



*The 1st Multi-Disciplinary International conference University Of Asahan2019  
Thema: The Role of Science in Development in the Era of Industrial Revolution  
4.0 based on Local Wisdom." in Sabty Garden Hotel-Kisaran North Sumatra,  
March 23<sup>rd</sup>, 2019*

## **IMPROVING THE STUDENTS' WRITING SKILL IN COMPOUND COMPLEX SENTENCE THROUGH MIND MAPPING AT GRADE X OF SMA METHODIST-2 KISARAN IN SCHOOL YEAR 2014/ 2015**

**Datulina Ginting,**

*English of Education, Asahan University, Indonesia*

*Email: authoremail@example.com*

### **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 2014/2015 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.

**Key words:** improving writing skill, compound complex sentence, mind mapping mapping.



## **A. 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 charging 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.

Another problem is the students had low motivation and are not interested in doing the task since the writing activities are not interesting. Usually, the students are asked to write sentences and paragraphs without being given clue so that it is difficult for them to express their ideas on a piece paper. Besides that, the students have difficulty in telling their



experience. This is because writing is difficult for them since they have to master enough vocabulary, spelling, and grammar.

However, in reality writing is a difficult skill in language, since the students have to produce and arrange their ideas to overcome the difficulties in writing. SMA Methodist -2 Kisaran is one school in Kisaran which the students were still difficult when they started writing something. There are four kinds of sentence that to be studied by students that to be studied by students such as a simple sentence, a compound sentence, complex sentence, and a compound complex sentence. Compound complex is a type of complex sentence in which there is more than one independent clause joined by one or more dependent or subordinate clause. Thus compound complex sentence is the combination of compound sentence and dependent (subordinate) clause.

The students found the difficulty in writing compound complex sentence grammatically until become a good sentence; furthermore, the students are required to apply. Their knowledge of content, organization, vocabulary language use and mechanic. As a result, writing becomes boring and difficult for them since the student have to use correct grammar, appropriate vocabulary, punctuation, capitalization and so on.

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.

## **B. Method**

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 2014/2015. 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 2014/2015 school year. The class consists of 40 students. It was chosen because all classes are the same terms of achievements in English.

## **C. Research Results**

There were collect by administering post-test and questionnaire to class X3 of SMA Methodist-2 Kisaran in academic year 2014/2015.

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.

## **D. Discussion**

### **The Procedure of Action Research**

#### **Cycle I**

##### **1. Planning of the Action**

- a. Designing lesson plan
- b. Choose Material to teach compound complex sentence
- c. Prepare observation sheets for students
- d. Prepare test on compound complex sentence
- e. Preparing criteria success

##### **2. Implementing**

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

##### **3. Observation**

- a. Observe students' writing skill in compound complex sentence through multiple choice test.
- b. Assessing students' by using observation sheet.

##### **4. 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.

#### **Cycle II**

##### **1. Planning of the Action**

- a. Designing lesson plan.
- b. The teacher provides material to teach compound complex sentence.
- c. The teacher explaining compound complex sentence material.



d. Preparing test on compound complex sentence multiple choice of filling in the blank.

e. preparing criteria.

## **2. Implementing**

a. The teacher taught based on lesson plan.

b. Students listened about explanation of material learning.

c. The teacher instructs the students do the test.

## **3. Observation**

a. Observing the students' skill in compound complex sentence through the text.

b. Assessing students by using observation sheet.

## **4. 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.

## **E. Conclusion**

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 2014/2015. 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 2014/2015.

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.

## **Bibliography**

- Arikunto, Suharsini. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta, Rineka Cipta, 2009.
- Byrne, Donn. *Teaching Writing Skill*. Singapore : Longman Group Limited, 1979.
- Clouse, Barbara Fine. *The student writer: Editor and Critic* . New York Hill, 2004.
- Fraenkel, Gerd. *Writing systems*. Chigago : Ginn and Company, 1965.
- Gerot, L.nand P. Wignel. *Making sense of functional grammar*, cammeray: Antipondean Educational Enterprise, 1994.



*The 1st Multi-Disciplinary International conference University Of Asahan2019  
Thema: The Role of Science in Development in the Era of Industrial Revolution  
4.0 based on Local Wisdom.” in Sabty Garden Hotel-Kisaran North Sumatra,  
March 23<sup>rd</sup>, 2019*

- Hall, Donald *Writing well*, Canada: Little, Brown and Company (Canada) Limited, 1985.
- Harmer, J. *The How to Teach Writing*. England : Pearson Education Limited, 2004.
- Harris, David P. *Testing English as second Language*, New York : Mc Craw Hill Book Company 1969.
- Rivers, Wilga M. *Teaching Foreign-Language Skills*. London: The University of Chigago. 1968
- sundarwati, Th.M. *Look A hed Ahead English Course I*. Jakarta: Erlangga, 2007