

CHAPTER I

INTRODUCTION

A. Background of Study

In learning activities, there are four aspects of language skills, one of which is writing. Language skills that can be used to share information or involve other people in an activity include the ability to communicate ideas in writing. Writing is a form of conveying information clearly because, in the writing process, we will get a lot of inspiration and can express our thoughts in such a way as to produce quality writing. According to Brown, this implies that we are free to say whatever is on our minds. Feelings and experiences can be expressed effectively and clearly in written form. Students can articulate their ideas, emotions, and feelings in written form.¹

Students can express all the ideas and thoughts that are in their minds in written form so that they can develop their creativity. Writing is not a very easy skill because it requires concentration, so the writing that is produced must be as desired.² According to Hyland, writing allows individuals to express their particular meanings and emphasizes the need to build their

¹ H. Douglas Brown, *Testing, Assessing, and Teaching, Language Assessment: Principles and Classroom Practice* (San Francisco, California: Longman, 2003), 218.

² David Nunan, *Second Language Teaching and Learning* (Boston: Heinle&Heinle, 1999), 271.

perspective on a topic.³ A teacher is required to be able to direct, motivate, and generate student creativity in writing. In addition, teachers must also be able to deliver learning materials well so that students can understand them in class, which will later show satisfactory results. In English learning, especially for students at MA-Attaqwa, they learn a variety of texts, including writing in the form of procedure, narrative, recount, and descriptive. A procedure shows the sequence of a process. According to Knapp and Watkins, its social function is to describe how something is done in the correct order.⁴ A procedure text is a text that gives instructions for doing something or gives directions to the reader on how to make or complete something. Three generic structures can be found in procedure text, such as 1) goal, where the author describes what he hopes to do or generate; 2) tools, where a need is explained; and 3) steps, where a method for accomplishing an action or creating a product is followed.⁵

There are several problem factors faced by class XI MA-Attaqwa Tangerang students in the learning process. The researcher discovered this when conducting observation in class XI on November 6, 2023. The researcher found problems faced by students in writing procedure text. First,

³ Ken Hyland, *Second Language Writing* (New York: Cambridge University Press, 2003), 9.

⁴ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South, 2005), 157.

⁵ Mark Anderson, Kathryn Anderson, *Text Type in English 2* (South Yarra: Macmillan Education, 2003), 8.

the lack of vocabulary and grammar makes students easily bored and less enthusiastic about writing procedure text. Second is the lack of student motivation in writing procedure text, and third is that students have difficulty translating the frequently used language, namely Indonesian, into English. So, students lack ideas to express their thought patterns in developing their writing.

Teachers can use models and media other than text in books to attract students' interest in learning. From these factors arises the researcher's desire to use a learning model. According to Joyce and Weil, a learning model is a pattern created to organize learning, especially teaching and learning activities, by taking into account the learning styles of students, teachers, and several other supporting

Components exist to help students meet their learning goals.⁶ Meanwhile, Concept Sentence learning model is a learning model that extracts concepts from sentences using keywords.

There are several studies that have been conducted by previous researchers on the use of Concept Sentence learning model. First, from Munika Rikani, with the title "Using Concept Sentence Method to Improve Writing Skill of Students at X Grade in MA-Muhammadiyah Palleko Kabupaten Takalar." this study found that the application of Concept

⁶ Bruce Joyce and Marsha Weil, *Models of Teaching* (New Delhi: Prentice Hall of India, 2003), 19.

Sentence method was effective in improving students' writing skills in terms of content and organization. The average pre-test score of 43.12, which is considered to be not good, serves as proof of this. The post-test score is 74.06, which is good, and the increase in the pre-test to post-test score is 71.75. That is, the level of students' ability to write descriptive text can be determined by their ability to organize their writing through Concept Sentences.⁷

Second, Deli Juliani, with the title “The Effectiveness of Concept Sentence Technique by Using Audio Visual Video Larva to Improve Students' Writing Skill.” This study produced findings that the results of hypothesis testing obtained significant results in writing narrative text through Concept Sentence, which indicates that the better or higher the students' creative thinking, the better their ability to write narrative text.⁸

Third, there is another research conducted by Nayo Himatul Afrika entitled “The Effectiveness of Concept Sentence on Students' Writing Ability of Recount Text at Second Grade in MTs Al Huda Kedungwaru.” This study found that Concept Sentence improved students' writing skills and encouraged them to interact with other friends. Concept Sentence teaching

⁷ Munika Rikani, “Using Concept Sentence Method To Improve Writing Skill of Students At X Grade in MA Muhammadiyah Palleko Kabupaten Takalar”, (Skripsi, Muhammadiyah University of Makassar, 2019), 59.

⁸ Deli Juliani, "The Effectiveness of Concept Sentence Technique by Using Short Audio Visual Video Larva to Improve Students' Writing Skill", (Skripsi, University of Muhammadiyah North Sumatera Medan, 2017), 52.

model has a significant effect on the ability to write second-grade recount text at MTs Al Huda Kedungwaru.⁹

The statement states that in previous studies, there has not been a study conducted lately that focuses on the use of Concept Sentence in teaching writing on procedure text material at the Madrasah Aliyah level. The similarity of this study is using Concept Sentence as a learning model, but the difference of this study is the variety of texts. In this study, the researcher uses procedure text as the material, and the researcher believes that this study has an urgency to be studied more deeply because it aims to measure the effect of Concept Sentence learning model in improving the writing skills of grade eleven students at MA-Attaqwa Tangerang.

B. Identification of Problem

Based on the explanation of the background study above, the identification of problems are below:

1. Students lack confidence in writing good procedure text.
2. Students find it difficult to write vocabulary well.
3. Students need an interesting learning model for learning to write procedure text.

⁹ Nayo Himatul Afrika, "The Effectiveness of Concept Sentence on Students' Writing Ability of Recount Text at Second Grade in MTs Al Huda Kedungwaru", (Skripsi, State Islamic Institute of Tulungagung, 2019), 55.

C. Research Questions

Based on the identification of problems, the research problem is formulated as follows:

1. How is the students' writing ability in procedure text?
2. How does the use of Concept Sentence learning model affect students' writing ability in procedure text?

D. Scopes and Limitations of The Research

In this research, the writer has limited the problem to efforts to overcome students' difficulties in expressing ideas in writing procedure text by using Concept Sentence Learning Model on the ability to write procedure text in class XI MA-Attaqwa Tangerang students. The limitation of the problem in this study consists of two variables. The independent variable is the Concept Sentence, and the dependent variable is the student's ability to write procedure text.

E. The Objective of Study

Based on the problem mentioned above, the objectives that the researcher wants to achieve in this research are:

1. To determine the condition of students' writing ability in procedure text before being given treatment.
2. To measure the effect of using Concept Sentence learning model on students' writing ability in procedure text.

F. Significances of The Study

The results of this study are expected to provide theoretical and practical benefits:

1. Theoretically

This research is expected to provide input in developing the ability to write procedure text in the Concept Sentence learning model.

2. Practically

The expected benefits obtained from the results of this study are as follows:

- a. The English Teacher, use of this research can help teachers improve their teaching on the learning outcomes of writing skills, especially writing procedure text.
- b. The Students, The purpose of this research is to improve writing procedure for students by using Concept Sentence learning model so that they can develop their minds in writing.
- c. The Other Researchers, This research can increase the quality of learning English so that it can be varied and enjoyable.
- d. The School, This research is expected to improve the learning process in school, especially in learning English.

G. Organization of The Study

This research is organized into five chapters, each consisting of several points that explain the chapter.

Chapter I Introduction, it consist of Background of The Study, Identification of The Problem, Scopes and Limitations of The Research, Research Questions, Objectives of The Study, Significance of The Study, and Organization of The Study.

Chapter II Theoretical Framework, it consist of Definition of Writing Ability, Purpose of Writing, Process of Writing, Definition of Procedure Text, Generic Structure of Procedure Text, Language Feature of Procedure Text, Definition of Concept Sentence, Procedure of Concept Sentence, The Advantages of Concept Sentence, Previous Study, Research Hypothesis.

Chapter III Research Methodology, it consist Place and Time, Research Method, Research Variable, Population and Sample, Research Instrument, Technique of Data Collection, Technique of Data Analysis, Scoring Guidelines for Writing Procedure Text.

Chapter IV Results and Discussion, it consist Data Description, Data Analyze, Hypothesis Testing and Discussion.

Chapter V Conclusion and Suggestion, it consist Conclusion and Suggestion.