

INCREASING THE STUDENTS' ABILITY IN WRITING PARAGRAPH THROUGH THE IMPLEMENTATION OF CONCEPT MAPPING AT THE SECOND GRADE OF SMK SWASTA DHARMA BHAKTI SIBORONGBORONG IN ACADEMIC YEAR 2021/2022

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Abstract

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The Project is an action research in this research. The object of the study is to find out "whether the implementation of concept mapping increase the students' ability in writing Paragraph at The Second Grade Of SMK Swasta Dharma Bhakti Siborongborong In Academic Year 2021/2022.

The subject of this study is the students of SMK Swasta Dharma Bhakti Siborongborong, which consist of 21 students (10 boys and 11 girls). This research was conducted in two cycles, in which the mean of the pre-test was 43,8 and the mean of post-test was 51,7 in cycle 1. Based on the data , it shows that the students haven't passed minimum standard (KKM) at the school;"60". So The reseacher continued to cycle 2. The mean of post test in cycle 2 was 66,28 . Based on the observation of learning process in cycle 1 and cycle 2 and matched the result with minimum standard, the reseacher concluded that the implementation of concept mapping increase the students' ability in writing paragraph.

Keywords: Concept Mapping, Increasing, Writing

1. Introduction

a. The Background of Study

Writing is a medium of human communication that involves the representation of a language with written symbols. Writing is also the most difficult skills to master in both a first language and a second language. Writing is a visible shape of language use in writing, which of course requires a different treatment when compared with the activity of language use in oral form. In writing text, we can explore or express our ideas, feelings, and thoughts. In doing this activity, we must be able to use a good language and also must be able to arrange good sentence grammatically in order that the readers understand the content of our writing.

Thus, writing is basically the processing ideas and thoughts by using knowledge of structure. In writing process, students always involve creative thinking skill. It is also supported by tight rules. Endang (2005: 147) claims that Writing as one of four language skill, writing has always occupied a place in most English language course, and one of the reasons is that more and more people need to learn to write in English for occupational or academic purposes and the most difficult skill to master for foreign language learners.

Paragraph is a part of a piece of writing. A paragraph always begins on a new line and contain at least one sentence. The length of paragraph depends on the information it convey. In writing paragraphs are also referred to as a short essay, because in this form the author put the idea or thought to form a topic or subject. In the first paragraph there is some form of sentences, the sentences are sentences of introduction, the main sentence or topic sentence, explanatory sentences, and closing sentence. These sentences are strung into a single unit that can form an idea.

Paragraph writing is designed to help low-intermediate students analyze model paragraphs, find ideas for their writing, put their ideas into sentences, organize their sentences into paragraphs, review their paragraphs, and revise their paragraphs so that they become even stronger. This process also to explain ideas to the reader and covey the message or information accurately, effectively, and correctly.

Being the most difficult skill to master for foreign language learners. it is important for English language learners to master the rules of the English language phrase-making so that the ability to expressing ideas in English can be improved. Ultimately the overall ability to perform activities also increases.

2. The Concept of Writing Paragraph

Mike Sharples explain that writing is a special activity, both simple and hard. This means that writing is the skill of each person who is an easy way to express what have in mind to the feelings. Writing is an activity that is easy and difficult, because the content in the text must match the subject and information submitted must be clear and understood by the reader. (Mike Sharples, *How We Write : Writing as creative design*, London ; Routledge, 1999) Brown (2001) explain that written products are often the result of thinking, drafting, and revising procedures that require specialized skill, skill that not every speaker develops naturally. (Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy*, Addison Wesley, New York, 2001) which means writing is a process of communication which uses a conventional graphic system to convey a message to reader that should be learnt and this skill cannot be mastered naturally. In this process someone should know the step of arranging letters, words, sentences, and paragraphs by using knowledge of structure and some other related to one another. It is also important because writing is drawing the graphic symbols that represent one language in order that people can understand it. So writing paragraph is an activity in academic writing where the person can express what they have in mind and feeling in a few sentences that have or contain a main idea and a few supporting sentence to give information in written text. By writing, we share our ideas to other and give new thoughts. Besides to express and to give information, the purpose of writing paragraph

a. The Characteristic of Writing Paragraph

A good paragraph should have three major structural parts as what have been clearly stated by *Oshima and Hogue (1983:3)* as follows

1. Topic Sentence
2. Supporting Sentences
3. Concluding Sentence

b Narrative

Narrative structure is a literary element generally described as the structural framework that underlies the order and manner in which a narrative is presented to a reader, listener, or viewer. The narrative text structures are the plot and the setting

c The Writing Process

Writing is a complex combination of skills which is best taught by breaking down the process. In writing process, according to Brown (2001) there is several aspect of writing as follow;

- 1). Content : the substance of the writing and the idea expression
- 2). Organization : the logical organization of the content
- 3). Vocabulary : the selection of words those are suitable with the content
- 4). Grammar : use grammatical form and syntactic pattern
- 5). Mechanics: use of the graphic convention as a second language

Writing Performance	Scores	Levels	Indicators
Content	27-30	Excellent	The students really understand the content of writing. Their writing is really wide, and complete. It is very suitable to the title.
	22- 26	Good	The student can understand the content of writing. Their writing is wide, complete and suitable with the title but less detail.
	17-21	Fair	The student less understand the content. Their writing is less complete and less detail.
	10-16	Poor	The students do not understand the content of writing.
Organization	18-20	Excellent	Writing really

	14-17	Good	organized and neat. It is really clear, much ideas and the sequence is very logic.
	10-13	Fair	Writing is organized, neat, clear, much ideas, and the sequence is logic.
	7-9	Poor	Writing is less organized and neat, less ideas and the sequence is less logic. Writing is not organized, not clear and low idea. The sequence is not logic.
Vocabulary	18-20	Excellent	The students have many vocabularies. They use the words very effective and appropriate.
	17-14	Good	The students have many vocabularies. They use the words effective and appropriate.
	13-10	Fair	The students have little vocabularies. The words less effective and less
	7 – 9	Poor	The students have little vocabularies. The words less effective and less

			appropriate. The students do not master the word and their writing like translation.
Grammar	22-25	Excellent	The students can master the
	21-18	Good	grammatical well.
	17-11	Fair	The students uses and arranges the sentences simply.
	5-10	Poor	The students are difficult using and arranging the simple sentences The students do not master the grammatical in their writing.
Mechanics	5	Excellent	The students master the mechanics in
	4	Good	writing.
	3	Fair	The students can master the mechanic in writing.
	2	Poor	The students less master the mechanic in writing. The students do not master the mechanic in writing and their writing are difficult to read.

In teaching the writing process, be aware that students will find their own methods. At least toward the beginning of the year, encourage students to use the following strategies: prewriting, drafting, self revising, peer/adult revising, editing and publishing

d. The Definition of Concept Mapping

A concept map is deepening understanding and comprehension. It means concept mapping is a learning technique that teachers use to facilitate the learning process and can improve students' understanding of the thinking process. Concept mapping is an educational tool that encourages meaning and learning. concept mapping is learning tehniqye for teachers use to facilitate the learning process that improve student understanding in writing paragraph and thinking process and another way to strengthen students' knowledge and understanding of learning process.

e. The Benefit of Concept Mapping

The concept mapping serves several purposes for learners, namely;

- 1) Helping students brainstorm and find new ideas
- 2) Helping students to make a good paragraph unity.

This means that using concept mapping in teaching writing will provide many benefits for students, because it can make it easier for students to digest information, and to make meaningful connections or connections between main ideas and supporting information.

f. The Implementation of Concept Mapping Through Writing Paragraph

Use a concept map maker to help others better understand and visualize various ideas and how they work. The concept of the map is a suitable concept to help students improve their paragraph writing skills. This method includes prewriting, writing and post writing.

The main goal of the researcher is to develop concept mapping techniques to improve student performance in writing paragraphs. Concept mapping techniques involve a process approach and using a three-phase technique in its implementation, namely pre activity, main activity, posting activity.

3. The Research Design

The researcher decided to do Classroom Action Research (CAR) because it is a method of finding out what works best in classroom so that

can improve student learning. Creswell (2003) explain that classroom action research or a mixed method approach is where the writers tend to do research that become active in the classroom

a. The Goal of CAR

There are several goals of this CAR such as:

- ✓ To solve the real problems that occur in the classroom which are experienced directly in the interaction between teachers and students who are learning.
- ✓ Increasing the relevance of education, this is achieved through an increment in the learning process.
- ✓ As a means of in-service training, which supplies teachers with the skills and methods, sharpen and enhance the analytical power of consciousness itself.
- ✓ Increasing the quality of education through improvement instructional practices in the classroom to develop different types of skills and increasing student motivation.

In the Classroom Action Research, there are four components in one cycle that should be implemented namely :

1. Planning
2. Acting
3. Observing
4. Reflecting

b. The Subject

The sample of the research had been chosen after discussing with the headmaster/the english teacher at the school.

c. The Instrument for Collecting Data

1. Observation

Observation is the active acquisition of information from a primary source. In living beings, observation employs the senses. In science, observation can also involve the perception and recording of data via the use of scientific instruments. The term may also refer to any data collected during the scientific activity. Observations can be qualitative, that is, only the absence or presence of a property is noted, or quantitative if a numerical value is attached to the observed phenomenon by counting or measuring.

2. Interview

There are two interview sessions conducted. The first interview was done in the first meeting while students did pre test and the second one was done in the end of research. The object of interview is English teacher and the students. In

the first session, they were interviewed about their problems in Writing. While the second session, they were interviewed about their respond or comments about the implementation of Concept Mapping.

3 Test

Test is a procedure intended to establish the quality, performance, or reliability of something, especially before it is taken into widespread use.

Douglas Brown said that test is a method form of data retrieval submitted a number of questions to measure knowledge or achievement of learning outcomes, attitudes, talents, interests, and other. The test consists of pre-test and post-test.

a. Pre test

Pre test is the stage in survey research when survey questions and questionnaires are tested on members of target population/study population, to evaluate the reliability and validity of the survey instruments prior to their final distribution. The pre-test will be in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b. Post test

Post-test is a test given to training participants after the instruction is presented or completed. The post-test had be in the last meeting after doing treatments to find out whether the treatments gave any contributions to the students' achievement in the class or not. The improvement will be seen if the average score of the post-test is higher than pre-test. This step had done after the treatment to know the influence of the implementation concept mapping whether it is able to increase the student's writing paragraph

4 Documentation

Documenting means showing where you got source information that's not your own. A research paper blends your ideas with ideas and information from other sources. Documentation shows the reader what ideas are yours and what information and ideas you've taken from a source to support your point of view. It means Documentation is a method of data collection to investigate written objects such as books, magazines, records documents, and other relevant information.

d. Techniques of Data Analysis

Data analysis had been conducted by taking the average score of the pre-test and post- test in one cycle. Furthermore, to know the result the writer had compared between pre-test and post-test. Then, the result had been matched by minimum standard (KKM) at the school at least 60.

The researcher applied the following formula by Anas Sudijono, (2014:86)

$$X = \frac{\sum X}{N}$$

Where:

X = the mean of the students score

$\sum X$ = the total of score

N = the member of the students

4. Research Finding and Data Analysis

a. Research Finding

In this research, the researcher's doing research in two cycles, and each cycle consisting of planning, action, observation, and reflection. It starts from the first cycle performed on the date, July 15, 2021, and the second cycle was conducted on July 19, 2021.

b. Data Analysis

1. Quantitative Data

No	Name	Pre-test Score	Post-test Score	Post-test Score	Explanation
1	Apri A. Sihombing	41	50	69	Increased
2	Bela N. R. Simbolon	48	50	68	Increased
3	Debora K. Silaban	37	45	59	Increased
4	Destrianti Sitanggang	63	70	79	Increased
5	Fanda Lumbantoruan	42	50	66	Increased
6	Fakyuan Simanjuntak	47	50	62	Increased
7	Irvan S Simanjuntak	37	47	61	Increased
8	Jestin R Tampubolon	42	50	62	Increased
9	Lievhan Sihombing	33	45	61	Increased
10	Melviana Simamora	45	50	68	Increased
11	Natalia Tampubolon	42	50	65	Increased
12	Nova E Situmorang	42	50	58	Increased
13	Revaldi M Hutasoit	38	45	69	Increased
14	Rian S Tambubolon	42	50	66	Increased
15	Rosinda Simanullang	48	55	67	Increased
16	Saputra Nababan	54	65	79	Increased
17	Sefti Veronika	53	65	79	Increased
18	Susi Silitonga	36	45	66	Increased
19	Esta N	45	50	64	Increased

	Sihombing				
20	Mario A Manalu	46	55	60	Increased
21	Saut R.O Nababan	40	50	64	Increased
Total		921	1.087	1.392	Increased
Average		43,8	51,7	66,28	Increased

In this research pre-test and post-test was done individually. It aims to determine the ability of students before and after treatment. From the pre-test and post-test first cycle, it can be concluded that there is an increase of the score results of students. It can be seen from the average 43,8 becomes 51,7.

2. Qualitative Data

The qualitative data were collected by using observation, interview and documentation.

a. Observation

Observation was used to see the level of students' activities and teacher's activities during teaching learning process. The observation was focussed on the situation of teaching learning process which action learning strategy was applied, students' activities and behaviour, students' writing skill, and interaction between teacher and students it can be seen in appendices.

b. Interview

From the interview with the English teacher, the class that had a low score in reading comprehension was the Second grade of Akuntansi and the students said that they had less interests to learn English before the Implementation of Concept Mapping and the researcher also found a fact the students need to be motivated by the teacher so that they can improve their intention and their ability in mastering English especially Writing comprehension.

c. Documentation

The researcher used a camera to collect the data. Camera was utilized to take photos of the students' performance in the teaching and learning process.

5. Conclusion and Suggestion

Conclusion

After doing research and analyze all the data in the process of improving students' writing Narrative paragraphs by the implementation of concept mapping to the students of the second grade in SMK Swasta Dharma Bhakti Siborongborong and mached them with passed minimum standard (KKM), the researcher concluded that Concept mapping increase the

students' ability in writing paragraphs. We can see from the pre test result. only 1 student that passed the exam with score ≥ 60 with the percentage of students passing was 4,7% and the average of score was 43,8 and the post test result in cycle 1 there were 3 students passed the exam with score ≥ 60 with percentage of students passing was 14% with the average score was 51,7 and the cycle 2 there were 19 students passed the exam with score ≥ 60 and the percentage of students passing was 90,4% with the average of score is 66,28.

Suggestion

In this part the researcher wanted to give some suggestions as follows:

- In any language learning process teachers should be able to select appropriate learning media that can create, creative, effective, attractive in teaching and learning.
- Concept mapping is one technique that has proven suitable to be applied in the teaching of writing in particular Narrative paragraph. So, English teachers should use it in the learning process

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