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3rd ENGLISH LANGUAGE TEACHING, LITERATURE, AND TRANSLATION
International Conference 2014

Unnes in collaboration with AWEJ and RELO

Conference Proceedings

*“The Global Trends in English Language
Teaching, Literature and Translation “*

Editor:

Siti Wachidah, M.A., Ph.D (Jakarta State University)

Dewi Rochsantiningsih, M.Ed., Ph.D (Sebelas Maret University)

Dr. Issy Yuliasri, M.Pd (Semarang State University)

Dr. Khairi Obaid Al-Zubaidi (Universiti Teknologi Malaysia)

Dr. Mirjam Anugerahwati, M.A (Malang State University)



**Faculty of Languages & Arts
Semarang State University**



ELTLT

CONFERENCE PROCEEDINGS

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Semarang State University**

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Faculty of Languages and Arts, Unnes

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Telp. & Fax. (024) 8508071
Email: eltit.unnes@gmail.com
Web: www.eltit.org



Preface

Last year, we discussed about issues and challenges in English Language Teaching, Literature, and Translation but at present, we discuss The Global Trends in English Language Teaching, Literature, and Translation. We also expect that there are many lecturers, researchers, teachers, students and those interested who would like to contribute to the better relation among nations.

Re-Elected again as the chair of ELTLT, in this 3rd English Language Teaching, Literature, and Translation International Conference 2014, I would like to extend our sincere gratitude to all presenters, especially for Assoc. Prof. Pam Allen and Prof. Richard Kiely, MA., P.hD for accepting the invitation to speak as the keynote speakers.

We would like to do best for the smooth of the programs. The committee would also like to thank the Rector of Semarang State University, Prof. Fathur Rokhman and the Dean of Languages and Arts Faculty, Prof. Agus Nuryatin for their full support. The deepest thank also goes to Dr. Issy Yuliasri, M.Pd as the Head of English Department. The last, we expect all presenters and participants to have wonderful conference at present and we hope all of you would like to join 4th ELTLT next year.

Bambang Purwanto, S.S., M.Hum

Chair of ELTLT Committee
Faculty of Languages and Arts
Semarang State University



Welcome Note from the Dean of Languages and Arts Faculty

As the Dean of Languages and Arts Faculty, we are proud to have an annual international conference such as ELTLT 2014.

To be chosen as presenters for the parallel presentation in this conference is a considerable honor and achievement. I would like to congratulate the presenters who have been selected, as well as the reviewers who have chosen the successful presenters. Obviously not everyone interested in the chosen topic could attend this conference, so the post-conference proceeding will present to a much wider audience issues related to the topic. The proceeding is also a proof that the contributions of presenters are valued.

I also would like to offer my congratulations and appreciation to the organising committee who have been working hard to prepare the conference, and to all keynote speakers, presenters, and participants for such an impressive conference.

We hope that through this annual ELTLT conference, there will be a stronger bond amongst academics, especially those with the expertise of English language teaching, literature, and translation. I wish you a wonderful conference.

Semarang, September 2014

Prof. Dr. Agus Nuryatin, M. Hum

The Dean of Languages and Arts Faculty
Semarang State University

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MIND MAPPING AS A SUPPORTING STRATEGY TO DEVELOP A MORE ORGANIZED WRITING PRODUCT

Kurniawan Yudhi Nugroho
Sultan Agung Islamic University Semarang
Kurniawan@unissula.ac.id

Abstract

Due to its importance, in Indonesia, English as a foreign language has been served as a compulsory subject for students in almost all levels of education. In the process of teaching, this language is presented to its learners in a different way adjusted to the level they are learning. In order to succeed the learning goals, teacher, with all respect, has the authority to select types of learning strategy to use in the classroom. This research belongs to an experimental research, designed to improve the teaching quality and find out the applicability of mind mapping in writing class. This study was conducted in Sultan Agung Islamic University for a semester and this was participated by two writing classes of the fourth semester students, consisted of 33 students in total. The primary data were collected through the result of pretest and posttest of the two classes which was later statistically calculated to answer the question of the research.

Keywords: Mind Mapping, essay writing, university students

1. INTRODUCTION

Writing is a process of expressing thought or something by using written symbol arranged in such a way to convey meaning that is understandable by reader. For Indonesian, writing, unfortunately, still becomes something difficult and sometimes frightening especially to university students. One of the problem sources is believed to partially be because of the learning designs which fail to expose them to the target language.

This issue has persistently and continuously happened throughout the levels and seemed to have been left as it is for many years. Therefore, it is no wonder that there are not many graduates from educational institution, like universities, are well equipped with good skills of the language mastery, especially writing. For university level, this inability of producing a legible writing product has actually generated such a never ending problems that lead to violation towards academic regulation such as plagiarism where most causes of which are identified to be from lack of good writing knowledge related to structure, organization and idea development of the students.

Writing is important as it is a means of communication. Through writing ones may express their joy, ideas, plan, recommendation, values commitments etc (Hughey, 1983). Apart from this, there are still many reasons why ones should write. In a simple way, some need to write in order to, at least, carry out simple things such as texting a message, posting comments on a social media or probably writing email. On the other hand, ones need to write in order to succeed in academic studies or make it as source of living. For advanced students, writing is essentially needed as this will help them stimulate better thinking, concentrating and organizing ideas, as well as cultivating abilities to summarize, analyze, and criticize (Scane, Guy & Wenstrom, 1991). Besides, writing also supports learning, thinking, and reflecting on the target language (Harmer, 2001). It is realized that when ones learn writing, they learn also about other components of the language which unconsciously benefits their language skills development.

For university level, writing is sometimes considered as a confusing task which demands students to produce such a more organized and complex essay writing compared to what has been ever taught in that of previous education levels such as high schools. Competency required when ones at this level want to write includes but not only limited to capability to use proper grammar and vocabularies. Rather, this should be far more than that. Writing is not simply a matter of putting sentences into good order to build paragraphs, instead, this should also demand interference of cognitive and uncertain linguistic strategies related to the topic being presented in the essay writing (Peregoy & Boyle, 2005). Producing writing with such a strong awareness of purpose and knowing to whom this writing should be addressed to is essentially important. Therefore vocabulary, formality, and overall format will vary and strongly depend on the purpose and the audience.

Referring to this, shortly it can be said that writing is perceived to be the most difficult skill among the rest of the three skills (listening, speaking & reading) as this is not simply representation of spoken language. Writing includes high degree of language complexity, which is not just limited to creating accurate and complete phrases and sentences (Brown, 2001:335; Hedge, 2005:10). For language teachers, teaching writing is about guiding students to be competent in creating whole piece of communication, linking and developing information, ideas or arguments for a particular reader or a group of reader (Hedge, 2005:10). Therefore, in attempt to make learning of writing be more effective and efficient for language learners, it is suggested that teachers, for particular level, put more emphasis on learners' ability to develop and structure

ideas, information and arguments which is by no means to lay aside the importance of teaching students other writing elements related to accuracy, complex grammar, careful choice of vocabularies and sentence structures for sake of generating writing style, tone and information appropriate for readers. Considering to this, the work of teachers becomes such a daunting task to find an efficient way to stimulate learners' imagination and way of thinking (Rao, 2007).

In a narrower scope, the issue of writing maybe reduced by figuring out what learners actually need before planning ahead with what teachers should do in the classroom. Realizing the importance of good classroom management what makes teaching technique be taken as one of the main aspects determine success of the teaching and learning process. A good teaching technique must be able to involve classroom management and provide learners with space to optimally expose themselves in the target language. By designing carefully learning activity, it is believed that this will benefit the learners, at least, in term of helping improve their language weaknesses, especially to the skill of writing.

Mind mapping, in this case, is believed to be one among hundreds of teaching techniques which is able to facilitate students with better learning. Mind mapping here is simply defined as a technique involved a visual and graphical form of note taking which allows learners to brainstorm a topic, comprehend and generate ideas as well as build connection at the initial stage (Buzan, 1993). This usually starts in the middle of the page with the central main idea and expands outward to all direction that creates more in depth subtopics. By focusing on the main ideas already written and searching for connection among them, this will help generate information and find better understanding towards the writing topics. Mind mapping is a powerful tool to allow students resolve the issues relate to organization of ideas and thought. Besides this is also an excellent way to let learners organize knowledge and empower themselves to better understand the main concept and principles in lectures, reading and other instructional learning sources (McGriff, 2000).

Apart from the advantages, some researches also reported that this was not such a useful skill due to its time consuming from the side of teacher and students especially when the learners are uncreative and lack of experience (Buzan, 1993). This maybe true when using this strategy in an exam situation if students are not familiar with the concept of the mind mapping strategy in such conditions. Therefore, it could be said that teachers need to give students plenty of

opportunities to practice this strategy before the exam so they can use it in exams wisely and effectively.

2. METHOD

This is an experimental research which is designed to find out the applicability of mind mapping as a supporting strategy in term of developing students writing ability. This paradigm involves (1) experimental designs, (2) quantitative data, and (3) statistical analysis (Grotjhn, 1987 in Nunan & Bailey, 2009: 83). This research was conducted at Sultan Agung University Semarang by involving two classes E2 & E3 consisted of 33 students, intentionally selected from the fourth semester. Test, here, is the primary instrument to collect main data of the research.

Pretest was a preliminary test designed and administered to indicate the baseline knowledge of the students towards course of the study. This test was conducted in the first meeting and contrived in the form of essay test performed in 75 minutes. There were five writing prompts provided, but only one of them was selected by students to be developed into at least a full page of writing product. In order to minimize the risk of being unequal in term of words quantity; clear instruction and writing sheets were provided.

Treatment was another step to conduct after the first test. This step took about 14 meetings including the pretest conducted in the first meeting. Mind mapping was applied as a supporting strategy; students had to plan what they were going to write before doing the tasks. The primary course outline was taken from the regular teaching module and mind mapping, consistently used from the second to the thirteenth meeting made it different from the previous learning activity. There were around five or six different learning topics; students learned in the semester. Once they had finished each meeting, they necessarily needed to create essay writing based on the topic given.

Posttest was a test designed and administered after completion of treatment. The main goal of this test was to measure the students' achievement and the effectiveness of the treatment. The test administered to the students was designed in the form of essay, performed in 75 minutes.

As data were already acquired from the phases, they were analyzed respectively by referring to the followings: (1) Scoring the pretest result in E2 & E3 class, (2) Scoring the posttest result in the class of E2 & E3, (3) Comparing between pre and post of class E2, (4) Comparing between pre and post of class E3.

3. FINDING & DISCUSSION

This research was designed to answer the question related to whether or not Mind Mapping as supporting strategy was able to improve students' writing quality in term of writing organization, including but not limited to writing organization & structure. This research was conducted to the fourth semester students of the faculty of languages of Sultan Agung Islamic University Semarang, Jl. Kaligawe Raya Km. 4 Semarang. The total number of the students in the faculty was around seventy students. However, this research just involved 33 students as sample and they were divided into two classes named E2 & E3. The class of E2 consisted of 18 students, while the class of E3 consisted of 15 students. This research was conducted during the period of February 2014 to June 2014 where this research needed around fourteen meeting in total, including pretest & posttest (2 meeting for the test, 12 meetings for the treatment).

3.1 VALIDITY OF THE RESEARCH

Content and face validity were kinds of validities used in the research. Content validity in this case was conducted by doing adjustment between types of material used for treatment and types of questions used in the test as well as by conducting discussion with experts in the field, while, face validity in this case was assessed by testing readability of the test instruction and question written down in the question sheet as well as conducting discussion with experts in the field.

3.2 NORMALITY OF THE DATA

In order to test normality of the data, this research involved the use of Kolmogorov-Smirnov test with the significance level of 5% for both classes. Data used for this test were gained from the pretest result in each treatment. Hypotheses of this normality test are as follows:

H_0 : Data were normally distributed

H_1 : Data were not normally distributed

Bellow is the calculation result by using SPSS:

Table 1

One-Sample Kolmogorov-Smirnov Test		Pretest_E2	Pretest_E3
N		18	15
Normal Parameters ^{a,b}	Mean	71.11	70.00
	Std. Deviation	5.572	6.547
Most Extreme Differences	Absolute	.202	.300
	Positive	.141	.233
	Negative	-.202	-.300
Kolmogorov-Smirnov Z		.856	1.162
Asymp. Sig. (2-tailed)		.456	.134

a. Test distribution is Normal.

b. Calculated from data.

Based on the table 1, it is found that the value of sig (2-tailed) in the pretest of E2 = $0,456/2 = 0,228 > 0,025$ and the value of sig (2-tailed) in the pretest of E3 = $0,134/2 = 0,067 > 0,025$. As the sig value of both data was bigger than $\frac{5\%}{2}$ it means that H0 was accepted what made both data were distributed normal.

3.3 HOMOGENEITY OF THE DATA

In order to test the homogeneity of the data, this research applied the used of levene test with significance level of 5% for both classes. Data were gained from the pretest data of each treatment. Bellow are the hypotheses of homogeneity test:

H₀ : Both of the data were homogeneous

H₁ : Both of the data were not homogeneous

Bellow is the calculation result by using SPSS:

Table 2

		Levene's Test for Equality of Variances	
		F	Sig.
Test Result	Equal variances assumed	.160	.692
	Equal variances not assumed		

Based on the levene test above, it is found that the value of sig (2-tailed) = $0,692/2 = 0,346 > 0,025$, it means that H_0 was accepted and this also means that both of the data were homogeneous.

3.4 PAIRED SAMPLE STATISTICS TEST

3.4.1. E2 Class

Table 3

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_E2	71.11	18	5.572	1.313
	Posttest_E2	79.44	18	4.162	.981

From the table of paired sample statistics, it is found that the mean score of the pretest of E2 class is 71.11 while the mean score of posttest of this class is 79.44. Descriptively, this can be concluded that there was an increase of the mean score after the treatment.

Table 4

		N	Correlation	Sig.
Pair 1	Pretest_E2 & Posttest_E2	18	.853	.000

The result of correlation between pretest and posttest resulted in the correlation value of 0.853 with sig (2-tailed) = $0.000 < 0.025$, it means that there was a true correlation between those

tests. As correlation value shows positive correlation, this also means that the treatment in this case had given positive impact to the achievement of the students.

Table 5

		Pair 1
		Pretest_E2 - Posttest_E2
Paired Differences	Mean	-8.333
	Std. Deviation	2.970
	Std. Error Mean	.700
	95% Confidence Interval of the Lower	-9.810
	Difference Upper	-6.856
T		-11.902
Df		17
Sig. (2-tailed)		.000

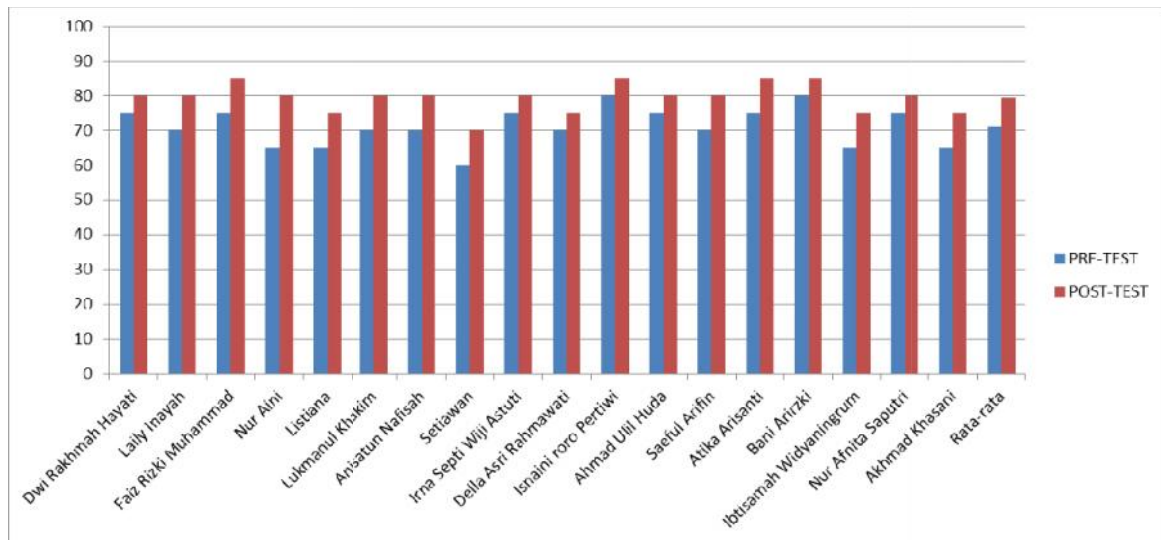
The hypotheses of E2 class are as follows:

H_0 : Both of the sample means were identical

H_1 : Both of the sample means were not identical

Based on the data in table 5, t value is -11,902 with value of probability $0.000/2 = 0.000$. As the sig (2-tailed) = $0.000 < 0.025$, therefore H_1 was accepted. Besides, this may be inferred that the achievement value after the treatment was different. By referring to the mean difference and mean of the posttest which is bigger than the mean of the posttest with the difference of 8.333, therefore this may be concluded that the treatment given to the students had contributed positively to students' learning achievement.

Bellow is the bar chart of students' learning improvement either individually or in general.



3.4.2. E3 CLASS

Table 6

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_E3	70.00	15	6.547	1.690
	Posttest_E3	79.33	15	4.577	1.182

The table of paired samples statistics above shows that pretest of E3 class has mean value of 70.00, while the posttest of E2 Class has mean value of 79.33. Descriptively, there was an increase of mean after the treatment.

Table 7

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest_E3 & Posttest_E3	15	.834	.000

Result of correlation between pretest and posttest generates in correlation value of 0.834 with the value of sig (2-tailed) = 0.000 < 0.025. Referring to this, it may be concluded that there was a true correlation between those tests. Correlation value shows positive correlation, which means that the treatment given to the students had contributed positive impact towards their achievement.

Table 8

		Pair 1
		Pretest_E3 - Posttest_E3
Paired Differences	Mean	-9.333
	Std. Deviation	3.716
	Std. Error Mean	.959
	95% Confidence Interval of the Difference	Lower -11.391
	Upper	-7.275
T		-9.727
Df		14
Sig. (2-tailed)		.000

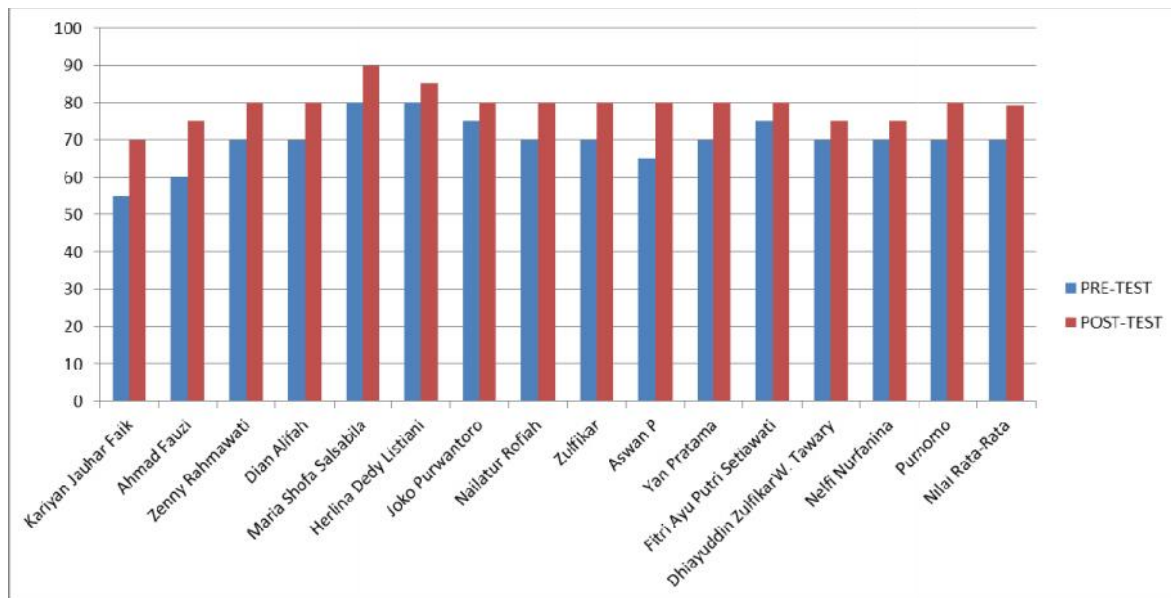
Bellow are the hypotheses of the E3 class:

H_0 : Both of the sample mean were identical

H_1 : Both of the sample mean were not identical

This can be understood that t value is -9,727 with the probability value of 0.000/2 = 0.000. As the value of sig (2-tailed) = 0.000 < 0.025, it means that H_1 was accepted. Further, this may also be concluded that achievement value after the treatment was different. By referring to the mean difference where mean value of the posttest is higher than one in the pretest with the difference of 9.333, it means that the treatment had contributed positively to students' learning achievement.

Here is a diagram of the increase of both individual and mean.



CONCLUSION

From the above discussion it can be concluded that Mind Mapping as a supporting strategy in writing lessons had a positive impact on the quality of writing in the aspect that had been tested and listed on the assessment rubric. This statement can be proved by referring to the calculation and the consideration of the findings of research that had been done statistically, stating that there were differences on the mean value between the pretest and the posttest of E2 class. Where the mean value of the pretest in E2 class is 71.11 while mean value of the posttest in this class results in 79.44. Descriptively there was an increase in the mean value. In addition, the statistical calculations performed, also generated correlation value of 0.853 with the value of sig. (2-tailed) = 0.000 < 0.025. Referring to this, the value shows positive correlations where the treatment had contributed a positive impact on the achievement. In the paired sample test, this shows that the t value is at 11,902 with the value of probability of 0.000 / 2 = 0.000. As the value of sig (2-tailed) = 0.000 < 0.025, it means that H1 was accepted.

While at the E3 class, result of the data completely processed shows that there is result difference obtained from the pretest & the posttest where mean of the pretest in E3 class is 70.00, while mean gained from calculation of the posttest was higher than that of in the pretest which is 79.33. Descriptively, there was an increase in the mean value. Further to this, other supporting

data show that correlation value from the pretest & posttest is as much as 0.834 with the value of sig. (2-tailed) = 0.000 < 0.025. Referring to this correlation value of 0.834, it is clear that treatment given to the students had contributed positively towards their achievement. The paired sample test also shows that t value is -9,727 with a value of probability of $0,000/2 = 0,000$. As the sig. (2-tailed) = 0.000 < 0.025, it means that H_1 was accepted. By referring to all data presented, in general, Mind Mapping as a supporting strategy had contributed positively to the achievement of students in term of writing ability.

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