

Teaching Concept Sentence Technique on Students' Achievement in Writing Narrative

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ARTICLE INFO

Received
08/01/2021
Revised
15/01/2021
Accepted
18/01/2021

Keywords:

Concept Sentence
Technique,
Cooperative
Learning, Narrative,
Teaching
Technique, Writing

ABSTRACT

The objective of this research was to investigate if Concept Sentence Technique significantly affected students' achievement in writing narrative. This research was conducted by using experimental research design. The population was all students of grade X TKJ of PAB-10 Patumbak with the total number of students was 30 students. There were two parallel classes, namely X TKJ-1 and X TKJ-2. Each class consisted of 15 students. By employing cluster random sampling technique, X TKJ-1 was selected as experimental group and X TKJ-2 was selected as control group. The experimental group was taught by applying Concept Sentence Technique, while the control group was taught by applying Conventional Technique. The instrument for collecting the data was writing test. The data were analyzed by using Mann Whitney U-test Formula. After the data had been calculated, it was found that the smaller U-observed value was 11.9. It was smaller than U-table value which was 75 at $p=0.05$ ($11.9 < 64$). It meant that the alternative hypothesis (H_a) was successfully accepted and Null Hypothesis (H_o) was successfully rejected. Based on the research finding, it was found that Concept Sentence Technique significantly affected students' achievement in writing narrative.

How to cite: Sihite, M. R., Rahmawati, W. T, Zulkarnain. (2021). Teaching Concept Sentence Technique on Students' Achievement in Writing Narrative. *English Teaching and Linguistics Journal*, 2(1), 152-159.

I. INTRODUCTION

This research was aimed to prove the significance of applying Concept Sentence Technique on the students' achievement in writing narrative of the tenth grade. The problems concerned in this research were identified based on the observation by the researcher. It was found out that the low motivation of the students in writing narrative; the difficulties of finding the structure to write the narrative, and the inappropriate teaching technique in teaching writing narrative by the teacher were the causes of problems in teaching the narrative writing to the students.

It is true that writing is the most difficult language skill among the other three skills. The activity does not only involve the one aspect. It is not just an activity to express idea, opinion, or feeling in the written form, but it is a complex activity which requires more abilities. Harmer (2004: 86) states that writing is a process that is often heavily influenced by the constraints of genres, then these elements have to be presented in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be presented in a classroom. According to Riddel (2003: 132) writing is an individual skill. Someone talks with others, while someone writes as

if he communicates with himself. This makes writing more difficult than speaking. Thus, it can be thought that writing is a difficult skill because it needs a high ability in choosing words and sentences to be understood by the readers. It is because the readers cannot criticize or ask questions concerning with the writing directly. According to Heaton (1975: 135) writing skill is more complex and difficult to teach, require, and master not only in terms of grammatical and rhetorical devices but also conceptual and judgment. Because of the difficulties of writing, some efforts have been done to solve the problem. The main objective is to make the writing become easier to learn for the students.

Although writing is very important for us, it is a difficult skill especially for the students. Writing is a mixture of idea, vocabulary and also grammar. The curriculum states that the students of vocational school are expected to be able to write in the form of short functional written text. Narrative is one of short functional written text. Langan (2001: 117) states that narrative is a storytelling, whether the writer is relating a single story or several related ones.

But in fact, many students still face some difficulties in learning writing and cannot achieve the Minimum Criteria of Learning Mastery (Kriteria Ketuntasan Minimal: KKM). To solve the problem, a teacher must find out how to make the students able to distinguish each kind of the text and create the best technique in teaching writing. According to Brown (1994) as cited by Suryana (2012: 1) technique is any of wide variety of exercises, activities, devices used in the language classroom for realizing lesson objectives.

Uno and Mohamad (2012) recommended Concept Sentence Technique to be applied in teaching writing. According to Uno and Mohamad (2012: 95) Concept Sentence Technique is a technique of learning that gives the students some cards that have some keywords of the material. After getting the keyword cards, the student will make some sentences or a paragraph. Concept Sentence Technique is a part of Cooperative Learning. Cooperative or collaborative learning essentially involves students learning each other in groups. In Cooperative Learning, teachers teach students collaborative or social skills to that only a way of learning, but also a theme to be communicated about and studies (Jacobs: 1997). Cooperative Learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. Nebesniak (2007: 7) also argues about benefit of Cooperative Learning: Cooperative Learning also aids students in developing social skills. Teaching appropriate social behaviors to students is increasingly important due to the growing needs of children today. Cooperative situations help students learn these skills by working together. With this cooperative learning concept, it can be said that it will be easy for the students if they write the story in a group.

Concept Sentence Technique

Concept Sentence Technique is a part of Cooperative Learning. This technique was developed from Cooperative Learning. Concept Sentence may be able to help students in writing a text. Concept Sentence is a technique of learning that gives student some cards that have some keywords of the material. After getting the keyword cards student will make some sentences and make it a paragraph (Uno and Mohamad, 2012: 95).

Concept Sentence is one of the techniques that are appropriate to use in teaching writing. In this technique, students are given freedom in the selection of lexical items and structural pattern for their written exercise. In this technique, students are helped by clue card given on the clue to write and make a group to discuss what they have written about. It can help the students write with good confidence and enjoyment.

Here are the procedures of Concept Sentence Technique according to Uno and Mohamad (2012: 95).

1. Teacher shows or tells the learning objectives.
2. Teacher presents the material.

3. Students are divided into some groups.
4. Teacher gives some cards that have some keywords of the material.
5. Every group makes some sentences using minimal four of the keywords of material and make it a paragraph.
6. Result of group discussion will be discussed again under guidance of teacher and students make a conclusion.

There are also some advantages of Concept Sentence Technique according to Wahyudi (2016: 70).

1. Enhance the spirit of learning the language of students in learning sentences.
2. Create a conducive and active learning environment.
3. Bring the enjoyment of learning.
4. Encourage and develop the process of creative thinking.
5. Encourage students to see the things in different views.
6. Raise awareness to change for the better.
7. The student can understand the keyword more.
8. The students who are better can teach the students who are less.

Besides the advantages, there are also some disadvantages.

1. It can be used for certain subject only.
2. Difficult to implement for the students who are following answer from other students.

Writing

Writing is usually considered to be the most difficult skill to master and will only be taught after students have learned the other skills. The students are expected to be able to write well. Because by writing, the students can express what happen in their mind, so that the readers will know about it.

Hylan (2002: 7) states that writing has various kinds. It can be used as a mean to express the writer ideas based on experience, thought and feeling. The aims of writing are: to express ideas, to inform something, to persuade readers, and to create literary work. According to Meyer (2004: 2) writing is partly a talent, but it's mostly a skill, and like any skill, it improves with practice. It can be said that writing is one of language skills that requires producing a good and clear writing. The effective writers are likely to think about planning their writing, at least in general way before the beginning. According to Heaton (1975: 135) the writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and devices, but also of conceptual and judgement elements.

The following analysis attempt to group the many varied skills necessary for writing good prose into five general components or mean areas.

1. Language use : The ability to write correct and appropriate sentences
2. Mechanical skills : The ability to use correctly those conventions peculiar to the written language –e.g. punctuation, spelling.
3. Treatment of content : The ability to think creatively and develop thoughts, including all irrelevant information
4. Stylistic skills : The ability to manipulate sentences and paragraph, and use language effectively
5. Judgment skills : The ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

According to Flower (1989: 54) writing is a social act that can only occur within a specific situation. It is therefore influenced both by the personal attitudes and social experience that the writer brings to writing and the impact of the particular political and institution context in which it interviews, analyses of surrounding practices and other technique, researcher seek to develop more complete account to local writing contexts.

From the definition above, it is concluded that writing is a way to produce language that comes from out thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on paper or a computer screen. It is also a process that what we write is influenced by constrain of genre and have to be present in learning activities. Writing will be read whenever the author is absent. Writing is also an ability to make a form of words that have a higher value.

According to Harris (1969: 68) there are four elements of writing:

1. Mastering vocabulary/diction
Harris states that vocabulary mastery/diction played an important role in a language, especially in the writing activity. The choice of vocabulary could describe the writers' knowledge. The number of concepts, mastering of vocabulary can be improved by reading and listening.
2. Mastery of grammatical rules sentence structure
Mastery of grammatical rules or sentence structure consists of phonology, morphology and syntax. Phonological rules don't have any rules in the writing activity, while morphological and syntactical rules play some important rules in the writing activities. It deals with effective use of the right affixes, conjunction, prefixes and composition, the structure of the sentences.
3. Coherence
Coherence means that the writers' paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the idea are connected by using of appropriate transition.
4. Spelling
One of most difficult and confusing aspects of the English language is spelling system. There is often a discrepancy between the pronunciation of the word and its spelling. They can't always know how to spell a word by its pronunciation and how to pronounce it by its spelling. To avoid this problem, the students are suggested open dictionary before they are going to write.

Harmer (2004: 13) states that there are four steps in writing, those are: (1) prewriting, (2) organizing, (3) writing, and (4) revising. Prewriting means the preparation before writing. It includes making a plan what to write, getting ideas, and selecting the similar ideas and supporting ideas. Organizing includes making a draft and arranging the ideas into hierarchical order. Writing is the main activity. It is done to develop the draft into a good composition of writing. The last is revising which is used to correct the product of writing in order to be more perfect and more understandable.

Meanwhile, Ackley (1986: 3) states that there are three steps in writing, those are: (1) pre-writing, (2) writing a first draft, and (3) revising or post-writing. It means that these three steps are almost the same as the above opinion. Pre-writing is the preparation of writing, writing a first draft can be the same as organizing and writing, and revising or post-writing is the last step. So, revising or post-writing is the product which will be consumed by the readers.

Ramirez (1995: 300) states writing activities can be structured along developmental, process-oriented, and proficiency-based models. A process oriented approach would call for a prewriting phase, a drafting or writing stage, and a revising phase. Each phase would enable students to focus their attention on different aspects of written communication: content, organization, purpose, audience, and grammatical accuracy."

From the statements above, it can be concluded that writing is a skill that needs a process in expressing an idea or opinion that is written on a paper or other media. A good writing process can be done by preparing and determining the subject, then making drafts, and revising or post-writing.

Genres of Writing: Narrative

Genre is an organizing concept for cultural practice. Genre is placed based on occasion, function, behavior, and interaction structure. Genre is classified in accordance with their social purpose and identified to their stages. Pardiono (2007: 2) state that genre can be defined as a text which has a function as a frame of reference so that the text can be built effectively.

There are thirteen genres of writing in curriculum or a text book. They are: spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, descriptive, hortatory exposition, explanation, discussion and reviews. Since this research dealt with narrative, thus, it only describes the narrative writing.

According to Ayres (2008: 112) narrative texts are a form of discourse that has been fixed by writing. Meanwhile, Keraf (1989: 136) states that narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time. From these opinions, it can be said that a narrative text is usually a product of writing which is developed and tied together to become a story which happened in a certain time in the past. Meyers (2005) in Karolina (2006: 20) states that narrative is one of the most powerful ways of communicating with others. A good written study lets your readers respond to some event in your life as if it were own. The readers do not only understand the events, but also they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Karolina (2006: 20) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. Langan (2001: 117) states that narrative is a storytelling, whether the writer is relating a single story or several related ones. Through narrative, we make a statement clear by relating in detail something that has happened. It means in the story, writers present the details in the order in which they happened.

There are two kinds of narrative, namely fiction and nonfiction. Fiction is a kind of narrative that the story is not true, such as a short story, novels, comics, etc. Nonfiction is a kind of narrative that tells the true story, such as personal experience.

According to Anderson and Anderson (1998: 3) the language features of narrative text are:

1. Nouns that identify the specific characters and places in the story.
2. Adjectives that provide accurate descriptions of the characters and settings.
3. Verbs that show the actions that occur in the story.
4. Time words that connect events to tell when they occur, the use of simple past tense.

Derewianka (1990: 32) states that the generic structures of narrative are as follows.

1. Orientation, in which the writer tells the audience about who the characters in the story are, where the story is taking place, and when the action happened.
2. Complication, where the story is pushed along by a series of events, during which we usually expect some sorts of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.
3. Resolution, in a “satisfying narrative”, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved although this is of course possible in certainly types of narrative.

Based on the elaboration above, there is a factor that made writing the most difficult skill. The factor is that there are a lot of kinds of text, such as narrative, descriptive, recount, etc. Each text has different characteristics, such as generic social function, structure and grammatical features. Writing is very important skill. It is not easy to translate the “concept” in our brain to be written language and we must also be clever to choose and combine the

vocabulary to create something that is meaningful. We also must pay attention to grammar. So it is rather usual if the students consider that writing is a difficult skill to master because they must consider some aspects such as idea, concept, vocabulary and grammar. Therefore, this research was carried out to provide a solution in teaching writing narrative that is by applying the Concept Sentence Technique. Concept Sentence Technique is one technique that can make the teaching learning of writing narrative become interesting. This not only helps students to write narrative in the class, but also helps the teacher teach the material.

II. METHODS

This research was conducted by applying experimental research design. There were two groups involved. They were experimental and control groups. Experimental group was treated by applying Concept Sentence Technique and control group was taught without applying any specific technique. The design of this research can be illustrated as follows.

Table 1.

Research Design

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experimental	√	X ₁	√
Control	√	X ₂	√

Notes :

X₁ : The experimental group taught by using Concept Sentence Technique

X₂ : The control group taught without using Concept Sentence Technique
(Conventional Technique)

This research was conducted at SMK PAB 10 Patumbak. The population was the tenth grade of SMK PAB 10 Patumbak which consisted of two parallel classes; namely X TKJ-1 and X TKJ-2 consisting of 15 students each. So the total number of the population was 30 students. The sample was selected by applying cluster random sampling technique. X TKJ-1 was selected as experimental group while X TKJ-2 was selected as control group. Each class consisted of 15 students. So, the total number of the sample was 30 students.

To collect the data, a writing test was administered to the students. The students were assigned to write a narrative text about legend consisting at least 3 paragraphs. There were three topics provided by the researcher, namely Malin Kundang, Lake Toba, and Timun Mas. The students were asked to choose one of the topics and write a narrative based on the topic chosen. The students were given 45 minutes to write. In scoring students' writing, there are some criteria to be considered. Weigle (2002: 115) states that there are five aspects of writing, namely content, organization, vocabulary, language use, and mechanics. Validation also was conducted both the validity and reliability. The validity was established using construct validity while the reliability of the test was established using inter-rater reliability and the correlation coefficient was computed by using Product Moment Formula.

In order to know whether the using of Concept Sentence Technique is effective in teaching writing narrative, Mann Whitney U-test formula was employed. The following is the formula.

$$U_1 = N_1N_2 + \frac{N_1(N_1 + 1)}{2} - \sum R_1 = \dots$$

$$U_2 = N_1N_2 + \frac{N_2(N_2 + 1)}{2} - \sum R_2 = \dots$$

Notes :

U1 = Total score of students in experimental group

U2 = Total score of students in control group

N1 = Number of students in experimental group

N2 = Number of students in control group

$\sum R1$ = Sum of ranks in experimental group

$\sum R2$ = Sum of ranks in control group

III. RESULT AND DISCUSSION

Based on the data obtained during the research and analyzed by the researcher, it was found that in the experimental group, the lowest score of the pre-test was 58 and the highest score was 76 while the lowest score of the post-test was 69 and the highest score was 90. The mean of the experimental group on pre-test was 67.9 and the mean on post-test was 79.3.

In control group, the lowest score of the pre-test was 60 and the highest score was 77 while the lowest score of post-test was 69 and the highest score was 80. The mean of the control group on pre-test was 70.4 and the mean on post-test was 76.3.

Based on the data analysis, it was found that the scores of both experimental and control groups were different. The mean of post-test of experimental group was higher than that of control group ($79.27 > 76.27$). Moreover, the result of calculation revealed the smaller U-observed value was lower than U-table value at $p = 0.05$. It meant that the Concept Sentence Technique significantly affected the students' achievement in writing narrative.

IV. SUGGESTION AND CONCLUSION

The conclusion of this research can be drawn from the the result of calculation by using Mann Whitney U-test formula which resulted that the smaller U-observed value (11.9) was smaller than U-table value (64) ($11.9 < 64$) $p = 0.05$. It meant that H_a was accepted and H_o was successfully rejected. It was concluded that Concept Sentence Technique significantly affected students' achievement in writing narrative.

Based on the conclusion, it is suggested to the English teachers to apply Concept Sentence Technique as an alternative technique in teaching narrative because it does not only give significant effect on students' achievement in writing narrative, but also makes the students more interested in learning English.

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