358	2.617
	0.674	1.282	1.645	1.960	2.326	2.576

Appendix O
Documentation

Pre-test



Treatment



Post-test



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 1228/FKIP/A.1-II/X/1440/2018
Lampiran : 1 (Satu) Rangkap Proposal
Hal : Pengantar LP3M

Kepada Yang Terhormat
LP3M Unismuh Makassar
Di-
Makassar

Assalamu Alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah
Makassar menerangkan dengan sebenarnya bahwa Mahasiswa tersebut yang
namanya di bawah ini :

Nama : **MUNIKA RIKANI**
NIM : 10535 5903 14
Jurusan : Pendidikan Bahasa Inggris
Alamat : BTN Agraria Blok Q No.3

Adalah yang bersangkutan akan mengadakan penelitian dan penyelesaian
skripsi.

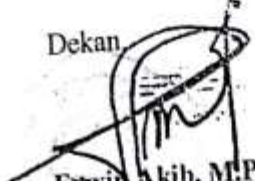
Dengan judul : "Using Concept Sentence Method to Improve Writing Skill
of Students At X Grade in MA Palleko Kabupaten
Takalar"

Demikian disampaikan atas kerja sama yang baik kami ucapkan terima kasih.

Wassalamu Alaikum Wr. Wb

Makassar, Oktober 2018

Dekan


Erwin Akib, M.Pd Ph.D.
NBM. 860.934



135/Izn-5/C 4-VIII/X/37/2018
 1 (satu) Rangkap Proposal
 Permohonan Izin Penelitian
 Kepada Yth,
 Bapak / Ibu Kepala Sekolah
 MA Muhammadiyah Palleko
 di -

13 Safar 1440 H
 22 October 2018 M

Takaia

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1228/FKIP/A.1-II/X/1440/2018 tanggal 22 Oktober 2018, menerangkan bahwa mahasiswa tersebut di bawah ini :

- Nama : MUNIKA RIKANI
- No. Stambuk : 10535 5903 14
- Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
- Jurusan : Pendidikan Bahasa Inggris
- Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Using Concept Sentence Method to Improve Writing Skill of Students At X Grade in MA Muhammadiyah Palleko Kabupaten Takaia"

Yang akan dilaksanakan dari tanggal 27 Oktober 2018 s/d 27 Desember 2018.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku. Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
 NBM 101 7716



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
KONTROL PELAKSANAAN PENELITIAN



Nama Mahasiswa : MUNIKA RIKANI
NIM : 10535590314
Judul Penelitian : *"USING CONCEPT SENTENCE METHOD TO IMPROVE WRITING SKILL OF STUDENTS AT X GRADE IN MA MUHAMMADIYAH PALLEKO KABUPATEN TAKALAR"*

Tanggal Ujian Proposal : 19/10/2018
Tempat/Lokasi Penelitian : MA MUHAMMADIYAH PALLEKO

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	29/10/18	Pengantaran Surat	Hasriani S.Pd	f
2	01/11/18	ppe - test	Hasriani S.Pd	f
3	03/11/18	Treatment	Hasriani S.Pd	f
4	08/11/18	Treatment	Hasriani S.Pd	f
5	10/11/18	Treatment	Hasriani S.Pd	f
6	15/11/18	Treatment	Hasriani S.Pd	f
7	17/11/18	Treatment	Hasriani S.Pd	f
8	22/11/18	Treatment	Hasriani S.Pd	f
9	24/11/18	Post - test	Hasriani S.Pd	f
10	27/11/18	Persuratan selesai meneliti	Hasriani S.Pd.	f

28 November 2018

Mengetahui,

Ketua Jurusan,

Umi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah,

Dra. Hj. Isnawati
NBM. 1171376



KEMENTERIAN AGAMA REPUBLIK INDONESIA
MADRASAH ALIYAH MUHAMMADIYAH PALLEKO
KABUPATEN TAKALAR
Email: mapallekopolut@gmail.com
Alamat: J.H.Syamsuddin Dg.Nigerang Telp 324440 Takalar

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Yang bertanda tangan dibawah ini kepala MA Muhammadiyah Palleko, menegaskan bahwa :

Nama : MUNIKA RIKANI
Univ/Pak : UNISMUI/TKIP
Jurusan : Pendidikan Bahasa Inggris
Program studi : Strata Satu (S1)

Benar telah mengadakan penelitian / pengumpulan data dalam rangka penyusunan skripsi / Thesis dengan judul:

"Using Concept Sentence Method to Improve Writing Skill of Students at X Grade in MA MuhammadiyahPallekoKabupatenTakalar" selama 27 Oktober s/d 27 Desember 2018.

Demikian surat ini kami buat untuk digunakan sebagaimana mestinya.

Takalar, 25 November 2018
Kepala Sekolah

Dra. H. Isnawati
NBM.117.1376

CURRICULUM VITAE



MUNIKA RIKANI was born in Tanjung on May, 22th , 1997. She is the last child in her family. She has one brother. Her father is Suroso and her mother is Hasma Wati. She graduated her elementary school in 2008 at SD Negeri124 Sumber Wangi. She continued her Junior High School at SMP Negeri 2 Mappedeceng and graduated in 2011. Then she continued at SMA Negeri 9 Luwu Utara and graduated in 2014. She was accepted at Muhammadiyah University of Makassar as A Student of English Education Departments at 2014.

At the end of her study, she could finish with her thesis under the title “Using Concept Sentence Method to Improve Writing Skill of Students at X Grade in MA Muhammadiyah Palleko Kabupaten Takalar.”.