

CHAPTER I

INTRODUCTION

1.1 Background of study

One of the international languages spoken by people in almost every nation is English language. From elementary school to university, Indonesian students learn English as a foreign language. Writing, reading, listening, and speaking are the four aspects of skills that must be mastered when studying English. To effectively master English, students must acquire all of these skills, particularly writing skills, which are extremely useful for academic purposes.

English learners must be proficient in writing as one of their essential skills. Because writing is a difficult skill, a method is needed because so many things need to be taken into account. As per Brown (2001:335), composing is the aftereffect of reasoning, making, and overhauling, which requires exceptional information on the most proficient method to produce thoughts, coordinate them rationally, integrate talk markers and logical shows into composed texts, reexamine texts for clearness, alter texts for lucidity. use correct grammar, and finish the work.

Language includes content, grammar, vocabulary, punctuation, and punctuation in writing. Writing skills are hard, can't be learned quickly, and need a lot of practice and practice every day .Additionally, students must be able to write effectively by mastering grammar and vocabulary (Fitriani et al., 2019:632).

According to Hafsa (2020:11), a sentence is a collection of words that convey a message.A sentence is the fundamental unit of language that conveys a complete idea.It accomplishes this by adhering to the fundamental syntax rules of grammar.Joshi claims (in 2020:11) That sentence was one of four types of sentences: simple, compound, complex, and compound complex.

The compound sentence is the most challenging type of sentence. Therefore, teachers should steer clear of rote writing instruction. To keep students interested, they must devise an effective writing instruction method. Then, according to Zainuddin (2015:2), teachers must be able to facilitate successful learning and keep classes fun.

Teachers can use creative, innovative, and diverse learning media in the classroom to create an attention-grabbing learning environment where learning can be process-optimized and success-oriented. As a result, it is recommended to use media to provide learning materials in the teaching and learning process in order to pique students' interest and motivate them to learn to write. Media, according to Bobby (1999:159), are instructional tools or physical equipment. Mind mapping is a method for taking notes that not only enhances a person's creative thinking but also integrates and develops the work potential of both their right and left brains.

MTs Usman Syarif is one of the middle schools in Medan situated on Karya Baru No.7, as the researcher observed that students encounter numerous difficulties with a variety of writing skills during the learning process, particularly when writing a compound sentence. Students struggle not only with developing their ideas into written form but also with creating sentences that use proper grammar. This may be brought on by the students' lack of motivation, their aversion to boring learning materials, and their limited vocabulary, which makes it challenging for them to express themselves verbally.

The focus of this study is on how mind mapping can be used as a learning tool. Students' writing abilities can benefit from and be motivated by the use of Mind Mapping media. Mind mapping series can assist students in their learning for a number of reasons. First and foremost, mind mapping is a low-cost and readily available visual tool. Second, students' imaginations can be sparked by engaging, vibrant writing (Sa'diyah, 2010:5). Harmer (2007) writes in Puspitaloka (2016:150) that students frequently use mind maps to represent situations in order to work on their vocabulary and grammar. It is clear from this statement that mind

mapping assists students in working with conjunctions and writing compound sentences, as well as in finding information more quickly. Mind mapping can also be used to teach English because it makes it easier for students to understand the sentence, get information quickly, and work with conjunctions and compound sentences.

Based on the explanation above, the researcher interested to conduct this research entitled : *“The Effect of Using Mind Mapping on the Students’ Ability The Using Conjunction and Writing Compound Sentence at Eighth Grade of MTs Usman Syarif Medan”*.

1.2 Identification of the Study

Based on the background of study above, the researcher can identify some problems, such as:

1. The students are less motivated and bored of the process of learning to write because of the monotonous learning and the lack of application of interesting media in the learning process.
2. The students' ability the using conjunction and writing compound sentences is still low. They are confused to start writing, so they find it difficult to write sentences well.

1.3 Limitation of the Study

Based on the identification of the research above, the researcher focused the research on students' writing skills, especially using conjunction and writing compound sentences. Most of the previous studies, researchers examined the use of media in the form of mind mapping in improving students' ability to using conjunction and write compound sentences. In this study, researchers focused on the application of mind mapping in

improving students' ability to using conjunction and write compound sentences. And this research was be conducted for students of class VIII MTs.

1.4 The Formulation of the Study

Based on the problems above, it can be formulated as follows:

- 1.Are using conjunction and writing compound sentences using mind mapping effective in improving students' conjunction compound sentences?
- 2.Are using conjunction and writing compound sentences using mind mapping effective to increase students' motivation in learning English?
- 3.Are using connjuntion and writing compound sentences using mind mapping effective to help students using conjunction and writing compound sentences?

1.2. The Objective of the Study

The aim of the study will be to find out:

- 1.To know how to using conjunction and writing compound sentences by using mind mapping effectively to improve students
2. To find out whether using conjunction and writing compound sentences using mind mapping is effective in increasing students' motivation in learning English?
- 3.To find out how to using conjunction and write compound sentences using mind mapping effectively to help students write compound sentences

1.5 Significance of the Study

The significance of this research is that the researcher hopes that the results of the research will be useful for teachers, students and future researchers. That are:

1. For teachers, this research informs about other sources to used in teaching and English learning Process. Hopefully it can also help English teachers

in developing students' Conjunction and Compound Sentence by using mind mapping.

2. For students, it is expected to follow the instructions from this study(research), namely recording conjunction and compound sentence in English and writing it.
3. For researchers, hopefully researchers can be operationalized in conducting further research and research to get better results.
4. For other researchers, hopefully they can provide input for other researchers in teaching English.



CHAPTER II

LITERATURE REVIEW

2.1. THEORITICAL FRAMEWORK

There are some theories needed to explain the concept of the term used in the research when conducting a study. In order to provide a clear explanation of the terms used in this research and to avoid reader misunderstanding, the author presents some theories related to the research's goals in this chapter.

2.2. CONCEPT OF WRITING

2.2.1. Definition of writing

Writing, according to Donn (1988:2) in Ekarista (2018:344), is the process of putting words together into a text to create a coherent whole that can communicate with readers effectively through written media.

Writing is another way to communicate that can help us interact with others well; We can express our feelings, thoughts, and opinions in writing. According to Raimes (1983:), writing can force students to learn vocabulary, idioms, and grammatical structures.4).Writing serves a number of purposes, including: interacting with readers, expressing one's thoughts without the pressure of a face-to-face conversation, researching subjects, documenting one's experiences, and becoming accustomed to the tenets of written English discourse (text). Raimes says that writing is very helpful in our lives because it lets us talk to readers and share our thoughts. Writing allows us to express every thought, feeling, or concept in our minds (Jayanti, 2019:74)

Hogue and Oshima (1991:3) stated, "Writing is so important to academic life that many colleges provide online writing centers."More information and writing advice can be found on these websites. "It suggests that students ought to learn it thoroughly and put it to use in their everyday activities because it is extremely beneficial to their advancement, especially in school. According to Ur (1991:163), the transmission of a message to the reader and the expression of

ideas are theoretically the goals of writing: As a result, the writing's ideas might be regarded as its most significant component. It suggests that in order for readers to comprehend the meaning of ideas or messages, we need to write in addition to paying attention to a variety of writing aspects.

Nunan, as stated in 2003:88) Writing is a challenging endeavor. It requires a mental and physical effort. The act of transferring information or ideas from one medium to another, such as letters, handwriting, or another method, is referred to as "physical. "Mental work is the act of thinking about and expressing one's thoughts in order to write a message.

When people are unable to communicate face-to-face, writing is a language skill used to communicate indirectly. Despite the fact that writing allows writers to explore their own knowledge and communicate their thoughts to others, it is an essential part of the learning process for the majority of people. Because of the close connection between writing and thinking, writing is an essential component of every language study. Writing can help us express our thoughts and ideas as we try to understand the world (Jayanti, 2019:75).

Writing is regarded as one of the essential abilities that humans must acquire and master in Islam. The Qur'an contains verses that demonstrate the existence of writing.

Surah Al-Qalam, verse : 1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

The Meaning: *Nun, By the pen and that which they write (therewith) (1) (Al-Hilali & Khan, 1996: 774).*

Based on this verse, Allah SWT tells people that writing is a way to learn and grow in knowledge.As a result, humans acquire knowledge through writing.

Skills should be learned, and the existence of writing is mentioned in a verse in the Qur'an that is surah Al-Alaq: 4-5

الَّذِي عَلَّمَ بِالْقَلَمِ ۚ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

The meaning: “*Who taught by the pen (4) Taught man when he did not know (5)*” (Al-Hilali & Khan, 1996: 842).

The first message from Allah SWT opens this Surah. Although he did not teach humans directly, they were taught by other humans who possessed God-given teaching skills. This primarily addresses the significance of knowledge to human development. Everyone shares a common ancestor. The information he had gathered was largely responsible for his growth, advancement, and current standing. Allah SWT has given man the ability to observe for this purpose.

2.2.2. The Purpose of Writing

Harmer asserts (2004:4), there are four main components to the writing process. They are the draft, final version, planning, and editing phases. The first step is planning, in which the author makes a plan for what they will write. Before beginning to write or type, they try to decide on a topic or what they want to say. Drafting is the second step, in which the writer writes a few phrases or sentences after planning the idea or topic for the writing. Thirdly, editing. After finishing a draft, the writers go over it to look for any unclear information, sentences that are ambiguous or confusing, and to double-check the grammar of individual words. And the final version is the final one. After authors edit and make any necessary changes to their draft. Because things have changed during the editing process, this change will probably look very different from the original plan and first draft.

Writing is the process of writing a paragraph and involves several steps. There are three steps in writing, namely pre-writing, writing, and revising. The first step is Pre-writing, which is to think about and write a draft on a topic as a guide before writing a paragraph. In this process, writing begins with a topic sentence and some main ideas. After that, the next step is writing, which is developing the topic sentence into several sentences called supporting sentences. Then, compiling sentences and using sign words and conjunctions helps the reader understand the idea of the paragraph. And the last step is revision. After the writer completes the first draft of the writing, the writer revises the paragraphs by adding

new ideas to support the topic and changing the sentences, checking punctuation, spelling and grammar (Blanchard and Root, 1994: 41).

From the statement above, it can be concluded that the writing process begins with planning or pre-writing. The writer plans ideas. These ideas are then put into the form of sentences. After that, the sentences are developed with supporting ideas. Then after the writing is complete, the writer checks the writing, as well as the coherence of the paragraphs in each sentence. The writer revises the sentences that are not clear or coherent with the topic. Then convert some sentences into effective and efficient and check punctuation, spelling and grammar.

2.3. THE DEFINITION OF MIND MAPPING

2.3.1. The Defenition of Mind Mapping

Mind mapping, also known as a mind map, is a creative method for every learner to generate ideas independent of what has been learned. to plan new responsibilities (Silberman, 1999:6) Maind mapping is a way to use the whole brain to form and make an impression by using visual images and other graphics infrastructure. Images, symbols, sounds, shapes, and feelings frequently provide information to the brain. The mind map, which is like a road map and uses visual and sensory reminders, is used for learning, organizing, and planning. Because it activates both sides of the brain, this map is also inspiring and creative, making it much simpler than conventional recording methods to come up with original ideas and easily recall memories.

Mind mapping takes into account the fact that the human brain's two halves are engaged in distinct activities. The right side of the brain is primarily responsible for performing tasks such as multidimensionality, imagination, emotion, color, rhythm, shapes, geomaetry, and synthesis, while the left side is primarily responsible for logic, words, arithmetic, linearity, sequences, analysis, and lists (Brinkman, 2003).

Further, the technique of mind mapping can assist students in locating the idea, determining what to write, and determining where to begin, allowing them to overcome obstacles and learn how to organize ideas. Students use this model to test their prior knowledge or find alternative answers. Toni Buzan created mind mapping as a way to get students to write by using key words and images alone. Because this activity aims to improve both the left and right brains' performance, the application's mapping makes it easy to quickly comprehend the issue.

Mind mapping is more effective when used in conjunction with other methods like using illustrations, playing with color and line, and so on. This helps build the thought process and can improve cognitive memory by up to 32%. A good mind map can be drawn on paper and pencil using student participation in the material and in-depth processing of the information. This helps students better understand the material and build their own knowledge. Mind mapping can be utilized by educators to map teaching resources for studying preparation and monitoring. According to Astriani (2020), the findings demonstrate that mind mapping is a novel strategy for teaching students to retain key concepts and for creating a learning environment that facilitates information processing.

2.3.2. The Types of Mind Mapping

Mind maps come in five different varieties. For freeform team brainstorming, simple, concept, and random word mind maps are ideal. Agile teams use flowcharts and dialogue mind maps to power project tasks like planning and retrospectives.

1. Simple Mind Map

A mind map is a visual representation in the shape of a tree or a spider in which smaller categories are the branches of larger ones and major categories radiate from a central node.


Miro's default free tool is a mind map. Using just a few hotkeys, the map will be created for you so you can concentrate on the actual

concepts. In addition, you can add images, videos, and other types of visuals to your mind map in Miro to support and enhance your ideas.

2. Concept Map

In a brainstorming session, a concept map is a graph used to visually illustrate the connections between concepts. An explicit "focus question" defines a concept, which is a thought framework. The hierarchical structure of mapped concepts enables deeper comprehension of the subject and stronger arguments.

The layout of a concept map is different from a mind map. It typically has a structure that is hierarchical and demonstrates more intricate connections between concepts (a concept can relate to more than just the mother node).



You can free-build an infinite number of clear concept maps using Miro shapes and arrows. Add your first ideas by double-clicking on a board, linking them with arrows. Use suggestions after links to grow the diagram, add text to lines, and change the objects to make your map look better.

3. Random Words

By using random words, you can use your imagination to come up with new perspectives and new ways of looking at the problem or idea you're working on. You can come up with fresh solutions to the problem by analyzing your environment.

If you force yourself to use a random word prompt to solve the problem, you almost certainly won't limit yourself and won't approach it in the same way you normally would. With Miro, you

can utilize the irregular words method online along with your group, regardless of whether you are situated in various states or nations.

4. Flowchart

A flowchart is a step-by-step algorithm, workflow or process visualized with shapes of various kinds and ordered with arrows.

Flowcharts help visualize a particular process to help understand it and find flaws and bottlenecks. There are different types of flowcharts, and while some of them require specific types of shapes (like ovals or diamonds), a simple sitemap or business process will work with text boxes.



5. Dialogue Map

Jeff Conklin developed a method for facilitation called dialogue mapping. A wicked problem with social and technical complexities is made easier to understand by the map.

When smart people come together to solve a difficult or complex problem, the most common obstacle is: How can they comprehend the true nature of the issue and see the big picture? Teams around the world can use Miro to maintain shared understanding, remote access, and knowledge retention while simultaneously seeing the big picture in real time. The built-in mind mapping tool will assist in further investigation and expedited brainstorming.

Dialogue mapping is an effective method for providing Agile activities with clarity, focus, and direction. It also fits well with Agile practices. It can even be used in retrospective meetings to

better understand the next improvement that the Agile team—whether it's Scrum, FDD, Lean, RUP, or any other development team—must make.

2.4. CONCEPTUAL FRAMEWORK

According to Abraham (2019:202) Conjunctions are words or groups of words that are connected by two similar grammatical constructions, namely: words, phrases (phrases), or clauses (clauses). This word or group of words can be divided into coordinates, correlatives, subordinates, and adverbial conjunctions (adverb conjunctions).

1. Coordinating Conjunctions

Coordinating conjunctions are single words (example: and, but, or, so).

They link equivalent grammatical elements, such as nouns with nouns, and clauses with clauses. The ideas being connected carry the same weight in a sentence.

- I stayed up all night writing, **so** I was tired the next day
- She's editing **and** proofreading my essay.

What to watch for when using coordinating conjunctions:

When a coordinating conjunction joins two independent clauses (complete thoughts or sentences), use a comma between the clauses.

- I can't remember the rules, **so** I need a refresher.

When you're joining an independent clause and a dependent clause (incomplete thought), you don't need a comma.

- I prefer to write on my laptop **but** edit on paper.

2. Correlative Conjunctions

Correlative conjunctions work in pairs (example: either/or, both/and, not only/but also, as/as)

Similar to coordinating conjunctions, they link grammatical elements of similar importance.

- I **not only** passed the exam, **but also** got 100%.
- The box is **as** tall **as** it is wide.

What to watch for when using correlative conjunctions:

Correlative conjunctions need parallel construction. Check the words after each conjunction and make sure they're similarly structured.

- **Correct:** We should either book the tickets in advance or arrive an hour early. (In this example, the phrase “book the tickets” is parallel to “arrive an hour early”)
- **Incorrect:** We should either book the tickets in advance or be arriving an hour early. (In this example, the phrase “book the tickets” is not parallel to “be arriving”)

3. Subordinating Conjunctions

Subordinating conjunctions are one or more words that unite ideas in a complex sentence (example: as soon as, in case, unless, while).

They link dependent clauses (incomplete thoughts) to independent clauses (complete thoughts).

- **Unless** we give him a ride, he won't be able to come.
- Here's some cash **in case** your credit card doesn't work.

The subordinating conjunction is placed in front of the dependent clause. As Cambridge Dictionary explains, subordinating conjunctions modify the independent clause and provide a cause, reason, result or purpose.

What to watch for when using subordinating conjunctions:

Use a comma if the subordinating conjunction and dependent clause are at the beginning of a sentence. Otherwise, the comma isn't required.

- **As soon** as she's finished her phone call, we'll leave for the restaurant.
- We'll leave for the restaurant **as soon** as she's finished her phone call.

4. Conjunctive Adverbs

Conjunctive adverbs are one or more words used to join two independent clauses (example: after all, besides, nevertheless).

These words are technically adverbs, but perform the same linking function as conjunctions.

What to watch for when using conjunctive adverbs:

When a conjunctive adverb unites two independent clauses in one sentence, it's preceded by a semicolon and followed by a comma.

According to Shrivess (2019:20) the sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question exclamation, or command, and consisting of main clause and sometimes one or more subordinate clauses. There are type of sentences is simple sentence, compound sentence and complex sentence.

a. Simple sentence

A sentence with only one subject and one predicate—one or both of which may be compound—is referred to as a simple sentence. Some examples:

- 1) The farmers work in the field
- 2) Dyan and dyane look muck alike
- 3) The cat jumped and ran away

4) The boy and his sister study and play together

The first sentence contains only one subject and one predicate. The subject of the second consist of two nouns joined by and; this is calls a compound subject. The predicate of the third consist of two verbs joined by and; this is called a compound predicate. In the fourth both of subject and predicate are compound.

b. Compound Sentence

A compound sentence is a sentence that contains two or more coordinate clauses connected by such conjunctions as and, but, or, therefore, for, etc. For instance:

- 1) The bell rang and the students dispersed
- 2) Wool is warm, but silk is beautiful
- 3) Work hard or you'll fail
- 4) Mary was tired, therefore she wanted go to the bed

Each of these sentences contains two clauses joined by a conjunction. These clauses are all principal clauses and chance coordinate, for they can stand alone and make complete sense.

c. Complex Sentence

Complex sentence is a sentence that contains one principal clause and one or more than one subordinate clauses. For instance:

1. You know that she is my girlfriend
2. The girl who wears the white silk gown is my daughter
3. When I have time, I play with my children

There are two clauses in each sentence—one of which is a principal clause and the other of which is a subordinate clause. The subordinate clause in the first is a noun clause; It is an adjective clause in the second; the third; It is a clause with adverbs. The conjunctions that, if, and because, pronouns like "who," "that," and adverbs like "when," "where," and "why" must connect the subordinate clause to the principal clause.

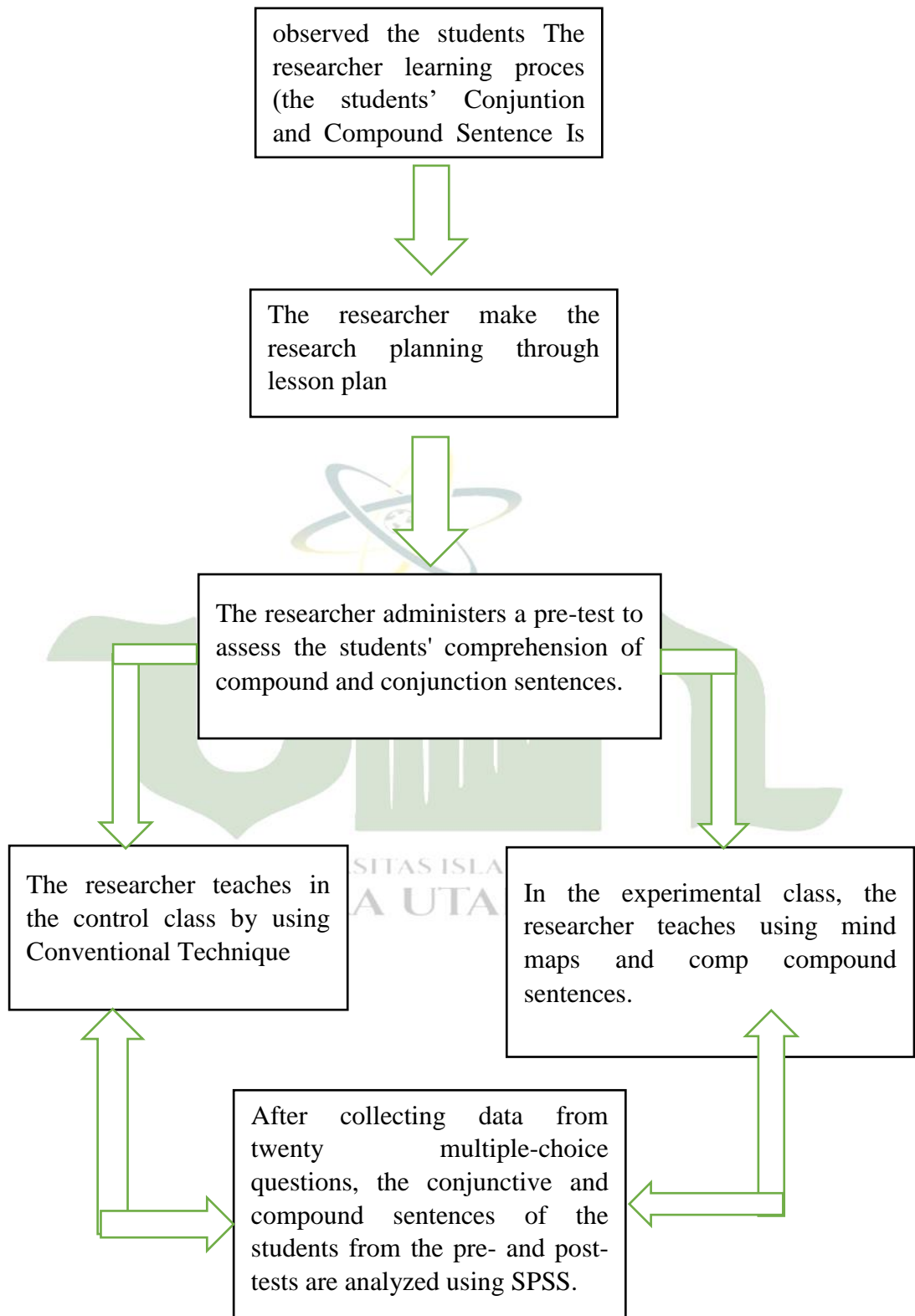
d. Compound Complex Sentence

Compound-complex sentence is sentence contains one or more subordinate clauses which compound with principal clauses. For instance:

- 1) The teacher will help you only when it is necessary, but you have to do the work by yourself.
- 2) Employ your time well if you mean to gain leisure and since you are not sure of a minute, don't throw away an hour.
- 3) I wanted to travel after I graduated from college; however I had to go to work immediately.



2.5. The Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

This section developed the research approach for the current study. This study uses Location, population, sample, operational definition of variables, data collection instrument, study design, data collection strategy, data analysis technique, and statistics of hypothesis make up the methodology of quantitative research.

3.1 Location of the Research

The research will be conducted at MTs Usman Syarif Medan which is located at Jl. Karya Baru No.7, Kelurahan Tanjung Rejo, Kec. Medan Sunggal, Kota Medan. The researcher will be conducted the research in class VIII IP in the academic year 2022/2023. This research will be conducted on July 2022/2023 academic year.

3.2 Population and Sample

3.2.1 Population

According to Suharsimi Arikunto (2002:108-109) Population is a collection of all items that have been subjected to one or more processes. The populations of this research are all of the students at the eight grade of MTs USMAN SYARIF 2022 academic year. There are 75 students in all, and they are divided into three courses. Each class was consisted 25 students.

Table 3.1
Distribution of Population

No	Class	Sample
1	VIII-A	25
2	VIII-B	25
3	VIII-C	25

	Total of student	75
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3.2.2 Sample

According to Pooja Bhardwaj (2019: 157) Sampling is the one most important factors in the research. Its mean sampling it one of the factor is very important for research. While, according to Sudjana (1997:6). Sample is a part of the total population. So, according to him sample its taken by population. If there is no population so its mean there is no sample.

The entire population was used as a sample by the researcher, who used comprehensive sampling to select the sample. There were three classes in the Eighth Grade of MTs USMAN SYARIF MEDAN. Because the population was less than one hundred, both of those classes were used as a sample for this study. There are 75 students in total. This study will use 50 students as a sample, 25 from VIII-A and 25 from VIII-B, with VIII-C serving as the experimental class and VIII-A serving as the controlled class.

3.3 Operational Definition of variables

Variable is a research item or something that serves as a research focal point. A variable is a property or attribute of an individual or an organization that researchers can measure or observe and that differs between individuals or organization analyzed (Jhon W. Creswell 2008:123). According to John. This study has two variables, they are:

3.3.1 Independent variable

The independent variable is the variable that influences the dependent variable, in other words, the independent variable is the variable that causes the dependent variable. An attribute or quality that is dependent on or influenced by the independent variable is referred to as an

independent variable. The independent variable in this study is mind mapping.

3.3.2 Dependent variable

The dependent variable is the one that is affected by the independent variable. An attribute or quality that influences or affects an outcome or dependent variable is referred to as a dependent variable. The students compound sentence is the dependent variable in this research.

3.4 Design Research

The researcher employed a quantitative method in this study, and the design is a quasi-experimental study. Quantitative research was employed by the researcher since it is a method for examining the relationship between two variables. Instrument can be used to measure these variables, and a statistical generator can be used to analyze the amount of data (Johni W.Cresswell,2013:42)

Furthermore, the researcher wanted to see if employing the mind mapping and wrote English mind mapping to improve students' compound sentence was beneficial, therefore the writer examined two factors. As a result, the researcher combined a quasi-experimental design with a quantitative method. This study will employ a quasi-experimental design as its methodology.

According to Thyer (2012:9) In a study using a quasi-experimental design, the researcher compares the outcomes of one group receiving the study's focus therapy with those of one or more control groups. The goal was to see how effective the mind mapping and write compound sentence was at improving english knowledge.

Two classes are used in this research design: experimental class and controlled class. The researcher divided the subjects into two groups based on the quasi-experimental design: controlled and experimental. While teaching compound sentence in the experimental class, the researcher used the mind mapping, whereas no mind mapping were used when teaching conjuntion and

compound sentence in the control class. This study looked at the impact of the using mind mapping using conjunction writing compound sentence English on students' at the eight grade MTs USMAN SYARIF MEDAN 2021/2022 academic year.

Table 3.2 The Research Design

Name of Grup	Pre-Test	Treatment	Post-Test
Expperimental Class	√	√	√
Control Class	√	√	√

After administering the treatment to both the experimental and control classes multiple times, the author administered post-tests to both classes. The post-treatment test was administered to determine the students' ability.

3.5 The Instrument of Collecting Data

The data was collected using a compound sentence test as the instrument. The test consists of 20 multiple choice questions with the following options: a, b, c, and d. It did there was a pre-test and a post-test. Both the controlled and experimental groups were given pre- and post-tests. The goal of the pretest is to determine how well the students' compound sentence is before the therapies are carried out. Meanwhile, after the therapy, a post-test will be conducted. The correct answer will receive a score of five (5) points, while the incorrect answer will receive a score of zero (0) points. Before the tests were given out, validity and reliability item analyses were performed to confirm the instrument's quality.

3.5.1 Validity

test's validity and reliability are critical when conducting research. Its goal is to determine the measurement accuracy as well as the text's consistency. First, the instrument should be tried out by the other students before the test is given. It's preferable to know if the test is reliable and

valid for the sample. If the test measures what it claims to measure, it is legitimate. The test's accuracy in measuring the subject content and learning outcomes covered during treatment was the subject of the investigation. Content validity was the type of validity used in this investigation. The degree to which the sample represented the material that the test was supposed to measure is known as content validity. Thus, by applying content validity, the research will be able to determine whether the test items were appropriate for behavioral purposes or not. The research Using SPSS version 26 for Windows, the researcher in this study evaluates the reliability of the instrument tests.

3.5.2 Reability

The amount to which the research instrument is measured is characterized as reliability. In other words, the amount to which a study instrument's levels remain consistent over time when employed in the same circumstance. The consistency and stability of data or findings are frequently used to describe reliability. As a result, test reliability is one of the characteristics of a good test. The uniformity of measurement is referred to as reliability. It indicates that when a test is given to multiple persons to measure the same thing, the results are the same. The researcher wanted to know if the test was reliable For window, I used SPSS version 26.

3.6 Technique of collecting data

The measuring approach was utilized in this study to acquire data. This study's data was gathered through a compound sentence exam. The compound sentence exam consisted of three parts: a pretest, a treatment, and a post-test.

3.6.1 Pre-test

Pre-tests are provided to both the experimental class and the controlled class. Children take a pre-test to evaluate their compound

sentence mastery starting treatment. The pupils were given a multiple choice test to complete by the researcher.

3.6.2 Treatment

In the treatment, the students experimental class were given treatment in which they learned conjunction and compound sentence by using mind mapping, whereas the students in the control group learned compound sentence by using traditional methods or materials from their textbook.

3.6.3 Post-Testing

The post-test was given to both classes. The purpose of the post-test was to see if there was any development before and after the teaching and learning activity, both with and without the use of Mind Mapping. The instrument employed in this study is a compound sentence exam with multiple choice options. The pre-test and post-test of the compound sentence test consists of 20 questions.

3.7 Data Analyzing Technique

The data was then analyzed when all of the students' scores were acquired. It is used to determine the differences between the pre-test and post-test results before and after therapy. The researcher employed a t-test to determine the impact of Mind Mapping on students' compound sentence mastery when assessing the data. The researcher does preliminary data analysis, such as normality and homogeneity, before employing the t-test to analyze the data. SPSS version 26 is used to perform the normality and homogeneity tests.

3.7.1 Test of Normality

The Normality Test is a method of determining whether or not something is normal. The normality test is employed in this study to determine if the data from the experimental and controlled classes studied

are from a population of normal distribution or not. This test is used to determine whether data is ordinal, interval, or ratio. The normality test is used to determine whether the data from the sample has a normal distribution. The normalcy test was carried out in this study using SPSS version 26. The purpose of a normality test is to assess whether or not the data is normal. If the test score was more than 0.05, the data are normal.

3.7.2 Homogeneity Test

The homogeneity test is a statistical approach for determining whether two or more groups are homogeneous. The sample data is drawn from populations with similar variance. In this study, the homogeneity test was employed to determine the similarity of the two populations, experimental and controlled. The homogeneity test is used to determine whether or not a sample is homogeneous. Homogeneity tests were also performed in this study using SPSS version 26. The homogeneity test determines whether or not the data is homogeneous. If the test score was more than 0.05, the data were homogeneous.

3.7.3 T-TEST

The researcher used a T-test to analyze the data after performing normality and homogeneity tests. The researcher employed t-test to see if there were any significant differences between two variables. The t-test on the other hand, is designed to determine whether or not taking mind mapping helps pupil increase their conjunction and compound sentence. To run a T-test on data in order to determine the difference in means of scores between the experimental, and control groups, the researcher using software SPSS version 26.

3.8 Statistical Hypothesis

The following are the research's the statistical hypotheses:

1. Ho: Using Mind Mapping to improve students' conjunction and compound sentence has no effect (the mean post-test score of the experimental class is smaller than the mean post-test score of the

controlled class, or $p > \alpha$; sig. 2 tailed was higher than alpha; there were no differences in the scores of the classes).

2. H_a : Using Mind Mapping to improve students' compound sentence has an effect (the mean score of the post-test experimental class is higher than the mean score of the post-test controlled class, or $p < \alpha$; sig. 2 tailed was smaller than alpha; there were differences between the scores of the classes).



CHAPTER IV

RESEARCH FINDING AND DATA ANALYSIS

The current study's research findings and data analysis were described in detail in this section. This chapter contains data analysis and description. In addition, this chapter will reveal the findings of their research.

4.1 Research Finding

4.1.1 Data Descriptions

An experimental approach was used in this research. There is an experimental and controlled class in this study. The pre-test and the post-test were given prior to and after treatment, respectively. Students in the experimental class were tracked using mind maps, whereas those in the control class were not. The pre- and post-tests of each class were used to collect the data.

4.1.2 The Data of Experimental Class

Table 4.1

The Students' Score of Experimental Class

NO	Initial of student	Pre-test	Post-test
1	VR	60	80
2	SS	55	75
3	NUT	65	60
4	AHK	55	70
5	RN	60	90
6	IS	75	85
7	LNI	55	75
8	SHT	55	70
9	JZ	60	80
10	SL	65	70

11	IS	60	90
12	TMF	75	60
13	HRS	55	65
14	RO	45	70
15	RHI	50	85
16	ZSS	60	70
17	HS	70	75
18	AM	55	70
19	PSD	65	75
20	AA	40	85
21	TAN	60	70
22	HSS	65	70
23	MHH	45	80
24	HAR	70	75
25	SAP	55	70
26	HA	50	85
27	NW	75	75
Σ		1600	2025
Mean		59.26	75
Median		60	75
Modus		55	70
Varian		84.05	65.38
Standart devitation		9.17	8.09
Max		75	90
Min		40	60

The table shows that the lowest and highest pre-test scores for students in the experimental class were 40 and 75, respectively. In addition, the post-test results of the students in the experimental class that used Mind Mapping revealed that the best post-test score was 90 and the lowest post-test score was 60.

4.1.3 The Data of Controlled Class

Table 4.2

The Students' Score of Controlled Class

NO	Initial the student	Pre-test	Post-test
1	AR	35	80
2	CA	45	50
3	DRA	40	60
4	DS	55	70
5	DMH	40	60
6	HHS	70	70
7	HS	45	50
8	MRFS	65	70
9	NI	55	60
10	RH	70	50
11	RF	55	65
12	AD	55	60
13	MZ	65	65
14	MALW	55	50
15	AS	60	65
16	AF	60	60
17	DHA	45	65
18	FM	60	60
19	MS	40	55
20	MA	45	60
21	IZK	55	55

22	AFAO	50	65
23	HAPC	60	65
24	MNA	50	60
25	AHKZ	55	50
26	DAA	60	65
27	SAM	35	50
Σ		1425	1635
Mean		52.78	60.56
Median		55	60
Modus		55	60
Varian		98.72	58.33
Standart deviation		9.94	7.64
Max		70	80
Min		35	50

The pre-test scores of the students in the controlled class were shown in the table above, with the lowest score being 35 and the highest score being 70. In addition, the experimental class's post-post-test results using Mind Mapping revealed that the lowest post-test score was 50 and the highest was 80.

In the experimental and controlled classes, we can see that there is an average difference between the pretest and posttest. Based on the previous tables 4.1 and 4.2. The average value of students in both classes is shown in the table below:

4.2 Validity Test

Validity test is used to determine valid tests and invalid tests.

Table 4.3

Validity Score of Students Compound Sentence

No	r_o	r_{table}	Explanation
1	0.401	0.288	Valid
2	0.106	0.288	Valid
3	0.530	0.288	Valid
4	0.332	0.288	Valid
5	0.773	0.288	Valid
6	0.701	0.288	Valid
7	0.165	0.288	Valid
8	0.185	0.288	Valid
9	0.117	0.288	Valid
10	0.598	0.288	Valid
11	0.773	0.288	Valid
12	0.469	0.288	Valid
13	0.106	0.288	Valid
14	0.073	0.288	Valid
15	0.770	0.288	Valid
16	0.037	0.288	Valid
17	0.259	0.288	Valid
18	0.332	0.288	Valid
19	0.002	0.288	Valid
20	0.446	0.288	Valid

From the calculation above, it can be seen that the number of tests consists of 20 items and after carrying out the validity test there are no invalid tests.

4.3 Reliability of the test

Reliability test is used to determine the consistency of the measuring instrument, whether the measuring used is reliable and remains consistent if the measurement is repeated.

Table 4.4

Reliability Score

Reliability Statistics

Cronbach's Alpha	N of Items
-.676	20

As can be seen from the table above, it can be seen that $0.676 > 0.60$, the Cronbach Alpha value of all variables is greater than 0.60, indicating that all questionnaire questions are reliable and that the resulting data are accurate due to similarities between data collected at different times.

Table 4.5**Summary of the Mean Score of Pretest and Posttest**

	Controlled Class		Experimental class	
	Pretest	Posttest	Pretest	Posttest
Total of Value	1425	1635	1600	2025
Mean	52.78	60.56	59.26	75

According to the summary table of the average value above, the average value of the pretest was 59.25 and the posttest was 75 in the experimental class. The average value of the pretest in the controlled class was 52.78, and the posttest was 60.56.

4.2 Data Analysis

In this section, the researcher examined the pre- and post-test results for the experimental and controlled classes. Before evaluating the data, the researcher conducted a normality and homogeneity test. The tests were carried out to ascertain whether the samples were homogeneous and whether the data from both classes had a normal distribution. After that, the researcher used the t-test to analyze the data, and the results were all presented statistically. Additionally, the data were analyzed and calculated using IBM SPSS 26.

4.2.1 Normality Test

The normality test uses a variety of methods to determine whether or not the data are distributed consistently. The researcher in this study calculated the data using Kolmogorov-Smirnov in IBM SPSS 26 for Windows. The normality test results calculated from the values of the pre- and post-test learning outcomes in the experimental and controlled classes are shown in the table below.

Table 4.6

Test of Normality Experimental class and Controlled class

Test of Normality						
	Kolmogorov-smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	statistic	df	Sig.
Pre-test controlled class	.181	27	.123	.951	27	.226
Post-test controlled class	.175	27	.064	.913	27	.026
Pre-test experimental class	.136	27	.200	.957	27	.318
Pre-test experimental class	.176	27	.071	.933	27	.084
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The normalcy significance of pre-test scores in the controlled class is 0.123, whereas the normality significance of pre-test scores in the experimental class is 0.200, as seen in the table above. Because the significance is greater than alpha value = 0.05, the data of both groups are regularly distributed.

According to the table, the normality significance of post-test scores in the controlled class is 0.064, whereas the normality significance of post-test scores in the experimental class is 0.071. Because the significance of both classes is greater

than the alpha value, the results indicate that the data are likewise normally distributed.

4.2.2 Homogeneity Test

The researchers carried out a homogeneity test following the normality test. To calculate, the study used IBM SPSS version 26. The objective is to determine whether the experimental and control classes are homogeneous. Data was gathered using Levene Statistics. The homogeneity tests produced the following outcomes:

Table 4.5.
Homogeneity Test of Pretest

Test homogeneity of variances					
		Levene statistic	df1	df2	.sig
Pre-test	Based on mean	.511	1	52	.478
	Based on median	.200	1	52	.657
	Based on Median and with adjusted df	.200	1	51,427	.657
	Based on trimmed Mean	.516	1	52	.476

The significance of both experimental class and controlled class pre-test scores is 0.478, as seen in the table above. Because the significant value is larger than the alpha value =0.05 ($0.478 > 0.05$), this implies that the data in both classes are homogeneous.

Table 4.6
Homogeneity Tests of Posttest

Test of homogeneity of variences					
		Levene Statistic	df1	df2	.sig
Post test	Based of mean	.171	1	52	.733
	Based on Median	.171	1	52	.681
	Based on Median and with adjusted df	.171	1	51.999	.681
	Based on trimmed mean	.151	1	52	.700

The significance value, as shown in the table above, is The mean of post-test scores in the experimental and controls groups is 0.733. Because the significance is greater than the alpha value, the outcome of the post-test scores can be assumed to be homogeneous.

4.2.3 T-Test

The researcher calculated hypothesis test after measuring the outcomes of the normality, and homogeneity tests. Hypothesis testing was used to check if there were any variations in student test outcomes between the experimental, and control groups. The Independent Sample t-test was used to assess hypotheses based on the data post-test. This test was conducted using IBM SPSS software version 26 for Windows, using the following criteria: H_a accepted if $t_{count} > t_{table}$, and H_o rejected if $t_{count} > t_{table}$. The table is based on a t distribution table with a significance level of $5\% = 0.05$. In addition, if Sig. (2-tailed) is less than

0.05, the hypothesis is significant (5 %). The following table shows the results of the hypothesis test calculation:

Table 4.7
Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
posttest	Controlled class	27	60.56	7.64	1.46986
	Experimental class	27	75	8.09	1.55617

The controlled class's average value is 60.56, whereas the experimental class's average value is 75, according to the output table above. As a result, descriptive statistics show that the average score of students in the controlled and experimental classes differs. In addition, we must assess the following independent sample t test output to determine whether this difference is significant or not.

Table 4.8
Independent Samples Test

	Levene's Test for Equality of Variances						
					Sig.	Mean Difference	Std. Error

		F	sig.	t	Df	(2-tailed)	Power	Difference	Difference	
									Lower	Upper
Vocabulary	Equal variances assumed	.17	.733	-6.748	52	.000	.999	2.14059	-18.73986	10.14903
	Equal Variances not assumed			-6.748	51.832	.000	.999	2.14059	-18.74019	10.14869

The significant result of 0.733, as seen in the output table above, indicates that the variance of the data between the experimental and controlled classes is the same or homogeneous. So that the values in the table guide the data above, equal variances are assumed.

Independent samples tests in equal variances are based on the assumption that a significant value (2-tailed) is 0.000 0.05, as shown in the output table. Because p value (0.000) is less than $\alpha=0.05$, this result proves that H_0 is rejected and H_a is approved (5 percent). As a result, it can be stated that there is a substantial difference between the experimental and controlled classes as the basis for decision making in the independent sample t test.

4.3 DISCUSSION

This study was carried out at the MTs USMAN SYARIF MEDAN and involved two classes

s: the experimental and the controlled. The experimental class was treated with Mind Mapping, whereas the control group was treated with the traditional

manner. Before each class is given a different treatment, each class is given a pretest to determine the pupils' initial abilities. The experimental class's pretest average value was 52.78, while the controlled class's was 59.25.

After determining the initial skills of both courses, the participants are taught in different ways but on the same material: in the experimental class, students are taught using mind mapping, whereas in the controlled class, students are taught using conventional methods. The experimental class's average posttest mean score was 75, while the controlled class's average score was 60.56.

Based on the posttest averages of both classes, it can be seen that the experimental class's posttest mean score is higher than the controlled class's average posttest mean score. Using the t test, it can be concluded that there is an influence on the treatment in the experimental class, so H_a is accepted and H_o is rejected at the level = 0.05, which means there is a significant influence on the treatment in the experimental class. The researcher came to the conclusion that taking mind mapping is a learning approach that can assist students in achieving good compound sentence learning outcomes.

CHAPTER V

CLOSING

5.1. CONCLUSION

Based on the findings of the study, The researcher concluded, mind mapping are a successful way to teach conjunction and compound sentence to children and increase their conjunction and compound sentence knowledge. It can be observed in the average score of the pre-test and post-test results. The experimental class's pretest score was 59.26, while the controlled class's score was 52.78. The average score for the experimental class improved to 75 after they were provided daily notes as treatments, whereas the controlled class's average score improved to 60.56 after they were taught using the conventional method. After being taught with Mind Mapping, the learners' conjunction and compound sentence has significantly improved. It can also be shown by performing a t-test calculation. The t-test resulted in a sig. (2-tailed) value of 0.00 that was less than 0.05.

5.2. SUGGESTION

Based on the conclusions, the researcher would give some suggestions, are:

1. Headmaster

It can be utilized by the headmaster to improve the effectiveness and efficiency of educational management activities at the school, such as developing new policies for learning English or other topics.

2. Teacher

Mind Mapping can be used as a strategy in English by English teachers, especially when teaching conjunction and compound sentence. The teacher engages the students in an engaging and dynamic lesson to encourage them to learn conjunction and compound sentence and avoid boredom during the learning process.

3. Students

Students should work on expanding their conjunction and compound sentence Using this strategy, they will be more engaged, have more fun, and enjoy the learning process in the classroom.

4. Other researcher

Other studies interested in the same areas may try to apply the Mind Mapping to a variety of genres and levels of learners to explore the impacts of mind mapping on students' conjunction and compound sentence. Various academics could investigate other types of games as a new teaching strategy for improving students' conjunction compound sentence, according to the researchers.



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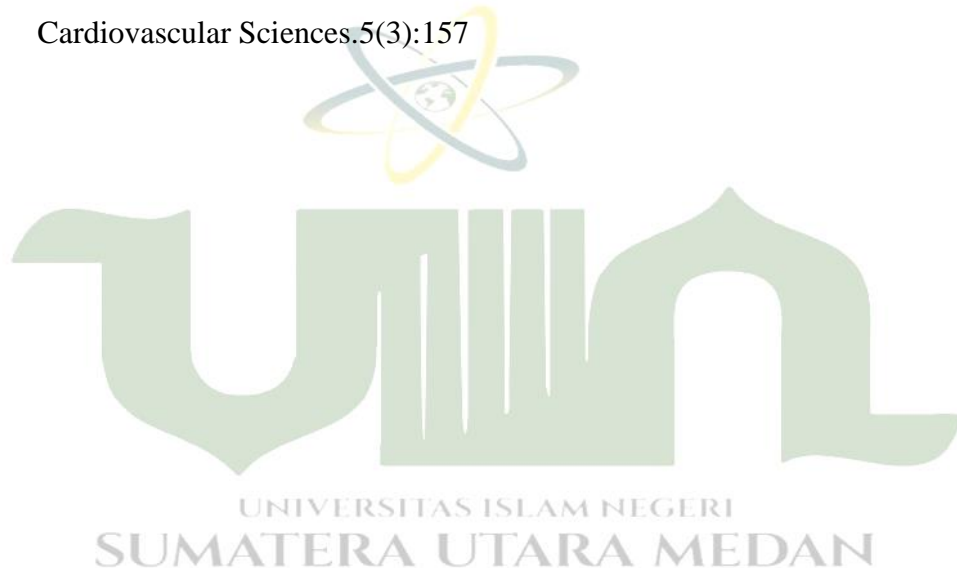
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APPENDIX I

Teacher's Activity	Researcher's Activity
<p>A. First meeting</p> <ol style="list-style-type: none"> 1. Teacher say salam to student and introduce researcher to student. 2. Teacher explain what purpose the researcher in the School 3. Teacher ask student for always be nice to researcher 4. After that teacher leaving class and researcher start the activity of research. <p>B. Second Meeting</p> <ol style="list-style-type: none"> 1. Teacher just welcome to researcher and do not enter the class 2. Teacher let researchers do research activities <p>C. Third Meeting</p> <ol style="list-style-type: none"> 1. Teacher Welcome to researcher 2. Teacher also use strategy mind mapping in another class 3. Teacher teach about how to understand compound sentence with mind mapping 4. Teacher help researcher for explain the materi 5. Teacher supervise the researcher and help researcher for check student assignments 	<p>A. First meeting</p> <ol style="list-style-type: none"> 1. The researcher introduce again her self 2. The researcher start explain the purpose in the school, and start explain lesson plan. 3. The researcher explain materi 4. The researcher teach as to lesson plan <p>B. Second Meeting</p> <ol style="list-style-type: none"> 1. The researcher go to school 2. The researcher say salam to all of the teacher in the school 3. The researcher go to class 4. The researcher start activities as to lesson plan <p>C. Third meeting</p> <ol style="list-style-type: none"> 1. The researcher say salam to teacher in teacher room. 2. The researcher go to class with teacher 3. The researcher explain materi 4. The researcher give assignment to student 5. The researcher check the assignments with teacher 6. After finish, the researcher and teacher leave class. Also, say salam before leave the class.

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EXPERIMENTAL CLASS AND CONTROLLED CLASS

LESSON PLAN

Experimental Class

School: MTs USMAN SYARIF MEDAN

Subject: English

Class: VIII

Time Allocation: 2 X 40

Learning Topic: Compound Sentence

Meeting: 1, 2, 3

A. CORE COMPETENCE

K1: Respect and follow the teachings of the faith to which they belong.

K2: Honesty, discipline, accountability, care (tolerance, mutual cooperation), courteousness, and self-confidence in engaging well with the social and natural surroundings within the realm of association and existence.

K3: Knowledge (factual, conceptual, and procedural) based on his interest in science, technology, art, and culture as they relate to visible occurrences and events.

K4: Applying what is learnt in school and other sources in the same perspective / theory to the physical domain (using, unwinding, arranging, altering, and making) and the abstract realm (writing, reading, counting, drawing, and composing).

B. BASIC COMPETENCE

1. Differentiating the social purpose, text structure, and linguistic features of diverse oral, conjunction and written compound sentence by providing and soliciting details regarding the site's tourist and well-known historical structures, brief and simple in accordance with use.

C. ACHIEVEMENT INDICATORS

1. Determining the conjunction and compound sentence social role in relation to tourism attractions.
2. Examining the structure of tourist attraction conjunction and compound sentence.
3. Locating linguistic features in conjunction and compound sentence about a visit of a location.
4. Include brief descriptive information about tourism destinations in your resume.

D. Learning Objectives

1. After observing the text on the video through Quipper School, students are able to determine the social function of conjunction and compound sentence related to tourist attractions.

2. After observing the text on the video through Quipper School, students are able to analyze the structure of conjunction and compound sentence related to tourist attractions.
3. After observing the text on the video through Quipper School, students are able to find linguistic elements in the form of conjunction and compound sentence related to tourist attractions.
4. After conducting questions and answers and group discussions in WA related to descriptive text, students can resume conjunction and compound sentence related to tourist attractions in Indonesia.
5. After conducting questions and answers and group discussions in WA related to descriptive text, students can make conjunction and compound sentence related to tourist attractions in the area. Each residence uses its own language.
6. After making conjunction and compound sentence, students present the compound sentence orally through mind mapping.

E. Learning Materials

1. The definition of compound sentence: A compound sentence is a sentence that contains two or more coordinate clauses connected by such conjunctions as and, but, or, therefore, for, etc.
2. Sosial Function : *Describing or presenting information about a particular place and a historical building*
3. Generic Structure :
 - Opening Paragraph (Identification): *Opening statement to introduce the subject*
 - A series of Paragraph (Description): *Supporting paragraph that describes the subject*
 - Closing Paragraph: *Concluding paragraph that indicates the end of the text*
4. Language Feature:

- a. Vocabulary: words related to ecotourism destinations and historical building such as destination (*n*), establish (*v*), impressive (*adj*), etc.
- b. Grammar: Noun phrases such as *beautiful bird*, *unique monkey*

Example of dialogue describing people

A New Student

A: Have you seen the new girl in school?

B: No, I haven't.

A: She's really pretty.

B: Describe her to me.

A: She's not too tall.

B: Well, how tall is she?

A: She's about five feet even.

B: What does she look like, though?

A: She has pretty light brown eyes.

B: I may know which girl you're talking about.

A: So you have seen her around?

B: Yes, I have

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SUMATERA UTARA MEDAN

My Aunt

My Aunt is Selly. She is 45 years old. She has brown complexion and black hair. Her height is as same as mine, 155 centimeters. I live with her in Medan. My aunt is a tailor. She sews special clothes for women called "kebaya". I learn many things about sewing from her. She is a great teacher for me. Every morning, she wakes up earlier than other members in my family. She prepares breakfast for us. She is a tough and patient aunt. We love her very much.

F. Learning Method

1. Approach: Scientific approach
2. Model: Discovery Learning, Project Based-Learning
3. Technique: Question and answer and discussion

G. Learning Media

1. Video
2. Laptop
3. Speaker
4. Schools Book
5. Paperboard
6. Whatsaap

H. Learning Steps



First meeting

Activity	Description of activity	Time allocation
Opening	<ul style="list-style-type: none"> • The teacher greets the pupils and invites them to clean up the area before praying together. • Teachers keep track of their students' attendance. • The learning is communicated by the teacher. 	
Main Activity	<p>Observing and experiment</p> <ul style="list-style-type: none"> • The teacher teaches the concept of the simple present tense and presents examples to the students. • The teacher invites the students to come forward 	

	<p>and demonstrate the compound sentence in a short example.</p> <ul style="list-style-type: none">• The teacher gives a basic explanation of conjunction and compound sentence, including examples.• To apply mind mapping, the teacher delivers a list paper.• The teacher demonstrates how to improve using conjunction and compound sentence by using mind mapping.• Each group is given a name by the teacher.• The teacher shows the dice / media that will be used to determine which words will appear in the mind mapping.• After learning the letters to look for, the other members of the group use the letters to search the Google for adjectives that describe persons.• The group that discovers the adjective quickly	
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	<p>writes it down, along with examples, on the teacher's provided paper.</p> <ul style="list-style-type: none"> • After the game, the teacher instructs each groupie to write down the adjective on the paperboard, along with the instances. • For each word written by the students, the teacher assigns a score. 	
Closing	<ul style="list-style-type: none"> • Teacher make a conclusion from materi that has already discuss. • The teacher close the class by praying and salam 	

Second meeting

Activity	Description of activity	Time allocation
Opening	<ul style="list-style-type: none"> • Teacher say salam to a student • Teacher ask student pray before learning • The teacher check attendance student 	
Main activity	<p>Observing and experiment</p> <ul style="list-style-type: none"> • Teacher and student discuss about materi has 	

	<p>discuss before</p> <ul style="list-style-type: none"> • The teacher explain materi about the definition of compound sentence • The teacher give example about compound sentence • The teacher make a learning group • The teacher explain again how to applying mind mapping • The teacher give media for using mind mapping and ask student to write sentence that don't know by student • After student write the sentence, teacher ask student to find out compound sentence • Teacher give five minute to student for find out the compound sentence • After student already find out,teacher check it and give score to student 	
Closing	<ul style="list-style-type: none"> • Explain the materi and make conclusion about compound sentence • Make sure student already 	

	<p>understand</p> <ul style="list-style-type: none"> • Closing the learning with hamdalah and salam 	
--	--	--

Third meeting

Activity	Description of activity	Time allocation
Opening	<ul style="list-style-type: none"> • Teacher say salam to student before to class • Teacher check attendance student • Teacher ask student to pray before learning 	
Main activity	<ul style="list-style-type: none"> • The teacher and students talk about the previous meeting's assignments. • Several students are called to the front of the class to read their assignments. • The teacher goes over several compound sentence that can be used to describe people. • The teacher compound sentence that can be used to describe people. • Students are given conversation papers by the teacher. • Teachers and students role 	

	<p>play in order for pupils to understand the context of the goals and social functions of dialogue describing people.</p> <ul style="list-style-type: none"> • The teacher instructs students to form pairs with their peers. • With their classmates, students engage a discussion on describing people. • Students are given assignments to describe people by the teacher. • Students turn in their homework. 	
Closing	<ul style="list-style-type: none"> • The teacher make sure student have done the assignment • Teacher Make conclusion about the materi • Teacher say hamdalah and close the class. 	

I. ASSESMENT

Types of test question : Written test

Form of assessment : Individual

Test form : Multiple choice

Correct answer: 5

Wrong answer: 0

Multiple choice test scoring:

Correct answer/wrong answer x 100

Knowing,

Medan, Juni 2022

English Teacher

Researcher

Sakinah Munawaroh,S.Pd

Royto Br. Nainggolan



LESSON PLAN

Controlled Class

School: MTs USMAN SYARIF MEDAN

Subject: English

Class: VIII

Time Allocation: 2 X 40

Learning Topic: Compound Sentence

Meeting: 1, 2, 3

A. CORE COMPETENCE

K1: Respect and follow the teachings of the faith to which they belong.

K2: Honesty, discipline, accountability, care (tolerance, mutual cooperation), courteousness, and self-confidence in engaging well with the social and natural surroundings within the realm of association and existence.

K3: Knowledge (factual, conceptual, and procedural) based on his interest in science, technology, art, and culture as they relate to visible occurrences and events.

K4: Applying what is learnt in school and other sources in the same perspective / theory to the physical domain (using, unwinding, arranging, altering, and making) and the abstract realm (writing, reading, counting, drawing, and composing).

B. BASIC COMPETENCE

1. Differentiating the social purpose, text structure, and linguistic aspects of various oral and written compound sentence by giving and asking for information about the site tourism and famous historical buildings, short and simple according to the context of usage.

C. ACHIEVEMENT INDICATORS

1. Determining the conjunction and compound sentence social role in relation to tourism attractions.
2. Examining the structure of tourist attraction conjunction and compound sentence.
3. Locating linguistic features in compound sentence about a visit of a location.
4. Include brief compound sentence information about tourism destinations in your resume.

D. Learning Objectives

1. After observing the text on the video through Quipper School, students are able to determine the social function of conjunction and compound sentence related to tourist attractions.

2. After observing the text on the video through Quipper School, students are able to analyze the structure of conjunction and compound sentence related to tourist attractions.
3. After observing the text on the video through Quipper School, students are able to find linguistic elements in the form of compound sentence related to tourist attractions.
4. After conducting questions and answers and group discussions in WA related to compound sentence, students can resume conjunction and compound sentence related to tourist attractions in Indonesia.
5. After conducting questions and answers and group discussions in WA related to compound sentence, students can make conjunction and compound sentence related to tourist attractions in the area. Each residence uses its own language.
6. After making conjunction and compound sentence, students present the compound sentence orally through videos.

E. Learning Materials

1. The definition of Compound sentence: A compound sentence is a sentence that contains two or more coordinate clauses connected by such conjunctions as and, but, or, therefore, for, etc..
2. Sosial Function : Describing or presenting information about a particular place and a historical building
3. Generic Structure :
 - a. Opening Paragraph (Identification) : Opening statement to introduce the subject
 - b. A series of Paragraph (Description) : Supporting paragraph that describes the subject
 - c. Closing Paragraph : Concluding paragraph that indicates the end of the text
4. Language Feature:
 - a. Vocabulary: words related to ecotourism destinations and historical building such as destination (n), establish (v), impressive (adj), etc.

b. Grammar: Noun phrases such as beautiful bird, unique monkey

Example of compound sentence

1. Mary doesn't like cartoons because they are loud, **so** she doesn't watch them.
2. We went to the mall; **however**, we only went window-shopping.
3. The girls were painting animal pictures, **and** Katrina spilled the paint.
4. Your children are older, **so** they probably wouldn't be scared.
5. They wanted to go to Paris, **but** I wanted to see London.
6. Mary doesn't like cartoons **because** they are loud, so she doesn't watch them
7. She is very smart, **and** she knows it
8. I have often wanted to swim, **but** I can't get my wife to go swimming.
9. I spent all my savings, **so** I can't go to France this winter.
10. I want to lose weight, **yet** I eat chocolate daily.

My Aunt

My Aunt is Selly. She is 45 years old. She has brown complexion and black hair. Her height is as same as mine, 155 centimeters. I live with her in Medan. My Aunt is a tailor. She sews special clothes for women called "kebaya". I learn many things about sewing from her. She is a great teacher for me. Every morning, she wakes up earlier than other members in my family. She prepares breakfast for us. She is a tough and patient aunt. We love her very much.

F. Learning Method

1. Approach: Scientific approach
2. Model: Discovery Learning, Project Based-Learning
3. Technique: Question and answer and discussion

G.

Media

Learning

- | | |
|------|------------|
| 1. | Video |
| 2. | Laptop |
| 3. | Speaker |
| 4. | Schools |
| Book | |
| 5. | Whatsaap |
| 6. | Paperboard |

H. Learning Steps

First meeting

Activity	Description of activity	Time allocation
Opening	<ul style="list-style-type: none"> • Teacher say salam to student • Teacher introduce her self to student • Student also introduce them self to teacher • Teacher ask student to pray before study • Teacher check attendance student 	
Main activity	<ul style="list-style-type: none"> • Teacher give the materi • Teacher explain about compound sentence • Teacher give the example from compound sentence • Teacher ask student to read example compound sentence • Teacher explain how to write compound sentence • Teacher ask student to find out 	

	<p>compound sentence</p> <ul style="list-style-type: none"> • Teacher give 10 minute to student for find out compound sentence. • After student have find out, teacher check it and give score. 	
Closing	<ul style="list-style-type: none"> • Teacher make the conclusion about materi and explain again quickly • Teacher ask student pray after do learning. • Teacher say alhamdulillah and slam before leave the class 	

Second meeting

Activity	Description of activity	Time allocation
Opening	<ul style="list-style-type: none"> • Teacher say salam before start learning • Teacher ask student to pray before start learning • Teacher check attendance student 	
Main activity	<ul style="list-style-type: none"> • Teacher and student discuss again about learning in provious 	

	<p>meeting</p> <ul style="list-style-type: none"> • Teacher make conversation that related to compound sentence test. • Teacher make a group learning • Teacher ask every group must practice the conversation • Teacher explain what the relation conversation with compound sentence. • The teacher ask student do a homework about example compound sentence 	
Closing	<ul style="list-style-type: none"> • Teacher say alhamdulillah after done learning • Teacher ask student to pray after learning. 	

Third meeting

Activity	Description of activity	Time allocation
Opening	<ul style="list-style-type: none"> • Teacher say hello and salam to student • Teacher check attendance student • Teacher and student discuss again about learning already discuss in last meeting 	

Main activity	<ul style="list-style-type: none"> • The teacher discuss about assignment already given in previous meeting • The teacher ask student for read the assignment in front of class • The teacher check all of assignment of student • The tacher give the score for students assignment 	
Closing	<ul style="list-style-type: none"> • Teacher make sure that student already do assignment • Teacher explain again about materi • Teacher ask student to pray after learn • Teacher say salam aand hamdalah before close class. 	

I. ASSESMENT

Types of test question : Written test

Form of assessment : Individual

Test form : Multiple choice

Correct answer: 5

Wrong answer: 0

Multiple choice test scoring:

Correct answer/wrong answer x
100

Medan, juni 2022

Knowing,
English Teacher



Researcher

Sakinah Munawaroh, S.Pd

Royto Br. Nainggolan

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

APPENDIX I

POST-TEST AND PRETEST SHEET

PRETEST AND POSTEST

Name:

Class:

1. Reba Jo Lived on the prairie.....she loved roping.

A. , or

B. ,and

C. And

D. And,

2. Her hat blew off.....it fell into a well.

A. But

B. Or

C. ,and

D. And

3. Reba Jo was Scared.....she wanted her hat.

A. And

B. Or

C. Or

D. ,but

4. The toad made an offer.....Reba Jo accepted.

A. ,or

B. ,but

C. But

D. And,

5. She could accept.....she could go home.

A. ,or

B. ,but

C. But

D. And,

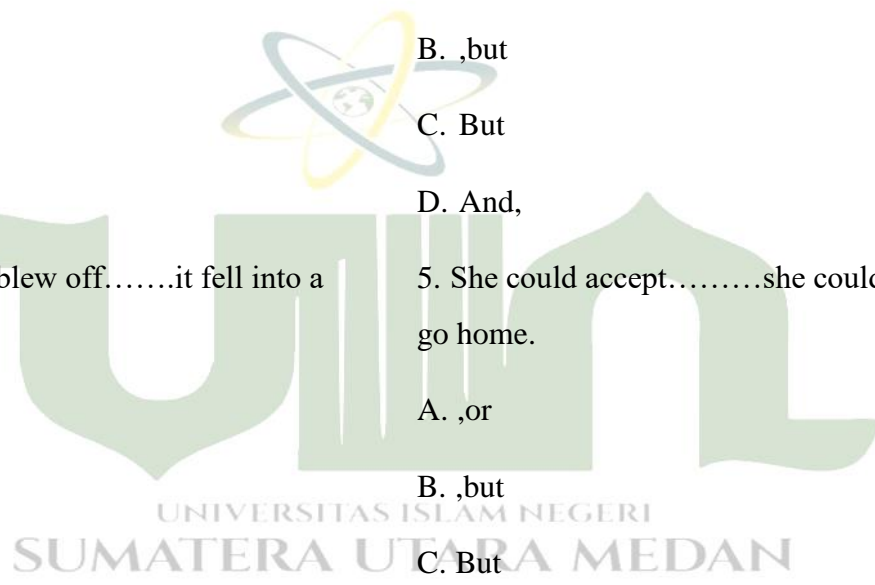
6. She got the that.....she rode home.

A. ,and

B. But

C. ,or

D. And ,



7. Reba Jo was rude.....her father was polite.

- A. But
- B. ,or
- C. ,but
- D. And,

8. The horned toad came in.....it ate some chili.

- A. ,or
- B. ,and
- C. ,but
- D. But

9. She kissed the horned toad.....she didn't want to,

- A. ,or
- B. But
- C. And,
- D. ,but

10. Was Reba Jo smart.....was she foolish?

- A. ,or
- B. ,but
- C. ,and
- D. And

11. The Southwest is hot,dry,and mountainous. This sentence is asentence.

- A. Compound
- B. Simple

12. The air clear,and the colors are beautiful. This sentence is asentence.

- A. Compound
- B. Simple

13. Sometimes it rains hard,but often it is very dry. This sentence is asentence.

- A. Compound
- B. Simple

14. Visitors come from far away and camp, this sentence is a sentence.

- A. Compound
- B. Simple

15. Sometimes visitors fall in love with the southwest and settle there.

This sentence is asentence

- A. Compound
- B. Simple

16. It is called a horned toad.....it is really a lizard.
- A. And
B. But
C. Or
17. The country is beautiful. ...The people are friendly.
- A. And
B. But
C. Or
18. Was that ab arroyo?....was it a canyon?
- A. And
B. But
C. Or
19. We have had a great vacation....we plan to return.
- A. And
B. But
C. Or
20. I'd love to stay. I have to go home.
- A. And
B. But
C. Or

Answer key

- | | |
|-------|-------|
| 1. B | 11. B |
| 2. C | 12. A |
| 3. C | 13. A |
| 4. D | 14. B |
| 5. A | 15. B |
| 6. A | 16. B |
| 7. C | 17. A |
| 8. A | 18. C |
| 9. D | 19. B |
| 10. A | 20. A |

APPENDIX II

REAL NAME OF STUDENT

Experimental Class

No	Real name	Initial of name
1	Vega rayani	VR
2	Sakhira Tsaqib	SS
3	Nisa utami trin	NUT
4	Alul handal tibrani	AHK
5	Rani nisdi	RN
6	Isna Situmorang	IS
7	Lili nigsih indriani	LNI
8	Sholihati hasni	SHT
9	Jesika Zahra	JZ
10	Sari lisa	SL
11	Imran Simanjuntak	IS
12	Taki muftah faulana	TMF
13	Hasbi Rahmad selian	HRS
14	Rahmi orani	RO
15	Riski hamdan ilahi	RHI
16	Zahra saida Siregar	ZSS
17	Haikal silalahi	HS
18	Anugerah mutiara	AM
19	Pella sari dini	PSD
20	Ahmad affan	AA
21	Talia anggina Nainggolan	TAN
22	Hariani Sabrina Siregar	HSS
23	Miftah humairah hairiah	MHH
24	Handdun akbar rangkuty	HAR
25	Saffar andika pitrah	SAP

26	Halomoan	HA
27	Natama wahyu	NW

Controlled class

No	Real name	Initial of name
1	Andini Rahmadani	AR
2	Cinta Aurelia	CA
3	Daffa Ryas Azidani S	DRA
4	Desita	DS
5	Dzikir Maulana Hakim	DMH
6	Hans Hanafi Siregar	HHS
7	Humairah Siregar	HS
8	M.Raihan Firdaus Siregar	MRFS
9	Nasril Ihsandi	NI
10	Rafifah Hajjah	RH
11	Raisya fadiyah	RF
12	Alfi Aditya	AD
13	Muhammad Zafarani	MZ
14	M.Adam Al Wahid	MALW
15	Amanda Syabila	AS

16	Andi Fadillah	AF
17	Dzikri Hasbi Ahmad	DHA
18	Fardan Mubaro	FM
19	Muhammad Sandi	MS
20	Mutiara Assyifa	MA
21	Irfan Zikri Kaban	IZK
22	Al fathul Akbar Orwan	AFAO
23	Hokian Abdica Pratama Capah	HAPC
24	M. Nafis Al Wafiy	MNA
25	Ahmad Haekal Kaamil Zain	AHKZ
26	Dafa Alfarizky Ardian	DAA
27	Satria ali mahmud	SAM

APPENDIX III

VALIDITY TEST

No	1	2	3	4	5	6	7	8	9	1	1	1	13	1	1	1	1	1	1	20	total	score
Initial										0	1	2		4	5	6	7	8	9			
JN	O	X	O	X	O	X	O	O	X	O	X	O	X	O	X	O	X	X	X	O	10	50
TA	O	O	O	O	O	O	X	O	O	O	O	O	O	X	X	O	O	O	O	X	16	80
NQT	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	20	100
FGT	O	X	O	O	X	X	O	O	X	X	O	O	O	O	X	X	X	X	O	X	10	50
FO	O	O	O	X	X	X	O	O	X	X	O	O	O	X	X	O	O	O	O	X	12	60
AMS	O	O	O	O	O	X	X	X	O	X	X	O	O	O	O	O	X	X	X	X	11	55
ARS	O	O	O	O	O	X	O	X	O	O	O	O	O	X	O	O	O	O	O	O	17	85
DP	O	X	O	O	X	X	O	X	O	O	X	O	O	O	O	O	O	O	O	O	15	75
DT	O	O	O	O	X	X	O	X	X	O	X	X	O	X	O	O	O	X	O	O	12	60
MIH	O	X	O	O	O	O	X	X	X	X	O	X	X	O	X	X	O	X	O	O	10	50
YS	O	O	O	O	O	O	X	X	O	X	O	O	O	O	O	O	O	O	O	O	17	85
KNR	O	O	O	X	X	X	O	X	O	X	X	O	X	X	O	X	X	O	X	O	9	45
GR	X	O	X	O	O	O	X	O	O	X	O	X	X	X	O	X	O	X	O	X	10	50
DT	O	X	O	X	O	X	O	O	X	X	X	O	O	X	X	X	X	X	X	X	8	40
PS	X	O	X	X	O	X	X	X	O	O	X	X	O	X	O	O	O	X	O	X	9	45
AS	O	X	X	O	X	O	X	X	O	X	O	O	O	O	X	O	X	O	O	O	12	60
JD	X	O	O	X	O	X	O	O	X	O	X	X	O	O	X	O	X	O	X	O	11	55
RP	X	O	O	X	X	O	X	O	O	X	O	X	O	X	X	X	O	O	O	O	11	55
DS	O	O	O	O	O	O	X	O	O	O	O	O	O	O	O	O	O	O	X	O	18	90
AKT	O	O	O	O	O	X	O	O	O	O	O	O	O	X	O	O	O	O	O	O	18	90
SBS	O	O	X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	19	95
EAS	O	O	O	O	X	O	O	O	X	X	O	O	O	O	O	O	O	O	O	O	17	85
SS	O	O	O	O	X	O	O	O	O	X	O	O	O	O	O	O	O	O	O	O	18	90

FS	O	O	O	X	O	O	O	O	X	O	O	O	O	O	O	O	O	O	O	O	O	18	90
TRS	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	20	100
RS	O	O	O	O	X	O	O	O	X	O	O	O	O	O	O	O	O	O	O	O	O	18	90



APPENDIX IV

RELIABILIT TEST

Reliability Statistics

Cronbach's Alpha	N of Items
,782	20



