



IMPROVING THE STUDENTS' WRITING SKILL IN COMPOUND COMPLEX SENTENCE THROUGH MIND MAPPING AT GRADE X OF SMA METHODIST 2 KISARAN IN SCHOOL YEAR 2019/ 2020

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ABSTRACT

This research was mainly intended to figure out whether concept mapping can improve the students' writing ability. The subjects of the study were the grade X students of SMA Methodist 2 Kisaran in 2019/2020 school year. The result of the data analysis of the post-test score in cycle I showed the mean score of 64.07. The result of data analysis of the post-test score obtained by the subjects under study in cycle II pointed out the increasing mean score of 78.45. The grand mean figure of the post-test score obtained by the subjects under study in cycle I was 64.07 and in cycle II was 78.45. These findings clearly showed that concept mind mapping could improve the students' writing skill in compound complex sentence. The result of the data analysis of questionnaire score showed the comparative percentages figures of 63.6% for option A, 35% for option B, 1.4% for option C and 0% for option D. The result comparative percentages figure clearly showed the students attitude and motivation in learning writing skill of compound complex sentence changed positively.

Keywords: Improving writing skill, Compound complex sentence, Mind mapping

I. INTRODUCTION

English is one of the foreign languages learned and used by many Indonesian. It is used largely in many fields of life. In the field of education, English is taught and learned from the kindergarten to the university. In the cultural field, it is used as an effective tool of communication to promote and exhibit our culture in the international show or exhibition. In the economic field, it has a big role for trading and negotiating business matters, especially in business agreements of exporting and/or importing the goods and services. It shows that English is very useful for our purposes in daily activities.

English is considered to be one of the most important language

in the world. English is a universal language that links the world together which is the most important fact is the most important fact considering the changing times. English is important when travelling to any part of the world be it business or leisure. You have to communicate with so many individuals and colleagues starting from the airport, to the hotel and a business meeting etc.

Learning English as a foreign language is not easy, there are four language skills that should simultaneously be achieved by student namely listening, speaking, reading and writing. All these language skills are related to each other.



However, the expectations could not be achieved yet. It could be proved from the researchers experience while teaching writing. Many problems were found. The first problem is that the students' writing, skill is not comprehensible, Because the content of the composition is not relevant to the topic, the ideas are not clearly stated, The ideas and sentences are not well organized. The second problem is that there are many errors in vocabulary, grammar, and spelling

There are several possible ways to do that can be used to improve the students' writing skill of compound complex sentence. To attract the students' motivation in learning writing especially to Senior High School students'. Some techniques can be used by the teachers. One way is to use concept mapping technique. Concept Mapping can be used to make teaching learning process more enjoyable and impressive the students. Concept Mapping is a graphic representation or picture of one's thought, ideas, and attitudes toward a key concept (Mansoor., 2011:1). Concept Mapping is a good way to students to understand and remember new information; moreover, the students can describe the concept of the knowledge that is represented by diagrams or drawings.

In reference to the explanations above and the strong desire of finding the solution of these problems, the writer has motivation to do the research in improving the teaching of writing in compound complex sentence. It is hoped that mind mapping concept can improve the students' skill in writing,

especially compound complex sentence.

II. RESEARCH METHODOLOGY

The research will conduct in a classroom action research. The result of the problem in this research can be known if the writer did research and the result. It tries to describe the area of difficult encountered by students in learning English and by the researchers to teach English. The design of classroom action research use in this study was a cyclical process adapted from the model by Kemmis and Mc Taggart (In Wiraatmadja 2007: 2011). It consisted of four main steps, namely: planning, action, observation, and reflection. The cycle process ended whenever he problem have been overcome. The four main steps were preceded by reconnaissance (preliminary study), analysis and identification of problems, planning, implementing, observing, and reflecting. (figure 3.1) The research was done at SMA METHODIST 2 Kisaran Asahan in 2019/2020. And the time of the research was conducted 1 month. The study was conducted to the grade X students of SMA METHODIST 2 Kisaran Asahan in 2019/2020 school year. The class consists of 40 students. It was chosen because all classes are the same terms of achievements in English.

III. DATA AND ANALYSIS Research Results

There were collect by administering post-test and questionnaire to class X3 of SMA



Methodist 2 Kisaran in academic year 2019/2020.

The post-test in the present study was implemented in the every cycle for one time. Post-test were used to collected the main data. Furthermore, to support the main data, questionnaire was given as the additional data. Questionnaire was given in the end of cycle II to find out the students' changing behavior when they were taught writing of

compound complex sentence through mind mapping. The students' scores on questionnaire were scored using the rating scale 0-3, in which option A = 3,option B = 2, option C = 1, option D = 0. Main data from post-test showed the ability of the subjects under the study in writing compound complex sentence and the indication whether there was improvement or not. The results of the data could tabulated as followed.

Table. 1 Tabulation of Data showing the subjects' Progressing score of writing after being Taught through Mind Mapping

Subjects	Score	
	Cycle I	Cycle II
1	70	80
2	69	76
3	63	76
4	66	75
5	49	70
6	67	77
7	70	80
8	58	78
9	73	85
10	62	75
11	60	75
12	63	75
13	70	75
14	80	79
15	54	79
16	64	79
Subjects	Score	
	Cycle I	Cycle II
89	17	70
77	18	75
75	19	70
80	20	75
85	21	70



80	22	65
75	23	60
79	24	62
75	25	70
81	26	70
83	27	64
75	28	70
85	29	42
79	30	72
78	31	58
77	32	63
79	33	69
79	34	69
80	35	70
82	36	55
77	37	59
76	38	69
78	39	60
79	40	49

Cycle I as follows:

$$\text{The } X_0 \text{ of S score} = \frac{\sum X_0}{N} = \frac{2563}{40} = 64,07$$

Cycle II as follows: N 40

$$\text{The } X \text{ of S score} = \frac{\sum X}{N} = \frac{3138}{40} = 78,45$$



Cycle I was conducted on April 2nd 2015. There is one session in cycle I. in this case , the research procedure that have been prepared before. There were planning, action, observation and reflection. Cycle II after conducting cycle I and it was based on the result of post-test in cycle I. in cycle II ; in addition , the researcher conducted the same step as same as the researcher had prepared.

Discussion

1. The Procedure of Action Research

1. Cycle I

✓ Planning of the Action

1. Designing lesson plan
2. Choose Material to teach compound complex sentence
3. Prepare observation sheets for students
4. Prepare test on compound complex sentence
5. Preparing criteria success

✓ Implementing

1. The teacher taught based on lesson plan
2. The students listened about explanation of material which learning.
3. The teacher instructed for students to make a compound complex sentence.

✓ Observation

1. Observe students' writing skill in compound complex sentence through multiple choice test.
2. Assessing students' by using observation sheet.

✓ Reflection

The researcher analyzed the students' compound complex sentence with the purpose to measure whether first cycle was success or not. If the first cycle was not success so the second cycle will be established. The researcher improved the implementation of the second cycle.

2. Cycle II

✓ Planning of the Action

1. Designing lesson plan
2. The teacher provides material to teach compound complex sentence.
3. The teacher explaining compound complex sentence material.
4. Preparing test on compound complex sentence multiple choice of filling in the blank.
5. Preparing criteri

✓ Implementing .

1. The teacher taught based on lesson plan.
2. Students listened about explanation of material learning.
3. The teacher instructs the students do the test.

✓ Observation

1. Observing the students' skill in compound complex sentence through the text
2. Assessing students by using observation sheet.

✓ Reflection

In reflection the researcher made reflection and analyze about the students' writing skill in compound complex sentence and



made conclusion if the Second cycle reach the criteria of success, the researcher will stop on the second cycle.

IV. CONCLUSION AND SUGGESTIONS

Conclusions

There were two cycles conducted by the researcher in this study. The purpose of giving the post-test was find out the result of the treatment that conducted in cycle.

In this present study, there were two kinds of data collected by researcher, qualitative data and quantitative data. Quantitative data were collected through administering post-test to the students in cycle I and cycle II , where as the qualitative data were gathered through administering the questionnaire study were got in this study were clearly discussed in chapter IV.

Based on the clear discussion in chapter IV, the researcher concluded that mind mapping could compound complex sentence at the grade X of SMA Methodist 2 Kisaran in academic year 2019/2020. This was releaved by significant improvement of the mean score students got , it mean that mind mapping was effective to be used as a writing technique to improve students writing skill of compound complex sentence .

There were two cycles used in this study. The results of the data analysis for cycle I and cycle II showed the mean figures of 64,07 and 78,465. By calculating the sum of the mean score of cycle I and cycle II. The mean of post-test scores in cycle II figured the mean of 78,45.

Clearly, the findings of the present Classroom Action Study convincingly revealed that improving students writing skill of compound complex sentence through mind mapping could effectively improve the low writing ability in compound complex sentence at the grade X of SMA Methodist 2 Kisaran in academic year 2019/2020.

The data requires for the present action study were also collected by giving questionnaire to the subjects of the study. The result of the questionnaire showed the comparative percentage of 63,6%, 35%, 1,4%,0% for respective total items suggested that most at the grade X of SMA Methodist 2 Kisaran showed positive learning writing skill of compound complex sentence through mind mapping.

The findings of the present Classroom Action Study could not be extended and generalized to the other students even though the fact that an action class study mainly undertaken for helping particular students who had problems in learning writing skill of compound complex sentence. thus, the findings of the present action study were predominantly valid and reliable at the grade X of SMA Methodist 2 Kisaran. The English teachers can apply the findings of the present classroom action study as a guidance to devise their teaching technique.

Suggestion

Based on the findings of the present study, the researcher would like to suggest the English, at the grade X of SMA Methodist 2 Kisaran and other researcher follows,



1. The English teacher of SMA Methodist 2 Kisaran in general are suggested to be more active, creative and innovative in teaching sentence writing also in other language skills. They should immediately start collecting and feelings kinds of teaching materials, in this writing case, various types of questions about compound complex sentence to meet their instructional lessons. Therefore, the students will have the questions and answer for their general knowledge as well for their writing skill of compound complex sentence. the english teacher at SMA Methodist 2 Kisaran are also recommended to help their students in collecting different kinds of questions and answers from different available sources.
2. The students grade X of SMA Methodist 2 Kisaran are also suggested to keep their motivation and improve their writing skill of compound complex sentence more intensively. They can be given more assignments or home work in the form of different kinds of questioning technique. In this way, the students would be able to develop and improve their writing skill of compound complex sentence. More quickly. All the students assignments should be corrected and scored. Hence, the students will bulid their motivation to do more assignments given by teacher. In addtion the grade X of SMA Methodist 2 Kisaran are suggested to self motivate themselves to learn writing compound complex sentence. More seriously not only in the classroom but outside the classroom as well.
3. The other researcher who are going to conduct an action based research are suggested to apply Mind mapping to overcome writing sentence problems faced by the students or problems related to features of grammar or even the coherence.

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