

The Effectiveness of Concept Sentence Model toward Writing Skill of Persuasive Paragraph

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Abstract—The aim of this study is to describe the students' skill to write persuasive paragraph at the tenth class of SMA Muhammadiyah 2 Makassar. There are four characteristics of writing skill, namely 1) writing skill is a complex skill, 2) writing skill tends to the skill or practice, 3) it is skill mechanistic, and 4) mastery writing skill should through the gradual and accumulative activities. The observation was found that the writing skill is difficult to teach. The data collection techniques are the observation, questionnaire, pretest and treatment. The results showed that the students' skill to write persuasive paragraph was in good category. Based on the results of 30 students, it revealed that 2 students or 6.6% did not get the minimum completeness criteria (KKM) score and 28 students or 93.33% reached the score or above KKM score (70), i.e., 80% is $\geq 75\%$, so it can be concluded that the students writing skill of persuasive paragraph has met the minimum completeness criteria in classical learning outcome for students who completed it were $\geq 75\%$. Therefore, it indicates that students are able to write the persuasive paragraph with the average score reaching above the average criteria.

Index Terms—effectiveness of concept sentence, persuasive paragraph writing

I. INTRODUCTION

The rapid development of information today makes language have an important role as a communication tool. Therefore, the need for language as an information media is perceived necessary, especially in sustaining the development progress in various fields, such as economics, politics, social and cultural, as well as in science and technology. All these aspects require language as an information tool in its development. Furthermore, various educational institutions in Indonesia assign subject of Indonesian language and literature as a program aimed to develop the knowledge and language skills as the communication tool both verbal and written.

According to Akhadijah (2002, p. 2) argues that there are four prominent characteristics of writing skill, namely (1) writing skill is a complex ability, (2) writing skill tends to skill or practice, (3) it is mechanistic skill, and (4) mastery of writing skill is through the gradual and accumulative activities.

Writing skill is more inclined towards the practice rather than to the theory. It does not mean that the discussion of writing theory is sown in the teaching of writing. The comparison between practice and theory should be more practice rather than theory (Syamsuri, Muhsin & Nurmayani, 2016, p. 4).

Writing skill is mechanistic. It means that the mastery of writing skill must be through training or practice. In other words, it requires more and more activities to write, and then someone is more capable to write (Muhsin. M.A, 2016, p. 9).

Students have to be able, skilled, fluency and mastery the four writing skills (Muhsin.M.A, 2016, p. 10). Out of the four language skills, writing skill can be mentioned to be very vital or important. Writing skill is one of language aspects which its role can generate the intelligent, critical, creative, and cultured next generation. By mastering of good writing skill, a student can easily take part into the community to the social life activities.

Semi (2007, p. 14) states that writing is a creative process of moving ideas in writing symbols. Besides, writing is a productive, active and expressive learning form. The government through the School Based Level Curriculum (KTSP) expects to students ranging from elementary to college level are skilled writing and to express their ideas, and their point of view critically, practically, creatively, and systematically in the writing form.

Based on the preliminary observation which was conducted in SMA Muhamadiyah 2 Makassar, the learning writing, especially paragraph that was more emphasis on individual learning which refers to textbooks, so it caused the learning writing, particularly persuasive paragraph writing was not optimal. Besides, the learning process was begun with a lecture conducted by teachers and it was listen by students, then teachers gave assignments to students to write paragraph without any specific learning model. The results of students' writing were used as the only one of basic criteria for grading. The assessment was only focused on the product assessment. The assessment during the taking of learning process was less concerned.

Paragraph is ideas parts of ideas which are outlined in writing. Paragraph can also be regarded as a short or mini essay. The linguists formulate the definition of paragraph by using different techniques, although the definition is formulated differently, it will still not diminish the understanding of paragraph itself because the formulated definition

is not quite different. Munirah (2015, p. 24) argues that paragraph is a group of sentences that develop logically to one subject.

Keraf (2001, p. 62) formulates the definition of paragraph with the term of *alinea*, i.e., the unity of mind that is higher or wider than the sentence. The term of paragraph appeared around 1970s in Indonesia. The linguists generally have same opinion about the discourse in terms of most complete language unit (intact), but in other cases, there is a difference. The difference is referred to the discourse as the highest grammatical element which is realized in the form of complete paragraph with full and high coherence and cohesion.

The complete paragraph must be considered in terms of cohesion and coherence. "Cohesion is the harmonious relationship between one element to other elements in the discourse that creates a slick sense or coherent, cohesion refers to the form relation while coherence refers to meaning relation" (Dardjowidjojo, 1998, p. 46). A paragraph is the sentences series that are interrelated forming a harmonious meaning between sentences (Dewi, A. S. S. P., p. 2016)). Based on description above, it can be said that the paragraph is a language unit that is most complete and highest in over a sentence or a clause with high cohesion and coherence that are sustainable, that have a beginning and an end, the real, which is presented orally or written.

In English, the word of 'to persuade' means 'persuaded' or 'assured'. The noun form is 'persuasion' which is then picked Indonesian word of *persuasi* (Finoza, 1993, p. 229).

Persuasive is a skill to reach an agreement or the suitability of the willingness of speakers and listeners; moreover, it is a process to convince others that the person accepts what is desired by the speakers or writers (Gani, et al., 1987, p. 99).

Keraf (2004, p. 118) argues that persuasion is a verbal art that aims to convince someone to do something which is desired by speaker at this time or in the future. The final objective is that the reader or listener to do something, then it can be concluded that persuasion is also way to make decision. Those who receive persuasive have to get the confidence that their decision is the right decision, thoughtful, and done without coercion.

The learning of concept sentence is the learning which is more directed to the interaction between teachers and students and students with students. This model is part of the social teaching model. The social learning model group, as its name, focuses on the social character, how individual learns social behavior, and how social interaction can enhance the achievement of academic learning.

After the group investigation model is developed, it appears that other social learning models; one of them is learning model of concept sentence. The learning model of concept sentence is more directed to language learning, especially learning the syntax by using key words. The learning model of concept sentence considers students in heterogeneous groups.

The general characteristic of concept sentence model is presenting the key words. The purpose of this learning model which is applied in each lesson is to enhance the students' skills for learning. Without a real learning model, teachers often develop a pattern that is based solely on the past and intuition so that concept of teaching materials that will be delivered is not channeled to the maximum and are difficult to understand.

It is needed a solution so that the process of teaching and learning activities in the classroom is synonymous with boring things that can be turned into the more vibrant and lively atmosphere. Researcher presented a solution for persuasive paragraph writing skill in improving the students' learning to write a persuasive paragraph.

Based on the problems mentioned above, the researcher considered that it was needed to conduct research related to persuasive paragraph writing. The problems in Indonesian language subject, particularly the writing ability of persuasive paragraph. Hence, it was established a research titled "The Effectiveness of Concept Sentence Model toward Students' Writing Skill of Persuasive Paragraph at the Tenth Class of SMA Muhammadiyah 2 Makassar".

II. RESEARCH METHODOLOGY

A. Type of the Research

The type of this study was experimental research; the research model used was the concept sentence to improve the persuasive paragraph writing skill. According to Gay (as cited in Emzir, 2007, p. 63), experimental research is the only one research method that can test hypotheses concerning the true causal relationship (causal).

This study was conducted in SMA Muhammadiyah 2 Makassar. This study used instrument to conduct observations and draw up test items to be distributed to the students to determine the extent of the students' ability in understanding about persuasive paragraph.

B. Research Design

The design of this study was a pre-experimental research design type of One-Group Pretest-Posttest design. In this study, the treatments can be determined more accurately, because it can be compared with the situation before treated (treatment). The design of this study is presented as follows:

O ₁	X	O ₂
(Source: Emzir, 2007) which: O ₁ = Pretest O ₂ = Posttest X = The treatment by using concept sentence model		

This experimental model was conducted into three steps, namely:

- a) Giving pretest to find out the students' writing skill of persuasive paragraph before the treatments by using concept sentence method were applied.
- b) Giving the treatments to the research subjects by applying the concept sentence method.
- c) Giving posttest to measure the dependent variable after the treatments were applied.

C. Research Variables

Based on the study title that was "The effectiveness of concept sentence model to improve the students' writing skill of persuasive paragraph at the tenth class of SMA Muhammadiyah 2 Makassar", then the research used two research variables, i.e., the concept sentence model as the independent variable (X) and persuasive paragraph writing ability as the dependent variable (Y).

D. Population and Sample

a. Population

Population is the generalization region consisting of objects or subjects that have certain qualities and characteristics defined by the researcher to investigate and then to be inferred conclusion (Sugiyono, 2006, p. 80). Therefore, the population is not only people but also objects and the other natural objects. The population is not only the number of the objects/subjects being studied, but also it covers all the characteristics/properties owned by the subject of object.

The population of this study was all students of the tenth class of SMA Muhammadiyah 2 Makassar, which consisted of 30 people.

TABLE 1.
THE NUMBER OF POPULATION

No.	Class	Gender		Total
		Female	Male	
1.	X.1	12	18	30

b. Sample

The sample is a part of a population that is expected to represent the population in the study. In this study, the sample consisted of all members of population of the tenth class of SMA Muhammadiyah 2 Makassar, i.e., 30 students dividing into 18 male students and 12 female students.

III. FINDINGS AND DISCUSSION

A. Findings

1. The Descriptive Results of Pretest of Students' Persuasive Paragraph at the Tenth Class of SMA Muhammadiyah 2 Makassar before Applying the Concept Sentence Model

Based on the results of the study which was conducted by the researcher at SMA Muhammadiyah 2 Makassar on July 27 to August 27, 2016, it was obtained that the data were collected through the test instrument can be revealed the beginner writing ability of the students at the tenth class of SMA Muhammadiyah 2 Makassar.

The data of writing achievement score of the tenth class students of SMA Muhammadiyah 2 Makassar can be seen as follows:

TABLE 2.
THE PRETEST SCORES

No	Students' Name	Scores
1	Abdul Muhlis	65
2	Abdul Muh. Talib	50
3	Agus	50
4	Alfian Ali	63
5	Andriani	65
6	Annisa	50
7	Dirwan	60
8	Firman	50
9	Hasniati	60
10	Indra Permana	50
11	M . Arfan Arifin	60
12	Muh. Ikbali	70
13	Muh. Jefri	50
14	Nur Ningsih	65
15	Teddy	63
16	Wahyudi	50
17	Wahyuni	60
18	Wahdaniah Nurvaib	73
19	Musrifal Yusuf	50
20	Suriyanti	55
21	Faisal muhammad	55
22	Nila Wati	50
23	Muhammad Yusril	50
24	Suci Indah Sari	50
25	Rional	55
26	Mulyadi	50
27	Aufar Afrizal	55
28	Fitrah Fadillah	50
29	Sasmita	50
30	Sri Wahyuni	50

To find out the mean (average) of pretest score of the tenth class students of SMA Muhammadiyah 2 Makassar, it can be seen in the following table:

TABLE 3.
THE CALCULATION OF MEAN (AVERAGE) OF PRETEST SCORE

x	f	f.x
50	16	800
55	4	220
60	4	240
63	2	126
65	3	195
70	1	70
73	1	73
Total ($\sum fx$)	30	1,724

Based on the data above, it can be seen that the score of $\sum fx = 1,724$ while the N-score itself is 30. Therefore, it can be obtained the average (mean) score as follows:

$$\begin{aligned} \bar{x} &= \frac{\sum_{i=1}^k f x_i}{n} \\ &= \frac{1,724}{30} \\ &= 0.05747 \end{aligned}$$

From the calculation above, the mean score obtained from the students' learning results at the tenth class of SMA Muhammadiyah 2 Makassar before conducting the treatments of Concept Sentence Model was 0.05747. It was categorized in the Department of Education and Culture (Depdikbud), and then the results information can be seen in the following table:

TABLE 4.
THE WRITING SKILL CATEGORY OF PRETEST

No	Interval	Frequency	Percentage (%)	Learning Achievement Category
1	0 – 50	16	53.33	Very Low
2	55 – 60	8	26.66	Low
3	65 – 70	5	16.66	Average
4	75 – 80	1	3.33	High
5	85 – 100	0	0	Very High
Total		30	100	

Based on the data which can be seen in the table above, it can be concluded that students learning achievements in pretest phase by using test instrument were categorized as very low with 53.33%, low category was 26.66%, average category was 16.66%, high category was 3.33%, and none of score was very high category, i.e., 0%. Referring to the existing percentage results, it can be stated that the students' writing skill category before applying the Concept Sentence Model was relatively categorized in low category.

TABLE 5.
THE COMPLETENESS INDICATOR DESCRIPTION OF INDONESIAN LANGUAGE LEARNING ACHIEVEMENT

Score	Category	Frequency	%
$0 \leq x < 65$	Not Complete	29	97
$70 \leq x \leq 100$	Complete	1	3
Total		30	100

If Table 5 is associated with the completeness indicator of the students learning achievements which were determined by the researcher, i.e., if the number of students who do not reach or exceed the KKM ($70 \geq 75\%$), so it can be concluded that the students writing skill at the tenth class of SMA Muhammadiyah 2 Makassar was not yet eligible the classical mastery of learning achievement because there were only 40% students who got completeness indicator.

2. The Descriptive Results of Posttest of Students' Persuasive Paragraph at the Tenth Class of SMA Muhammadiyah 2 Makassar before Applying the Concept Sentence Model

During the study was conducted, there were changes to class after given treatments. These changes included the learning achievement which was obtained after given the posttest. These changes can be seen in the following data:

TABLE 6.
THE POSTTEST SCORES

No	Students' Name	Scores
1	Abdul Muhlis	90
2	Abdul Muh. Talib	65
3	Agus	75
4	Alfian Ali	75
5	Andriani	85
6	Annisa	80
7	Dirwan	95
8	Firman	85
9	Hasniati	90
10	Indra Permana	75
11	M . Arfan Arifin	85
12	Muh. Iqbal	85
13	Muh. Jefri	65
14	Nur Ningsih	90
15	Teddy	85
16	Wahyudi	85
17	Wahyuni	70
18	Wahdaniah Nurvaib	95
19	Musrifal Yusuf	70
20	Suriyanti	80
21	Faisal muhammad	80
22	Nila Wati	75
23	Muhammad Yusril	70
24	Suci Indah Sari	75
25	Rional	75
26	Mulyadi	80
27	Aufar Afrizal	75
28	Fitrah Fadillah	75
29	Sasmita	70
30	Sri Wahyuni	75

Table 7 presents data to find out the mean (average) of posttest score of the tenth class students of SMA Muhammadiyah 2 Makassar.

TABLE 7.
THE CALCULATION OF MEAN (AVERAGE) OF POSTTEST SCORE

x	f	f.x
65	2	130
70	4	280
75	9	675
80	4	320
85	6	510
90	3	270
95	2	190
Total ($\sum fx$)	30	2,375

Based on the data of posttest above, it can be seen that the score of $\sum fx = 2,375$ and the N-score itself is 30. Therefore, it can be obtained the average (mean) score as follows:

$$\begin{aligned}\bar{x} &= \frac{\sum_{i=1}^k f x_i}{n} \\ &= \frac{2,375}{30} \\ &= 79.16667\end{aligned}$$

From the calculation result above, it was obtained the mean score of students learning achievement at the tenth class of SMA Muhammadiyah 2 Makassar after applying the Concept Sentence Model was 79.16667 from the ideal score of 100. The guideline categories in the Department of Education and Culture (Depdikbud) can be seen in the following table:

TABLE 8.
THE WRITING SKILL CATEGORY OF POSTTEST

No	Interval	Frequency	Percentage (%)	Learning Achievement Category
1	0 – 50	-	0.00	Very Low
2	55 – 60	-	0.00	Low
3	65 – 70	6	20	Average
4	75 – 80	13	43.33	High
5	85 – 100	11	37	Very High
Total		30	100	

Based on the data which can be seen in the table above, it can be concluded that students learning achievements in posttest phase by using test instrument were categorized as very high with 37%, high category was 43.33%, average category was 20%, and none of scores was very low and low category, i.e., 0%. Referring to the existing percentage results, it can be stated that the students' writing skill category after applying the Concept Sentence Model was relatively categorized in high category.

TABLE 9.
THE COMPLETENESS INDICATOR DESCRIPTION OF INDONESIAN LANGUAGE LEARNING ACHIEVEMENT

Score	Category	Frequency	%
$0 \leq x < 65$	Not Complete	2	6.667
$70 \leq x \leq 100$	Complete	28	93.33
Total		30	100

If Table 9 is associated with the completeness indicator of the students learning achievements which were determined by the researcher, i.e., if the number of students who do reach or exceed the KKM ($70 \geq 75\%$), so it can be concluded that the students' writing skill at the tenth class of SMA Muhammadiyah 2 Makassar has fulfilled the completeness indicator for classical mastery of learning achievement because the students who got completeness indicator was 80%, i.e., $\geq 75\%$.

3. The Effectiveness of Concept Sentence Model Application to Improve Students' Writing Skill of Persuasive Paragraph at the Tenth Class of SMA Muhammadiyah 2 Makassar

TABLE 10.
ANALYSIS OF PRETEST AND POSTTEST SCORES

No	X ₁ (Pretest)	X ₂ (Posttest)	d = X ₂ - X ₁	d ²
1	65	90	25	625
2	50	65	15	225
3	50	75	25	625
4	63	80	17	289
5	65	85	20	400
6	50	75	25	625
7	60	95	35	1,225
8	50	85	35	1,225
9	60	90	30	900
10	50	75	25	625
11	60	85	25	625
12	70	85	15	225
13	60	65	5	25
14	63	85	22	484
15	65	90	25	625
16	50	85	35	1,225
17	50	70	20	400
18	73	95	22	484
19	50	70	20	400
20	55	80	25	625
21	55	80	25	625
22	50	75	25	625
23	50	70	20	400
24	50	75	25	625
25	55	75	20	400
26	50	80	30	900
27	55	75	20	400
28	50	75	25	625
29	50	70	20	400
30	50	75	25	625
	1,674	2,375	701	13,835.68

In accordance with the research hypothesis that is “The effectiveness of concept sentence model to improve the students’ writing skill of persuasive paragraph at the tenth class of SMA Muhammadiyah 2 Makassar”, then the technique used to test the hypothesis was inferential statistics technique by using t-test.

The steps of hypothesis testing are as follows:

1. Calculating the score of “Md” by using the formulate:

$$\begin{aligned} Md &= \frac{\sum d}{n} \\ &= \frac{701}{30} \\ &= 23.36667 \end{aligned}$$

2. Calculating the score of “ $\sum d^2 \cdot d$ ” by using the formulate:

$$\begin{aligned} \sum d^2 \cdot d &= \sum d^2 - \frac{(\sum d)^2}{n} \\ &= 13,835.68 - \frac{(701)^2}{30} \\ &= 13,835.68 - \frac{491,401}{30} \\ &= 13,835.68 - 16,380.03 \\ &= 13,819.29997 \end{aligned}$$

3. Calculating the score of t_{count}

$$\begin{aligned}
 t &= \frac{\Sigma d}{\sqrt{\frac{\Sigma d^2 - (\Sigma d)^2}{n(n-1)}}} \\
 t &= \frac{23,36667}{\sqrt{\frac{13,819,29997}{30(30-1)}}} \\
 t &= \frac{23,36667}{\sqrt{\frac{13,819,29997}{870}}} \\
 t &= \frac{23,36667}{\sqrt{15,88425}} \\
 t &= \frac{23,36667}{3,9} \\
 t &= 6.00
 \end{aligned}$$

4. Determine the score of t_{table}

To find out t_{table} , the researcher used a distribution table of t-score with the significant level $\alpha=0.05$ and $df = n-1 = 30 - 1 = 29$, so it was obtained that $t_{0,05} = 2.04$.

After having obtained $t_{count} = 6.00$ and $t_{table} = 2.00$, then it was obtained that t_{count} was $> t_{table}$ or $6.00 > 2.00$. Therefore, it can be concluded that H_0 was rejected and H_a was accepted. This means that there was effectiveness in applying the concept sentence model to the students' writing skill of persuasive paragraph at the tenth class of SMA Muhammadiyah 2 Makassar.

B. Discussion

In this section, it was described the results found in this study. The results refer to the conclusions based on the data collection and data analysis that had been conducted.

Haling (2007: 17) states that the dynamic elements in learning are learning materials, learning environment, media and learning resources, and teacher as learning subject, then the researcher and teachers made planning of learning implementation. After that, teachers and researcher gave each other feedback related to learning resources, time, learning media, evaluation tools, and steps for implementing learning model of concept sentence.

Djumingin and Syamsudduha (2009: 156) state that in formulating the indicators of success, it should be able to demonstrate student achievement as a whole (cognitive, affective, and psychomotor). Based on this statement, it can be stated that the achievement of learning outcomes have been determined from the curriculum then the schools determine the minimum completeness criteria (KKM) in accordance with the potential of teachers, students' abilities, and supporting facilities in schools. In previous researcher had succeeded in improving the students' skill with an average value of 79 to 75 with the completeness criteria in the beginning test (pretest), there were still students who had not reached the minimum completeness criteria (KKM), which had been determined from the school. In this case, to measure the extent of students' ability in writing persuasive paragraphs then it was applied the concept of sentence method. Then researcher conducted a final test (posttest). From the results of the student after the method of sentence concept was applied, it can be concluded that the method applied by the researcher effectively increased the students' writing skill of persuasive paragraph at the tenth class of SMA Muhammadiyah 2 Makassar.

The learning model of concept sentence was considered by researcher that it can improve students' writing skill in writing a persuasive paragraph. This was because the concept sentence model provided a better opportunity for students to explore their ideas, thinking, and their creativity in writing persuasive paragraph.

Based on keywords provided by the teacher (Kiranawati, 2008) through the concept sentence model, the ability to determine the theme, character, type, stories, coherence, spelling, background, and the plot obtained by students could be developed and finally students could write a persuasive paragraph, because the seventh aspect of the assessment indicators must be achieved by students in writing a persuasive paragraph.

As disclosed by Prasetyo (in Juliswan 2011: 2) says "the causes of low student to write a persuasive paragraph due to (1) lack of effective learning created by the teacher (2) methods and models created by teachers can not develop potentials of students. Through the concept of learning, students were given a sentence different atmosphere than usual. Different atmosphere referred to inviting students directly to get experience about the topic/the material being studied. Because there are many different situations that are given by the teacher in the learning process, students become creative and not be forced to an atmosphere in the room. Therefore, the different atmosphere that the appearance of a learning model of concept sentence that is relatively categorized as new concept for students is expected to motivate the students to work so that students are active in the learning process. Therefore, in this study researcher tried to apply the learning model of concept sentence and the results of persuasive paragraph writing of the students at SMA Muhammadiyah 2 Makassar were categorized quite well. From the above theory, the researcher associated with the results of research by applying the same learning model that was the concept sentence given in the tenth class students of SMA Muhammadiyah 2 Makassar in improving students' ability in writing persuasive paragraph was effective. It can

be evidenced from the results of the pretest with an average value of 6.00 increased in the posttest results of students with an average value of 79.16.

Based on the pretest results, the average value of student learning achievement was 0.05747 with categories consisted of very low category was 53.33%, low category was 26%, average category was 16.66%, high category was 3.33% and very high category is 0%. Referring to the results of the existing percentages, it can be stated that the level of paragraph persuasive writing skills of students before applying sentence concept method was categorized low.

Furthermore, the average value of posttest results was 79.16667 so persuasive paragraph writing skills of students after applying concept sentence method had been better learning achievements than in the previous results of pretest before applying the concept sentence method. In addition, the percentage of category result of learning to write persuasive paragraph in the category of very high was 37%, high category was 43.33%, average category was 20%, and low and very low category was 0%.

Based on the results of inferential statistical analysis using the t-test formula, it can be seen that the value of t_{count} was 6.00. With frequency (df) of $30-1 = 29$, at a significance level of 5%, was obtained $t_{\text{table}} = 2.00$. Therefore t_{count} was $> t_{\text{table}}$ at a significance level of 0.05, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted, which means that there was effectiveness in applying the concept sentence method to persuasive paragraph writing skill, it can be concluded that there was effectiveness in applying the concept sentence method to improve students' writing skill of persuasive paragraph at the tenth class of SMA Muhammadiyah 2 Makassar.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results and the discussion of treatments conducted to 6 meetings, it can be concluded that the implementation of the concept sentence model effectively improved the learning writing skill of persuasive paragraph at the tenth class of SMA Muhammadiyah 2 Makassar, to find out the value of t_{table} , researcher used a t distribution table with significance level $\alpha = 0.05$ and $df = N-1 = 30-1 = 30$ then it was obtained $t_{0,05} = 2.04$.

After having obtained $t_{\text{count}} = 6.00$ and $t_{\text{table}} = 2.00$, so it was obtained that t_{count} was greater than t_{table} or $6.00 > 2.00$. Therefore, it can be concluded that H_0 was rejected and H_a was accepted. This means that the concept sentence method was effective to be applied in learning writing of persuasive paragraph at the tenth class of SMA Muhammadiyah 2 Makassar. The implementation of concept sentence model was effective, it was proven by the activeness of students during the learning process, the attitude of the students who asked questions and students answered any questions that arise both from the teacher and from their friends, increased courage of students in volunteer work on the problems on the blackboard. In addition, students who did other activities (noisy, play, etc.) in learning activities had decreased.

B. Suggestion

Based on the results obtained from this study, the researcher proposes some suggestions as follows:

1. Learning model of concept sentence can be applied to the teaching learning process of Indonesian language.
2. As a follow-up during the learning process, it is expected to teachers to supervise, deliver and guide students in learning.
3. This study should be continued by other researchers who are interested in attention to the deficiencies in this study and in the different research subjects and objects.

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