

Concept Sentence Technique as a Technique to Improve Students' Writing Ability

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Abstract

The purpose of this research is to determine the extent to which the use of the Concept Sentence Technique (CST) can enhance students' writing skills. The research adopts a quantitative approach that involves collecting numerical data and analyzing it using statistical methods. Quantitative research is commonly used in educational research to examine the effectiveness of teaching techniques or interventions, such as CST for improving students' writing ability. The findings of the research indicate that students' writing skills significantly improved when CST was used in comparison to the conventional method. The use of contextual media in teaching and learning activities generally led to higher student achievement compared to the conventional method. On average, students who used a medium of surrounding environment scored higher than those who used the conventional method.

Keywords: *student writing skills, descriptive text, surrounding environment, conventional method.*

INTRODUCTION

Writing is one of the four language skills that can be used to measure literacy development in a country because it is a key aspect of effective communication. Writing skills are necessary for various academic and professional tasks such as taking notes, writing reports, emails, letters, and creating presentations. Strong writing skills indicate that an individual is able to convey their ideas and thoughts in a clear and organized way, which is essential for success in many fields (Shao & Purpur, 2016). Additionally, writing requires a good understanding of grammar, vocabulary, and syntax, which are all key components of language proficiency. Therefore, the ability to write effectively can be a good indicator of a person's overall language proficiency and their ability to communicate in that language. Furthermore, writing is often used as a means of assessing students' knowledge and understanding of a particular subject, as well as their critical thinking and analytical skills. Therefore, writing proficiency is often an important

consideration for employers, educational institutions, and other organizations when evaluating a person's language skills and overall literacy.

If we want to learn English as a foreign language and is facing challenges with writing skills, there are several strategies that we can use to improve their writing abilities (Kartawijaya, 2018). First, start with the basics. It is important to have a good understanding of basic grammar and vocabulary before attempting to write more complex sentences or texts. Make sure to review the basic rules of English grammar, such as sentence structure, verb tenses, and subject-verb agreement. Then, we can read widely. Reading can help improve our writing skills by exposing us to different writing styles and vocabulary (Treiman, 2017). Read a variety of materials, such as books, articles, blogs, and news stories, in order to broaden your knowledge of the English language. Practice writing regularly is also a key. It will improve the writing skills and can be started with simple writing exercises, such as writing a paragraph about a familiar

topic, and then gradually work our way up to more complex assignments, such as essays or research papers. For the development, we can seek feedback. By getting feedback from others, such as teachers or peers, we can be helped by identify areas where we need to improve and can provide us with valuable suggestions for how to do so. Consider joining a writing group or taking a writing course to get regular feedback on your writing (Bailey, 2017). The last, by using online resources. There are many online resources that can help us to improve our writing skills, such as grammar guides, writing tutorials, and writing prompts. Take advantage of these resources to help you improve your writing abilities.

In addition, to support learning English, external factors such as good teaching of English in educational institutions must also be developed (Alizadeh, 2016). Teaching is an art to convey knowledge information and skills to students. In order the message to be effective, teachers need to apply special technique. There are several ways to make the learning process interesting, enjoyable, and comfortable for students, which can help them master the lesson more easily. Here are some strategies: Use a variety of teaching methods: Students have different learning styles, so it's important to use a variety of teaching methods, such as lectures, discussions, hands-on activities, and multimedia resources. This can help students stay engaged and interested in the lesson.

Incorporate games and activities: Games and activities can make the learning process more fun and engaging (Anastasiadis, et al, 2018). For example, you could use board games, puzzles, or interactive quizzes to reinforce the lesson and help students retain the information. **Provide positive reinforcement:** Positive feedback and encouragement can help students feel more motivated and confident in their abilities. Be sure to acknowledge their progress and achievements, and

provide constructive feedback to help them improve. Create a comfortable learning environment: A comfortable and welcoming learning environment can help students feel more relaxed and at ease. This could include things like comfortable seating, appropriate lighting, and a clean and organized classroom. Use real-world examples: Using real-world examples and scenarios can help students understand how the lesson applies to their everyday lives. This can help them see the relevance of the lesson and stay engaged in the learning process. By incorporating these strategies, teachers can help create a positive and engaging learning experience for their students, which can help them receive and master the lesson more easily.

Teaching a foreign language is considered one of the most challenging teaching practices. Students are usually afraid of joining foreign language classes (Akbari & Razavi, 2016). They may feel unmotivated, discouraged easily. Their minds sets say foreign language is difficult to learn because of them know nothing from start. Teacher, in that case needs to be responsive to the classroom situation in order to take an accurate measure. The classroom atmosphere should be sufficiently relaxed so that learners reengaged actively in every activity lead to a better performance of their language skills, listening, speaking, writing, and reading.

In this case, the researcher wants to introduce the new method in learning writing descriptive text by using *wholesome scattering game*. The researcher will introduce the method to students of SMP Kasih Depok by conducting a research in title *Improving English Writing Skill Using Concept Sentence Technique* (A Classroom Action Research With the 8th Grade Students of SMP Kasih Depok)

Based on the problem that has been stated above, there are some problems that will be investigated through this research. The problems are how can the

implementation of *wholesome scattering game* improve students' ability in writing descriptive text at the eighth grade students of SMP Kasih Depok?; and how can wholesome scattering game contribute to the students' improvement in writing descriptive text at the eighth grade students of SMP Kasih Depok?

The objectives of the research are, first, to know the improvement of students' ability in writing descriptive text; and to find out how the use of wholesome scattering game contributes to students' improvement in writing descriptive text. The benefit of this research hopefully will be useful to provide the information of the students' writing ability in descriptive text, to encourage English teacher to seek of the students' difficulties in writing descriptive text.

Beside those two points, the research hopefully will be useful for students' writing ability in descriptive text will be improved, and help students in order to be able to write descriptive text easily. For the institution, hopefully the research will give contribution on the effort of improvement teaching learning process in writing to improve students' writing especially in descriptive text.

METHOD

This research uses quantitative methods that involves collecting numerical data and uses statistical methods. In the context of education research, quantitative methods can be used to investigate the effectiveness of a particular teaching technique or intervention, such as the Concept Sentence Technique (CST) for improving students' writing ability (Wang, et al, 2016). Quantitative research can provide valuable insights into the effectiveness of a particular teaching technique, such as the CST, in improving students' writing ability. However, it is important to consider the limitations of this method, such as the potential for bias or limitations in the

generalizability of the results to other populations or contexts.

FINDINGS AND DISCUSSION

This classroom action research was conducted into two cycles. Each cycle consists of four steps; they are planning, implementation, action, and reflection. Well, the implementations of each cycle were as follows:

Pre-Cycle

At the beginning of the research, a pre-cycle meeting was held to assess the students' ability in writing descriptive text before the implementation of the wholesome scattering game. The teacher taught the students about the definition, generic structure, and lexicon grammatical features of descriptive text and provided an example. The students were then asked to write a descriptive text about the beach they had visited before as a pre-test. The purpose of this activity was to evaluate the students' proficiency in writing descriptive text.

The observation during the pre-test revealed that most students struggled with writing descriptive text. They faced difficulty in organizing their ideas and spent a lot of time thinking about the appropriate words to use. After finishing their writing, many students expressed their struggles with writing, as they found it challenging to imagine what to write about and translate their ideas from Indonesian to English. The researcher examined the answer sheets after the test to evaluate the students' performance. The result of test can be seen in the following table:

Table Test Score in Pre-Cycle

NO	STUDENTS	SCORE
1	S-1	15
2	S-2	15
3	S-3	30
4	S-4	15
5	S-5	17
6	S-6	55
7	S-7	55
8	S-8	25

9	S-9	25
10	S-10	25
11	S-11	15
12	S-12	25
13	S-13	15
14	S-14	70
15	S-15	15
16	S-16	25
17	S-17	25
18	S-18	55
19	S-19	55
20	S-20	15
21	S-21	15
22	S-22	25
23	S-23	55
24	S-24	30
25	S-25	15
26	S-26	50
27	S-27	20
28	S-28	75
29	S-29	50
30	S-30	20
31	S-31	35
	TOTAL	982

The First Cycle

This classroom action research was done into two cycles. Each cycle consists of four steps; they are planning, acting, observing, and reflecting.

Planning

During the planning phase, the teacher developed the teaching and learning design by creating a lesson plan based on the teaching material. The teacher also prepared the necessary teaching and learning resources such as materials, games, observation sheets, and test evaluations. Finally, the teacher created an attendance list to monitor student participation during the teaching and learning process using the wholesome scattering game.

Acting

In this phase, the teacher followed the schedule that was previously prepared during the planning phase. The teacher began by explaining the concept of descriptive text, then asked three students to come to the front and write key words on the blackboard. The teacher discussed the meaning of each key word with the class.

Next, students worked in pairs to arrange the key words into a paragraph. The pairs had 25 minutes to complete this task, and the teacher evaluated their work. After each pair finished, the teacher collected their work and announced the best pair. Finally, the teacher conducted an individual evaluation for the first cycle.

Observing

The researcher observed the activity by using observation format in order to evaluate the results, collect the data and monitor the teaching learning process. It was used to extent that the action result reached the objective. The steps were as follow: First, The teacher conveyed the teaching purpose well and regularly. Second, when the teacher explained about the material, it is still found many students did not pay attention. Third, there were some students that are confused with the game instruction that had been given, because the teacher did not explain clearly; Forth, students got more vocabularies than in pre-test step, so they could arrange sentences more than in pre-test; and Fifth, students' enthusiast was stills less, because the teacher did not stimulate and motivate them in observing.

Table Observation in Cycle 1

No	Indicators						Total Score
		1	2	3	4	5	
1	Students attendance					√	5
2	students are enthusistic in listen ing to teacher explanation of text			√			3
3	The students show seriuosly by asking the question		√				2
4	The students are Enthusiastic in reson ding		√				2

	teacher question					
5	The students are active in the group	√				2
6	The students are enthusiastic in participating the game		√			3
7	The students pay Attention to english game	√				2
	Total	8	6		5	19

In which percentage

1. Poor : 0% - 39%
2. Fair : 40% - 59%
3. Average : 75% - 84%
4. Good : 75% - 84%
5. Excellent : 85% - 100%

$$\text{Score} = \frac{\text{total score}}{\text{Maximum score}} \times 100\%$$

$$= \frac{19}{35} \times 100\%$$

$$= 54\%$$

Reflecting

The students' activities in learning process were not maximal. It was caused many students did not pay attention to the teacher. Many students spoke with their friend when teaching learning process was progress. Besides that, there were many students that did not understand the instruction that had been given by the teacher. The students' work in learning process was still less maximal. It could be seen from the less of students' interest and respond in the teaching learning.

After whole activity had finished, the researcher assessed the students' writing result. From the result, he could calculate the mean of the score students' writing result. The result of the evaluation test in cycle 1 was as follows:

Table Test Score in Cycle 1

NO	STUDENTS	SCORE
1	S-1	70
2	S-2	30
3	S-3	50
4	S-4	25
5	S-5	30
6	S-6	70
7	S-7	75
8	S-8	55
9	S-9	55
10	S-10	50
11	S-11	55
12	S-12	40
13	S-13	60
14	S-14	65
15	S-15	20
16	S-16	45
17	S-17	30
18	S-18	40
19	S-19	65
20	S-20	55
21	S-21	30
22	S-22	75
23	S-23	75
24	S-24	50
25	S-25	30
26	S-26	70
27	S-27	35
28	S-28	55
29	S-29	65
30	S-30	50
31	S-31	50
	TOTAL	1.570

The Second Cycle

The second cycle was planned based on the reflection from the first cycle. The researcher planned and prepared the lesson plan, teaching strategy, teaching aid instrument of wholesome scattering game, and observation sheets. The cycle involved similar teaching scenarios as the first cycle but with improvements. The researcher explained the material, asked the students about their problems, dictated key words, and guided the students in writing. The teacher's ability to transfer material was good, and the students were enthusiastic in developing their writing ability.

Table Observation in Cycle 2

No	Indicators						Total
		1	2	3	4	5	

						Score
1	Students attendance				√	5
2	students are enthusiastic in listening to teacher explanation of text				√	4
3	The students show seriously by asking the question			√		3
4	The students are Enthusiastic in responding teacher question			√		3
5	The students are active in the group			√		3
6	The students are enthusiastic in participating the game				√	4
7	The students pay Attention to english game			√		3
	Total	1 2	8		5	27

In which percentage

- Poor : 0% - 39%
 Fair : 40% - 59%
 Average : 75% - 84%
 Good : 75% - 84%
 Excellent : 85% - 100%

$$\text{Score} = \frac{\text{Total score}}{\text{Maximum score}} \times 100\%$$

$$= \frac{27}{35} \times 100\%$$

$$= 71\%$$

After the teacher's initial teaching and the use of wholesome scattering game, the researcher reflected on the teaching process and assessed the students' writing

result. The mean score of the evaluation test in the second cycle was calculated and presented.

Table Test Score in Cycle 2

NO	STUDENTS	SCORE
1	S-1	95
2	S-2	50
3	S-3	75
4	S-4	75
5	S-5	55
6	S-6	90
7	S-7	95
8	S-8	70
9	S-9	75
10	S-10	75
11	S-11	75
12	S-12	70
13	S-13	90
14	S-14	90
15	S-15	55
16	S-16	70
17	S-17	50
18	S-18	60
19	S-19	80
20	S-20	65
21	S-21	45
22	S-22	65
23	S-23	85
24	S-24	70
25	S-25	50
26	S-26	90
27	S-27	40
28	S-28	65
29	S-29	65
30	S-30	65
31	S-31	70
	TOTAL	2.095

Research Finding and Discussion

The researcher conducted a classroom action research to determine the effectiveness of using wholesome scattering game to improve students' writing ability in descriptive text. The research involved a pre-test and two cycles of treatment, which were teaching and learning process and assessment. The findings presented the result and analysis of data collected. The descriptions of the result of all tests were as follows:

The analysis of pre-test

During this activity, the teacher

followed the usual teaching practice by explaining the definition, generic structure, and lexicon grammatical features of descriptive text and providing examples. In the pre-test, students were asked to write a descriptive text based on their imagination, but most of them had difficulties in describing the object completely. After the test, the researcher evaluated the students' writing result and calculated the mean score using this formula:

$$\text{Mean of students' score} = \frac{\text{Total score}}{\text{Number of student}}$$

$$\begin{aligned} \text{Mean of students' score} &= \frac{982}{31} \\ &= 31,7 \end{aligned}$$

Form the achievement above, the average of students from pre-test was still poor and not satisfactory yet. The researcher was aware that most the students in VIII still had difficulties to write a descriptive text. Most of them could not arrange words well. They had difficulty to write appropriate words in the text.

The Analysis of the First Cycle

The second cycle focused on the teaching and learning process as well as assessment. The teacher used wholesome scattering game as a medium to teach writing descriptive text, and the researcher evaluated the students' writing performance after all the activities were completed. The mean score of their writing result was calculated using this formula:

$$\text{Mean of students' score} =$$

$$\text{Mean of students' score} = \frac{\text{Total score}}{\text{Number of student}}$$

$$\begin{aligned} \text{Mean of students' score} &= \frac{1570}{31} \\ &= 50,7 \end{aligned}$$

The results of the test showed that the average score for students in the treatment group during cycle 1 was 50.7, which was an increase of 19 from the pre-test. This indicates that the first cycle was successful, but some students still struggled with writing descriptive text. To address this issue, the teacher conducted a second cycle to further improve their writing skills.

The Analysis of Second Cycle

During this cycle, the teacher utilized the wholesome scattering game to facilitate the teaching of descriptive writing. By providing key words and encouraging students to develop their own vocabulary, students were able to improve their sentence writing abilities. The teacher also guided students in their writing activities. As a result of these efforts, students found it easier to write and were able to complete their writing assignments more quickly by using the key words provided by the teacher. Additionally, students demonstrated a greater interest in writing and were able to produce better results than before, as evidenced by their ability to cover the parts, qualities, and characteristics of the object provided. These improvements were reflected in the students' writing scores. The result of their writing could be calculated by using this:

Formula

$$\text{Mean of students' score} = \frac{\text{Total score}}{\text{Number of student}}$$

$$\begin{aligned} \text{Mean of students' score} &= \frac{2095}{31} \\ &= 67,6 \end{aligned}$$

The analysis above shows that the mean of students' writing result of the second cycle was 67.6. It means that the students' writing value was good. It was

better than previous one. There was an improvement in this cycle. The researcher concluded that the problems with the improvements of students' writing using wholesome scattering game were solved by the discussion.

Analysis of the Whole Meeting

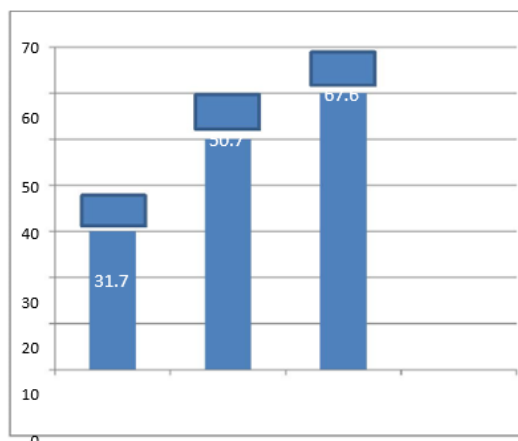
Table Comparison percentage students enthusiastic in response teaching learning process using wholesome scattering game first cycle and second cycle.

No	Cycle	Total Score	Percentage (%)
1	Cycle 1	19	54
2	Cycle 2	27	71

Table Comparison the average of students' scores on pre-cycle, cycle 1, and cycle 2.

No	Cycle	Mean
1	Pre-cycle	31.7
2	Cycle 1	50.7
3	Cycle 2	67.6

The Diagram of Whole Mean Score



During the pre-test, all the students participated, and their average score was 31.7. At this stage, the teacher followed the conventional teaching method and did not use the wholesome scattering game as a

teaching aid. During the class, only half of the students were actively engaged, while the other half appeared disinterested and unresponsive, particularly those seated in the back rows, who looked bored and sleepy. In the first cycle, the teacher started using the wholesome scattering game, and the average score increased to 50.7. Although some students were initially confused by the game, many students actively participated and paid attention to the lesson. The class became noisy due to the students' excitement, but the teacher overcame this by providing clearer instructions at a slower pace. In the second cycle, the average score increased to 67.6 before the lesson even began. All activities in this cycle ran smoothly, and the students continued to demonstrate enthusiasm towards the game. The researcher concluded that there was a significant improvement in the students' achievement, particularly between the first and second cycle.

CONCLUSION

The research findings indicate that the use of the Concept Technique improved the students' ability to write descriptive text. This was reflected in their scores on the pre-test and each cycle. In the pre-test, the total score of the students' writing result was 982 with a mean of 31.7, indicating poor performance. However, in the first cycle, the total score increased to 1570 with a mean of 50.7, indicating an average performance. In the second cycle, the total score further increased to 2095 with a mean of 67.6, indicating good performance. The students were able to write easily and efficiently by arranging their ideas based on key words and describing various parts, qualities, and characteristics of the object. The use of the wholesome scattering game also aided the students in expanding their vocabulary and accurately describing the object, resulting in efficient writing and development of their skills.

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