

THE CORRELATION BETWEEN CONCEPT SENTENCE METHOD TO STUDENTS' WRITING SKILL AT THE SEVENTH CLASS OF MTs AL-KHAIRIYAH PEKALONGAN – CILEGON ACADEMIC YEAR 2013/2014

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ABSTRACT: The research was intended to find out the correlation between Concept Sentence Method To Students' Writing Skill at the Seventh Class of MTs Al-Khairiyah Pekalongan Cilegon Academic Year 2013/2014. The kind of research is correlation with quatitative approach. The population in this research were the students of MTs Al-Khairiyah Pekalongan – Cilegon as many as 88 students. Sampling that had been used is random sampling by using Slovin formula. Data collecting method was used by giving questionnaire to get the data from Concept Sentence Method and the test to get the data from Students' Writing Skill. Hypothesis was examined by using SPSS statistical Calculation by calculating normality, homogeneity, analysis coefcience correlation and regression. Data used to examined hypothesis are concept sentence method data and students' writing skill data. The result of this research showed that based on SPSS calculation it was gained Asymp. Significance were 0,16 for X and 0,06 for Y. Then determination $\alpha = 0,5$. If $\alpha > \text{Asymp. Sig. (2-tailed)}$ was not a normal distribution and If $\alpha < \text{Asymp. Sig. (2-tailed)}$ was Normal distribution in other words data distribution which was tested have normal distribution. Based on the homogeneity clculation it was If $F_h < F_t$ therefore H_0 was accepted. F_h (F-count) was 1.294366511 F Critical one-tail(F table) was 1.477376311. In short F_h was lower than F Critical. It means that it was homogen. The Coefience Correlation was compared with r Table. If Coefience Correlation $> r$ Table, there was a significance correlation (H_a was accepted). If Coefience Correlation $< r$ Table, there was a significance correlation (H_0 was accepted). Based on the result was gained the significance value was 0,697, r table value with df 73 was 0,230. It means that H_a was accepted and there was a significance correlation between concept sentence method to students writing skill at the VII grade students of MTs Al-Khairiyah Pekalongan Cilegon academic year 2013/2014. Meanwhile $R = 0,046$. It means that correlation between variable X and variable Y was 0,046. To see the similarity regression significance could be seen from the value of F then compared with F Table. The conclusion was $F = 1,52$ and $F \text{ Table} = 1,47$. Significance = 0,05. It means that $F > F \text{ Table}$. Based on Anova formulation It could be used to predict of similarity regression. To make similarity regression was $\text{Constan} = 75,862$ $X = 0,41$. It means that similarity regression was $Y = 75,862 + 0,41 X = 76,272$

Key Word : Concept Sentence Method, Students' Writing Skill

1. INTRODUCTION

According to the researcher's observation, the students' writing skill of MTs Al-Khairiyah Pekalongan was still low. They still had difficulties in understanding the text. The texts which were taught in the first grade of Senior High School were descriptive, news item, and narrative. Based on the observation in the classroom and the interview with the teacher and the students, the researcher found that they had difficulties in organizing and writing the structure or text. They had difficulties in understanding the generic structure, and language feature. The generic structure includes finding

detail information and determining the parts of the text. While, the language feature includes vocabulary, finding references, and understanding the tenses.

The students' difficulties in writing were caused by some factors that might come from the students and the teacher. Most of the students admitted that they often felt bored when they had to write a descriptive text, especially a long and uninteresting topic text. In the class, some students were sometimes seemed to lean over their head on the table and talk each other. They just paid attention to the teacher when they did exercises but if the time given to do it was too long, they began to be noisy again. When they read a long text, they were not so interested because they often did not understand the meaning of the words used in the text. It was difficult for them to understand the content of the text. However, they were reluctant to bring the dictionary. They just waited until the teacher explained it for them or asked them about the difficult words. Besides, there were some problems that came from the teacher. Actually, the teacher's way in explaining the materials was clear enough but she was too rivet on the textbook. She usually taught using conventional way by staying in class and doing the exercises on the handbook. She used various techniques and media in teaching rarely. So, the students felt that English lesson was boring. All of those factors made the students to have low motivation in learning English, especially reading.

To improve the students' motivation in learning, the teacher must use interesting teaching strategy. Richard (2001) defined that *“Method is an overall plan for the orderly presentation of language material , no parts of which contradict, and all of which is based upon , the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods”*.

Meanwhile concept sentence method is useful to train the student analysis in mentioning foreign terminology besides that it also teaches student's confident and curiosity to a new concept in a group. Based on the benefits of Concept sentence method it is expected that through this method, the students can master in learning English, especially writing. In this case, the researcher intends to use concept sentence method because this research is focused on writing on the language features. The writer want to know the significant correlation between two variables.

Based on the problems and the proposed solution above, the writer is interested in conducting associative quantitative research entitled "The Correlation Between Concept Sentence method in Students' Writing Skill at The Seventh Grade Students of MTs Al-Khairiyah Pekalongan Academic Year 2013/2014". In this research the problem which will be researched is formulated as : Is there any correlation between method selection to students writing skill at the sevnth class at MTs al-Kairiyah Pekalongan?

2. BASIC THEORY

2.1. Meaning of Method

According to Hasan *“Method is as bridge of interaction between two worlds to help the teacher and students in order to be able to understand each other, needs, and match it together.*

1. Kinds of Method
 - a. Classroom Based Method
 - 1) Circle Form
 - 2) Half Circle
 - 3) Small Circles
 - 4) Square
 - 5) Two Lines
 - 6) Oval
 - b. Students Based Method
 - 1) Cooperative Integrated Reading and Composition
 - 2) Debate
 - 3) Heroic Learning Model

- 4) Role Play
- 5) Student Facilitator and Explaining
- c. Learning Style Based Method
 - 1) Teaching Style
 - a) Auditory (Learning by hearing)
 - b) Visual (Learning by seeing)
 - c) Kinesthetic (Learning by doing)
 - 2) Quantum Teaching
 - 3) Teaching Based on Media
 - a) Time token
 - b) Complete sentence
 - c) Guessing word meaning
 - d) Word square
 - e) Scramble
 - f) Demonstration
 - g) Course review horay
 - h) Talking stick
 - i) Example Non example
 - j) Picture and picture
- d. Two Pairs Partner Mathod
 - 1) Pair Checks
 - 2) Take and Give
 - 3) Change Pair
 - 4) Inside-Outside Circle
 - 5) Make a Match
 - 6) Think Pair and Share
 - 7) Cooperative Script
 - 8) Articulation
 - 9) Bamboo Dance
- e. Individual Based Method
 - 1) Direct Instruction
 - 2) Problem Based Introduction
 - 3) Problem Solving
 - 4) Problem Possing
 - 5) Mind Mapping
- f. Group Based Method
 - 1) Group Investigation
 - 2) Numbered Heads Together
 - 3) Two Stay Two Stray
 - 4) Numbered Head Structure
 - 5) Co-op co-op (Cooperative)
 - 6) Moving Group
 - 7) STAD (Student Teams-Achievement Divisions)
 - 8) Model Open-Ended
 - 9) Jigsaw
 - 10) Snowball Throwing
 - 11) Team Games Tournament
 - 12) Lesson Study
 - 13) Tutorial Mate
 - 14) Concept Sentence

3. Concept Sentence Method

Concept sentence method is a kind of teaching method that use key words which define a material then expanded independently by the students in order to be a rare concept, whole, and suitable for its definition. This method is useful to train analysis ability of students in mentioning foreign terminology. Beside that, it also teaches to be confident and curiosity to a new concept in the group.

The step is as follow :

- Teacher prepares competency that will be achieved
- Teacher presents the material
- Teacher makes a group 4 students/group heterogeneity
- Presenting some key words according to material
- Every group is asked to make some sentence which use at least four key words every sentence.
- The result is discussed together with the teacher
- Conclusion

We can also do as follow :

- o Choose a word or a topic in the class, eg. “summer”, “water”, “happiness”.
- o Students associate freely to the word chosen and take turn to call out their associations. The teacher writes on the board the words called out.
- o Form small groups. Each group chooses 10-15 words from the list on the board and makes up a short story around those words.
- o each group in turn tell its story or recites its poem to the whole class.

The opportunity of associating to a word or theme can produce a surprising variety of ideas if allowed to develop freely. Spontaneity should be encouraged, but unusual connections with the theme should be challenged so that the student concerned explains the association.

An alternative way to begin is for the teacher to say a word. Any student then says a word he/she associates with the previous word and so on. Continue around the class, each time associating only with the last word spoken. This should be done at a brisk pace. The difference is that this technique often produces a sequence of ideas-i.e., the outline of a story.

2.2. THEORETICAL DESCRIPTION OF VARIABLE Y

2.2.1. Meaning of Writing

Like other skills, writing skill can be learned and improved. Writing is a skill that must be learned to produce English written such as some sentence, paragraph and discourse. So everyone can write well to improve his/her writing in English.

Etimologically, the word writing derived from “write” and it can be defined as :

- a. Mark letters or number of surface, especially with a pen or pencil
- b. Produce something in written form, so that people can read, perform, use it
- c. Put information, greeting, etc in letter and send it to somebody
- d. (Computing) record data in the memory of computer.

Moreover the meaning of writing in Cambridge International dictionary is as follows :

- a. A person study with a pen or paper, which can be recognise as their own
- b. Something, which has been written or printed
- c. The written work, such as stories or poem of one person or group of people
- d. The activity of creating pieces of written work, such as stories, poem, or article.

Lado, as quoted by Tarigan (1993) states that “*menulis ialah menurunkan atau melukiskan lambang-lambang grafik menggambar suatu bahasa yang dipahami oleh seseorang, sehingga orang*

lain dapat membaca lambang-lambang grafik tersebut kalau mereka memahami bahasa dan gambar grafik itu”.

Based on the writer's experience shared by colleagues, what was taught in writing subject was still about to use good structured and egert grammar besides the application of using the right procedures in writing and stressing in content of the composition it self.

Douglas (2003) devide genres of writing as follow :

- a. Academic Writing
 - Papers and general subject report
 - Essay, composition
 - Academically focused journal
 - Short-answer test response
 - Technical report (e.g.,lab report)
 - Theses, dissertation
- b. Job-related Writing
 - Messages (e.g.,phone message)
 - Letters/email
 - Memos (e.g., interoffice)
 - Reports (e.g., job evaluations, project reports)
 - Schedules, labels, signs
 - Advertisements, announcements
 - Manuals
- c. Personal Writing
 - Letters, emails, greeting cards, invitations
 - Messages, notes
 - Calendar entries, shopping lists, reminders
 - Financial documents (e.g., checks, tax forms, loan applications)
 - Forms, questionnaires, medical reports, immigration documents,
 - Diaries, personal journals
 - Fiction (e.g., short stories, poetry)

2.2.2. Types of Writing

Four categories of written performance that capture the range of written production are considered here. Each category resembles the categories defined for the other three skills, but theses categories , as always, reflect the uniqueness of the skill area.

There are four types of writing performance. They are :

1. Imitative.

It is intended to produce written language , the learner must attain skills in the fundamental, basic task of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the english spelling system. It is a level at primary if not exclusive focus. While context and meaning are of secondary concern.
2. Intensive (Controlled)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and dioms and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correction and appropriatness, but most assessment taks are more concerned awith a focus on form, and are rather strictly controlled by the test design.
3. Responsive

Here assessment tasks require learners to perform at the limited discourse level, connecting sentences into a paragraph and creating logically connected sequences of two or three of

paragraph. Tasks respond to pedagogical directives, lists, of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading and interpretations of charts or graph. Under specified conditions, the writers begin to exercise some freedom of choice among alternative form of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused ont he discourse conventions that will achieve the objectives of he written text. Form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning.

4. Extensive

Extensive writing implies successful management off all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project reports, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or ilustrate ideas, demonstrating syntactic and exical variety, and in many cases, enaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

2.3. THINKING FRAMEWORK

Teacher is not only explains something in front of class but also they must educate their students how to behave and how to make them interested in the learning process. Jeremy (2004) says that:

“The students who pay attention on it will develop his own motivation and then becomes more interested in the learning activities”

Meanwhile Richard (2001) defined that *“Method is an overall plan for the orderly presentation of language material , no parts of which contradict, and all of which is based upon , the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods”*.

From the explanation above, of course we need to know the method and material selection that suitable for certain student and material we have to correlate one of the method it selt. It is aimed not only to know the correlation of the method but also it is intended to train the teacher creativity in presenting the material in the classroom.

2.4. RESEARCH HYPOTHESIS

Hypothesis is a temporal answer or prediction of the problem that will be research and it is needed to test by the research activity. It isn't intended to prove whether it is true or false of the hypothesis but it is intended to accept or refuse the hypothesis.

Based on the problem above the hypothesis that will be proposed is as follow :

1. Null Hypothesis (Ho) it means there is not a significant correlation between concept sentence method in students writing skill.
2. Alternative Hypothesis (Ha) it means there is a significant correlation between concept sentence in students writing skill.

3. RESEARCH METHOD

3.1.The Condition of The Students

The students is from some subdistricts and villages in Cilegon area. It has 264 students, consist of 126 schoolboy and 168 schoolgirl as follow :

TABLE 3.1

No	CLASS	SCHOOLBOY	SCHOOLGIRL	AMOUNT
01	VII	48	40	88
02	VIII	52	52	104
03	IX	26	46	72
		126	168	264

3.2. Population And Sample

Population is whole subject of the research in a place where we will take a research. According to Sugiyono (2010) *“Population is generalisation area which consist of : object/subject that has quality and certain characteristic which has stated by the researcher to be studied and then concluded “.*

Meanwhile according to Suharsimi Arikunto (2002) “sample is a part of population”. This sample is intended to represent the population since the research is generalization to the population.

In this research researcher determined **Slovin formula** to determine minimum sample (n) if it was known the population (N) with the degree of significance α was :

$$n = \frac{N}{1+N \alpha^2}$$

n = Number of sample

N = Number of population

α = Significance degree (the researcher used 0,05%)

The population in the class VII of MTs Al-Khairiyah Pekalongan is 88 students. referring to formula above it could b calculated as follow :

Population (N) = 88

α = 0,05

$$n = \frac{N}{1+N \alpha^2}$$

$$n = \frac{88}{1+88 (0,05)^2}$$

$$n = 72,13115 = 73$$

The sample that could be got from the calculation above were 73 students. The selection sample was held by system random sampling which used by lottery. the researcher made 73 pieces “which written “sample” inside and 15 pieces of paper with “Non sample” written inside of papers then it was distributed to all population then The students who got the piece of paper with written “Sample” would be a sample.

3.3. Design and Research Methodology

The kind of research used by the writer is associative research. In this research the writer took one class by using quasi. It is randomly in taking the sample. It is based on the lottery.

The method that will be used in this research is associative correlation and quantitative approach. By using One Shot Case Study. Moh Nazir, Ph.d (2010) states *“Research Methodology is a method in doing the research a group of human, object, a set of condition, a systematical thinking, or even recent thinking”.*

The objective of correlation research is to know whether the variable X has the significant correlation of variable Y it is systematically factual and relating to facts, substance and the correlation between phenomenon that will be done in the research. Approach that will be used in this research is quantitative.

3.3.1. Variable of Research

Based on the thinking framework above, the researcher determines variables as follow :

Variable X
Concept Sentence Method

Variable Y
Students' Writing Skill

3.3.2. Data Collecting Technique

Data collecting technique in this research are as follow :

- Test, it is instrument or sequence of exercise with the other tool that be used to measure of skill, knowledge, ability that be possessed by individual or group. The writer would give reading test, the test is attributed both of variable test for ten numbers. The tes that the rsearcer will use is achievement test, it is intended to measure students' achievement after learning some materials
- Questionnaire, It is written question to get information from respondent. Most of research activity commonly use questionnaire as method which was selected to collect the data.

3.3.3. Data Analysing Technique

To reach the objective data, writer will process data before. In this process between variable X and variable Y will be counted. Writer determined normality test, homogeneity test then analysing the data by using SPSS 14. The steps were as follow :

- Testing Normality
- Testing Homogeneity
- Analysing by Using SPSS 14
- The last step is conclusion

4. RESULT AND DISCUSSION

4.1. Object of Research

Object of the research was in MTs Al-Khairiyah Pekalongan Cilegon especially class VIII. The statistical calculation was using SPSS 14. It was used to make the researcher easy to calculate accurately. The data was gained from the samples which was given in a questionnaire form and test.

4.2. Presentation of Research

1. Normality

Table 4.1
Descriptive Statistics

	N	Mean	Std. Deviation	Minimu m	Maximum	Percentiles		
						25th	50th (Median)	75th
X	73	73.08	7.436	60	90	70.00	70.00	80.00
Y	73	78.84	6.536	65	90	75.00	80.00	85.00

Table 4.2
One-Sample Kolmogorov-Smirnov Test

	X	Y
N	73	73
Normal	Mean	73.08
Parameters(a,b)	Std. Deviation	78.84
Most Extreme	Absolute	7.436
Differences	Positive	.181
	Negative	.201
Kolmogorov-Smirnov Z		.181
Asymp. Sig. (2-tailed)	1.549	.155
	.016	-.201
	1.716	
	.006	

a Test distribution is Normal.

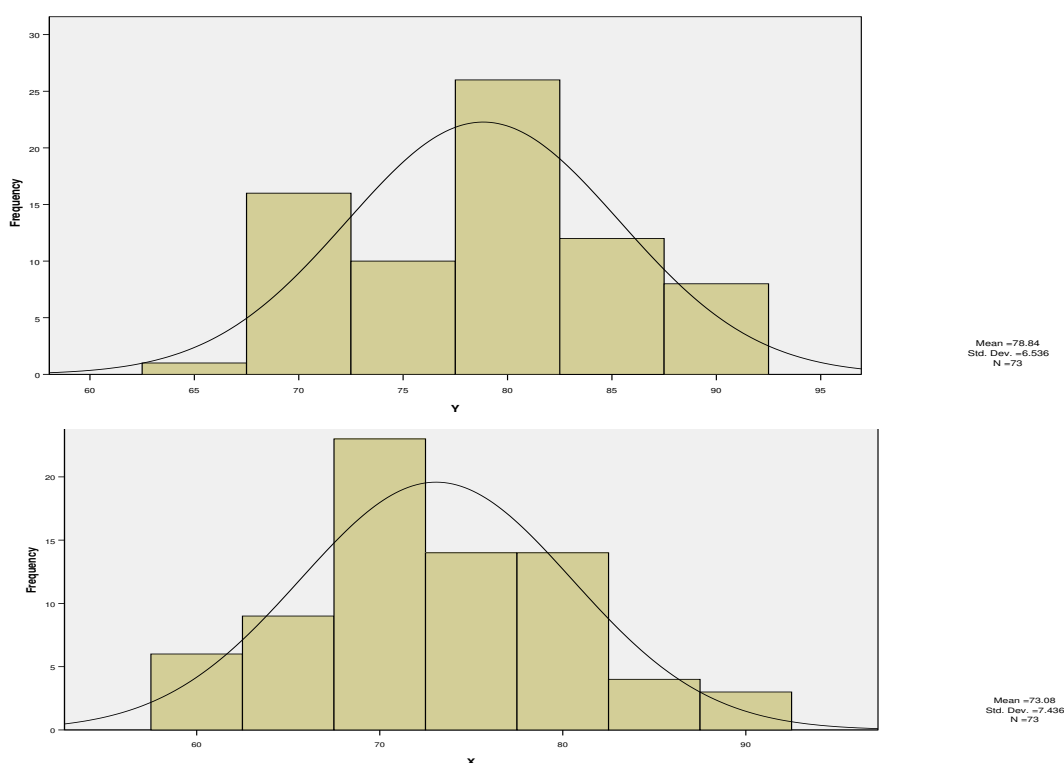
b Calculated from data.

It can be explained that based on SPSS calculation it was gained Asymp. Significance were 0,16 for X and 0,06 for Y. Then the formulation was as follow :

- 1) Determined $\alpha = 0,5$
- 2) If $\alpha > \text{Asymp. Sig. (2-tailed)}$ = Not a normal distribution
- 3) If $\alpha < \text{Asymp. Sig. (2-tailed)}$ = Normal distribution

Meanwhile the result Asymp. Sig. (2-tailed). Means score p which was produced from 0 (null) hypothesis testing that there was no differences between data distribution with normal data distribution. If score p was higher or more than 0 (zero), therefore the conclusion that could be taken was null hypothesis rejected, in other words data distribution which was tested have normal distribution.

HISTOGRAM



2. Homogeneity Testing

Table 4.3
F-Test Two-Sample for Variances

	Score	Score
Mean	73.08219178	78.83561644
Variance	55.29870624	42.72260274
Observations	73	73
Df	72	72
F	1.294366511	
P(F<=f) one-tail	0.137989732	
F Critical one-tail	1.477376311	

So, If $F_h < F_t$ therefore H_0 was accepted. Because of $DK=\{F|F>F_{table}\}$ and if $F_h DK$ so H_0 accepted (homogen) which was result **1.294366511 < 1.477376311 therefore** H_0 was accepted. The conclusion which could be got on the tabel above was F was $F_h(F\text{-hitung})$ was **1.294366511** F Critical one-tail(F table) was **1.477376311. In short F_h is lower than F Critical. It menas that it was Homogen.**

3. Hypothesis Testing

Analysis Coefficient Correlation

Table 4.4
Descriptive Statistics

	Mean	Std. Deviation	N
Y	78.84	6.536	73
X	73.08	7.436	73

Table 4.5
Correlations

		Y	X
Y	Pearson Correlation	1	.046
	Sig. (2-tailed)		.697
	Sum of Squares and Cross-products	3076.027	161.986
	Covariance	42.723	2.250
	N	73	73
X	Pearson Correlation	.046	1
	Sig. (2-tailed)	.697	
	Sum of Squares and Cross-products	161.986	3981.507
	Covariance	2.250	55.299
	N	73	73

Coefience Correlation was compared with r Table (Korelasi Tabel) as follow :

1. If Coefience Correlation $> r$ Table, therefore there was a significance correlation (H_a was accepted).
2. If Coefience Correlation $< r$ Table, therefore there was a significance correlation (H_0 was accepted).

The conclusion was based on the table above it was gained the significance value was 0,697, meanwhile r table value with df 73 was 0,230. It means that H_a was accepted and there was a ignificance correlation between concept sentence method to students writing skill at the VII grade students of MTs Al-Khairiyah Pekalongan Cilegon academic year 2013/2014.

Regression Testing

Regression

[DataSet0]

Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.046 ^a	.002	-.012	6.575

a. Predictors: (Constant), X

b. Dependent Variable: Y

Based on the table $R = 0,046$. It means that correlation between variable X and variable Y was 0,046

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.590	1	6.590	.152	.697 ^a
	Residual	3069.437	71	43.232		
	Total	3076.027	72			

a. Predictors: (Constant), X

b. Dependent Variable: Y

To see the similarity regression significance could be seen from the value of F then compared with F Table.

- 1) If $F < F_{table}$; similarity regression can not be used to predict
- 2) If $F > F_{table}$; similarity regression can be used to predict
- 3) It can also be seen from the significance value which could be used to predict if significance value $< 0,5$

The conclusion was $F = 1,52$ and $F_{Table} = 1,47$. Significance = 0,05. It means that $F > F_{Table}$. Based on Anova formulation It could be used to predict of similarity regression.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	75.862	7.654		9.911	.000	60.600	91.124
	X	.041	.104	.046	.390	.697	-.167	.248

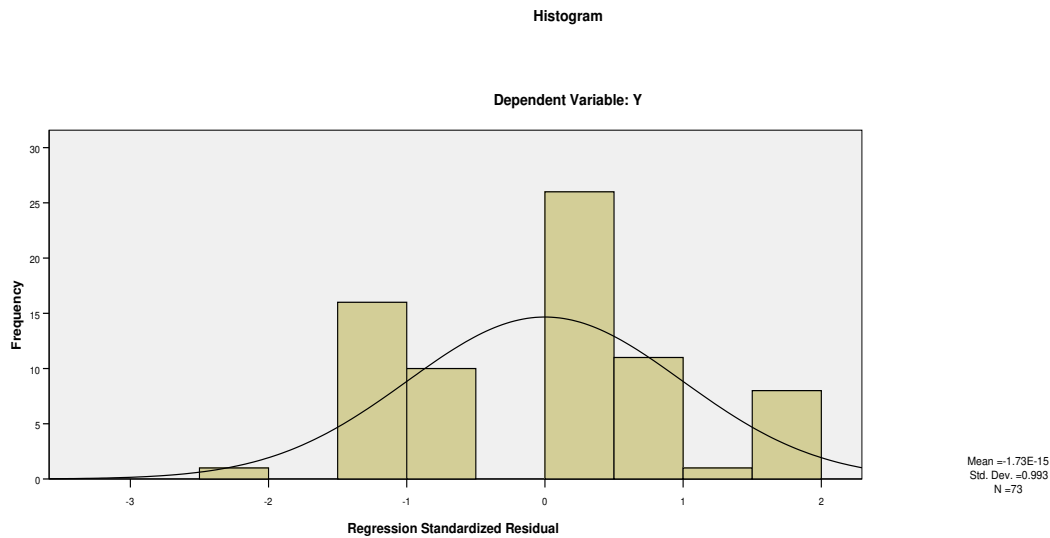
a. Dependent Variable: Y

To make similarity regression could be seen from B column

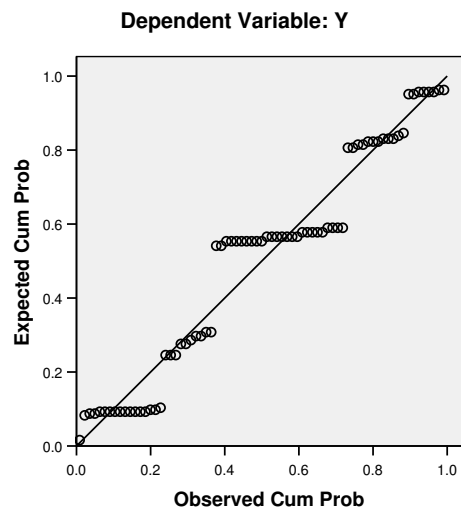
- 1) $Constan = 75,862$ $X = 0,41$. It means that similarity regression was :

$$Y = 75,862 + 0,41 X = 76,272$$

Charts



Normal P-P Plot of Regression Standardized Residual



4.3. Interpretation Data

1. It can be explained that based on SPSS calculation it was gained Asymp. Significance were 0,16 for X and 0,06 for Y. Then the formulation was as follow :

Determined $\alpha = 0,5$

If $\alpha >$ Asymp. Sig. (2-tailed) = Not a normal distribution

If $\alpha <$ Asymp. Sig. (2-tailed) = Normal distribution

Meanwhile the result Asymp. Sig. (2-tailed). Means score p which was produced from 0 (null) hypothesis testing that there was no differences between data distribution with normal data distribution. If score p was higher or more than 0 (zero), therefore the conclusion that could be taken was null hypothesis rejected, in other words data distribution which was **tested have normal distribution.**

2. Homogeneity Testing

If $F_h < F_t$ therefore H_0 was accepted. Because of $DK=\{F|F>F_{table}\}$ and if F_h DK so H_0 accepted (homogen) which was result **1.294366511 < 1.477376311 therefore** H_0 was accepted. The conclusion which could be got on the tabel above was F was $F_h(F\text{-hitung})$ was **1.294366511** F Critical one-tail(F table) was **1.477376311. In short F_h is lower than F Critical. It menas that it was Homogen.**

3. Hypothesis Testing

Based on Analysis Coeficient Correlation Coefience Correlation was compared with r Table (Korelasi Tabel) as follow :

If Coefience Correlation $> r$ Table, therefore there was a significance correlation (H_a was accepted).

If Coefience Correlation $< r$ Table, therefore there was a significance correlation (H_0 was accepted).

The conclusion was based on the table above it was gained the significance value was 0,697, meanwhile r table value with df 73 was 0,230. It means that H_a was accepted and there was a ignificance correlation between concept sentence method to students writing skill at the VII grade students of MTs Al-Khairiyah Pekalongan Cilegon academic year 2013/2014.

4. Regression Testing

Based on the table $R = 0,046$. It means that correlation between variable X and variable Y was 0,046. To see the similarity regression significance could be seen from the value of F then compared with F Table.

- 1) If $F < F$ table ; similarity regression can not be used to predict
- 2) If $F > F$ table ; similarity regression can be used to predict
- 3) It can also be seen from the significance value which could be used to predict if significance value $< 0,5$

The conclusion was $F = 1,52$ and F Table = 1,47. Significance = 0,05. It means that $F > F$ Table. Based on Anova formulation It could be used to predict of similarity regression.

To make similarity regression could be seen from B column.

Constan = 75,862 $X = 0,41$. It means that similarity regression was :

$$Y = 75,862 + 0,41 X = 76,272$$

5. CONCLUSION

It can be explained that based on SPSS calculation it was gained Asymp. Significance were 0,16 for X and 0,06 for Y . Then the formulation was as follow :

Determined $\alpha = 0,5$

If $\alpha > \text{Asymp. Sig. (2-tailed)}$ = Not a normal distribution

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Meanwhile the result Asymp. Sig. (2-tailed). Means score p which was produced from 0 (null) hypothesis testing that there was no differences between data distribution with normal data distribution. If score p was higher or more than 0 (zero), therefore the conclusion that could be taken was null hypothesis rejected, in other words data distribution which was **tested have normal distribution.**

Homogeneity Testing

If $F_h < F_t$ therefore H_0 was accepted. Because of $DK=\{F|F>F_{table}\}$ and if F_h DK so H_0 accepted (homogen) which was result **1.294366511 < 1.477376311 therefore** H_0 was accepted. The conclusion which could be got on the tabel above was F was $F_h(F\text{-hitung})$ was **1.294366511** F Critical one-tail(F table) was **1.477376311. In short F_h is lower than F Critical. It menas that it was Homogen.**

Hypothesis Testing

Based on Analysis Coeficient Correlation Coefience Correlation was compared with r Table (Korelasi Tabel) as follow :

If Coefience Correlation $> r$ Table, therefore there was a significance correlation (H_a was accepted).
 If Coefience Correlation $< r$ Table, therefore there was a significance correlation (H_o was accepted).

The conclusion was based on the table above it was gained the significance value was 0,697, meanwhile r table value with df 73 was 0,230. It means that H_a was accepted and there was a ignificance correlation between concept sentence method to students writing skill at the VII grade students of MTs Al-Khairiyah Pekalongan Cilegon academic year 2013/2014.

Regression Testing

Based on the table $R = 0,046$. It means that correlation between variable X and variable Y was 0,046. To see the similarity regression significance could be seen from the value of F then compared with F Table.

If $F < F$ table ; similarity regression can not be used to predict

If $F > F$ table ; similarity regression can be used to predict

It can also be seen from the significance value which could be used to predict if significance value $< 0,5$

The conclusion was $F = 1,52$ and F Table = 1,47. Significance = 0,05. It means that $F > F$ Table. Based on Anova formulation It could be used to predict of similarity regression.

To make similarity regression could be seen from B column.

Constan = 75,862 $X = 0,41$. It means that similarity regression was :

$$Y = 75,862 + 0,41 X = 76,272$$

It can be explained that based on SPSS calculation it was gained Asymp. Significance were 0,16 for X and 0,06 for Y . Then the formulation was as follow :

Determined $\alpha = 0,5$

If $\alpha > \text{Asymp. Sig. (2-tailed)}$ = Not a normal distribution

If $\alpha < \text{Asymp. Sig. (2-tailed)}$ = Normal distribution

Meanwhile the result Asymp. Sig. (2-tailed). Means score p which was produced from 0 (null) hypothesis testing that there was no differences between data distribution with normal data distribution. If score p was higher or more than 0 (zero), therefore the conclusion that could be taken was null hypothesis rejected, in other words data distribution which was **tested have normal distribution.**

Homogeneity Testing

If $F_h < F_t$ therefore H_o was accepted. Because of $DK = \{F | F > F_{table}\}$ and if $F_h DK$ so H_0 accepted (homogen) which was result **1.294366511 $<$ 1.477376311 therefore H_o was accepted.** The conclusion which could be got on the tabel above was F was $F_h(F\text{-hitung})$ was **1.294366511** F Critical one-tail(F table) was **1.477376311. In short F_h is lower than F Critical. It menas that it was Homogen.**

Hypothesis Testing

Based on Analysis Coeficient Correlation Coefience Correlation was compared with r Table (Korelasi Tabel) as follow :

If Coefience Correlation $> r$ Table, therefore there was a significance correlation (H_a was accepted).

If Coefience Correlation $< r$ Table, therefore there was a significance correlation (H_o was accepted).

The conclusion was based on the table above it was gained the significance value was 0,697, meanwhile r table value with df 73 was 0,230. It means that H_a was accepted and there was a ignificance correlation between concept sentence method to students writing skill at the VII grade students of MTs Al-Khairiyah Pekalongan Cilegon academic year 2013/2014.

Regression Testing

Based on the table $R = 0,046$. It means that correlation between variable X and variable Y was 0,046. To see the similarity regression significance could be seen from the value of F then compared with F Table.

If $F < F_{\text{table}}$; similarity regression can not be used to predict

If $F > F_{\text{table}}$; similarity regression can be used to predict

It can also be seen from the significance value which could be used to predict if significance value $< 0,5$

The conclusion was $F = 1,52$ and $F_{\text{Table}} = 1,47$. Significance = 0,05. It means that $F > F_{\text{Table}}$. Based on Anova formulation It could be used to predict of similarity regression. To make similarity regression could be seen from B column. $\text{Constan} = 75,862$ $X = 0,41$. It means that similarity regression was :

$$Y = 75,862 + 0,41 X = 76,272$$

5.2. SUGGESTION

Based on statistical calculation on the previous chapter from the data in chapter four and also conclusion on previous part, the writer gave some suggestions as the recommendation as follow :

Concept sentence method must be considered in teaching writting skill

The teacher was recomended to use concept sentence method in teaching writing skill

Always give the students various method in teaching English

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