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“Creativity and Innovation in
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TABLE OF CONTENTS

FOREWORD	ii
LIST OF INTERNAL AND EXTERNAL REVIEWERS	iii
LIST OF INVITED SPEAKERS	v
LIST OF FEATURED SPEAKERS	vi
TABLE OF CONTENT	vii
 LINGUISTICS AND EFL TEACHING: UNDERSTANDING WHAT EFL TEACHERS CAN BENEFIT FROM LANGUAGE THEORIES	 1
I Ketut Warta	1
 ARE VOCATIONAL COLLEGE STUDENTS PRAGMATICALLY COMPETENT?; AN EMPIRICAL STUDY TO THE DEVELOPMENT OF PRAGMATIC-BASED ENGLISH LEARNING MODEL	 6
I M. Rai Jaya Widanta	6
I W. DanaArdika	6
I N. Rajin Aryana	6
Luh N. Chandra Handayani	6
 CONTINUOUS PROFESSIONAL DEVELOPMENT INNOVATIVE WAYS: WHAT NEW ENGLISH TEACHERS CAN DO FOR LEARNING?	 11
I.G.A. Lokita Purnamika Utami	11
 AUTHENTIC ASSESSMENT ACTIVITIES IN 2013 CURRICULUM BASED TEXTBOOKS FOR JUNIOR HIGH SCHOOLS	 20
Ida Isnawati	20
 PRE-SERVICE TEACHERS' USE OF READING STRATEGIES IN THEIR OWN READINGS AND FUTURE CLASSROOMS	 28
Ida Puji Lestari	28
 NEEDS ANALYSIS IN DEVELOPING ENGLISH TEACHING MATERIALS FOR KINDERGARTEN STUDENTS	 34
Iin Inawati	34
 MODERN EDUCATIONAL TECHNOLOGY FOR THE 21ST CENTURY: ON THE APPLICATION OF TEACHING TOEIC FOR ENGINEERING STUDENTS	 43
Ika Erawati	43
 TEACHING ENGLISH THROUGH STORYTELLING IN A SHADOWS PUPPETS (WAYANG KULIT) SHOW	 52
Ika Ismurdyahwati	52
Suhari	52
Suparman	52
 SIMULTANEOUS WAY AND SUCCESSIVE WAY IN TEACHING GRAMMAR	 55
Ike Dian Puspitasari	55
 THE EFFECT OF MIND MAPPING TECHNIQUE IN IMPROVING STUDENTS' WRITING REPORT TEXT.....	 60
Ilham	60
M. Fauzi Bafadal	60

The Effect of Mind Mapping Technique in Improving Students' Writing Report Text

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This study aims to know whether the use of mind mapping technique in teaching report text effective to improve students' writing ability at the fifth semester student of English Department FKIP UM Mataram in academic year 2015/2016. This study adopts an experimental research which employed a quasi experimental non-equivalent control group design. The sample in this study is two classes of fifth semester of English Department FKIP UM Mataram. This study uses test as an instrument to collect the data, and the data is collected by giving a pretest and a post-test to both experimental and control groups. To analyze the data, the writer uses t-test statistical formula to find the significance of mind mapping in teaching writing report text. Overall, it was proven that the data analysis showed the significance improvement of students' writing ability after the mind mapping technique was applied as a treatment for experimental group, whereas for the control group which given conventional method did not show significance improvement.

Keywords: *Mind Mapping Technique, report text, quasi experimental research.*

A. INTRODUCTION

As many teachers of English as a Foreign Language (EFL) around the world have agreed that the process of teaching and learning writing skill seems to be more difficult and demanding than learning the other three skills. Teaching and acquiring the skills needed in writing is a great challenge for both of teacher and student, especially for the students, it is mostly dealing with students' limitation in using the language that they just learned. It is also strengthened by the fact that the rhetorical conventions of English texts; the structure, style, and organization often differ from the conventions in students' first language. In addition, Nunan (1999: 271) also states that writing skills possess an enormous challenge to produce "a coherent, fluent, extended piece of writing in one's second language. Therefore, the inexperienced writer like language learner has to learn how to recognize, manage and overcome such things as complexities at the level of the clause, grammatical form, and the unfamiliarity of the usage of the language since in writing they not only learn how to write but also reinforce many aspects in language that they have not fully mastered.

Writing in English has for many years, occupied a large portion in teaching and learning procedures in schools. Especially in Indonesia, in which

English subject considers as a compulsory subject that needs to be taught to prepare Indonesian human resource to face the demand of the globalization era. However, the current education system seems to emphasize writing for taking tests. For many students, the only reason to practice writing is to pass examinations or to get a good grade in the class.

To give clear insights of the current condition, some language experts also stated that the complexity of writing for students who learn English as a foreign language or second language lies beyond the linguistic and the organization of the written discourse. Writing also the most difficult skill for L2 learners to master (Richards and Renandya, 2002:303; Gibbons, 2002:52). The difficulties lie not only in generating and organizing ideas, but also in translating these ideas into readable texts. L2 writers have to pay attention to a higher level of skills of planning and organizing as well as the lower level of skills of spelling, punctuation, word choice and so on. This is in relevant to the observation carried out by Alwasilah (2001 cited in Emilia, 2005:12) which shows that writing is the most difficult language skills to learn by the majority of students. Students were barely exposed to the practice of writing and teachers lacked information and knowledge on what they should do regarding their students' composition.

Therefore, realizing the obstacles of teaching writing, English Department in Indonesia such as English Department in Muhammadiyah University of Mataram should pay attention on the problem on it. It means that a teacher need methods or techniques to make students understand and motivated in learning English. One of the effective techniques in teaching writing is mind mapping technique. It is thinking tool or a concept which illustrate how the human brain posses various thought and information that are related to each other (Buzan, 2005). It is a diagram used to visually portray the relationship between ideas, words or other items arounds a central idea or keywords.

In relation to the writing skill, mind mapping is one of the prewriting strategies that are used as the basis for inquiry, tools for finding what the writer want to say, and manifestation of thinking (Carrol & Wilson, 1993). Its visual design helps writer to see the relationship of ideas and encourage them to group certain ideas together. As a result, the cohesion and coherence of writing are likely to be achieved effectively.

Since the mind mapping proved to be effective as a learning strategy several studies were conducted to investigate its effectiveness to support and enhance students academic performance (Goodnough and Woods, 2002; Holland et al, 2003; Lin, et al, 2005; Al-Jarf, 2009;) and to solve the teaching problem in writing (Chan, 2004; Irwandi, 2012; Riswanto and Putra 2012; Nurlaila; 2013) indicates that mind mapping as a teaching strategy can improve students' writing ability and attitude.

Based on the explanation above, this research is aimed at examining whether mind mapping could be better way to improve the students writng ability. Mind mapping considered to be effective language learning strategies especially at English department FKIP UM Mataram.

This research attempts to describe the use of mind mapping technique in improving students vocabulary. The researcher formulates the problem as follow:

1. Is mind mapping technique able to improve students' writing report text ability at fifth semester students of English Department FKIP UM Mataram in academic year 2014/2015?

B. THEORETICAL FRAMEWORK

Concept Mind Mapping

Concept mapping or mind mapping is a note-taking technique that was first described by Tony Buzan, a psychologist and brain scientist. It builds on the ideas that the two human brain hemispheres are responsible for different tasks. Mind mapping is designed to use both side of hemisphere to think creatively using associations, memory retention, and productivity (Buzan, 2007). It also represents concepts and their relationships in graphical forms, providing teachers and students with a visually rich way to organize and communicate what they know (Anderson-Inman & Ditson, 1999). It is a top-down diagram showing the relationship between concepts, including cross connections among concepts, and their manifestation (Parikh, 2015; Chiou, 2008). Concept map serves as strategy to help learner organize their cognitive framework into more powerful integrated patterns (Kinchin, 2005 in Chiou, 2008). In this regard, it serves as meta-knowledge and meta-learning strategy (Jegede, et al in Chio, 2008). Concept map can be used as a knowledge representation tool to reflect relationship that exists between concepts that reside within an individual's long-term memory (Jacobs-Lawson & Hershey, 2002).

The Steps of Making Mind Mapping

Buzan (2004: 20) stated, mind mapping uses colors and pictures to help constructing your imagination with your style in making mind mapping. Words or pictures which are in the curvy lines or branches will help the students' memory to make associations.

Furthermore, Buzan (2010:15-16) described several steps to make mind mapping on a piece of paper. namely start in the center of landscape page, use an image or picture for your central idea, Use color throughout, connect mind branches to the central image, make branches curve and flow, use just one key word per-line and notice how the words are the same length as the lines, use image throughout. How the images make the mind map more interesting and therefore memorable.

Making attractive and practical mind map, using a mind mapping software is highly suggested. One of the best mind maps apps are Buzan MindMap. some steps of making mind map as the following.

- a) Open Buzan MindMap in a computer.
- b) Put an image and type the keyword. The image can be found in the library program or be browsed via online.
- c) Draw more branches as the main ideas. Use a keyword or phrase, not a sentence. The branches will be colorful automatically.
- d) Add supporting ideas for each main ideas by drawing more branches.

- e) After putting the words for all the branches, add pictures to make it more excited.

Report Text

Report is a piece of text that describes the way things are, with reference to a range of natural, man-made and social phenomena in our environment (Derewianka (1991:51) Information reports are written about living things like plants and animals and non-living things like phones, bike or oceans.

In addition, information report is a genre to provide information about class of things (Derewianka, 2003: 137). We use report text when we talk about a whole class of things, e.g “Bikes”. Information reports are written about living things like plants and animals, and non-living things like phones, bike or oceans. The report text can be recognized from three rhetorical structures. They are social function, the schematic structure and the language features.

The Social Function of Report Text

The Social function of report text covers the communicative purpose of the text that is to give information about something as a result of systematic observation or analysis. Macken (1990:14) stated that the social function of report genre is factual text which describes the way things are, with a reference to a whole range of phenomena, natural, synthetic and social in our environment. Report text is one of the text types that have social function to describe the way things are, with reference to a range of natural, manmade and social phenomena in our environment (Gerot and Wignell, 1999: 196: Anderson & Anderson, 2003: 86). An information report usually contains facts about the subject, a description and information on its parts, behavior and qualities.

With similar point of view, Hammond, Burns, Joyce and Gerot (1992: 90) and John (2002) explains that the social function of report is to provide information about natural and non-natural phenomena, built, and social environment by firstly classifying things and then describing their special characteristics (Johns, 2002:21).

In addition, the function of information report is to document, organize and store factual information on a topic (Derewianka, (1991:51). It can contain information of various kind, e.g classification into different types (subclasses), an examination of components, and look at various aspects.

From the above opinion, it can be summarized that report text is a text type that can be used to describe factual information. We can describe a whole class of things; living or non-living things. It can be natural or non-natural phenomena.

The schematic Structure of Report Text

The major focus of Report is on a thing (or, more accurately, a class of things) rather than sequence (Derewianka, 1991: 51-52). The topic of report is usually introduced by an opening “general statement” locating what is being talked about in the universe of things. It often takes the form of classification or definition (e.g bikes are popular form of transport). Sometimes the opening

statement may also indicate particular aspect of the topic that is being treated (e.g there are many different types of bike in Australia).

The rest of the report will consist of facts about various aspects of the subject. These facts will be grouped into topic areas, each marked by a topic sentence to indicate the particular aspect of the subject being dealt with. Each aspects might be elaborated by referring to distinctive characteristics of the subject (colour, shape, habits, behavior, etc), or by comparing and contrasting, or by describing component and their function.

Report doesn't usually contain an ending, although sometimes the detailed information is rounded off by some general statement about the topic (e.g stamps can provide hours of enjoyment for young and old).

Paragraphing should help to organize the information effectively. Sub-heading or other graphic devices may be used to introduce different areas of the topic. Diagram, photos and illustration are often used to lend clarity to the text and may be accompanied by labels or captions. The captions usually link the graphic to the text.

In addition Gerot and Wignell (1994: 196) and Macken (1990:14) stated that generic structures of report text are:

(a) General classification which tells what the phenomenon under discussion is;

(b) Description which tells what the phenomenon under discussion is like in the terms of parts (and their functions), qualities and habit or behaviours, if living uses, if non-natural.

Language Feature of Report Text

According to in Derewianka (1991:52-53), the language features of report are as follows:

- a) Generalized participants: a whole class of things (e.g volcanoes, newspapers, the royal family) rather than specific participants (e.g the times, Queen Elizabeth).
- b) Some action verbs (materials process), especially when describing behavior (climb, eat, erupt).
- c) Many linking verb (relational process) (is, are, has, have, belongs to); see Language Highlight, p, 44.
- d) Usually in timeless present tense (are, exist, grow)
- e) Descriptive language, but factual and precise rather than imaginative or "lively" e.g. to convey.
- f) Language for defining, classifying, comparing, and constrasting (are called, belong to, can be classified as, are similar to, are more powerful than).
- g) Likely contain technical vocabulary.

While Gerot and Wignell (1995:196) and Macken (1994) state that the lexicogrammatical features of report text are:

- a) Focus on generic participants , for example the library.
- b) Use of relational processes to state what is and that which it is.

- c) Use of simple present tense (unless extinct).
- d) No temporal sequence.

C. METHOD

This study was an experimental research which employed a quasi experimental non-equivalent control group design. The sample of this study is two classes of fifth semester students of English Department FKIP UM Mataram. This study was used test as an instrument to collect the data, and the data was collected by giving a pre-test and a post-test to both experimental and control groups. The form of test which given for student; they were asked to write down a piece of written work in the form of report text based on a topic which given by the researcher. The scoring system was determined by analytical scoring rubric. The criteria of evaluation use the scale of writing components: content, organization, vocabulary, language use and mechanic. The sample of the research was 50 students: 25 students for experimental class and 25 students for control class. To analyze the data obtained, the writer used the t- test formula.

D. FINDINGS AND DISCUSSION

This study revealed that mind mapping technique is effective in teaching writing report text. The data obtained from SPSS analysis showed that the significance value (p-value) of pretest was $0.532 > 0.05$. It means that there was no difference means score of experimental group and control group in 5 % significance level. The statistics analysis could be seen in the table below.

Group Statistics					
kelompok		N	Mean	Std. Deviation	Std. Error Mean
pretest	experimental	20	54.00	11.725	2.622
	control	20	51.70	11.310	2.529
posttest	experimental	20	76.35	9.880	2.209
	control	20	65.45	13.004	2.908

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pretest	Equal variances assumed	.023	.880	.631	38	.532	2.300	3.643	-5.074	9.674
	Equal variances not assumed			.631	37.951	.532	2.300	3.643	-5.074	9.674
posttest	Equal variances assumed	.742	.394	2.985	38	.005	10.900	3.652	3.507	18.293
	Equal variances not assumed			2.985	35.452	.005	10.900	3.652	3.490	18.310

After giving treatment to the experimental group with mind mapping technique, it was obtained that the significance value was $0.005 < 0.05$. It means that there was a difference of mean score of writing between experimental group and control group in the 5% significance level. It also indicated that mind mapping was effective in teaching writing report text. The data obtained from descriptive statistics showed that the mean score of experimental group was 76.35 which was higher than the mean score of control group.

Overall, refers to the result of investigation of the data analyzing above, it was proven that the data analysis showed the significance improvement of students' writing ability after the mind mapping technique was applied as a special treatment for experimental group, whereas for the control group which given conventional method did not show significance improvment. Therefore, it's totally clear that the alternative hypothesis of this research was absolutely accepted. On the other hand, the null hypothesis of this research was rejected.

E. CONCLUSION AND SUGGESTION

The researcher concludes that the students' score of writing who taught by using mind mapping technique is much better than the control group who was taught using conventional method. It has answered the research question that the use of mind mapping technique in teaching report text is quite effective. In addition, the students were more active and participated in the teaching-learning process of writing. Therefore, mind-mapping technique can be a great alternative technique for teacher in teaching writing especially in teaching report text. Regarding to the teaching speaking by mind mapping technique, the writer gives some suggestion that the teacher should use appropriate techniques in teaching English for example by using mind mapping technique. This technique is more interesting and makes student to be active and enjoyed while teaching and learning of writing.

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