

Concept Sentence Learning Model to Improve the Ability of Writing News in Sundanese Language.

Susilawati, Farid Rizqi Maulana, Nenden Sundari, Ita Rustiati Ridwan, and Widjojoko

Elementary school Teacher Education, Universitas Pendidikan Indonesia, Serang City, Indonesia
Early Childhood Education Teacher Education, Universitas Pendidikan Indonesia, Serang City, Indonesia
·susilawatimadani@gmail.com

Abstract

This research is motivated by the lack of ability of students in writing news. The purpose of this study is to describe the ability to write news students before and after using the model of learning concept sentence, increase or not after using the models of learning concept sentence, and the differences using the model of learning concept sentence. The method used in this research is quasi-experimental method, using pretest and posttest design. Sources of data in this study were 36 students of SDN 1 Baleendah Class V Academic Year 2022/2023. Techniques used are test techniques, while the instrument is a writing test news. The results of this study are (1) the ability to write news using the model concept sentence up the value of (52,4); (2) the ability to write news after using the concept sentence learning model on average to get the value of (81,1); (3) there is an increase in the ability to write news after using concept sentence model, from (52,4) to (81,1), and (4) there is a difference between the writing ability of news before and after using the Concept Sentence model. Based on statistical tests of significance values (Sig-2 tailed), namely ($0,000 < 0,05$) or less than 0,05. Which means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. This shows that the model of concept sentence learning can improve students' writing ability of SDN 1 Baleendah Class V Academic Year 2022/2023.

Keywords: concept sentence learning model, writing news.

A. INTRODUCTION

Writing ability is one of four language skills consisting of (1) listening, (2) speaking, (3) reading, (4) writing. Reading and listening are included in the receptive aspect, while speaking and writing are included in the productive aspect. A person can be considered to have mastered a language skill if he or she is able to listen, speak, read and write well. The ability to write certainly does not just come naturally, but requires maximum practice and process, Purwanti (2017, p. 101). Writing is an activity that can be used as a means to express the contents of the heart and mind through the process of searching for ideas, thoughts and ideas in written form. Samsudin (2012, p.2).

Writing is the ability to express opinions using vocabulary, grammar and spelling to communicate with other parties indirectly, Awing & Saleh (2017, p. 28). One of the functions of writing is to answer various problems that must be faced. Writing also has an important role, especially in the educational environment and must be mastered by students. Writing in an academic context such as writing essays, scientific papers, research reports, etc. (Zainurrahman, 2013, p.2).

Based on existing facts, currently what is hindering students, especially at the fifth grade elementary school level, is the lack of students' ability to write, especially in writing Sundanese language texts. Writing news is one of the activities that must be taught in

elementary school because this is included in the Basic Core Competencies (KIKD) (West Java Education Department, 2013, kc. 56).

Problems encountered in learning to write news include students who do not fully understand the structure and linguistic rules contained in news texts, especially in the use of conjunctions and initial affixes. Apart from that, the difficulty of writing news is caused by inappropriate learning factors. In line with this, Hartati (2015, p. 131) stated that news writing must always be ethical, meaning that the news must be objective, balanced, avoid opinions, prioritize the public interest, not provide personal comments, and be responsible for the content reported. Of course, no learning model used in each activity can be considered perfect because it has different characteristics.

The ideal competency that students must have in writing news is a structure consisting of several parts, namely the title (head line), *titimangsa* (date line), news core (lead), device (bridge), news body (body), and footer. news (leg) (Romli, 2014, p. 13). Apart from structure, linguistic aspects in writing news consisting of conjunctions in, to, from and prefixes in-, to-, from- must also be considered. Students must master several vocabularies, this is because when writing news most use standard and more general language, apart from that the length of the text must also be taken into account so that it is not too long which results in a waste of space and space.

Apart from that, the ability to write news at school is caused by the learning model used when writing news. Based on this, it is necessary to apply creative learning models to overcome this problem. Learning models have many benefits for achieving all teaching competency goals from instructional design, including multimedia programs. According to Dalyono (2016, kc. 30) a learning model is a description of a learning environment, which contains the attitudes and characteristics of the teacher when the model is used.

Concept sentence is a learning model that is considered to be able to overcome this problem. According to Huda (2014, p. 317) the concept sentence model has various advantages, including being able to increase students' learning enthusiasm, create a conducive learning atmosphere, encourage students to develop creative thinking activities, better understand key words in each teaching material, and students who If you already understand the material presented, you can help your friends who are having difficulty. Meanwhile, Suprijono (2013, p. 46) states that the concept sentence learning model is a learning model that makes it easier for students to compose sentences using several key words.

Empirically, there has been research on the concept sentence learning model, including the Concept Sentence Model in Improving Narrative Writing Skills by Dian Hapsari, State University of Malang (2018), the results of this research prove that the concept sentence learning model is effective in learning to write narrative essays. Another research by Ulfi Hidayanti (2018) Department of Sundanese Language Education, FPBS, Indonesian Education University, entitled *Model Pangajaran Concept Sentence di Pangajaran Nulis Wawangsalan*, the results stated that the concept sentence learning model was effective in improving wawangsalan writing skills.

The similarity between this research and previous research is that the learning model used is concept sentences in learning to write, while the differences are the teaching materials and data sources studied.

This research focuses on the application of the concept sentence learning model in writing news texts. Based on the considerations above, it can be concluded that the concept sentence model is a learning model that can be applied to improve news writing skills. The

concept sentence model can also be used for a more creative and innovative learning process as well as creating a pleasant learning atmosphere for students.

B. METHODS

This research uses a quantitative approach with a quasi-experimental method. The quasi-experimental method or often called quasi-experiment, is research that uses an experimental class without using a control class, Nazir (2014, p. 73). The design used is pre-test and post-test, as stated by Arikunto (2013, p. 123), the quasi-experimental method is divided into three, namely 1) one shot case study, 2) pretest and posttest, 3) static group comparison.

The stage in this research is to provide a pre-test which aims to measure students' initial abilities in learning to write news. After that, students were given treatment to practice their news writing skills through the concept sentence learning model. And finally, students were given a post-test to measure their final ability in writing news.

The research design is as depicted in the table below.

Table 1. Research Design

<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
O_1	X	O_2

Arikunto (2013, kc. 124)

The data source in this research is the fifth grade students of SDN 1 Baleendah for the 2022/2023 academic year, totaling 36 students, consisting of 16 male students and 20 female students. The test technique is used to collect data on news writing essays before and after using the concept sentence model. Students news writing abilities are assessed from every aspect, namely title, elements, structure, sentence effectiveness, spelling and diction.

In this research, data properties tests were carried out consisting of normality tests and hypothesis tests. The purpose of hypothesis testing is to ensure that students' abilities have a normal distribution, as a condition that must be met to test abilities between two averages. According to Sujarweni (2014, p. 55) the aim of the normality test is to determine the distribution of data in the variables used. Data that is good and worth using is data that has a distribution. Hypothesis testing according to Mustaqim (2017, p. 38) is used to determine whether or not the hypothesis in this research is accepted.

Technically, this research includes direct observations made on the objects studied. In this research, two tests were carried out, namely before and after using the concept sentence learning model.

C. RESULT AND DISCUSSION

Based on the results of research carried out on class V students of SMA Negeri 8 Bandung for the 2022/2023 academic year, data was collected on test results before and after using the concept sentence model. This research aims to determine the ability to write news before and after using the concept sentence model, whether or not students' abilities have improved after using the concept sentence model, and to prove that there is a significant difference between the ability to write news before and after using the concept sentence model.

To make it clearer, the results of students' ability to write news before and after using the concept sentence model at SDN 1 Baleendah for the 2022/2023 academic year are as below.

Ability to Write News Before Using the Concept Sentence Model

In teaching news writing, students are expected to have the ability to make the aspects assessed in writing better. The ability to write news is assessed from six aspects, namely: 1) content, 2) content organization, 3) vocabulary, 4) language, and 5) spelling. Students who meet the requirements for the aspects assessed are deemed to be capable, while students who do not fulfill these aspects are considered not yet capable.

The application of the concept sentence model requires a new, innovative learning model so that it can attract interest and train students in writing skills, Rachmawati, (2015 p. 270). This learning model is a model that is carried out by giving students cards containing several key words which are then arranged into several sentences and developed into a paragraph. Huda (2014, p. 317).

The ability to write news for fifth grade students at SDN 1 Baleendah for the 2022/2023 academic year before using the concept sentence model achieved an average score (52.4) out of a maximum score of 100, which is included in the criteria for not being able to. This means that students are not yet able to write news texts according to grammatical rules. In the initial test results, there were 34 students who were not able to write news or around (94.4%), while only 2 students were able to write news or around 5.6%. More details are depicted in the diagram below.

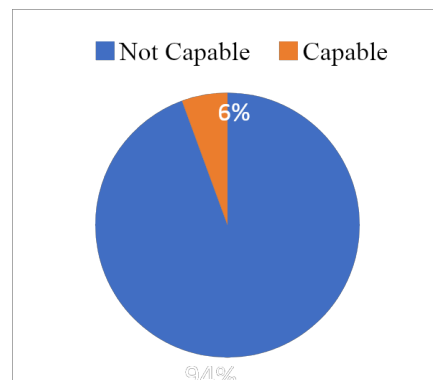


Figure 1. Capability of Students to Write News

This means that there are still many students who have not been able to achieve the maximum score from several predetermined criteria/aspects. The ability to write news for fifth grade students at SDN 1 Baleendah before using the concept sentence model in the content aspect was classified as poor with an average score of (15.2) out of a maximum score of 30, this can be seen from the students not being able to synchronize the title and content of the news as well as the structure in the text. Inside. In the aspect of content organization, it is classified as poor with an average score of (11.4) from the maximum score for aspect 20, meaning that students have not been able to organize news texts according to the news structure, namely title (head line), *titimangsa* (date line), news core (lead), device (bridge), news body (body), and news foot (leg). In the aspect of vocabulary, it is classified as poor with an average score of (10.9) from the maximum score for aspect 20, meaning there is a lack of understanding and there are many errors in using sentence

structure writing, which is inaccurate and inefficient. In the linguistic aspect, it is classified as poor with an average score of (12.1) out of a maximum aspect score of 25, meaning that students do not understand the structure and patterns of the sentences they use, resulting in many errors. In terms of spelling, it is classified as poor with an average score of (2.9) out of a maximum score of 5, meaning there are many errors in spelling and choosing the right words which can change the meaning.

Below is an assessment graph for each aspect.

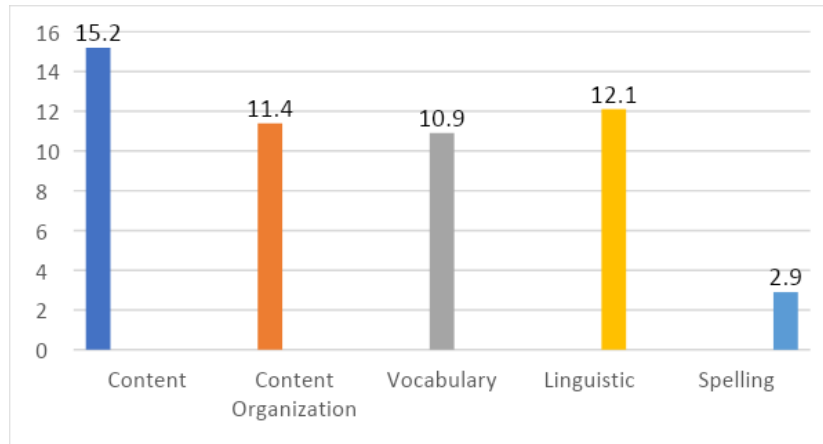


Figure 2. Aspects of News Writing

Ability to Write News After Using the Concept Sentence Model

The ability to write news for class V students at SDN 1 Baleendah for the 2022/2023 academic year after using the concept sentence model from the posttest results obtained an average score of (81.1) out of a maximum score of 100, which means that students are able to write news according to the aspects and criteria that have been provided. determined. In the final test there were 4 students who had not been able to reach the criteria or around (11.1%), while 32 students had been able to or (88.9%), as illustrated by the graph below.

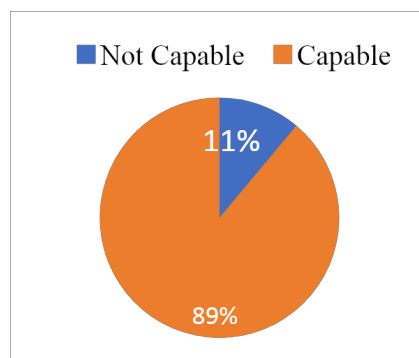


Figure 3. Capability of Students to Write News After Using the Concept Sentence Model

This average shows that there are improved results after using the concept sentence learning model. Based on the aspects, they are described as below. Based on the content aspect, after using the concept sentence model, they were able to achieve an average score of (24.8) out of a maximum score of 30. This means that students were able to adapt the title and content of the news as well as the structure and elements contained in it well. Based on the content organization aspect after using the concept sentence model, it is

classified as capable with an average score of (16.9) out of a maximum score of 20, meaning that students can write news texts well according to the structure, namely title (head line), *titimangsa* (date line), news core (lead), device (bridge), news body (body), and news foot (leg). Based on the vocabulary aspect after using the concept sentence model, it is classified as capable with an average of (16.1) out of a maximum score of 20, meaning students can write news with the correct sentence structure.

Based on the linguistic aspect after using the concept sentence model, it is classified as capable with an average of (18.7) out of a maximum score of 25, meaning that there are only a few errors in the use of conjunctions in, to, from and affixes in-, to-, of. There are some words that are not understood but do not lose their meaning. Based on the spelling aspect after using the concept sentence model, it is classified as capable with an average of (4.6) out of a maximum score of 5, meaning that it is sufficient to understand spelling although there are still many errors but it does not change the meaning.

Below is an assessment of each aspect.

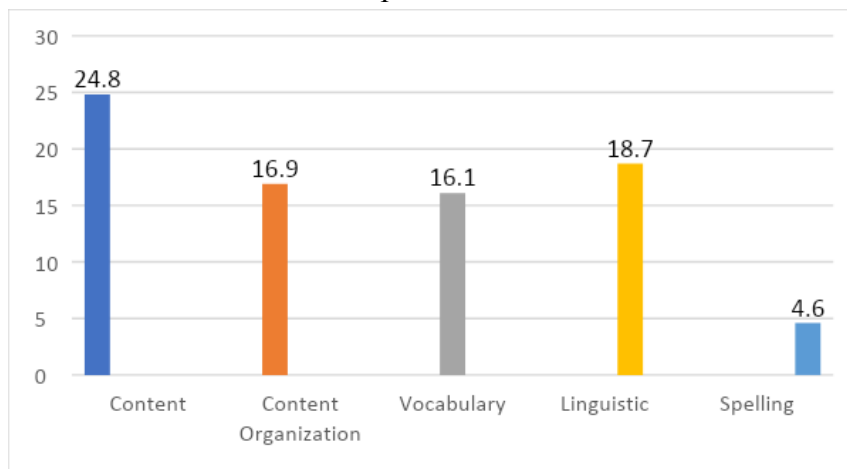


Figure 2. Aspects of News Writing After Using the Concept Sentence Model

Increased Ability to Write News After Using the Concept Sentence Model

Based on the pretest and posttest results, the news writing ability of class V students at SDN 1 Baleendah for the 2022/2023 academic year shows that there has been an increase from the average pretest score (52.4) to (81.1) in the posttest, the difference is (28, 7) score or increased by (54.7%) from the pretest. This proves that after using the concept sentence model in writing news there has been an improvement.

To make it clearer, it is depicted in the graph below.

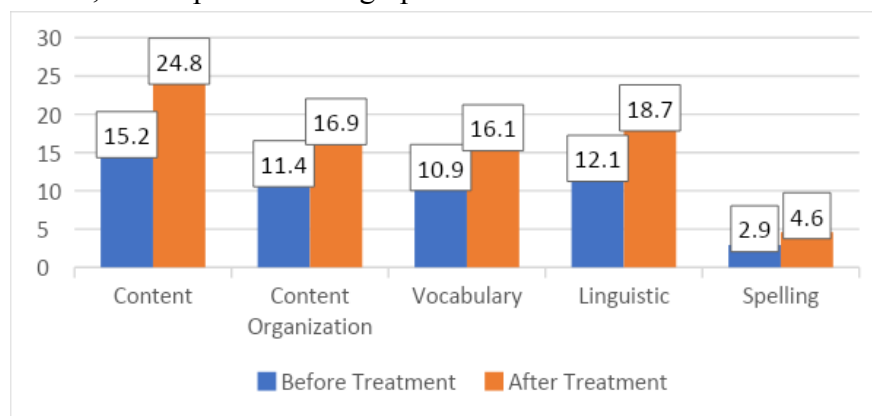


Figure 5. Increased Ability to Write News After Using the Concept Sentence Model

Like the graph above, it can be concluded that the ability to write news texts for class V students at SDN 1 Baleendah for the 2022/2023 academic year increased after the concept sentence model was implemented.

Viewed from the content aspect, it appears that there is an increase in the pretest results which are included in the inadequate category with an aspect score of (15.2) from a maximum score of 30, an increase of (63.2%) in the posttest with a score of (24.8) which is included in the category capable. This is proven by the results of the students' essays who were able to adapt the title and content of the news which looked interesting according to the structure contained in it. Viewed from the aspect of content organization, it appears that there is an increase in the results of the pretest which is included in the not yet capable category with an aspect score of (11.4) from a maximum score of 20, an increase of (48.2%) in the posttest with a score of (16.9) which is included capable category. This is proven by the results of students' essays who can write news according to the structures, namely title (head line), *titimangsa* (date line), news core (lead), device (bridge), news body (body) and news footer. (legs). Viewed from the vocabulary aspect, it appears that there is an increase in the pretest results which are included in the not yet capable category with an aspect score of (10.9) from a maximum score of 20, an increase of (47.7%) in the posttest with a score of (16.1) which is included capable category. This can be seen from the results of students' essays who can compose sentences well so that they can be understood and are efficient. Viewed from the linguistic aspect, it appears that there is an increase in the pretest results which are in the not yet capable category with an aspect score of (12.1) from a maximum score of 25, an increase of (54.5%) in the posttest with a score of (18.7) which is in the category capable. This is proven by the results of students' essays who can arrange sentences according to the correct structure and pattern. Viewed from the spelling aspect, it appears that there is an increase in the pretest results which are included in the incapable category with an aspect score of (2.9) from a maximum score of 5, an increase of (58.6%) in the posttest with a score of (14.6) which is included in the in the capable category. This is proven by the use of words in news articles that are appropriate and understandable.

Significant Difference between News Writing Ability Before and After Using the Concept Sentence Model

It is necessary to carry out data characteristic tests consisting of normality tests and hypothesis tests to find out whether there is a difference between the ability to write news texts of class V students at SDN 1 Baleendah, before and after using the concept sentence model. The data characteristics test was carried out to determine whether or not students' ability to write news texts had increased or not.

The normality test aims to ensure that students' writing ability data has a normal distribution or not, Apriyono & Taman (2013, p. 82). The normality test in this study used the SPSS version of the software 18 with the Kolmogorov-Smirnov Test.

Hypothesis testing is carried out after calculating the normality test. Hypothesis testing aims to find out which hypotheses are accepted and which are rejected. Because the distribution is normal, we use a parametric test with a t-test. It can be seen from the results of the t statistical calculation that it produces a value of -16.731 with a significance (Sig. 2-tailed) of 0.000. Because the significance value (Sig. 2-tailed) is $\acute{e}ta$ ($0.000 < 0.05$) or less than 0.05. Therefore, H_1 is accepted and H_0 is rejected. This means that there is a

significant difference between the ability to write news texts before and after using the concept sentence model.

From the data analysis, it can be seen that the concept sentence model can improve the ability to write news in class V students at SDN 1 Baleendah for the 2022/2023 academic year. From the results before the concept sentence learning model was implemented, it can be seen that there were still many students who were not able to write news correctly. But after using the concept sentence model, students' ability to write news increases, meaning that students are able to write news well and correctly according to the predetermined aspect criteria.

The steps in the concept sentence learning model in writing news are: 1) students receive the teaching competencies that must be achieved in teaching news writing, namely compiling news texts based on observations or interview results that are in accordance with the structure (news title/head line, *titimangsa*/date line, news terrace / lead, device / bridge, news body / body, jeung kaki news / leg) as well as linguistic rules (prepositions “*di*”, “*ka*”, “*ti*”, and affixes “*di-*”, “*ka-*”, “*ti-*”). 2) students are given examples of news texts and show the structure and linguistic rules contained in the text, 3) students are divided into eight groups determined heterogeneously, each group consists of four to five people, 4) students are given several key words, namely, what, who, when, where, why, and how, 5) each group composes sentences from key words determined by the teacher, 6) students discuss the structure and rules of language in the news essay they write, 7) students and teacher conclude the news essay, 8) the teacher closes the lesson.

Through the steps taken in writing news using the concept sentence model, it can be seen that the concept sentence learning model can be used in learning to write news.

D. CONCLUSION

The ability to write news for fifth grade students at SDN 1 Baleendah for the 2022/2023 academic year before using the concept sentence learning model was included in the criteria of being inadequate or not yet capable, the average score was (52.4) (≤ 75). This means that students are not yet able to write news. This can be seen from the value of each aspect which is still less than the maximum score determined.

The ability to write news for fifth grade students at SDN 1 Baleendah for the 2022/2023 academic year after using the concept sentence learning model is included in the capable category, the average score is (81.1) (≥ 75). This means that students are able to write news. This can be seen from the high value of each aspect, almost reaching the maximum score.

The ability to write news for class V students at SDN 1 Baleendah for the 2022/2023 academic year increased after using the concept sentence model. This can be seen from the scores for each aspect. The content aspect increased from the beginning of the test with a score of (15.2) from a maximum score of 30, and in the final test it became (24.8) or increased by (63.2%) from the initial test; the results of the content organization aspect with an initial score of (11.4) from a maximum score of 20, and in the final test it became (16.9) or increased by (48.2%) from the initial test; the results of the vocabulary aspect with an initial score of (10.9) from a maximum score of 20, and in the final test it became (16.1) or increased by (47.7%) from the initial test; linguistic aspect results with an initial score of (12.1) from a maximum score of 25, and in the final test it became (18.7) or increased by (54.5%) from the initial test; the results of the spelling aspect with an initial

score of (2.9) from a maximum score of 5, and in the final test it became (4.6) or increased by (58.6%) from the initial test.

There is a significant difference between students' news writing abilities before and after using the concept sentence model, as can be seen from the average initial student score, namely (52.4), while the average final score for students is (81.1). Based on the results of statistical tests, the significance value (Sig. 2-tailed) is ($0.000 < 0.05$) or less than 0.05. This explains that, H_1 is accepted or H_0 is rejected. It can be concluded that there is a significant difference between the news writing abilities of class V students at SDN 1 Baleendah for the 2022/2023 academic year before and after using the concept sentence model.

ACKNOWLEDGMENTS

The author would like to thank all parties who have supported and helped complete this research. Hopefully this paper can be useful for everyone who reads it. Therefore, constructive criticism and suggestions are very necessary to improve this paper.

REFERENCES

- Apriyono, A., & Taman, A. (2013). *Analisis Overreaction Pada Saham Perusahaan Manufaktur Di Bursa Efek Indonesia (Bei) Periode 2005-2009*. Nominal, Barometer Riset Akuntansi Dan Manajemen, 2(2), 76–96. <https://doi.org/10.21831/nominal.v2i2.1665>
- Arikunto, S. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Awing, I., & Saleh, N. (2017). *Keefektifan Model Pembelajaran Kooperatif Tipe Concept Sentence Dalam Keterampilan Menulis Karangan Deskripsi Bahasa Jerman Siswa Kelas V Ipa Sma Negeri 12 Makassar*. Eralingua : Jurnal Pendidikan Bahasa Asing Dan Sastra, 1(1), 26–34. Retrieved from ojs.unm.ac.id/eralingua/article/download/2987/1627
- Dalyono, B. (2016). *Prosiding temu ilmiah nasional guru (ting) viii*. Prosiding Temu Ilmiah Nasional Guru, 1–9(November), 632–641.
- Dinas Pendidikan Jawa Barat. (2013). *Kurikulum Tingkat Daerah Muatan Lokal*. Bandung: Dinas Pendidikan Jawa Barat.
- Hartati, S. (2015). *Peningkatan Keterampilan Menulis Berita Dengan Pendekatan Terpadu Dan Media Gambar Pada Siswa Kelas Viii Smp Negeri 1 Teras*. Jurnal Manajemen Pendidikan, Vol.10 No., 129–140. Retrieved from <https://media.neliti.com/media/publications/111763-ID-peningkatan-keterampilan-menulis-berita.pdf>
- Huda, M. (2014). *Model-model pengajaran dan pembelajaran*. Yogyakarta: Pustaka Pelajar.
- Mustaqim. (2017). *Psikologi Pendidikan*. Yogyakarta: Fakultas Tarbiyan IAIN Walisongo Semarang bekerja sama dengan Pustaka Pelajar.
- Nazir. (2014). *Metode Penelitian*. Bogor: Ghalia Indonesia.
- Purwanti, T. (2017). *Deskripsi Menggunakan Media Kartu Gambar Pada Siswa Kelas Iv Sd Negeri 2 Geneng Jepara*. 5, 100–105. Retrieved from <http://jurnal.unissula.ac.id/index.php/jpbsi/article/view/2354/1755>

- Rachmawati, D. C. (2015). *Pengaruh Model Pembelajaran Concept Sentence Peserta Didik Tunarungu Kelas Vii*. 269–275. Retrieved from <https://jurnal.fkip.uns.ac.id/index.php/pgsdsolo/article/view/4033/2836>
- Romli, A. S. M. (2014). *Jurnalistik Online: Panduan Mengelola Media Online*. Bandung: Nuansa Cendikia.
- Samsudin, A. (2012). *Peningkatan Kemampuan Menulis Eksposisi Berita dan Menulis Eksposisi Ilustrasi Siswa Kelas V Melalui Model Pembelajaran Kooperatif Terpadu Membaca dan Menulis*. *Penelitian Pendidikan*, 12, 11. Retrieved from <http://jurnal.upi.edu/penelitian-pendidikan/view/1856>
- Sujarweni, V. W. (2014). *Metodologi Penelitian: Lengkap, Praktis, dan Mudah Dipahami*. Yogyakarta: Pustaka Baru Press.
- Suprijono, A. (2013). *Cooperative Learning Teori dan Aplikasi PAIKEM*. Yogyakarta: Rineka Cipta.
- Zainurrahman. (2013). *Menulis: Dari Teori hingga Praktik (Penawar Racun Plagiarisme)*. Bandung: FKIP UNPAS.