

**ANALYSIS OF APPLICATION OF THE CONCEPT SENTENCE MODEL IN
IMPROVING STUDENTS' NARRATIVE WRITING SKILLS IN
ELEMENTARY SCHOOL**

(Qualitative Descriptive Analysis Research with Literature Study Techniques)

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ABSTRACT

This study aims to determine the role of the concept sentence model in improving students' narrative essay writing skills in elementary schools. The type of research used is a literature study and a descriptive qualitative approach by taking primary data sources in the form of 13 journals and secondary in the form of books, thesis and other relevant research journals according to the topic under study to answer the concept of learning through the concept sentence model, learning strategies through the concept sentence model and the relationship between students' narrative writing skills and the concept sentence learning model. Data collection techniques used are editing, organizing, and finding. Data analysis techniques in this study are deductive, inductive, comparative and interpretive. The results of this study indicate that students' writing skills cannot be separated from the indicators of writing skills, namely the content of the ideas presented, content organization, vocabulary, spelling and punctuation. In an effort to improve writing skills, especially narratives, an appropriate model is needed. The application of the concept sentence model is a series of presentations of teaching materials that use keywords in their learning which is a solution in improving students' narrative writing skills. This is evidenced in every source analyzed stating that there is an increase in narrative writing skills in learning by using the concept sentence model.

Keywords: *Concept sentence model, narrative writing skills, elementary school*