**[[1]](#footnote-2)IMPROVING WRITING ABILITY OF STUDENTS**

**THROUGH CONCEPT SENTENCE**

Akram1, Ferry Rita2, Nur Sehang Thamrin3

**ABSTRACT**

The objective of this research is to prove whether or not Concept Sentence Technique can improve the students’ ability in writing recount. This research applied pre-experimental research design by using one-group pre-test post-test design. The population of this research is the tenth grade students of SMAN 4 Palu, and the sample is X MIA 3 consisting of 34 students selected by using purposive sampling technique. Then, the researcher uses writing test as the instrument to collect the data. The test is divided into two parts: pretest and posttest. The pre-test is used to measure the students’ ability in writing a paragraph of recount text before treatment, and post-test was used to measure the students’ ability after the treatment. The data is analyzed statistically in order to know the significant difference of the students’ achievement in pre-test and post-test. The result of data analysis shows that the mean score increased significantly from 41.76 in pretest to 71.47 in posttest. By applying 0.05 level of significance and the degree of freedom (df); 33 (df = 34–1=33), the researcher found that the value of t-counted is higher than the value of t-table (11.78> 1.693) It means that the hypothesis is accepted. It suggests that the use of Concept Sentence Technique is effective to improve the ability of the tenth grade students at SMAN 4 Palu in writing recount text.

**Keywords:** Concept Sentence; Writing ability; Recount text

*Penelitian ini bertujuan untuk membuktikan apakah concept sentence dapat meningkatakan kemampuan siswa dalam menulis paragraf recount. Peneliti menggunakan desain pre-experimental research. Populasi dari penelitian ini adalah siswa kelas sepuluh dan sebagai sampel data penelitian adalah kelas X MIA 3 yang terdiri dari 34 siswa. Sampel dipilih menggunakan purposive sampling. Data telah dikumpulkan melalui test tertulis yang terdiri dari pre-test dan post-test. Pre-test diberikan untuk mengetahui kemampuan awal siswa sebelum diberikan perlakuan dan posttest diberikan untuk mengetahui kemampuan siswa sesudah perlakuan. Data yang terkumpul dianalisis secara statistik untuk mengetahui perbedaan signifikan pencapain pretest dan posttest siswa dengan menggunakan formula t-count. Hasil dari analisis data menunjukan bahwa terjadi peningkatan pada nilai rata-rata siswa secara signifikan dari 41.76 pada pretest menjadi 71.47 pada posttest. Selain itu, dengan menerapkan tingkat signifikan 0.05 dan derajat kebebasan 33 (34-1=33),peneliti menemukan bahwa nilai dari t-count lebih tinggi daripada nilai dari t-table (11.78>1.693). Dapat dikatakan bahwa hipotesis diterima atau dengan kata lain, penggunaan concept sentence sangat efektif untuk meningkatakan kemampuan siswa kelas X di SMAN 4 Palu dalam menulis paragraf recount.*

***Kata kunci:*** *Concept Sentence; Kemampuan Menulis; Recount Text*

**INTRODUCTION**

Writing is one of the language skills to share ideas, feelings, thoughts, desires, and experiences to others in written form. As one of the productive skills, writing plays an important part in developing students’ competence especially in comprehending any English texts. Besides, writing is a language skill that must be mastered by students because writing is one of final products of listening and reading. Some students tend to be more confident in expressing their thoughts in written form than in oral form. Thus, it is necessary for students to be able to write well.

Based on the standard competence of English subject for senior high school in the lastest curriculum, it is stated that students should express the meaning of written short functional text and simple essay related to daily life and to access knowledge particularly in the writing skill syllabus. The texts are in the form of recount, procedure, narrative, descriptive and news. One of main indicators based on the curriculum is that the tenth grade students at the second semester should be able to write a text in the form of recount text. Recount text is a text that retells about the story, action, or activity, and shares the past experience in sequence of event to the reader. Its goal is to entertain or inform the reader. According to Anderson (1997: 48) recount text is a piece of writing that tells past event usually in order in which they happened. It means that recount text gives the readers a description of what occurred and when it occurred

By mastering writing, students can express their ideas, opinions, and exchange the information with other students. As one of the difficult skills, writing should be taught wisely to help students to write sentences and organize them into by considering spelling, punctuation, capitalization, vocabulary, and grammar use. Writing is one of the most skill in English that the students must learn, because they have to have a good writing in terms of grammar, spelling, vocabulary, and punctuation. Another problem is that students find it difficult to construct a paragraph. Based on preliminary observation, the researcher found that the tenth grade students at SMA Negeri 4 Palu were still lack of writing skill. They cannot develop and organize their ideas into paragraph. They did not know how to start writing even though the topic had been provided. Therefore, their writings are confusing and unwell-constructed

Therefore, to assist the students in developing their writing ability, teachers have to apply some techniques. There are many techniques that can be used in teaching and learning writing, one of them is concept sentence. Concept sentence is one of many techniques which included in cooperative learning method. It was developed by Robert E. Slavin from *the John Hopkins University*. This teaching technique requires the students’ cooperation to help them compliting writing task given by the teacher. In addition, Slavin (1990: 5) states that all cooperative learning methods share the idea that students work together to learn and are responsible for their teammates’ learning as well as their own.

Moreover, Arends (2007: 37) states that Concept Sentence is a learning model that forms the students into heterogeneous group. It means that, in concept sentence, the students are divided into several groups and every student of the group has to make some sentences from the keyword given by the teacher. Further, they are asked to develop their sentences into paragraph. Likewise, as the technique emphasizes the students to work in group, the students are expected to cooperate with each other. According to Kiranawati (2008) concept sentence is learning model that emphasizes the students to work together on group and every student of the group has to make a sentence by utilizing the given keyword. The common characteristic of concept sentence is that the providing of keywords. By giving keywords, the students will be easily to develop their idea into sentences.

Concept sentence can help the students to write the paragraph easier as the students are given keywords to help them to develop their ideas into paragraph. Additionally, utilizing keywords in concept sentence can enrich students’ vocabularies as well. Concept sentence technique is considered as an effective learning model in teaching writing. It has several advantages, such as increasing students’ motivation to learn, assisting the teaching and learning process to be more conducive, making the students to be joyful in learnig at the class, developing the students creative thinking process, encouraging the students to see something through different point of view, and making the students to be more better than before.

Furthermore, Concept sentence is an innovative learning model as it involves cooperative learning. In implementing cooperative learning, heterogeneous group of students work together to achieve a common goal. It means, the students intend to interact and cooperate with each other in the class. However, cooperative learning is more than just putting students in groups and giving them something to do. It is a tool to encourage mutual helpfulness in the groups and the active participants of all members. Likewise, Concept sentence is applied by giving the students key words to help them in developing their idea into a paragraph. In concept sentence, the students are divided into several groups which have heterogeneous members consisting of four or five member. By forming the groups, the students will be more flexible and comfort to share their ideas, experiences, and activities that have happened in their life in their group.

Overall, teaching writing recount text through concept sentence technique is interesting to do. There are two main steps in conducting the concept sentence technique. Firstly, The students have to think the ideas that will be written and, secondly they have to put their ideas into written form. Through concept sentence technique, these stages facilitate students to write easily because they have identified important ideas that need to be written and keywords to be developed into paragraph. Although, in the implementation of this technique the students work together as a team, the researcher also trains individual students to write good recount text using his own words and ideas.

**METHOD**

This research employed a pre-experimental research design; pre-test posttest group design. The pre-test was given prior to treatment and the post-test was given afterwards. In this study, the researcher implemented concept sentence technique in teaching writing recount text.The research design was adopted from Ary *et al.* (2006:304) as follows:

**Table 1** One-group Pretest-Posttest Design

|  |  |  |
| --- | --- | --- |
| Pretest | Independent | Posttest |
| Y1 | X | Y2 |

In which:

Y1 : pretest in experimental group

X : treatment

Y2 : posttest in experimental group

The population of this research is the tenth grade of science class of SMAN 4 Palu. The students in the tenth grade of science class consist of six parallel classes. The entire number of population is 214 students. Sample is the representative of population. Related to the statement, Best and Khan (2006:13) also state, “A sample is a small proportion of the population that is selected for observation and analysis.” In addition, Gay (1996) informs that a good sample is gotten from the population which will be targeted.

Furthermore, the researcher used purposive sampling technique in determining the sample. Like its name, the purposive sampling allows the researcher to choose the sample based on his purposes in obtaining information. Cohen, Manion, and Marrison (2005) mention that in purposive sampling, a researcher sets up a sample that is suitable for his/her specific needs or purposes. Moreover, Best and Kahn (2006:19) argue, “Purposeful sampling allows the researcher to select those participants who will provide the richest information, those who are the most interesting, and those who manifest the characteristics of most interest to the researcher.”

Best and Khan (2006: 168) define, “The independent variable is the condition or characteristic that the experimenter manipulates or controls in his or her attempt to ascertain their relationship to observed phenomena.” the independent variable was the use of concept sentence technique. On the other hand, Hatch et al. (1982: 15) define, “The dependent variable is the variable which you observe and measure to determine the effect of the independent”. Based on the statement, the dependent variable was writing ability of the tenth grade students at SMAN 4 Palu

In collecting the data, the researcher used writing test as an instrument to collect the data. The test was divided into two parts: pretest and posttest. The pretest was given to the students before the treatment in order to know the prior knowledge of students in writing recount text while the posttest was given after the treatment in order to find out the students’ improvement in writing recount text. In case, the same test in pre-test and post-test was given to the students. They were given several topics. In pretest the students are given topic which is divided into two, those are about nice experience and bad experience wheares in posttest they are given topics about personal experience and holiday. Thus the students are asked to choose one of the topics to be constructed in recount text.

To assess the test result, the researcher used the criteria of students’ ability in writing recount text from Cohen (1994).

**Table 2** Assessing Writing Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect of Writing** | **Range** | **Score** | **Criterion** |
| Organization | 5 | Excellent | Well-organized and perfectly coherent |
| 4 | Good | Fairly well-organized and generally coherent |
| 3 | Average | Loosely organized but main ideas clear, logical but incomplete sequencing |
| 2 | Poor | Ideas disconnected, lacks logical sequencing |
| 1 | Very poor | No organization, Incoherent |
| Vocabularies | 5 | Excellent | Very effective choice of words and use of idioms and words forms |
| 4 | Good | effective choice of words and use of idioms and words forms |
| 3 | Average | Adequate choice of words but some misuse of vocabulary, idioms, and word forms |
| 2 | Poor | Limited range, confused use of words, idioms, and word forms |
| 1 | Very poor | Very limited range, very poor knowledge of words, idioms, and word forms |
| Grammar | 5 | Excellent | No errors. Full control of complex structure |
| 4 | Good | Almost no errors, good control of structure |
| 3 | Average | Some errors, fail control of structure |
| 2 | Poor | Many errors, poor control of structure |
| 1 | Very poor | Dominated by errors, no control of structure |
| Mechanics | 5 | Excellent | Mastery of spelling and punctuation |
| 4 | Good | Few errors in spelling and punctuation |
| 3 | Average | Fair number of spelling and punctuation errors |
| 2 | Poor | Frequent errors in spelling and punctuation |
| 1 | Very poor | No control over spelling and punctuation |

(Adapted from Cohen, 1994: 328)

After the pretest given, the researcher then conducted the treatment to the class for six times. The spent time during in the class its around 2 x 45 minutes for a meeting. In order to succed the treatment, the researcher provided lesson plans. During treatment, the researcher trained the students to write recount text in the form of paragraph. It was focused on the use of language features and generic structure of recount text. additionally, the researcher applied concept sentence to teach the students in writing recount text. The steps or procedures of concept sentence are presented as follow:

1. The researcher told about the learning objective to the students
2. The researcher explained to the students about what recount text is
3. The researcher divided the students into some group consisted of several members heterogeneously
4. The researcher gave some cards to every groups that have been written keywords in it
5. The researcher asked every students of the group to make one sentence by using keywords, then asked them to combine their sentences to become paragraph
6. The researcher asked the students to discuss the paragraph that has been done under guide of writer
7. The researcher and students made a conclusion about the material.

At the last, to know the progress of students after getting the treatment, the researcher gave posttest in the last meeting.

**FINDINGS**

In collecting data, the researcher administered the test to the students before and after the treatment. The test covered languange feature and generic structure of recount text. The language feature consisted of vocabulry, grammar, and mecahnic. Meanwhile, generic structure were included the organization of recount text such as orientation, event, and re-orientation. The range score of each aspect of writing is from 1 to 5. Hence, the maximum score of the test was 20.

Correspondingly, the researcher gave pre-test to measure the students’ ability in making recount paragraph before treatment. It was conducted on January 10th, 2017.The students needed to write one topic from two topics offered. Table 3 shows that the highest score is 70 and the lowest score is 20. After getting the total score of the students, the researcher counted the students’ mean score. It can be concluded that the students’ mean score in pre-test was 41.76. The result of pre-test was presented in table 3 as follow:

**Table 3** The Result of Students’ Pretest

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Name** | **Orga** | **Gram** | **Voca** | **Mech** | **Raw Score** | **Standard Score** |
| 1 | APS | 2 | 3 | 2 | 1 | 8 | 40 |
| 2 | APT | 2 | 1 | 2 | 1 | 6 | 30 |
| 3 | AGP | 2 | 2 | 3 | 1 | 8 | 40 |
| 4 | ADI | 3 | 3 | 1 | 3 | 10 | 50 |
| 5 | ADR | 2 | 2 | 1 | 2 | 7 | 35 |
| 6 | ARA | 2 | 3 | 2 | 2 | 9 | 45 |
| 7 | AYL | 3 | 3 | 3 | 3 | 12 | 60 |
| 8 | CTP | 3 | 3 | 3 | 3 | 12 | 60 |
| 9 | DIW | 2 | 2 | 2 | 2 | 8 | 40 |
| 10 | HNF | 3 | 3 | 3 | 2 | 11 | 55 |
| 11 | HYN | 3 | 2 | 2 | 3 | 10 | 50 |
| 12 | HYY | 2 | 1 | 3 | 2 | 8 | 40 |
| 13 | MWD | 3 | 2 | 2 | 2 | 9 | 45 |
| 14 | MAG | 2 | 2 | 2 | 2 | 8 | 40 |
| 15 | MFJ | 2 | 3 | 1 | 2 | 8 | 40 |
| 16 | MHD | 1 | 2 | 1 | 3 | 7 | 35 |
| 17 | MNV | 2 | 1 | 2 | 1 | 6 | 30 |
| 18 | MFM | 1 | 2 | 1 | 1 | 5 | 25 |
| 19 | MRC | 2 | 1 | 3 | 1 | 7 | 35 |
| 20 | MUA | 3 | 3 | 3 | 2 | 11 | 55 |
| 21 | NIN | 1 | 1 | 2 | 1 | 5 | 25 |
| 22 | NRY | 3 | 1 | 2 | 3 | 9 | 45 |
| 23 | NFA | 4 | 3 | 3 | 2 | 12 | 60 |
| 24 | NHZ | 2 | 2 | 2 | 4 | 10 | 50 |
| 25 | NRI | 1 | 1 | 2 | 1 | 5 | 25 |
| 26 | NRM | 1 | 1 | 1 | 1 | 4 | 20 |
| 27 | NRH | 2 | 2 | 2 | 1 | 7 | 35 |
| 28 | NRZ | 4 | 3 | 4 | 3 | 14 | 70 |
| 29 | RCA | 3 | 3 | 3 | 1 | 10 | 50 |
| 30 | SHR | 4 | 3 | 2 | 2 | 11 | 55 |
| 31 | STR | 2 | 1 | 1 | 1 | 5 | 25 |
| 32 | TZA | 1 | 2 | 2 | 2 | 7 | 35 |
| 33 | WPF | 2 | 1 | 2 | 1 | 6 | 30 |
| 34 | ZHR | 2 | 2 | 2 | 3 | 9 | 45 |
|   | **Total** |   |   |   |   |   | **1420** |

After doing the treatment, the researcher then administered posttest to the students on February 8th, 2017, at 08.30 – 09.30 a.m. It was conducted to know their improvement in writing after the treatment. Likewise, in the posttest, the students were also given two topics, and then the researcher asks them to choose one of the topics to be constructed in a good recount text. The result of students’ posttest is shown in following table:

**Table 4** The Result of Students’ Posttest

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Name** | **Orga** | **Gram** | **Voca** | **Mech** | **Raw Score** | **Standard Score** |
| 1 | APS | 3 | 2 | 3 | 3 | 11 | 55 |
| 2 | APT | 5 | 4 | 3 | 4 | 16 | 80 |
| 3 | AGP | 3 | 3 | 3 | 3 | 12 | 60 |
| 4 | ADI | 4 | 3 | 3 | 3 | 13 | 65 |
| 5 | ADR | 4 | 3 | 3 | 3 | 13 | 65 |
| 6 | ARA | 4 | 3 | 3 | 3 | 13 | 65 |
| 7 | AYL | 4 | 3 | 4 | 4 | 15 | 75 |
| 8 | CTP | 4 | 3 | 4 | 4 | 15 | 75 |
| 9 | DIW | 5 | 3 | 3 | 3 | 14 | 70 |
| 10 | HNF | 4 | 3 | 3 | 3 | 13 | 65 |
| 11 | HYN | 5 | 3 | 3 | 4 | 15 | 75 |
| 12 | HYY | 5 | 4 | 4 | 3 | 16 | 80 |
| 13 | MWD | 4 | 3 | 3 | 3 | 13 | 65 |
| 14 | MAG | 5 | 3 | 3 | 4 | 15 | 75 |
| 15 | MFJ | 4 | 3 | 3 | 4 | 14 | 70 |
| 16 | MHD | 5 | 4 | 4 | 5 | 18 | 90 |
| 17 | MNV | 5 | 5 | 4 | 4 | 18 | 90 |
| 18 | MFM | 5 | 4 | 3 | 4 | 16 | 80 |
| 19 | MRC | 5 | 3 | 3 | 3 | 14 | 70 |
| 20 | MUA | 3 | 4 | 4 | 4 | 15 | 75 |
| 21 | NIN | 3 | 2 | 3 | 3 | 11 | 55 |
| 22 | NRY | 5 | 3 | 3 | 4 | 15 | 75 |
| 23 | NFA | 5 | 4 | 3 | 4 | 16 | 80 |
| 24 | NHZ | 5 | 4 | 3 | 4 | 16 | 80 |
| 25 | NRI | 5 | 4 | 3 | 4 | 16 | 80 |
| 26 | NRM | 4 | 3 | 3 | 3 | 13 | 65 |
| 27 | NRH | 3 | 3 | 3 | 4 | 13 | 65 |
| 28 | NRZ | 5 | 3 | 4 | 3 | 15 | 75 |
| 29 | RCA | 4 | 3 | 3 | 3 | 13 | 65 |
| 30 | SHR | 4 | 3 | 3 | 4 | 14 | 70 |
| 31 | STR | 3 | 4 | 4 | 4 | 15 | 75 |
| 32 | TZA | 5 | 4 | 3 | 4 | 16 | 80 |
| 33 | WPF | 2 | 3 | 2 | 3 | 10 | 50 |
| 34 | ZHR | 4 | 3 | 4 | 3 | 14 | 70 |
|   | **Total** |   |   |   |   |   | **2430** |

Based on the result of posttest, it was found that the highest score is 90 and the lowest score is 50. Then, the researcher counted the mean score of posttest. It was found that the mean score of the students’ post test was 71.47. Thus, it can be seen that the mean score of the students’ ability in making recount paragraph in the post test was higher than in pre test. This shows that the capability of the students in writing recount paragraph is improved by using concept sentence technique. To know further about their score distribution, the researcher counted the deviation of post test and pre test.

To get the deviation between pretest (x1) and posttest (x2), the score of posttest is deducted by the score of pretest (x2 – x1). As the result, the total of deviation ∑d is 1010, and the total of square deviation is ∑d2 37200. After obtaining the deviation score, the researcher counted mean deviation between students’ score in pre-test and post-test. Based on the result, the mean deviation was 29.70. Afterwards, the researcher computed the sum of square deviation, and the result was 7198. In addition, the researcher computed the t-value in order to know the difference in the mean score of the pretest and posttest.

Then, the researcher found that the t-counted was 11.78 by implementing 0.05 level of significance with the degree of freedom (df) 33 (*n*–1=34–1=33), and the value of t-table was 1.693. To know the significant difference of the test, the researcher compares the value of the t-counted with the value of t-table. Hence, by looking at the result of the data analysis, the researcher found that t-counted (11.78) was higher than t-table (1.693). In short, the research hypothesis was accepted. In other word, the use of concept sentence was effective to improve the writing ability of the eight grade students at SMAN 4 Palu.

**DISCUSSIONS**

Referring to the fact of the students have problems in writing, such as; organization, grammar, vocabulary, and mechanics, the researcher is interested in investigating the effect of concept sentence in developing students’ writing skill especially in writing recount paragraph.

In this recent study, the researcher used pre-experimental research design. In testing the students, the researcher used two kinds of test, pre-test and post-test. They were conducted to the experimental class. They had to write a recount paragraph by considering the generic structure. It covers organization of the recount text and language feature covering grammar, vocabulary, and mechanics (punctuation and spelling).

In relation to the result of pre-test, it shows that the students had some problems in utilizing the grammar, vocabulary, mechanics and the use of organization in writing recount text. However, the students got more difficulties in using grammar, vocabulary, and punctuation. This can be identified by analyzing the students’ writings. For example, I am *go to for freeday in Matantimali*. I am *together family looking scenery City Hammer. So fery heppy* and. *Beatiful bicause.* I am. Looking *in the up* (this sentence was taken from student’s writing with the initial name WPF). The correct sentence that should be written by the student is that *I went to the Matantimali for weekend. I went together with my family to look at the beautiful scenery in Palu City. It was very pleasant and so beautiful because I saw the view from the top of the Mantantimali Mountain.*

In line with the result of pre-test, the researcher concluded that the students found it difficult to construct the grammatical sentence well. In addition, the students not only got difficult to apply the mechanics on their writing correctly but also to use appropriate words. Likewise, the students’ problems contributed to the low achievement of students writing skill in pre-test with mean score was 41.76. They cannot achieve the minimum English standard based on the curriculum used by the teacher at SMAN 4 Palu which was 65.

Regarding to the statement above, the researcher conducted the treatment for six meetings to the students, by using the concept sentence technique in order to train the students in writing recount text. In giving the treatment, the researcher taught the introduction of recount text in the first meeting that focused on language feature (grammar, vocabulary, and mechanics) and generic structure (orientation, event, and re-orientation). In the second meeting, after explaining the introduction of recount text, the researcher divided the students into several groups and provided words that might be used in constructing recount paragraph. In applying the concept sentence, the researcher found that keywords are very helpful for students to start writing recount text. In the next meeting, the researchers found out the students have made possitive progress in writing

Additionally, students’ vocabulary mastery was also increased. In applying the technique, the researcher divided students into five groups consist of6 or 7 member. In the group, they cooperate one another in writing recount text by considering elements of good paragraph such as organization, grammar, vocabulary, and mechanic. This fact can be seen on the students’ worksheet of Group 3: *My friend and I went to camping in Tambing Lake last week. We arrived there at 10.00 am. First day, we built tent together. At night, we burned a fire. The second day, we took an adventure in forest. We saw the lake and beautiful scenery. At Last we play many games. It was our unforgettable moment*. From the fourth to the last meeting, the researcher found that the students had been able to write recount text in various topic by considering the generic structure and language feature of recount text.

After having the treatment, the researcher then administered the post-test to the students to find out the students’ improvement individually in writing recount text. As the result, the researcher found some progress in the students’ writing. Most of them wrote a recount text using good and apropriate grammar, vocabulary, mechanics, and good organization of orientation, event, and re-orientation. One of the students well-written paragraph can be seen as follow: *My friend and I went to Raja Ampat last week. First day, we spent the night in hotel. Second day, we went to beach and swam together. After that, we played banana boat and surfing.* Based on the result in post-test, most of students had been able to write recount text in a good construction. Further, the students’ progress in writing recount can be proven by looking at the students post-test, the mean score was 71.47. It indicated that the scores of students were increased significantly from the pre-test to post-test. The range between pre-test and posttest is 29.70. Moreover, only four students got score ≤ 65. It means that the rest of the students were able to write recount text well after getting treatment. The researcher may conclude that concept sentence can improve the students’ ability in writing recount text and other kinds of text.

**CONCLUSION**

After conducting the treatment for six meetings, the result showed that the use of concept sentence was effective to improve students’ ability in writing recount paragraph. It was proven by the result of tcounted (11.78) was higher than ttable (1.693). It means that the research hypothesis was accepted. In another word, the use of concept sentence was succesfull to improve writing ability of students at SMAN 4 Palu\

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1. English Education Study Program, Tadulako University

Email: Akramnawir14@gmail.com [↑](#footnote-ref-2)