



The Implementation of the Concept Sentence Model to Improve Punctuation Usage Skills of Grade V Students at MIN 7 Banda Aceh

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Keywords:	Abstract
<i>Teacher feedback; Self-Efficacy; Learning Outcomes; Formative Assessment</i>	<p><i>This study aims to improve the punctuation usage skills of Grade V students at MIN 7 Banda Aceh through the implementation of the Concept Sentence learning model. The research was motivated by students' low mastery of punctuation in writing nonfiction texts, which was reflected in scores below the Minimum Mastery Criterion (KKM). This study employed a Classroom Action Research (CAR) design consisting of three cycles, each including four stages: planning, implementation, observation, and reflection. Data were collected through teacher and student activity observations and tests, then analyzed quantitatively and qualitatively. The findings showed a consistent increase in teacher activity from 77.77% in Cycle I to 98.38% in Cycle III, and student activity from 75% to 94.16%. Students' mastery of punctuation skills also improved significantly, with the percentage of students achieving mastery rising from 65.3% in Cycle I to 93.87% in Cycle III. These results indicate that the Concept Sentence model effectively enhances students' understanding and correct application of punctuation in writing. Furthermore, it promotes active participation, collaboration, and motivation in learning. The study concludes that the Concept Sentence model can serve as an innovative and engaging approach to teaching Indonesian language writing skills in elementary schools. Future research is encouraged to integrate this model with digital or visual media to increase students' motivation and explore its long-term effects on writing proficiency.</i></p>

INTRODUCTION

Background of the Study

Indonesian language learning in elementary schools is divided into two main levels: the beginner level (Grades I-III) and the advanced level (Grades IV-VI) (Farhurohman, 2017). The implementation of language learning differs between these two levels due to their distinct targets and instructional objectives. At the beginner level, Indonesian language learning focuses on developing basic skills in reading, early writing, listening, and simple speaking. These foundational skills serve



as preparation for mastering more complex and practical language use (Sunarti, 2006).

The mastery of language skills in an integrated manner, which includes listening, speaking, reading, and writing skills, is a part of Indonesian language learning designed for upper-grade students (Grades IV-VI). This aims to train and develop students' abilities (Farhurohman, 2017). Speaking skills refer to the process of delivering messages orally, while writing skills refer to the process of delivering messages in written or indirect form.

Language, in essence, is the orderly expression of human thoughts and feelings using sounds as its medium (Nawawi, 2022). According to Harun Rasyid, Mansyur, and Suratno (in Setyawan, 2016), language is a structure and meaning that exists independently of its users, serving as a sign that conveys a specific purpose. Language is a vital communication tool used by humans in their daily lives. Through language, people can interact with one another-communicating, exchanging ideas, sharing knowledge, and building relationships (Wicaksono, 2016).

One of the means of communication can be carried out orally or in writing (Waridah, 2016). Written communication requires mastery of writing conventions, including punctuation, which serves as intonation or pauses in written text to make it easier to understand. Writing should be presented clearly so that the intended meaning is accurately conveyed and readers do not misunderstand the content (Randy & Heny, 2017). Regarding the truthfulness of information, Allah SWT explains in Surah Al-Hujurat verse 6 the importance of conveying accurate information and verifying the truth of any information received. The verse reads as follows:

يَأَيُّهَا الَّذِينَ آمَنُوا إِنْ جَاءَكُمْ فَاسِقٌ فَتَبَيَّنُوا أَنْ تُصِيبُوهُ قَوْمًا بِجَهَالَةٍ فَتُصْبِحُوا عَلَىٰ مَا فَعَلْتُمْ نَذِيرٌ

The meaning is: *"O you who have believed, if a wicked person comes to you with important news, then verify its truth, so that you do not harm a people out of ignorance and then become regretful for what you have done.*

The Problem of The Study

This problem can be seen when the teacher asks students to write information from a nonfiction text, where students tend to write without paying attention to punctuation. Furthermore, students show a lack of interest in the material during the learning process and often feel bored and unfocused when the teacher explains the lesson. Therefore, the researcher proposes a solution by selecting a fun and suitable learning model to improve students' skills, namely the Concept Sentence learning model.

Teachers, as one of the learning resources, have the responsibility to create a creative learning environment for students in the classroom. One of the essential tasks of a teacher is to select and determine the most appropriate learning model to achieve the learning objectives (Khoerunnisa & Aqwal, 2020). Regardless of which model is used, there is a principle that must be considered-namely, that the learning model should not only focus on the teacher's activities but also on the students' active participation (Nata, 2017). One of the learning models that can be applied in the classroom is the Concept Sentence learning model. This model is highly suitable for use in Indonesian language learning, as it groups students heterogeneously and

provides them with worksheets aligned with the lesson material, which can be completed either in groups or individually (Riska & Rahmawati, 2022). Consequently, the classroom atmosphere becomes more enjoyable, allowing students to learn while having fun. This approach helps reduce students' boredom during lessons and encourages them to be more active participants in the learning process.

Research's State of the Art

The Concept Sentence model is a type of learning model developed from the Cooperative Learning approach. This model involves providing students with keywords (Shoimin, 2021). These keywords are then arranged into several sentences and further developed into paragraphs. The researcher chose to apply the Concept Sentence learning model because it aligns with the learning objectives, student characteristics, and the nature of the learning material. The Concept Sentence model is one of the active learning approaches that heavily engages students in the learning process. In this model, the teacher's role is mainly to provide initial guidance regarding the learning topic. Given that the core competency being addressed is the use of punctuation, the Concept Sentence model is considered suitable to enhance students' ability to understand and correctly apply punctuation marks in nonfiction texts.

The application of the Concept Sentence learning model aligns with the characteristics of elementary school students, as they (approximately 7-13 years old) are in the concrete operational stage. Therefore, they require a fun and engaging learning model that involves active student participation. Concept Sentence presents key words during the learning process. Providing key words helps students express their ideas or thoughts in written form according to proper writing conventions. The implementation of the Concept Sentence model is considered suitable for the topic of punctuation use, as students develop sentences and paragraphs from the key words provided by the teacher. The author also provides opportunities for students to enhance their punctuation skills by applying them in real-life contexts, specifically in writing nonfiction informational texts.

The application of the Concept Sentence learning model in teaching has also been proven effective by several researchers. Studies using this model have yielded satisfactory results. For example, research conducted by Febriasari and Purwanti (2014) showed that the use of the Concept Sentence model assisted by visual media improved teachers' teaching skills, student activity, and students' narrative writing skills. This was evidenced by the continuous improvement in results across each research cycle. Furthermore, Avisya (2023) found that the Concept Sentence model was highly effective in enhancing narrative writing skills among elementary school students. Similarly, research by Hermiati et al. (2022) demonstrated that the Concept Sentence model could significantly improve students' learning outcomes, particularly in Indonesian language learning.

The studies mentioned above are consistent with the advantages found in the Concept Sentence learning model. According to Miftahul Huda (2013), this model offers several benefits, including increasing students' enthusiasm for learning, creating a conducive learning atmosphere, fostering joy in learning, encouraging and developing creative thinking, motivating students to view things from different

perspectives, fostering self-improvement, strengthening self-awareness, helping students better understand the key concepts of the lesson, and allowing more capable students to assist their peers who are less proficient. However, Miftahul Huda (2013) also points out some limitations of this model, such as its suitability only for certain subjects and the tendency of passive students to copy answers from others. In addition, Helviyanti, as cited in Rahmawati and Yulianti (2018), explains that the Concept Sentence model requires considerable time and preparation from teachers, as they must provide key words, materials, and allocate enough time for students to read their written work. Furthermore, it is noted that students may sometimes lose focus during the learning process.

Novelty, Research Gap, & Objective

This research is important to address problems that occur in the field of education. The main issue observed in the classroom is the lack of students' understanding in the use of punctuation, which negatively affects their writing skills. Therefore, this study aims to (1) examine the teacher's activities in using the Concept Sentence model to improve students' ability to use punctuation, (2) analyze students' learning activities during the implementation of the Concept Sentence model to enhance their punctuation skills, and (3) determine the improvement of students' punctuation skills through the use of the Concept Sentence learning model.

METHOD

Type and Design

This study employs a Classroom Action Research (CAR) approach. It falls within the scope of applied research, which integrates knowledge, research, and action. Action research shares similarities with other types of studies such as participatory research, collaborative inquiry, emancipatory research, action learning, and contextual action research. In simple terms, action research can be defined as "*learning by doing*", which is applied in one's work context. While working, an individual continuously generates new ideas that are implemented through actions aimed at improving both the process and the outcomes of their work. This classroom action research was conducted by the teacher to address problems that occur in the classroom (Aqib, 2018). The study consisted of three cycles, with each cycle comprising two meetings. The implementation of the Concept Sentence learning model was applied in every learning process. The classroom action research followed several stages, each consisting of four main steps: planning, implementation, observation, and reflection in every cycle (Arikunto, 2006). The diagram of the classroom action research design cycle is presented below

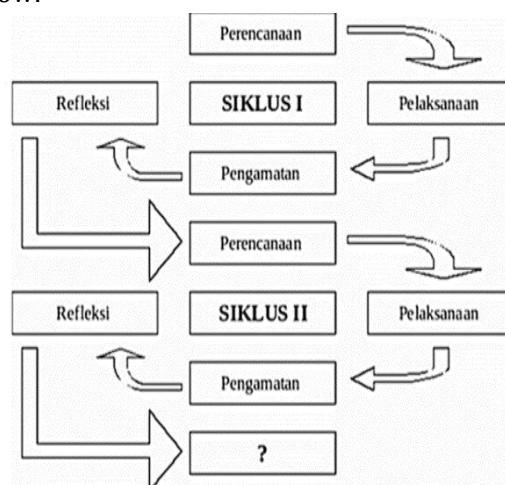
Data and Data Sources

This study was conducted in collaboration with the classroom teacher and colleagues. The research was carried out in November and December 2022 in Grade V of MIN 7 Banda Aceh, located at Jln. Cut Nyak Dhien, Lamteumen Barat, Kec. Jaya Baru, Banda Aceh City, Aceh Province. The class consisted of 49 students, including 26 boys and 23 girls. The instruments used in this study included a teacher activity observation sheet, a student activity observation sheet, and test questions. Data

collection techniques consisted of teacher activity observation, student activity observation, and evaluation through test questions. The data analysis technique involved collecting data from teacher and student activity observations and test evaluations, which were then analyzed using formulas and described qualitatively (Sudjono, 2008).

Data Collection Technique

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Figur 1: The Cycle of Classroom Action Research According to Kemmis and McTaggart

Data Analysis

The data analysis in this study aims to determine the effectiveness of the application of the Concept Sentence learning model in improving the reading skills of grade V students of MIN 7 Banda Aceh. Data were analyzed descriptively by referring to the results of tests, observations, and documentation obtained during the research process. Based on the results of the pretest, it is known that students' initial ability to use punctuation is still relatively low. Most students are not able to place periods, commas, question marks, and exclamation points correctly in sentences. Mistakes that are often found include the absence of a period at the end of a sentence, the use of inappropriate commas, and mistakes in distinguishing between the use of question marks and exclamation marks. This condition shows that students have not understood the functions and rules of using punctuation thoroughly.

After applying the Concept Sentence learning model, the posttest results showed a significant improvement in students' punctuation skills. Students are better able to compose sentences based on the given keywords and use punctuation marks according to the type of sentence formed. Punctuation errors are noticeably reduced, and students' sentence structure becomes clearer and easier to understand. The

average score of students increased and was in the good category, which indicates an improvement in learning outcomes.

RESULTS AND DISCUSSIONS

Planning Stage

In this stage, the researcher prepared several components, including Lesson Plans (RPP 1, 2, and 3) based on the 2013 Curriculum. In addition, the researcher prepared the necessary learning tools and materials, such as lesson plans (RPP), Student Worksheets (LKPD) to assess students' abilities during the learning process, test questions to measure students' performance, as well as teacher activity observation sheets and student activity observation sheets.

Implementation Stage

At this stage, the classroom action was carried out. The implementation consisted of three parts: opening activities, core activities, and closing activities. In the core activities, the teacher began the lesson by greeting and guiding the students to pray, preparing them to be ready for learning, checking attendance, providing aperception to connect prior knowledge with new material, and motivating students to engage actively in the learning process.

In the core activities, the teacher implemented the syntax of the Concept Sentence learning model during the learning process. The syntax consisted of several steps: (1) the teacher delivered the learning objectives and competencies to be achieved; (2) the teacher presented sufficient material related to the topic; (3) the teacher formed heterogeneous groups of approximately four or more students; (4) the teacher presented several keywords related to the material being taught; (5) each group was instructed to create several sentences using the provided keywords; (6) the results of the group discussions were then discussed in a plenary session guided by the teacher; and (7) the teacher concluded the lesson by summarizing the learning outcomes (Huda, 2013). During the implementation of the learning process in each cycle, certain modifications were made to the activities within the syntax of the model.

In the closing activities, the teacher provided evaluation questions to the students to assess their ability to use punctuation marks through the Concept Sentence learning model. At this stage, the teacher also carried out additional activities such as delivering moral messages, conducting reflection, and closing the lesson.

Observation Stage Teacher Activities During the Learning Process

During the observation stage, both teacher activities and student activities were observed throughout the learning process. In each cycle, observations were conducted collaboratively by the fifth-grade classroom teacher and a colleague. Specifically, the classroom teacher observed the teacher's activities, while the researcher's colleague observed the students' activities. The results of the teacher and student activity observations for each cycle are presented in graphical form as follows the teacher's learning activities from Cycle I, Cycle II, and Cycle III showed continuous improvement. This can be seen from the scores obtained in each cycle: 77.77% (good category) in Cycle I, 84.48% (very good category) in Cycle II, and 98.38% (very good

category) in Cycle III. These results indicate that the teacher's performance in managing the learning process through the implementation of the Concept Sentence model was in the very good category. The teacher's activities during the opening, core, and closing stages of learning were carried out in accordance with the lesson plans (RPP I, RPP II, and RPP III) that had been prepared.



Figure 2: Graph of Improvement in Teacher Activities

This finding is consistent with the opinion of Marlina et al. (2020), who stated that the success of the learning process is highly influenced by the teacher's activity in managing instruction, as the teacher plays a key role in creating an active, effective, and meaningful learning environment. Furthermore, according to Safitri and Prastowo (2024), well-planned and structured teacher activities in each stage of the lesson (opening, core, and closing) significantly affect students' engagement and learning motivation. Thus, the increase in teacher activity scores from one cycle to the next indicates an improvement in the teacher's ability to implement an effective and student-centered learning model. This aligns with the view of Inayah et al. (2024), who emphasized that a good learning model is one that enables teachers to act as facilitators and students to become active participants in the learning process.

Student Activities During the Learning Process

Based on the observation results, student activity during the learning process showed a steady improvement. The percentage scores increased from 75% (good category) in Cycle I to 80.35% (very good category) in Cycle II, and 94.16% (very good category) in Cycle III. Thus, it can be concluded that the students' learning activities in Class V-3 of MIN 7 Banda Aceh during the implementation of the Concept Sentence learning model were carried out very well and met the expected criteria.

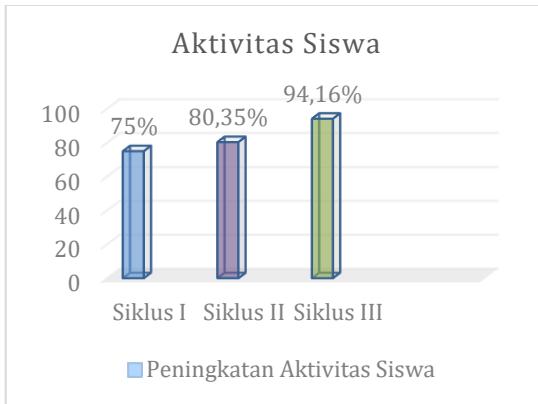


Figure 3: Graph of Improvement in Student Activities

These results are in line with the opinion of Dananjaya (2023), who stated that learning is essentially an active process; therefore, the success of learning greatly depends on students' active involvement in classroom activities. Similarly, Wahyuningsih (2020) emphasized that the higher the level of student activity in learning, the greater the likelihood of achieving optimal learning outcomes, as students directly experience, interact with, and participate in the learning process. Furthermore, Oktavia (2025) asserted that the implementation of learning models that emphasize active student engagement, such as the Concept Sentence model, can enhance students' attention, motivation, and conceptual understanding through collaboration and peer discussion.

Students' Test Results on Punctuation Usage Skills

Students are considered to have achieved individual mastery when their scores meet the Minimum Mastery Criterion (KKM) of 80, and class mastery is achieved when 90% of the students reach that criterion. To determine whether students had achieved mastery learning, the researcher administered tests at the end of each cycle. If the test results improved, it indicated that students had successfully mastered the material. The improvement in students' punctuation usage skills could be observed through the application of the Concept Sentence learning model in the nonfiction text material under Theme 5: Ecosystem.

The analysis of students' learning outcomes through the implementation of the Concept Sentence model showed a steady increase in mastery from one cycle to the next. In Cycle I, only 32 students (65.3%) achieved mastery, which was categorized as *fair*. In Cycle II, the number of students who achieved mastery increased to 40 students (81.63%), categorized as *very good*. In Cycle III, the number further increased to 46 students (93.87%), also in the *very good* category.



Figure 4: Graph of Improvement in Students' Learning Achievement

These findings are consistent with the opinion of Mulyasa (2010), who stated that a student is considered to have achieved mastery when they have mastered at least 70% of the basic competencies taught. Furthermore, according to Ardanari et al. (2024), learning mastery serves as an indicator of the success of the learning process-both individually and collectively-as it reflects the extent to which students are able to understand the lesson material optimally. Naufal et al. (2024) also emphasized that the improvement in learning outcomes is one of the key indicators of the effectiveness of a learning model in developing students' thinking abilities and skills. Thus, the increase in the number of students achieving mastery from Cycle I to Cycle III demonstrates that the application of the Concept Sentence learning model is effective in enhancing students' understanding of nonfiction texts—particularly in the correct use of punctuation-and in achieving learning objectives optimally.

Reflection Stage

According to Mu'alimin in Suciani et al. (2023), reflection in classroom action research is an activity of reviewing and re-examining what has been done. At this stage, the teacher identifies aspects that were successful and aligned with the plan, as well as aspects that still need improvement. During the reflection stage, the researcher must also present the research findings, outlining both strengths and weaknesses. If the classroom action research is conducted through several cycles, the final reflection should serve as a foundation for planning subsequent actions. Reflection must clearly reveal the obstacles and shortcomings encountered in the earlier stages so that improvements can be made in the following cycles.

In this study, reflection was carried out at the end of each cycle to discuss the weaknesses in teacher and student activities as well as the students' performance results during the learning process. The reflection findings for each cycle were presented in tabular form. The following table presents the final reflection of this study, which corresponds to the reflection conducted in Cycle III.

Table 1. Final Stage of Reflection in Cycle

No.	Reflection	Findings	Description
1	Teacher Activity	The teacher's activity in managing learning using the Concept Sentence model for punctuation usage was in the <i>very good</i> category, with a percentage of 98.35%. Based on the success indicators stated in Chapter III, the research on teacher activity is considered complete and ended in Cycle III.	Observation results in Cycle III showed significant improvement. Almost all aspects were implemented as planned.
2	Student Activity	The students' activity in learning using the Concept Sentence model for punctuation usage was in the <i>very good</i> category, with a percentage of 94.16%. Based on the success indicators in Chapter III, the research on student activity is considered complete and ended in Cycle III.	Observation results in Cycle III showed that students' activities improved significantly. All aspects became more aligned with the predetermined learning steps.
3	Students' Punctuation Usage Ability	The students' ability in using punctuation through the Concept Sentence model achieved the required classical mastery level, with 46 students achieving mastery (93.87%, <i>very good category</i>), while 3 students did not meet the criteria and would receive remedial instruction. Based on the success indicators in Chapter III, the research on students' learning outcomes is considered complete and ended in Cycle III.	The mastery of punctuation skills through the implementation of the Concept Sentence model in Class V-3 MIN 7 Banda Aceh achieved classical mastery and was declared complete.

Based on the test results in the table above, it can be seen that 46 students (93.87%) achieved mastery, while 3 students (6.12%) did not. However, during the learning activities, students became more active and showed a better understanding of the material, which was reflected in the improvement of their scores throughout the learning process. The overall mastery of all cycles in the learning process can be seen in the following table:

Table 2: Students' Learning Mastery

No.	Mastery Status	Frequency			Percentage (%)		
		Cycle I	Cycle II	Cycle III	Cycle I	Cycle II	Cycle III
1	Mastered	32	40	46	65,3%	81,63%	93,87%
2	Not mastered	17	9	3	34,69%	18,36%	6,12%
	Total	49	49	49	100%	100%	100%

Based on the table above, it can be concluded that the students' overall learning mastery was achieved in Cycle III. This classroom action research was conducted over three cycles, each showing an improvement in students' abilities. Thus, the learning activities using the Concept Sentence model proved to be effective in enhancing students' learning outcomes. The quality of learning through the implementation of this model is classified as very good, as evidenced by the consistent increase in the percentage of learning mastery across all cycles.

These findings are in line with the opinion of Mea (2024), who stated that the effectiveness of learning can be seen from the continuous improvement in students' ability to achieve the established learning objectives. Furthermore, Jufri et al. (2023) emphasized that effective learning is learning that can positively change students' learning behavior through a meaningful and participatory process. Utami et al. (2024) also argued that the success of learning is not only measured by the final outcomes but also by the increase in students' motivation, engagement, and responsibility toward the learning process itself.

The novelty of this study lies in the implementation of the Concept Sentence model in nonfiction text learning-a material that has traditionally been taught using conventional methods. Through this model, students not only understand the content of the text but are also trained to develop critical thinking skills, collaboration, and the ability to construct logical sentences based on the main concepts in the text. This supports the view of Waruwu (2022), who stated that student-centered learning models, such as the Concept Sentence model, can enhance higher-order thinking skills while encouraging students to actively construct their own knowledge. Therefore, the application of the Concept Sentence model in nonfiction text learning has proven to bring innovation to Indonesian language teaching strategies in elementary schools, as it not only improves learning mastery but also develops students' language and cognitive skills in a deeper and more meaningful way.

CONCLUSION

The implementation of the Concept Sentence learning model has proven to be an effective strategy for improving Grade V students' punctuation usage skills in Indonesian language learning at MIN 7 Banda Aceh. The findings reveal consistent improvement across three research cycles, as reflected in the significant increase in

teacher activity, student engagement, and students' test results, which ultimately met the criteria for classical mastery. This indicates that the Concept Sentence model not only enhances students' technical ability to use punctuation correctly but also fosters active participation, collaboration, and a more meaningful understanding of writing conventions. These results confirm the initial expectation stated in the introduction—that a cooperative and engaging learning model could address students' low mastery of punctuation caused by monotonous and teacher-centered instruction. By encouraging students to construct sentences based on given keywords, the model helps them develop logical thinking, creativity, and awareness of proper punctuation use in nonfiction texts. The improvement in both the learning process and outcomes demonstrates the alignment between pedagogical theory and classroom practice.

This study has several strengths, including the implementation of the *Concept Sentence* learning model, which is both innovative and contextual, as well as a systematic classroom action research design conducted through three cycles. The results demonstrated significant improvements in teacher performance, student engagement, and punctuation skills. Collaboration between the teacher and the researcher strengthened the validity of the findings, while the application of the model to nonfiction texts added novelty to Indonesian language instruction in elementary schools. However, the study also has limitations, such as a limited sample confined to one class, a high dependence on teacher readiness and instructional time, and the potential for unequal participation among students. Furthermore, the study did not explore in depth the long-term effects or the affective and psychomotor aspects of students' learning development.

Future studies are recommended to include a larger and more diverse sample to increase generalizability. The *Concept Sentence* model can be integrated with digital or visual media to enhance student motivation and engagement. Researchers should also explore its effects on students' attitudes, interests, and creativity, as well as examine the long-term impact on writing skill development.

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