

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the language skills that used for sharing information, thought, experience, idea, or science between students and the other. Writing is one of the ways to share our information clearly, because when writing process we will get many inspiration to make our written is good and clearly. Writing also makes the students creative in learning by use the authentic source from the authentic author¹. Many experts of science use writing skill to share the information and knowledge widely to all people in the world. Writing is a productive skill that needs various discourses knowledge about language use like grammar, structure and vocabulary to improve students writing abilities.

According to Sara Cushing Weigle in Penny McKay book of *Assessing Young Language Learners* discusses the complex cognitive processes, or mental activities, involved in writing, the sources of knowledge writers draw upon in writing and other factors that influence the writing process. To second language writing we must add the three key factors, there are: language literacy, cultural and background knowledge, and the need for an oral language foundation in the Target language. Writing as a process involves the pre-writing, writing, revising and editing processes that writers go through to produce a piece of writing. The 'products' of writing are numerous, and in many forms, determined by different

¹ John Langan, *Collage Writing Skills with Readings*(New York, Mc Graw Hill,2005)

purposes and audiences and contexts for writing, for example illustrated sentences, letters, descriptive, narratives and shared books that student produce in the classroom and elsewhere. Students not only have to work towards learning the processes and products involved in ‘mature’ writing in the target language, but also have to deal with the physical and cognitive demands of early literacy, either in their first or the target language, or in both².

Many problems appear from the teachers and the students in teaching writing, in this section the writer suggest that the teachers have to be come motivator for their students and have to make the effectiveness of teaching writing in the class. Because the students will follow all instructions from the teacher, than the teachers have to give good strategies in teaching writing to their students.

From the observation, the writer found that students of MTS Al-Hidayah Ciomas serang got difficulties in writing, because they have not found the best way to write, because the good technique will make students easier in writing and also they will improve their ideas. The students have to master vocabularies, grammatical use and the other aspects to develop them writing skill. Uncreative way makes students feel bored and the learning process uncontrolled.

In teaching writing, the teacher can use the strategy to improve students’ writing skill. Concept sentence is a technique of learning that teaches students to make a sentence with some key words that have been provided in order to capture the concepts contained in the sentence³.

² Penny McKay, *Assessing young language learners*(New york, Cambridge University Press, 2006), p. 245

³ Jannah, Narulita R, “*Improving Students’ Writing Skill of Descriptive Text Using Concept Sentence at The Eight Grade of SMP Negeri 1 Ponorogo in Academic Year 2014/2015*”, (Thesis, English Department, Faculty of Teacher Training and Education Muhammadiyah University of Ponorogo, 2015)

The writer chooses a concept sentence strategic approach to language learning, because, concept sentence is a good technique that could be done to make the effort to learn to be more efficient, interesting, and bring a positive impact on the English language proficiency.

The writer interested to solve problem in teaching writing descriptive text using Concept Sentence Technique at the second grade of MTS Al-Hidayah Ciomas Serang. The writer hope with this technique, students can learn to be more efficient, interesting, and bring a positive impact on the English language proficiency.

Based on the background above, the writer would like to carry out the research entitle : **“THE USE OF “CONCEPT SENTENCE” TECHNIQUE IN TEACHING WRITING DESCRIPTIVE TEXT”** (Quasi Experiment Research at the Second Grade of MTS AL-Hidayah Ciomas Serang in Academic Year 2016/2017).

B. Identifications of the Problem

The writer identified several problems in teaching learning writing process in the class, as follow:

1. Students get difficulties to write
2. Students feel bored during writing class
3. Students need the interesting technique to make writing lesson easier and interesting.

C. Statements of the Problem

Based on the backgrounds discussed above, the writer underlines the problems as follow:

1. How is the student writing ability on descriptive text?
2. How is the process of teaching writing descriptive text through concept sentence?
3. How is the effectiveness of concept sentence in teaching writing descriptive text?

D. The Aims of the study

According to the problem started above, the writer formulates the objectives of research as follow:

1. To know the students writing ability on descriptive text
2. To know the process of teaching writing descriptive text through concept sentence technique
3. To know the effectiveness of concept sentence technique in teaching writing descriptive text

E. Limitation of the Problem

In this research, the writer limit the problem that concern about teaching writing descriptive text by using concept sentence technique at the class VIII C and VIII D of MTS Al-Hidayah Ciomas Serang. The writer uses quasi experiment with concept sentence as variable X and teaching writing descriptive text as

variable Y. Furthermore, the use of concept sentence in teaching writing descriptive text.

F. Significance of the Research

By doing this research, the writer expects to give valuable contributions to:

1. The students

First, the result of this research can be helpful for the students who learn English especially in writing descriptive text. By knowing concept sentence technique for improving writing ability, the students are more motivated to express their ideas and develop their creativity in writing.

2. The English teacher

The result of this research can be helpful for the teacher to improve her teaching in classes and overcome the problems that have been faced in writing descriptive texts.

3. The other researchers

This research has purpose to stimulate other people or researchers to replicate for further investigation about this certain issue.

4. The school

This research is expected to improve learning process in the school, especially in teaching and learning English.

G. The Previous of the Study

The writer finds previous studies of researchers about the use of concept sentence in teaching writing descriptive text:

Written by Nur Muliani with the title The Influence Of “Concept Sentence” Technique Toward The Students ‘Achievement In Writing Narrative Text. Based on the research result, Concept Sentence technique helps the students improve their writing ability, especially in writing a narrative text. Concept Sentence technique applied in teaching writing can be an effective technique. It is proper since there is a significance difference between the pre-test and post-test when the study is conducted⁴.

Written by Jannah Narulita R. With the title: Improving Students’ Writing Skill of Descriptive Text Using “Concept Sentence” at the Eight Grade of SMP Negeri 1 Ponorogo in Academic Year 2014/2015. Based on the result of this research, the implementation of concept sentence can improve students’ writing skill at the eighth grade students of SMPN 1 Ponorogo, it was seen from the data of score test. In cycle 1, the test was known that only 50% who got score above KKM and 50% who got score under KKM. It improved in cycle 2; all students got score greater than English KKM. The students were also more active and they had higher motivation to learn. The result of questionnaire stated that there were some improvements from first questionnaire and second questionnaire. The total of the first questionnaire was 75.9% and the second questionnaire was 82.61%. So, the result of the second cycle was higher than the first questionnaire. The students were more interesting, enjoying, and getting easier to understand the material.

⁴ Nur Muliani, *The Influence Of “Concept Sentence” Technique Toward The Students ‘Achievement In Writing Narrative Text* (skripsi, 2013)

H. Organization of Writing

This research is organized into five chapters as follow:

The first chapter is including introduction which consists of background of the research, identification of the problems, statement of the problem, the aims of the study, the limitation of the problem, significance of the research, the organization of writing.

The second chapter is theoretical review; it contains the definition of writing, writing strategies, the kind of writing, definition of descriptive text, the generic structure of descriptive text, definition of concept sentence, the application of cooperative learning approach, procedures of concept sentence technique, the advantages of Concept Sentence.

The Third chapter is method of the research, it contains about place and time of the research, population and sample, the method of research, the data collecting technique, Hypothesis of study, and the data analyzing.

The fourth chapter is research finding; it contains about data description and data analysis.

The fifth chapter is closing, it contains conclusion and suggestion.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Review

1. Definition of Writing

One of the aspects in language skill is writing. Writing is important to study because writing is one to communicate with other people and transfer the science. Writing is regarded as a secondary concern that functions as reinforcement for oral habits.

Many experts explain the meaning of writing, and the writer will examine according some experts. According to Dorothy E Zemach & Lisa A Rumisek Writing is a very important part of your university study. You will write assignments that may range from one paragraph to several pages long, and will write answers on tests and exams that may be a few sentences long or a complete essay⁵.

J. Charles Alderson & Lyle F. Bachman state writing is more important as tenets of communicative language teaching that is, teaching language as a system of communication rather than as an object of study have taken hold in both second and foreign language settings⁶.

Some experts' state writing is associated indirectly with the varieties of language that people tend to view as "correct". However, the association of

⁵ Dorothy E Zemach & Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (Macmillan)

⁶ J. Charles Alderson & Lyle F. Bachman, *Assessing Writing* (New York: Cambridge University Press,2002), 1

writing with the standard variety is not a necessary one, as evidenced by the attempts of writers to transcribe faithfully the speech of their characters.⁷

Writing is regarded as a secondary concern that functions as reinforcement for oral habits. In psychological terms, the approach carries traits of behaviorism: learning is habit formation, in that learners are instructed to imitate copy and transform models provided by textbooks and teachers. Writing is a complex activity requiring children to think about a number of factors simultaneously, for example, the formation of letters or characters, vocabulary, grammar and punctuation, layout, organization and selection of appropriate content for the intended audience.⁸

Sa'diyah (2012, p.164) said that "Writing is the most difficult skill to learn. It needs specialized skills that include the ability to express the writer's opinions or thoughts clearly and efficiently". So it's time for teacher to find out the best technique in teaching English especially in teaching writing"⁹.

The written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language s/he is writing to transfer the information s/he has in her or his mind to her or his readers effectively. The ability s/he has includes all the correct grammatical aspects of the

⁷ Nick Cipollone, Steven Hartman Keiser, Shravan Vasishth, (*Language Files*) *Materials for an Introduction to Language & Linguistics Seventh Edition*(Columbus: Ohio States University Press,1994), 7

⁸ Penny McKay, *Assessing young language learners*(New york, Cambridge University Press, 2006), p. 249

⁹ Nur Muliani, *The Influence Of "Concept Sentence" Technique Toward The Students 'Achievement In Writing Narrative Text*, (Skripsi, 2013),

language s/he is writing, the type of the information s/he is transferring, and the rhetoric's s/he is conducting in a communicative event too¹⁰.

2. Writing Ability

Writing ability is not a simple task, since, as researches in both first and second language writing have pointed out, the uses to which writing is put by different people in different situations are so varied that no single definition can cover all situations.

Cameron (2001) describes the development of writing skills and the influence of the first language on children's foreign language development. There are knowledge, skills and strategies that can be transferred across the two languages and new understandings that need to be gained about the particular cues to meaning in the new language.¹¹

In first-language settings, the ability to write well has a very close relationship to academic and professional success. Grabowski (1996:75) notes that: Writing, as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction.¹² Mastery of this standard system is an important prerequisite of cultural and educational participation and the maintenance of one's rights and duties, the fact that writing is more standardized than speaking allows for a higher degree of sanctions when people deviate from that standard. Vocabulary, grammar and spelling can be assessed separately from language use written tasks, but the appropriateness of doing so

¹⁰ Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008)

¹¹ Penny McKay, *Assessing young language learners* (New York, Cambridge University Press, 2006), p. 220

¹²

will depend on the purpose for assessment. In writing, more than in oral interaction and reading, knowledge of vocabulary and grammar, and spelling ability are regularly separated out for assessment.

For teachers and researchers who subscribe to the view of "Texts-as autonomous objects", writing ability is defined as the ability to respond to a given stimulus according to some authority's definition of the correct. Put another way, it is the ability to adhere to style-guide prescriptions concerning grammar, arrangement and punctuation, regardless of audience, purpose or context, working on the assumption that a text can mean the same thing to all people only if it is written explicitly following the given prescriptions.

According to Barnett, both students and teachers are commonly frustrated over the number of errors and the lack of improvement in student writing. In this article, she looks at how teachers traditionally assign and react to student writing. She claims that students may become more involved in editing their own work if the teacher does less correcting. She suggests that teachers look at writing as a process, or a series of drafts, including prewriting, writing, and rewriting. Less attention to correction of grammatical errors, together with real attention to content, leads ultimately to better student compositions. Barnett claims that the advantages to both students and the teachers of process writing and writing for communication include greater quantity, higher student motivation, and more efficient use of grading time¹³.

¹³ Torild Homstad and Helga Thorson, *Writing Theory and Practice in the Second Language Classroom: A Selected Annotated Bibliography* (German: University Of Minnesota, 1994), 4

The scope of goals and objectives in languages curricula for writing is outlined, and writing is mapped out following Bachman and Palmer (1996). Several issues in the assessment of reading and writing are discussed; including selection of texts and tasks, and the place of vocabulary, grammar and spelling assessment are discussed.¹⁴ Ways of assessing reading and writing are suggested, including classroom assessment strategies and task types that can be used in both the classroom and formal tests.

3. Writing Strategies

a. Planning

Planning or pre-writing is considered as a basic for kinds of writing, reading, thinking and learning. It is also viewed as an activity that encourages people to write. This stage will stimulate us to generate and gather information for writing and this stage can be done through these following activities: Brainstorming, Clustering, Free Writing, Wh-questions and etc.¹³ In short, in the planning stage, every students can have different prewriting strategy before producing a fine writing.

b. Drafting

At this stage, the writer focuses on the fluency of writing but does not think about grammatical accuracy or the neatness of the draft. Spivey describes drafting as a process in which writer constructs knowledge, transforms that knowledge through organizing, selecting, and connecting ideas and then develops it in a written text. Consequently, students will think about some ideas that will be

¹⁴ Penny McKay, *Assessing young language learners*(New york, Cambridge University Press, 2006), p. 263

useful to finish his or her work. The drafting may relate to the topic or the writers' purpose at the beginning.

c. Revising

Revising is not simply checking for language errors. Hence, it is done to improve the content and the organization of ideas so that the writer's purpose is made clearer to the reader. For instance, students revise when they are given a feedback by their teacher or friends for their writing. It means that different people tend to have different opinion about something and it is commonly found in writing. Another reason is to make students more motivate in producing a good writing.

d. Editing

At this stage, language errors, such as grammar, spelling, punctuation, diction, sentence structure and accuracy should be fixed in order to prepare the final draft for evaluation. The mistakes might be found during self-rechecking or analyzing peer's work. In editing, there is usually a rubric to recognize errors and mistakes in writing and it is useful to identify what kind of errors we or our friend made. Moreover, in editing process, it makes students see the connection between their own work and the exercise in order to create clear and unambiguous communication.

e. Presenting

Usually the students write just for their teachers, but in this section to motivate the students to be good writer and convey the result of their written in front of their friends, they can look difference between the good writer and the bad one.¹⁵

4. The Kind of writing

- a. Description reproduces the way things look, smell, taste, feel or sound. It is used to create writing a visual image of people, places, even of units of time, time of day or season.
- b. Narration is a form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence.
- c. Exposition writing is used in giving information, making explanation, and interpretation meanings. It includes editorials, essays and informative and instructional material. Exposition may be used to explain a process, to tell how something is made or done.
- d. Argumentation is used in persuading and convincing. Argumentation is used to make a case or to prove or disprove a statement or proposition.

¹⁵ Brandvik, Mary Lou, Katherine S. McKnight. *Buku Panduan Guru Bahasa Inggris Berbagai Teknik Siap pakai & Materi*. (Jakarta: Indeks.2013)

B. Descriptive Text

1. The Definition of Descriptive text

Descriptive or description is one of ways to tell about something by giving more details so we can visualize what it actually looks, what its taste, and etc, through our senses. Descriptive is usually used by writers to create lively object, scene, and place in their work as they give readers more experience while reading it. Hence, the readers will be easier to explore their imagination if the writing is described in a well vivid description. In line with the writer's opinion about description, it has been defined by philosophers as "a mode of perception," or a means of knowing. It gives the writer to record sensory details, to reflect on an experience and think about its advantage. Furthermore, in a book *Students' Writer* it states that "Description adds an important dimension to our lives because it moves our emotional and expands our experience by taking us to places we might not otherwise know much about".¹⁶ Sometimes, we did not notice that we always find descriptions in our everyday lives. For instance, in mass media, we can easily read an article or news that describes about popular issues or when we had a bad experience and we tell about it to our friends in much detail, they will feel it too. But, if we slightly talked about our vacation to someone, perhaps he or she would not get the whole picture.

2. The Descriptive Paragraph

In composition a description is also considered as a text. It is a paragraph in which a writer tries to picture out an object to his readers. The object can be

¹⁶ Barbara Fine Clouse, *The Student Writer*, (New York: McGraw-Hill, 2002), p. 142.

anything. It can be concrete object such as a person, or an animal, or a plan, or a car etc. it can also be an abstract object such as an opinion, or idea, or love, or hate, or belief, etc. in this case as a product of writing, the text functions to reflect what is being described to the readers. Following are some paragraph models about picturing some objects.¹⁷

A paragraph is a piece of written text. It contains several sentences. It can be classified into three parts; they are the beginning, the body, and the ending. As a text, a paragraph contains several sentences which can be classified into three parts.

The first part of paragraph is called the beginning. Commonly it only has one sentence. It is the most important sentence in the paragraph. It functions as the introductory sentence. Technically it is also called the topic sentence.

The second part is called the body. It contains several supporting sentences. Each of these sentences elaborates the topic sentence. Writers usually classify them into some types according to their function. The first type is called the major supporting sentences. Each of them is about each main point of the divisions of the topic sentence. They are directly related to the topic sentence. A good paragraph must have several major supporting sentences. The second type is called the minor supporting sentences. A major supporting sentence may have one or more than one minor supporting sentence. Each of them is about the major supporting sentence they elaborate. They directly relate to the major supporting sentence. They also elaborate the topic sentence, but they indirectly relate to it. In

¹⁷ Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu. 2008)

a complicated paragraph, a minor supporting sentence may also have one or more than one sub-minor supporting sentence.

The third part is called the ending. It is a complete sentence. It concludes the development of the paragraph. It closes the paragraph. As the ending it is always at the end of the paragraph. Technically, it is also called the concluding sentence. It can be defined then that a paragraph is a piece of writing which contains a topic sentence, some supporting sentences, and concluding sentence.

3. The Generic Structure of Descriptive Text

The generic structure of descriptive text consists of: Introduction and Description. *Introduction* is the part of the paragraph that identifies phenomenon to be described. *Description* is the part of the paragraph that describes parts, qualities, and characteristics.

The language features usually found in a descriptive text are:

1. The text is written using Simple Present Tense
2. Comparative degree
3. Article 'a' and 'the'
4. Preposition.¹⁸

C. Concept Sentence

1. Definition of Concept Sentence

Concept sentence is one type of learning developed from cooperative learning. Concept sentence is done by providing cards contain some key words to

¹⁸ Yana Rianti, Improving Students' Descriptive Writing Through Role, Audience, Format, And Topic (Raft) Strategy (Skripsi 2015)

the students. Then, the key word is structured into several sentence and developed into paragraphs. This model is made by the students formed a heterogeneous group and make sentences with a minimum of 4 words with the material presented.

Concept sentence is a model of learning concept sentence that begins with conveying competence, presentation material, forming heterogeneous groups, teachers prepare appropriate keywords teaching materials, and each group make sentences based on keywords (Guru club: 2008). The next procedure in this study is presented the results of learning alternately in front of the class¹⁹.

Uno and Mohamad (2012, p.95) said that concept sentence is a technique of learning that gives students some cards that have some keywords of the material. After getting the keyword cards, students will make some sentences or a paragraph²⁰.

2. The application of cooperative learning approach

a. Concept of Cooperative Learning Approach

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, p.7) also have argued 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

¹⁹ Aris Shoimin, *68 Model pembelajaran Inovatif dalam kurikulum 2013*(Yogyakarta: Ar-Ruzz Media, 2014), 37-38

²⁰ Nur Muliani, *The Influence Of "Concept Sentence" Technique Toward The Students 'Achievement In Writing Narrative Text*, (Skripsi, 2013),

children today. Cooperative situations help students learn these skills by working together”.

b. Concept Sentence as one of Cooperative Learning Approach

Concept sentence is one of many techniques of learning. Concept sentence was developed from cooperative learning method. Concept sentence may be able to help student 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 be a paragraph.²¹

c. Procedures of concept sentence technique

Here some procedures of concept sentence technique use for learning process:

- 1). Teacher shows or tells the learning objectives
- 2). Teacher presents the material
- 3). Students are divided into some group
- 4). Teacher gives some cards and the students write some keywords of the material about favorite animal, place and person.
- 5). every group makes some sentences using minimal four the keyword of material and makes it be a paragraph
- 6). Result of group discussion will be discussed again under guide of teacher
- 7). Teacher and students make conclusions

²¹ Nur Muliani, *The Influence Of “Concept Sentence” Technique Toward The Students ‘Achievement In Writing Narrative Text*, (Skripsi, 2013),

D. The advantages of Concept Sentence

- 1). Students more understand the key words of the subject matter. In teaching concept sentence technique the teacher gives the material to the students with presents some key words according to their content.
- 2). the cleaver Students can teach the other students. In the concept sentence technique use cooperative learning, then, the students divided into some groups and every group combine with the other students.²²

²² Aris Shoimin, *68 Model pembelajaran Inovatif dalam kurikulum 2013*(Yogyakarta: Ar-Ruzz Media, 2014),

CHAPTER III

METHODOLOGY OF RESEARCH

A. Method of the Research

In writing this paper the writer uses quantitative approach. This research is concerned with writing activity by using concept sentence. The research method utilize in this study is an experimental method. Experimental is “the best method indeed the only fully compelling method of establishing causation is to conduct a carefully designed experiment in which the effects of possible lurking variables are controlled. Experiment means to actively change x and to observe the response in y. The experimental method is the only method of research that can truly test hypotheses concerning cause-and-effect relationships. It represents the most valid approach to the solution of educational problems, both practical and theoretical, and to the advancement of education as a science”.

B. Place and time of research

1. Place of research

This research will take place at MTS Al-Hidayah Ciomas serang. The location is on Jl. Cilongkrang Pondokahuru, Ciomas, Serang, kode pos 42164.

2. Time of research

This research will carried out on April 2017, about one month. The first week is for pre-test, the second until third is for treatment and the last week is for post-test.

C. Population And Sample

1. Population

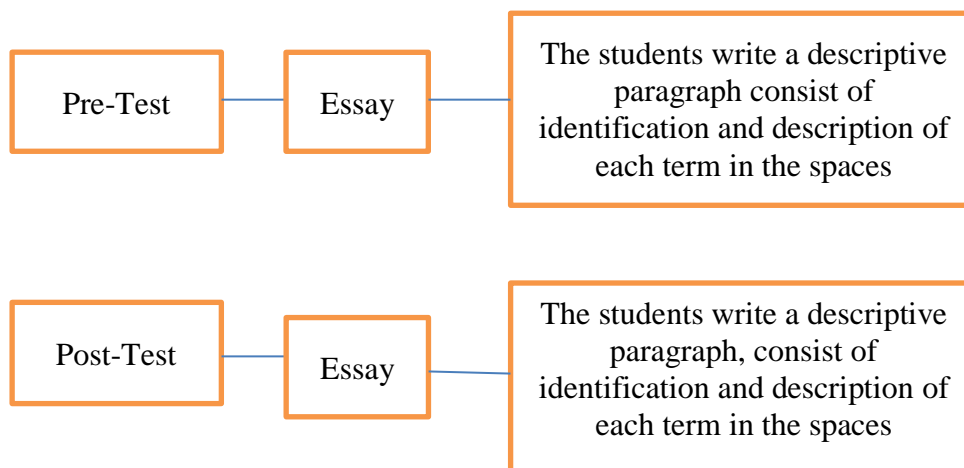
The writer observes that the population of students at MTs Al-Hidayah Ciomas Serang, especially the second grade that consist 130 students divided into eight classes.

2. Sample

The writer chooses two classes as a sample from the second grade class. Class VIII C consist of 30 students as experimental class and class VIII D consist of 30 students as a controlled class.

D. The Research Instrument

The writer used two kinds of instruments to collect the data. The instruments divided into two types: test and non-test. While the non-test consisted of observation sheet, interview, document. The test consisted of



E. Technique of Collecting Data

1. Observation

The writer observed around April 2017 of the second grade at MTs Al-Hidayah Ciomas Serang and the writer observed about the learning process of class VIII C and VIII D.

2. Test

Test is a method of measuring person's ability or knowledge in a given domain. To get data of students' writing comprehension, the researcher carries out pre-test before giving treatment and post-test after treatment. The forms of the test are:



Item	Score
Organization: Introduction And Description	20
Logical development of ideas: Content	20
Grammar	20
Punctuation, spelling and mechanics	20
Style and Quality of expression	20
Total	100

3. Document

The research needs documentation to know about the school situation and students. Documentation includes observation sheet, work plans, and answer sheet of pre-test and post-test.

F. Hypothesis of study Hypothesis

Hypothesis formulated to explain relationship two more variable as well to compare a variable.

In this research, the writer searches The Use of Concept Sentence Technique in Teaching Writing Descriptive text and has hypothesis to submit, those are: based on the theory and the objective of the study, the hypothesis of the study are proposed in terms of null hypothesis (H_0) and experimental hypothesis (H_a). They are follows:

1. The experimental hypothesis (H_a) is: there is an influence in teaching writing descriptive text before using concept sentence and after using concept sentence for the second grade of MTs Al-Hidayah Ciomas Serang
2. The null hypothesis (H_0) is: there is no an influence in teaching writing descriptive text before using concept sentence and after using concept sentence for the second grade of MTs Al-Hidayah Ciomas Serang.

G. Technique of Analyzing Data

The data were analyzed by using T-test formula. This formula is used to determine the significance difference between pre-test and post-test. Then the result of calculation of the t-test value consulted to value table. If the obtained

value is lower than t-table of 0.05 alpha levels, it means there is significance achievement in writing descriptive text by applying concept sentence technique.

To analyze the data the researcher will apply the following steps;

1. Collecting the score of pre-test and post-test by using table
2. The writer look for the average of students Pre-test and Post-test score to know the influence of concept sentence technique in teaching writing descriptive text by using formula:

$$M_x = \frac{\sum fx}{N}$$

3. Determine deviation standard $\sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$

4. Determine error standard

$$SE_{x2} = \frac{SD_{x2}}{\sqrt{N-1}}$$

5. Determine average score

$$M = M_2 - M_1$$

6. Determine how big the percentage of the score

$$\% = \frac{M}{M_2 - M_1} \times 100\%$$

7. Determine difference of error standard

$$SE_{Mx} - SE_{My} = \sqrt{SE^2 + SE^2}$$

8. The last is determine t_o (t observation)²³

$$T_o = \frac{Mx - My}{SE_{Mx} - SE_{My}}$$

²³ Prof. Drs. Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Pers, 2015)

H. The Scoring System

Organization: Introduction and Description	20-18 Excellent	Appropriate title, effective introductory paragraphs, clear description, topic is stated, transitional expressions used; arrangement of material shows plan, supporting evidence given for generalization.
	17-15 Good	Adequate title, introduction, description, some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused.
	14-12 Fair	Mediocre or scant introduction or description; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problem of organization interfere.
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with

	low	ordering of ideas; lack of supporting evidence.
	5-1 Extremely low	Absence of introduction or description; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition.

Logical development of ideas: Content	20-18 Excellent	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought
	17-15 Good	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present
	14-12 Fair	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right
	11-6 low	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort

		in area of content
	5-1 Extremely low	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully

Grammar	20-18 Excellent	Native-like fluency in English grammar; correct use of simple present tense, comparative degree, preposition, tense sequencing; no fragments or run-on sentences
	17-15 Good	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences
	14-12 Fair	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present
		Numerous serious grammar problems interfere with

	11-6 low	communication of the writer writer's ideas; grammar review of some areas clearly needed; difficult to read sentences
	5-1 Extremely low	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; Unintelligible sentence structure

Punctuation, spelling and mechanics	20-18 Excellent	Correct use of English writing conventions: left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat
	17-15 Good	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible
	14-12 Fair	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere

		with ideas
	11-6 low	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers
	5-1 Extremely low	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems

Style and Quality of expression	20-18 Excellent	Precise vocabulary usage; use of parallel structures; concise; register good
	17-15 Good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise
	14-12 Fair	Some vocabulary misused; lacks awareness of register; may be too wordy
	11-6 low	Poor expression of ideas; problems in vocabulary; lacks variety of structure

	5-1 Extremely low	Inappropriate use of vocabulary; no concept of register or sentence variety
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Item	Score
Organization: Introduction And Description	20
Logical development of ideas: Content	20
Grammar	20
Punctuation, spelling and mechanics	20
Style and Quality of expression	20
Total	100 ²⁴

Analytic scoring and the level to group the students' score as follow:

91-100 = A (Excellent)

76-90 = B (Good)

61-75 = C (Fair)

46-60 = D (Low)

≤ 46 = E (extremely low)

²⁴ H. Douglas Brown, *Language Assessment principles and Classroom Practice*(Sun Francisco: Longman,2004)

CHAPTER IV

RESULT AND DISCUSSION

A. Data Description

To describe the effectiveness of using concept sentence technique in teaching students descriptive writing, the writer gave the pre-test before teaching, as post-test that would be used as data in the final research.

The writer takes 60 students as a subject this research. It is divided into two classes. There are 30 students from VIII C as the experimental class and 30 students from VIII D as the control class. The writer got the data used test as instrument, the first is result of pre-test and the second is result of post-test.

The result of pre-test in experiment class is named variable (X_1), the result of post-test in experimental class is named variable(X_2), the result of pre-test in control class is named variable (Y_1) and the result of post-test in control class is named variable(Y_2).

Both of test, pre-test and post-test the writer gave the writing descriptive text (using concept sentence technique), having finished the research, the writer got the score as follow:

1. Score of pre-test and post-test of experiment class

The score in this test would be describing in table

Table 4.1
The Result of Experiment Class

No	Student's Name	Pre-Test	Post-Test
1	AHD	35	73
2	ABH	45	69
3	ABI	55	78
4	ALI	36	73
5	ARY	60	92
6	DTY	25	91
7	ECY	65	89
8	HRA	60	93
9	IRA	55	73
10	JFI	65	73
11	KLH	32	82
12	LNH	32	76
13	LFH	30	79
14	MIG	26	93
15	MRI	25	87
16	MRF	61	81
17	MAL	27	77
18	MMI	35	78
19	MYA	29	71
20	RMY	65	80
21	RSP	25	72
22	SPN	65	79
23	SIH	60	75
24	SNF	60	73
25	SNH	32	72
26	SUH	37	79
27	SLA	32	81
28	THI	84	79
29	YSI	39	79
30	YLA	36	81
TOTAL		1333	2378

According to table of experiment class we can see the highest score of pre-test is 84 and the lowest score is 25, the total score of pre-test is 1333. The highest score of post-test is 93 and the lowest is 69. The total scores 2378. So, from the data there is the increasing from pre-test to post-test.

The result of Pre-test of Experimental Class

Based on the table above the writer will arrange the scores from the lowest to the highest

25 25 25 26 27 29 30 32 32 32
 32 35 35 36 36 37 39 45 55 55
 60 60 60 60 61 65 65 65 65 84

1. Finding out range with formula:

$$\begin{aligned} R &= H - L + 1 \\ &= 84 - 25 + 1 \\ &= 60 \end{aligned}$$

2. Looking for the class interval (k), with formula:

$$\frac{R}{i} = \frac{60}{i} = \text{it is had better getting result between } 10 - 20$$

So, it got $i=6$ because $\frac{60}{6} = 10$ (between 10 - 20).

$i=10$ (be completed)

3. Making distribution frequency table

Table 4.2
The Distribution Frequency of Pre-test Experimental Class

Interval	F	X	x'	f.x'	f.x' ²
25 – 30	7	27.5	+4	28	112
31 – 36	8	33.5	+3	24	72
37 – 42	2	39.5	+2	4	8
43 – 48	1	45.5	+1	1	1
49 – 54	0	(51.5)M'	0	0	0
55 – 60	6	57.5	-1	-6	6

61 – 66	5	63.5	-2	-10	20
67 – 72	0	69.5	-3	0	0
73 – 78	0	75.5	-4	0	0
79 – 84	1	81.5	-5	-5	25
	30=N			$\Sigma f.x' = 36$	$\Sigma f.x'^2 = 244$

4. Determining Mean Score of Mx^1

$$\begin{aligned}
 Mx_1 &= M' + i \left(\frac{\Sigma f.x'}{N} \right) \\
 &= 51.5 + 6 \left(\frac{36}{30} \right) \\
 &= 51.5 + 7.2 \\
 &= 58.7
 \end{aligned}$$

5. Determining Deviation Standard

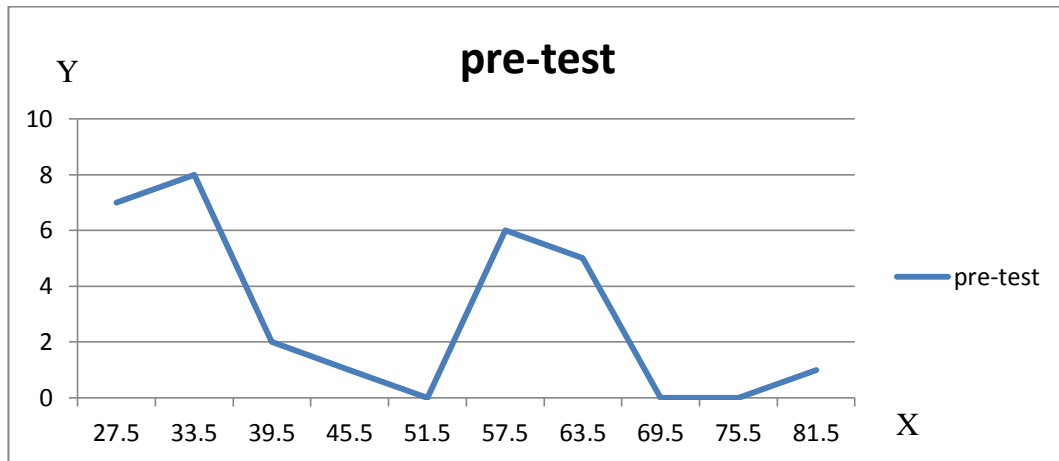
$$\begin{aligned}
 SDx_1 &= i \sqrt{\frac{\Sigma f.x'^2}{N} - \left(\frac{\Sigma f.x'}{N} \right)^2} \\
 &= 6 \sqrt{\frac{244}{30} - \left(\frac{36}{30} \right)^2} \\
 &= 6 \sqrt{8.13 - 1.44} = 6 \sqrt{6.69} = 6 \times 2.58 = 15.48
 \end{aligned}$$

6. Determining Error Standard

$$SEx^1 = \frac{SDx^1}{\sqrt{N-1}} = \frac{15.48}{\sqrt{30-1}} = \frac{15.48}{5.38} = 2.87$$

7. Making Polygon Graph

Graphic 4.1
Pre-test in Experimental Class

**The Result of Post-test of Experimental Class**

Based on the table above the writer will arrange the scores from the lowest to the highest score as follow:

69	71	72	72	73	73	73	73	73	75
76	77	78	78	79	79	79	79	79	80
81	81	81	82	87	89	91	92	93	93

1. Finding out range with formula:

$$\begin{aligned}
 R &= H - L + 1 \\
 &= 93 - 69 + 1 \\
 &= 25
 \end{aligned}$$

2. Looking for the class interval (k), with formula:

$$\frac{R}{i} = \frac{25}{i} = \text{it is had better getting result between } 10 - 20$$

So, it got $i=2$ because $\frac{25}{2} = 12.5$ (between 10 – 20).

$i=13$ (be completed)

3. Making distribution frequency table

Table 4.3
The Distribution Frequency of Post-test Experimental Class

Interval	F	X	x'	f.x'	f.x' ²
69-70	1	69.5	+6	6	36
71-72	3	71.5	+5	15	75
73-74	5	73.5	+4	20	80
75-76	2	75.5	+3	6	18
77-78	3	77.5	+2	6	12
79-80	6	79.5	+1	6	6
81-82	4	(81.5)M'	0	0	0
83-84	0	83.5	-1	0	0
85-86	0	85.5	-2	0	0
87-88	1	87.5	-3	-3	9
89-90	1	89.5	-4	-4	16
91-92	2	91.5	-5	-10	50
93-94	2	93.5	-6	-12	72
	30=N			$\Sigma f.x' = 30$	$\Sigma f.x'^2 = 374$

4. Determining Mean Score of Mx^1

$$\begin{aligned}
 Mx_2 &= M' + i \left(\frac{\Sigma f x'}{N} \right) \\
 &= 81.5 + 2 \left(\frac{30}{30} \right) \\
 &= 81.5 + 2 \\
 &= 83.5
 \end{aligned}$$

5. Determining Deviation Standard

$$\begin{aligned}
 SDx_2 &= i \sqrt{\frac{\sum f \cdot x'^2}{N} - \left(\frac{\sum f \cdot x'}{N}\right)^2} \\
 &= 2 \sqrt{\frac{374}{30} - \left(\frac{30}{30}\right)^2} \\
 &= \sqrt{12.46 - 1} = 2 \sqrt{11.46} = 2 \times 3.38 = 6.76
 \end{aligned}$$

6. Determining Error Standard

$$SEx^2 = \frac{SDx^1}{\sqrt{N-1}} = \frac{6.76}{\sqrt{30-1}} = \frac{6.76}{5.38} = 1.25$$

7. Making Polygon Graph

Graphic 4.2
Post-test in Experimental Class

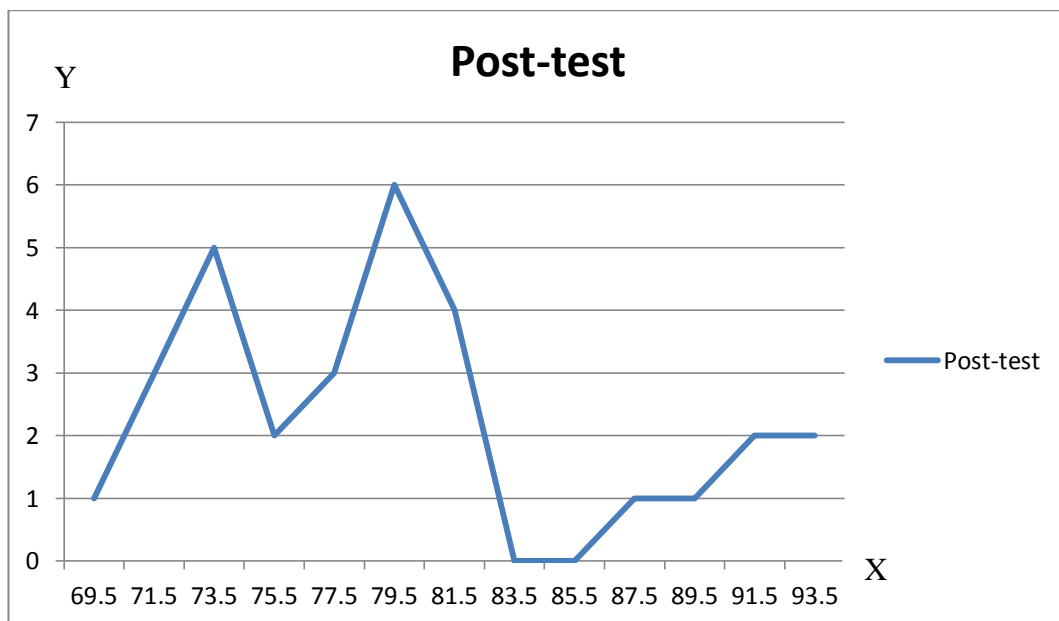


Table 4.4
The Result of Control Class

No	Student's Name	Pre-Test	Post-Test
1	AIU	30	40
2	AHF	41	61
3	ASW	47	34
4	AJR	25	30
5	ALI	25	50
6	ANS	34	71
7	ANA	73	71
8	CYP	44	67
9	DWI	25	31
10	EWI	41	74
11	FRD	32	30
12	IHL	25	36
13	JSK	40	30
14	KMI	38	31
15	LAM	69	71
16	MRN	25	34
17	MFS	25	35
18	MNH	47	75
19	NMS	71	86
20	NFA	25	36
21	NRH	39	75
22	NAI	61	65
23	RHM	25	43
24	RHN	31	30
25	SLA	26	36
26	SSS	25	43
27	SYP	45	57
28	SYT	25	43
29	WMF	27	55
30	ZMN	25	35
TOTAL		1111	1475

According to table of control class we can see the highest score of pre-test is 73 and the lowest score is 25, the total score of pre-test is 1111. The highest score of post-test is 86 and the lowest is 30. The total scores 1475. So, from the data there is the increasing from pre-test to post-test.

The result of Pre –test of Control Class

Based on the table above the writer will arrange the scores from the lowest to the highest

25 25 25 25 25 25 25 25 25 25
 25 26 27 30 31 32 34 38 39 40
 41 41 44 45 47 47 61 69 71 73

1. Finding out range with formula:

$$\begin{aligned} R &= H - L + 1 \\ &= 73 - 25 + 1 \\ &= 49 \end{aligned}$$

2. Looking for the class interval (k), with formula:

$$\frac{R}{i} = \frac{49}{i} = \text{it is had better getting result between } 10 - 20$$

So, it got $i=4$ because $\frac{49}{4} = 12.25$ (Between 10 – 20).

$i=13$ (be completed)

3. Making distribution frequency table

Table 4.5
The Distribution Frequency of Pre-test Control Class

Interval	F	X	x'	f.x'	f.x' ²
25-28	13	26.5	+6	78	468
29-32	3	30.5	+5	15	75
33-36	1	34.5	+4	4	16
37-40	3	38.5	+3	9	27

41-44	3	42.5	+2	6	12
45-48	3	46.5	+1	3	3
49-52	0	(50.5)M'	0	0	0
53-56	0	54.5	-1	0	0
57-60	0	58.5	-2	0	0
61-64	1	62.5	-3	-3	9
65-68	0	66.5	-4	0	0
69-72	2	70.5	-5	-10	50
73-76	1	74.5	-6	-6	36
	30=N			$\Sigma f.x' = 96$	$\Sigma f.x'^2 = 696$

4. Determining Mean Score of Mx^1

$$\begin{aligned}
 My_1 &= M' + i \left(\frac{\Sigma f.x'}{N} \right) \\
 &= 50.5 + 4 \left(\frac{96}{30} \right) \\
 &= 50.5 + 12.8 \\
 &= 63.3
 \end{aligned}$$

5. Determining Deviation Standard

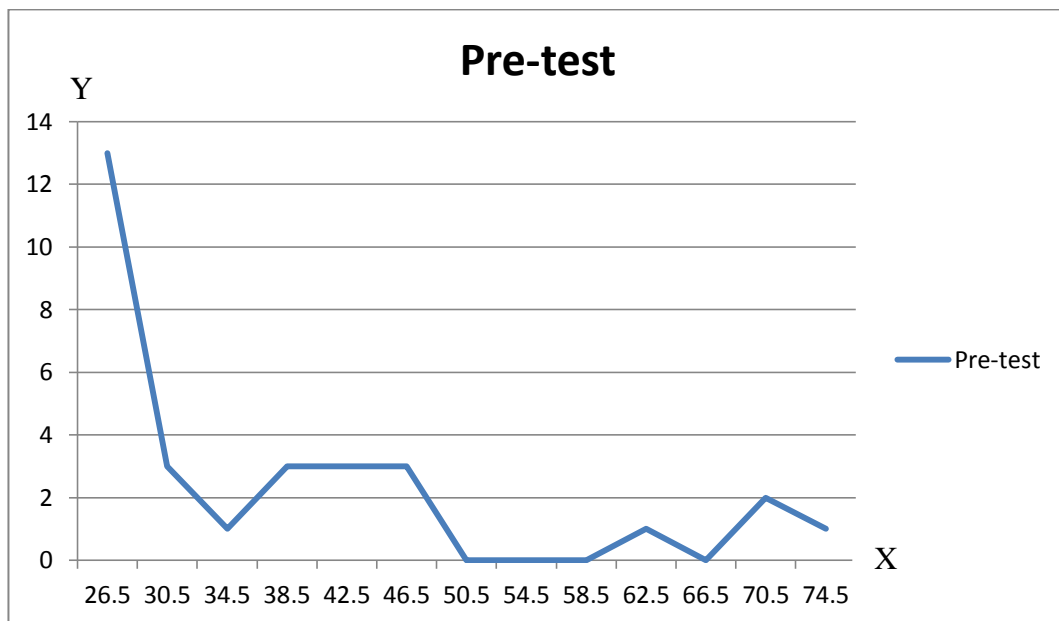
$$\begin{aligned}
 SDy_1 &= i \sqrt{\frac{\Sigma f.x'^2}{N} - \left(\frac{\Sigma f.x'}{N} \right)^2} \\
 &= 4 \sqrt{\frac{696}{30} - \left(\frac{96}{30} \right)^2} \\
 &= 4 \sqrt{23.2 - 10.24} = 4 \sqrt{12.96} = 4 \times 3.6 = 14.4
 \end{aligned}$$

6. Determining Error Standard

$$SEy^1 = \frac{SDx^1}{\sqrt{N-1}} = \frac{14.4}{\sqrt{30-1}} = \frac{14.4}{5.38} = 2.67$$

7. Making Polygon Graph

Graphic 4.3
Pre-test in Control Class



The Result of Post-test of Control Class

Based on the table above the writer will arrange the scores from the lowest to the highest score as follow:

30	30	30	30	31	31	34	34	35	35
36	36	36	40	43	43	43	50	55	57
61	65	67	71	71	71	74	75	75	86

1. Finding out range with formula:

$$\begin{aligned} R &= H - L + 1 \\ &= 86 - 30 + 1 \\ &= 57 \end{aligned}$$

2. Looking for the class interval (k), with formula:

$$\frac{R}{i} = \frac{57}{i} = \text{it is had better getting result between } 10 - 20$$

So, it got $i=5$ because $\frac{57}{5} = 11.4$ (between 10 – 20).

$i=12$ (be completed)

3. Making distribution frequency table

Table 4.6
The Distribution Frequency of Post-test Control Class

Interval	F	X	x'	f.x'	f.x' ²
30-34	8	32	+5	40	200
35-39	5	37	+4	20	80
40-44	4	42	+3	12	36
45-49	0	47	+2	0	0
50-54	1	52	+1	1	1
55-59	2	(57)M'	0	0	0
60-64	1	62	-1	-1	1
65-69	2	67	-2	-4	8
70-74	4	72	-3	-12	36
75-79	2	77	-4	-8	32
80-84	0	82	-5	0	0

85-89	1	87	-6	-6	36
	30=N			$\Sigma f.x' = 42$	$\Sigma f.x'^2 = 430$

4. Determining Mean Score of Mx^1

$$\begin{aligned}
 My_2 &= M' + i \left(\frac{\Sigma f.x'}{N} \right) \\
 &= 57 + 5 \left(\frac{42}{30} \right) \\
 &= 57 + 7 \\
 &= 64
 \end{aligned}$$

5. Determining Deviation Standard

$$\begin{aligned}
 SDy_2 &= i \sqrt{\frac{\Sigma f.x'^2}{N} - \left(\frac{\Sigma f.x'}{N} \right)^2} \\
 &= 5 \sqrt{\frac{430}{30} - \left(\frac{42}{30} \right)^2} \\
 &= 5 \sqrt{14.33 - 1.96} = 5 \sqrt{12.37} = 5 \times 3.51 = 17.55
 \end{aligned}$$

6. Determine Error Standard

$$SEy^2 = \frac{SDx^1}{\sqrt{N-1}} = \frac{17.55}{\sqrt{30-1}} = \frac{17.55}{5.38} = 3.26$$

7. Making Polygon Graph

Graphic 4.4
Post-test in Control Class

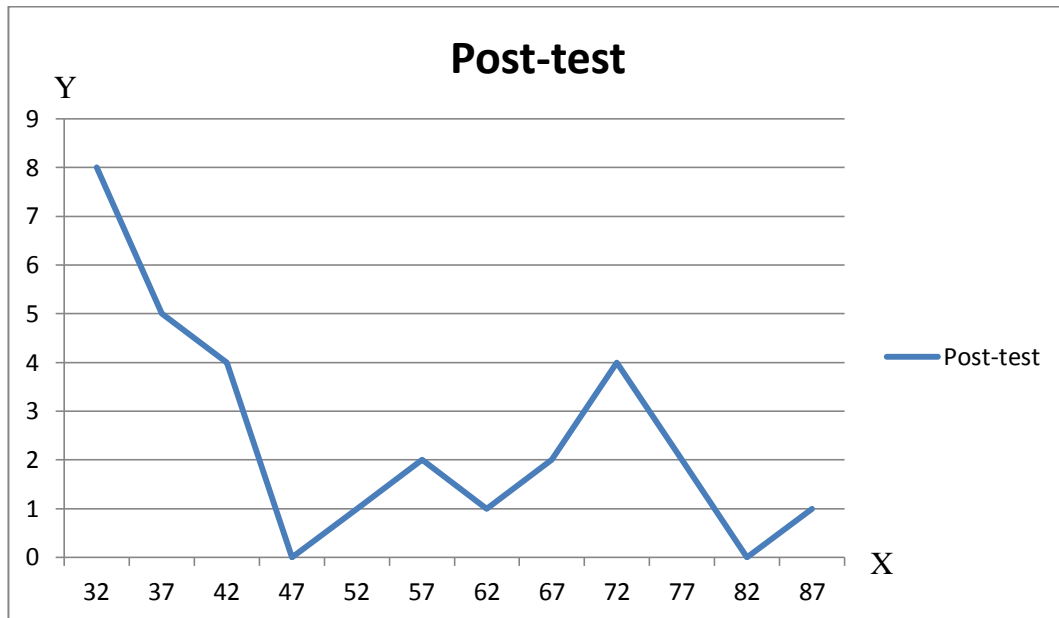


Table 4.7
Comparison Scores of Post-test in Experimental and Control Class

No	Post-test of Experimental class	Post-test of Control Class
1	73	40
2	69	61
3	78	34
4	73	30
5	92	50
6	91	71
7	89	71
8	93	67
9	73	31
10	73	74
11	82	30
12	76	36
13	79	30

14	93	31
15	87	71
16	81	34
17	77	35
18	78	75
19	71	86
20	80	36
21	72	75
22	79	65
23	75	43
24	73	30
25	72	36
26	79	43
27	81	57
28	79	43
29	79	55
30	81	35

After the writer calculated them based the t-test formula:

1. Determining average from experimental class

$$\begin{aligned}
 MX &= Mx_2 - Mx_1 \\
 &= 83.5 - 58.7 \\
 &= 24.8
 \end{aligned}$$

2. Determining average from control class

$$\begin{aligned}
 MY &= My_2 - My_1 \\
 &= 64 - 63.3 \\
 &= 0.7
 \end{aligned}$$

3. Determining difference off error standard from X and Y

$$\begin{aligned} SE_{mx} - SE_{my} &= \sqrt{SE_{x_2} + SE_{y_2}} \\ &= \sqrt{1.25 + 3.26} \\ &= \sqrt{4.51} = 2.12 \end{aligned}$$

4. Determining t_o (t observation)

$$\begin{aligned} t_o &= \frac{MX - MY}{SE_{mx} - SE_{my}} \\ &= \frac{24.8 - 0.7}{2.12} \\ &= \frac{24.1}{2.12} = 11.36 \end{aligned}$$

5. Determining T-table with significance 5% and 1%

$$\begin{aligned} Df &= N1 + N2 - 2 \\ &= 30 + 30 - 2 \\ &= 58 \text{ (consult to "t" table score)} \end{aligned}$$

Based on "t" table that there is 58. With df as number 58 is got "t" table as follow:

- At significance level 5% : $t_t = 1.67$
- At significance level 1% : $t_t = 2.39$

6. The writer compared t_o to t_t that if $t_o > t_t$; H_a is accepted and H_o is rejected. if

$t_o < t_t$, it means that H_o is accepted and H_a is rejected.

$$t_o : t_t \rightarrow 11.36 > 1.67 \text{ in degree of significance 5\%}$$

$$t_o : t_t \rightarrow 11.36 > 2.39 \text{ in degree of significance 1\%}$$

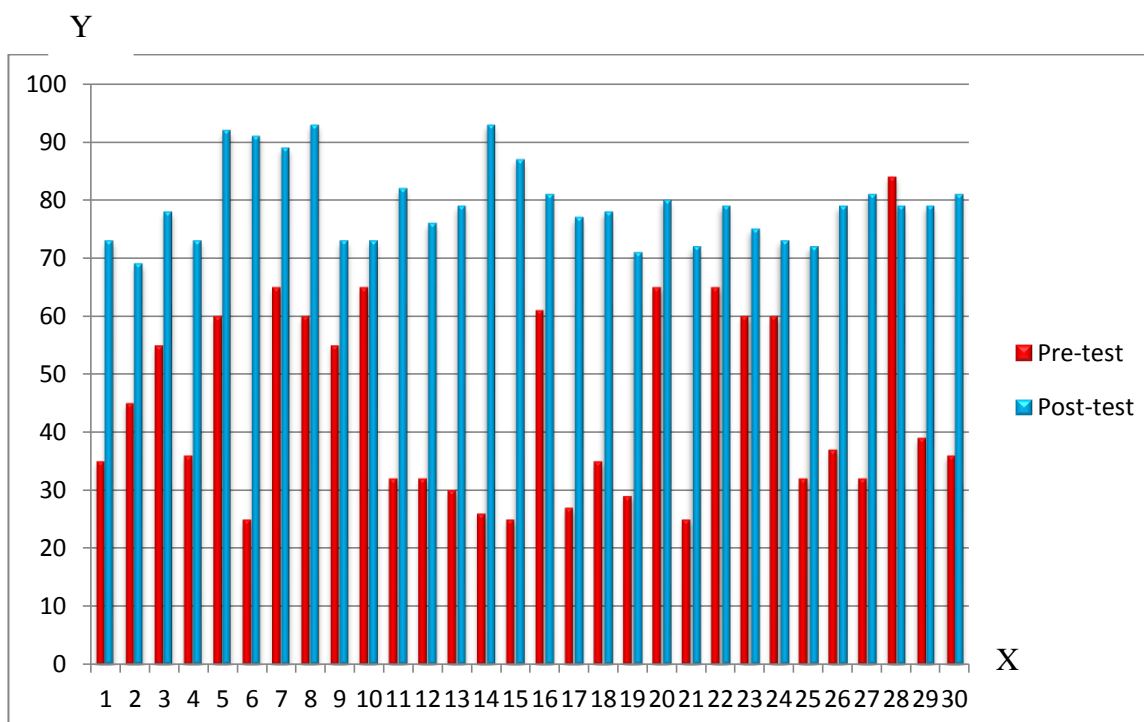
Because “ t_o ” that the writer got from the calculation is higher than t table both at significance level 5% and 1%, so the hypothesis alternative (H_a) is accepted and (H_o) is rejected .

To prove the hypothesis, the data obtained from experiment and control class was calculated by using t-test formula with assumption as follow:

If $t_o > t_t$: the alternative hypothesis is accepted. It means there is improvement in students’ writing descriptive text using concept sentence technique.

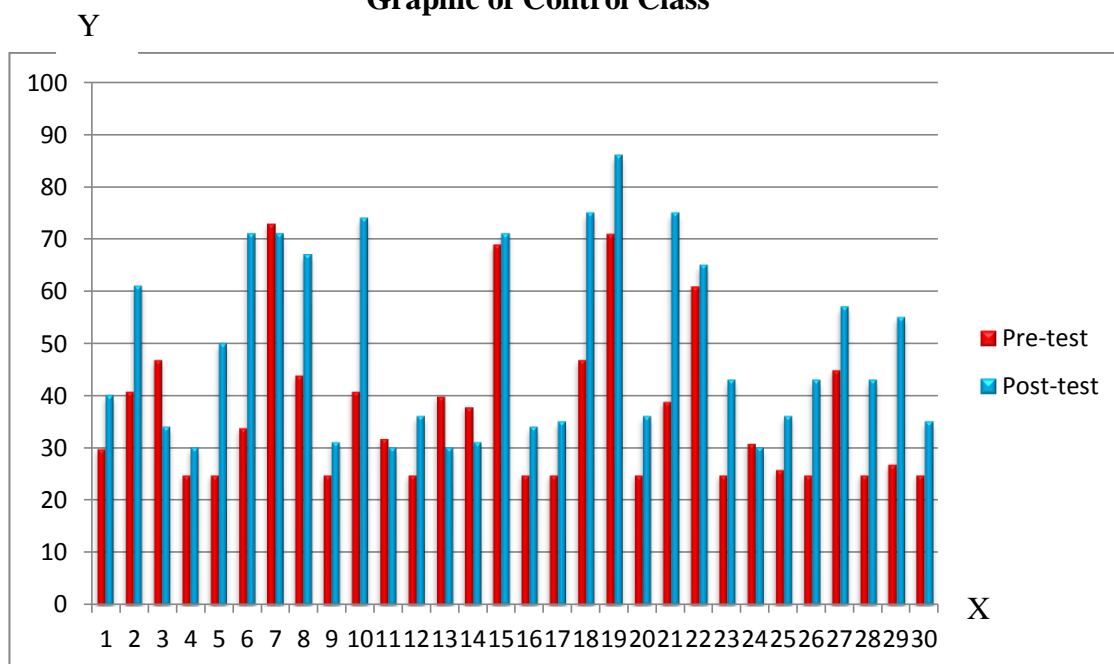
If $t_o < t_t$: The alternative hypothesis is rejected. It means there is no improvement in students’ writing descriptive text using concept sentence technique.

Graphic 4.5
Graphic of Experimental Class



We can see the scores from the chart above. From 30 students in the experimental class, the highest score in pre-test is 84 and the highest score in post-test is 93. Whereas, the lowest score in pre-test is 25 and the lowest score in post-test is 69. From graphic above, it shows that in experimental class, the students' score got increasing from pre-test to post test scores. Post-test scores are higher than pre-test, because treatment was applied in this group. So, concept sentence technique is effective to improve students writing descriptive text.

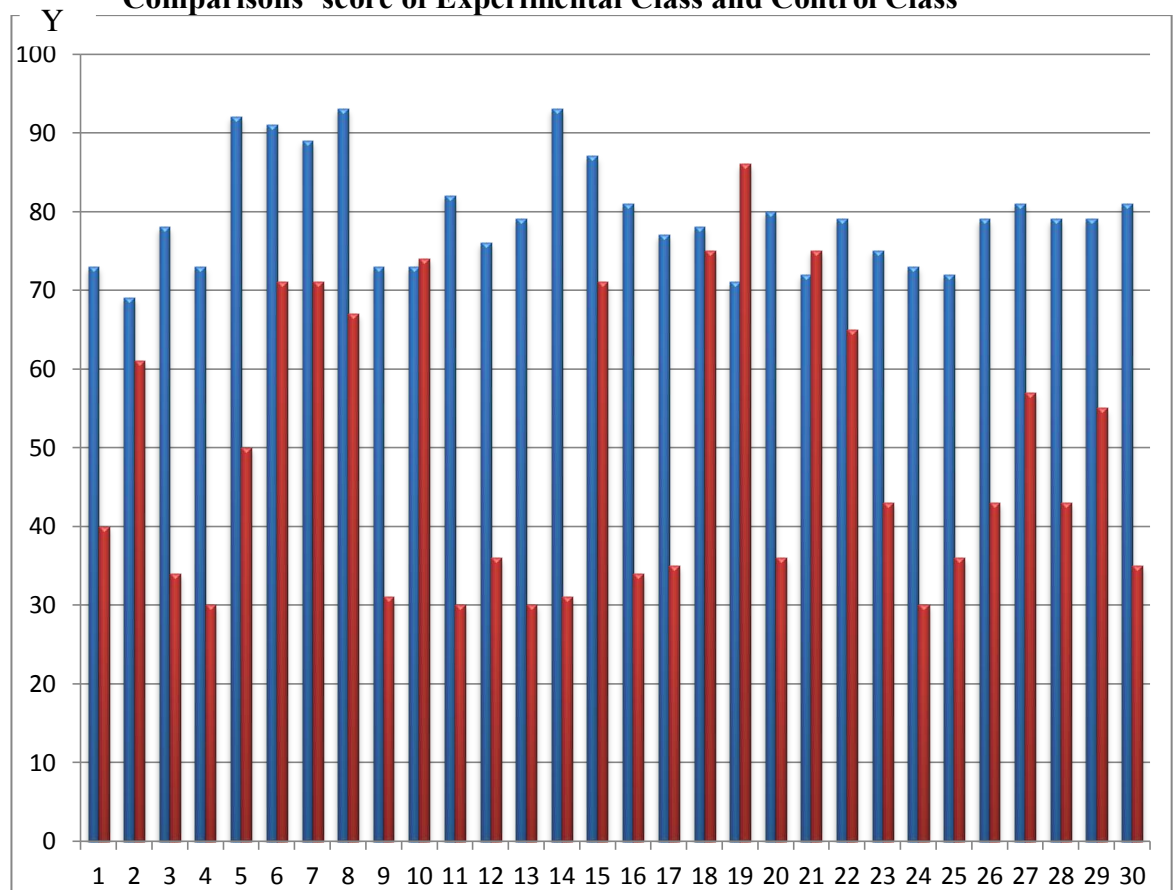
Graphic 4.6
Graphic of Control Class



We can see the scores from the chart above. From 30 students in the control class, the highest score in pre-test is 73 and the highest score in post-test is 86. Whereas, the lowest score in pre-test is 25 and the lowest score in post-test is 30. From graphic above, it shows that in control class got increasing from pre-test

to post-test but treatment was not applied in this group, only using direct instruction method in writing descriptive text.

Graphic 4.7
Comparisons' score of Experimental Class and Control Class



■ Post-test of experiment Class
■ Post-test of Control Class

The graphic above describes the comparison between post-test in experimental class and post-test in control class. The highest score in experimental class is 93, while the highest score in control class is 86, the lowest score in experimental class is 69 and the lowest score in control class is 30.

B. Interpretation Data

After got the data, the writer compared it with t_t both in degree of significance 5% and 1%; therefore based on “t” table that there is 58. With df as number 58 is got “t” table as follow: At significance level 5%: $t_t = 1.67$ and at significance level 1%: $t_t = 2.39$. The writer compared t_o to t_t that if $t_o > t_t$; H_a is accepted and H_o is rejected. If $t_o < t_t$, it means that H_o is accepted and H_a is rejected.

Based on the data, the value of t_o (t observation) is higher than t_t (t tabel) from significance 5% t observation= 11.36 t table= 1.67 or t observation 11.36 >1.67 and significance 1% t observation=11.36 t table= 2.39 or t observation 11.36 >2.39, because “ t_o ” that the writer got from the calculation is higher than t table both at significance level 5% and 1%, so the hypothesis alternative (H_a) is accepted and (H_o) is rejected .

From the interpretation above, the writer said the use of concept sentence technique in teaching writing descriptive text could be better and more effective to make easy for students writing descriptive text rather than direct instruction or traditional method. This could be seen after comparing the score of pre-test (before using concept sentence technique) and post-test (after using concept sentence technique).

Based on the data obtained from experiment and control class among the average scores, and t observation, the writer summarizes that teaching writing using concept sentence technique has significant influence toward students descriptive text.

CHAPTER V

CLOSING

A. Conclusions

From all of paper statement above, the writer can take the conclusion as follows:

1. The student's descriptive writing before using concept sentence technique is less, but after using concept sentence technique their descriptive writing is better and show several improvements. We can see from the average score in pre-test and post-test. The lowest score of experiment class in pre-test is 25, the highest score is 84, in post-test the lowest score is 69, and the highest score is 93. The lowest score of control class in pre-test is 25, the highest is 73, in the post-test the lowest score is 30, and the highest score is 86.
2. In teaching writing ability, concept sentence was used as technique of learning. Concept sentence gives new experience in studying English with different atmosphere, especially in MTs Al-Hidayah Ciomas Serang. As we know, writing is one of skills that difficult to study, because in writing skill students have to master the grammatical use and vocabularies. So, the writer use concept sentence technique to make students interest in learning writing descriptive text. After use concept sentence technique, there is improvement in students writing descriptive text, based on the result of class that used concept sentence technique was higher than the class do not

use concept sentence technique, and the analysis of t-test states that the hypothesis alternative (H_a) is accepted and (H_o) is rejected the mean that teaching writing using concept sentence technique has significant influence toward students descriptive text.

3. Concept Sentence technique helps the students improve their writing ability, especially in writing descriptive text. Concept Sentence technique applied in teaching writing can be an effective technique. It is proper since there is a significance difference between the pre-test and post-test when the study is conducted. The writer compared it with t_t , the value of t_o (t observation) is higher than t_t (t tabel) from significance 5% t observation= 11.36 t table= 1.67 or t observation 11.36 >1.67 and significance 1% t observation=11.36 t table= 2.39 or t observation 11.36 >2.39, because “ t_o ” that the writer got from the calculation is higher than t table both at significance level 5% and 1%, so the hypothesis alternative (H_a) is accepted and (H_o) is rejected.

B. Suggestions

After doing the research and collect the data, then the writer gives suggestion for increasing writing descriptive in the place of research:

1. English Teacher

It is recommended for other English teachers in MTs Al-Hidayah Ciomas Serang to use concept sentence technique as an alternative and interactive technique in teaching writing. It is because concept sentence technique can

help the students to write their descriptive paragraph more focus because they can show their idea more creative.

2. Students

The students should be more motivated in learning English especially writing because writing is a difficult skill rather than the others. Moreover, the students have to master many vocabularies and understand grammar if they want to be confident in writing using English. Then, use concept sentence technique make student enjoy in study and they get many inspiration from their friend, because they can share their ideas with the other.

3. Other researchers

For the future researcher, before go to the field do the observation correctly and must have appropriate the technique to teaching English and the future researcher could use this study as a reference, develop the implementation of concept sentence technique, or combine with other strategy to get better result.