A COLLABORATION OF MIND MAPPING AND ORGANIZATIONAL PATTERN TO IMPROVE STUDENTS’ ESSAY WRITING ABILITY

KOLABORASI MIND MAPPING DAN ORGANIZATIONAL PATTERN UNTUK MENINGKATKAN KEMAMPUAN MENULIS ESSAY MAHASISWA

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Abstract

The students’ weaknesses in term of the five elements including the Contents, Organizations, Vocabularies, Language Uses, and Mechanics were the based reason of this research. This research was to find out whether or not the collaboration of mind mapping and organizational pattern can improve and build the interest of the students to write essay. This used quantitative research by using an experimental series design that exposed relational effects before and after treatment, involving only one group. The instruments of the research were tests including assessment test (pre test) and achievement test (post test). The writing analysis of this research focused on the “contents, organization, vocabulary, language use, and mechanics”, Hughes (2003; 104). Then, to avoid a very subjective scoring, therefore in this research, researcher invited two scoring partners. To find out the interest of the students, the researcher gave questioners in positive and negative statements. The results revealed that there were significant differences between whole the pre tests and post tests. All the pre tests were classified average. Then All the post test were classified good and very good. The collaboration of mind mapping and organizational pattern can improve the students’ essay writing but it was not significant in pre-post test 1, then pre-post test 2 was more significant and pre-post test 3 was very significant. Then students’ attitudes were positive with the mean score 83, categorized as positive attitude.

Key words: methods, ability, improve, essay, students’ attitudes.

Abstrak


Kata kunci: metode, kemampuan, meningkat, essai, sikap mahasiswa
INTRODUCTION

Academic writing is a very complex skill which requires grammar, content of the writing, vocabulary, cohesion and mechanics. Academic writing usually does not only apply simple sentences like other writing, but it also compose complex sentences, compound sentences, and compound complex sentences because academic writing is used in the university level. According to Bailey (2003), academic writing is specified to people who are focusing on studying at medium college and university to do their exams and to write essays. Academic writing consists of an essay writing, article, thesis, report of analysis and survey, etc. Essay writing is also a part of scientific notices that is usually competed in some institutions. It is not easy because it needs a strategy to compose it. One of the strategies used in essay writing is mind mapping that can improve ideas. In line with mind mapping, Adilu (2010) pointed out that the use of mind mapping in teaching writing was effective in improving students’ writing ability. It was proved by his treatment in teaching writing through mind mapping. In different purpose, Matahari (2010) stated that the use of mind mapping was also positive in improving students’ argumentative writing both in process and the result of the study. The instruments used in collecting data were field notes, checklist observations, and test which stated that the difference between pre test and post test. Therefore, the researcher here tried in other kinds of writing that is essay writing. Actually, it can’t be denied that the use of mind mapping has highly contributed in improving writing but it could help students, may be, in term of writing flow or cohesion. In this research, the writer would like to combine and modify both the mind mapping with the organizational pattern to help and improve ability in writing an essay.

In Adilu (2010) he did it particularly in descriptive writing by using mind mapping. Of course, it cannot be denied that the use of mind mapping has highly contributed in improving writing. However, it can also be priced as a part of enlarging ideas in which people can improve not only their writing but also their English competence.

Mind mapping is the easiest way to get information in mind and take information from out of brain and it is also a creative and an effective way that will map our ideas (Buzan, 2006). Here, the use of mind mapping looks like having high contribution by looking a lot of scientists in finding their creativities such as mentioned above. In the other hand, actually, the use of mind mapping in academic writing still confuses to the students. The students get difficulties to start their writing because if they only use mind mapping to write, they cannot do it. It has been applied by the writer in the teaching writing. Students always ask how to write and how to start, although they can improve their ideas through mind mapping. The use
of mind mapping in academic writing has weaknesses in managing the idea because if the students improve their ideas, the ideas are too broad and need to be organized. So, before the students use mind mapping in academic writing, they should, may, apply the model of organization that they will write.

The model of organization is to focus to the target writing which they want. Therefore, the researcher will try to collaborate both mind mapping and organizational pattern to improve students’ essay writing.

Then, the organizational pattern is the way how we organize the ideas, not to improve ideas like mind mapping. The organizational pattern is used for determining organization of our writing. McWhorter (2005) pointed out that actually there are several types of plans in academic writing, called organizational patterns.

Research Questions: 1). To what extent does the collaboration of mind mapping and organizational pattern improve the students’ essay writing and build the students’ interest to write essay writing? 2). How does the collaboration of mind mapping and organizational patterns operate in the students’ performances throughout the teaching-learning class activities? The objective of the research is to ensure whether or not the collaboration of mind mapping and organizational pattern can improve and interest the students to write essay writing or not.

RESEARCH DESIGN AND METHODOLOGY

Research Design

This was quantitative research by using an experimental series design that exposes relational effects before and after treatment involving only one group. The group was given pre-test and post-test for several times and then pretest and post-test results were compared to see whether there was an improvement or not.

O1 O1 O1 X O2 O2 O2

Emzir, (2008)
Note:
O = pre-test
O = post-test
X = treatment

Population and Sample

The populations of this research were all the English literature students at Makassar Islamic University 2011 consisting of 7 students. It was in line with Arikunto (2002) who
said that the populations are all the subject researches. Then, all the populations were taken as samples in this research, called total sampling. So, the total samples for this research were 7 students at the faculty.

**Instruments of the Research**

The instruments of the research were tests including assessment test and achievement test. The assessment tests were given to all the students 2011 before going treatment. After treatment, they were given achievement tests (post test). Both assessment and achievement test was automatically an essay writing test.

To find out the interest of the students, the researcher gave questioners to the students that ask about their interest involving strongly interested, interested, moderate, uninterested, strongly uninterested.

**Techniques of collecting data**

The data were collected by doing pre-test, treatment, and post-test to the students at English Literature Study Program of Makassar Islamic University, UIM. Here will be compared between pretest and post test result after treatment by using a collaboration of mind mapping and organizational pattern. Then, the test will be scored by two raters. Both the raters ever did research in writing performance.

After the students were given post test several times, the questioners are given after finishing post test. It was to know attitudes toward the teaching and learning by using collaboration of organizational pattern and mind mapping, whether or not the students are interested with the collaboration of mind mapping and organizational pattern.

**Techniques of analyzing data:**

To find out whether the essay writing was good or not, it needed measurements to measure the essay writing quality. The collected data were analyzed by using quantitative analysis in two based aspects including writing test results and questioners. The writing analysis of this research focused on the “Contents, Organization, Vocabulary, Language Use, and Mechanics”, Hughes (2003). Then the total scores were converted with the classification of Depdiknas (2006).

The data on the questioners were analyzed in percentage to see the students’ interest toward the use of the self experience in teaching essay writing. In this stage, the students’ interests were categorized into positive and negative statements, about strongly interested, interested, moderate, uninterested, and strongly uninterested. Then, the classifications of likert scale were converted to highly positive, positive, neutral, negative and highly negative.
To analyze the data derived from questionnaires, they were firstly analyzed using percentage technique and then calculated using mean score formula to find out the students’ attitudes toward the use of collaboration of mind mapping and organizational pattern as a strategy to write an essay. The formula was the following bellow:

Percentage
\[ P = \frac{f \times 100}{N} \]

Note:  
\( P \) = percentage  
\( f \) = number of frequency  
\( N \) = number of respondents

Mean score
\[ X = \frac{\sum X}{N} \]

Note:  
\( X \) = Mean  
\( \sum \) = the sum of all scores  
\( N \) = total number of subjects

Gay (2006)

FINDINGS

This section presented the data derived from pretest and post test. The data were analyzed quantitatively by two scorers based on the contents, organizations, vocabularies, language uses, and mechanics. The tests had six stages, which involves three stages for pretest and three stages for post test. The pre tests were given to the students before the treatments (teaching activities) were done; the students were given pretest for three times to measure their ability in the essay writing.

Treatments were teaching learning activities applying collaboration of mind mapping and organizational pattern. The treatments were done for eight meetings. Then they were given post test after being conducted treatments.

The results showed that all the pre tests were classified as average and then the post tests were classified as good. The results indicated that there were significant differences between whole the pre tests and post tests. In pre test 1, the mean score was 67,86, pre test 2 was 67,21, and pre test 3 was 66,43. All the pre tests were classified average. Then in the post
test 1, the mean score showed 76.93, the mean score in post test 2 was 78.79 and post test 3 was 85.71. All the post tests were good and very good classification.

After they were given pre test and post test, they were asked to fill the questionnaires. The main aim distributing questionnaires to the students was to know whether or not they had positive or negative attitudes toward the use collaboration of mind mapping and organizational pattern in studying essay writing. The questionnaires were distributed to all of the 7 students following this study.

The questionnaire contained 20 items which were indicated to find out the students’ attitudes in learning essay writing through a collaboration of mind mapping and organizational pattern. The attitude expressions offered five choices such as strongly agree, agree, moderate, disagree, and strongly disagree.

The questionnaires were answered individually based on the students’ opinion and feeling after joining treatment using collaboration of mind mapping and organizational pattern. Then, the data were analyzed quantitatively. Based on the data analysis of the questionnaire items, those data can be seen in the following table.

In relation to the data on the table 2 (in the appendix), it was found that none had negative perception. They all were in the positive attitudes toward the use of the collaboration of mind mapping and organizational pattern. There were 3 (42.86%) students having highly positive perspective toward the implementation of collaboration of mind mapping and organizational pattern and there were 4 (57.14%) students having positive attitudes. Therefore, there were only two perceptions in perceiving the implementation of this study. They were highly positive and positive and none had neutral, negative, and highly negative perception.

DISCUSSION

This research found that the description of the data collected through test as showed in the finding indicates that students’ writing skill is improved after the treatments, particularly in essay writing. It can be seen in the pre and post test mean score. The mean score in pre test one was 67.86, pre test two was 67.21 and pre test three was 66.43. All the pre tests were in average category.

Then the mean score in post test one was 76.93, post test two was 78.79, and post test three was 85.71. So, the total mean score in whole pre test was 67.17 categorized average, while the post test was 80.48 categorized good score. Therefore, after conducting treatment, there was a significant improvement between pre test and post test.
In addition, the significance of the possible value of t-test was also analyzed using SPSS. The results of analysis showed that in pre test and post test 1 there was an improvement, but the improvement was not significant. Then, in pre test and post test 2, there was an improvement and it was more significant than in the pre test 1. In addition, in the pre test and post test 3, the improvement was very significant in this stage. See appendix for more detail.

Therefore, after being conducted treatments using collaboration of mind mapping and organizational pattern, it can be drawn that this method can improve the students’ essay writing, but in pre-post test 1, the improvement was not significant, pre-post test 2 was more significant and pre-post test 3 was very significant. Then it also can improve almost in all writing parts, except in term of mechanics.

Errors in language use and mechanics are influenced by the students’ cultural background. It is in line with Jusmadi (2013) stated that errors occurring among face book users such as misformation, disordering, addition, omission, and grammatical errors were influenced by overgeneralization and first language interference. Therefore, the term of language use and mechanics should be better trained in the other ways.

In the students’ perception, the students’ attitudes toward teaching and learning activities using collaboration of mind mapping and organizational pattern have positive perspective after given treatment. Most students stated that learning essay writing using collaboration of mind mapping and organizational pattern has many benefits. These can be seen the mean score in the appendix. The mean score of the students’ attitudes is 83.71 which is categorized as positive attitude. Here, there are 3 (42.86%) students having highly positive. Then, there are 4 (57.14%) having positive attitudes and none has neutral, negative and highly negative attitudes. Therefore, they agree if this method is applied in teaching and learning essay writing.

CONCLUSION

Based on the finding and discussion section, the researcher comes to conclusions: The collaboration of mind mapping and organizational pattern can improve the students’ essay writing significantly in the second and third post test. The improving items in this study were contents, organizations, vocabularies and language use. Those can be seen that the mean scores in whole writing before given treatments are all average, then after they are given treatments, the total mean scores are categorized good scores. Then, the use of collaboration
of mind mapping and organizational pattern builds the students’ positive attitudes because it can motivate and help them to write an essay.
BIBLIOGRAPHY


Appendix

### Table. 1. The whole mean scores in pre tests and post tests and the classification.

<table>
<thead>
<tr>
<th></th>
<th>cont</th>
<th>organ</th>
<th>vocab</th>
<th>L. use</th>
<th>Mec.</th>
<th>Total mean score</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre test 1</td>
<td>19,92</td>
<td>13,43</td>
<td>13,93</td>
<td>17,07</td>
<td>3,5</td>
<td>67,86</td>
<td>Average</td>
</tr>
<tr>
<td>Pre test 2</td>
<td>21,71</td>
<td>14,29</td>
<td>14,29</td>
<td>15,36</td>
<td>3</td>
<td>67,21</td>
<td>Average</td>
</tr>
<tr>
<td>Pre test 3</td>
<td>19,92</td>
<td>13,64</td>
<td>13,64</td>
<td>15,86</td>
<td>3,43</td>
<td>66,43</td>
<td>Average</td>
</tr>
<tr>
<td>Treatment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>It had been done for eight meetings.</td>
</tr>
<tr>
<td>Post test 1</td>
<td>23,71</td>
<td>15,64</td>
<td>16,14</td>
<td>17,86</td>
<td>3,57</td>
<td>76,93</td>
<td>Good</td>
</tr>
<tr>
<td>Post test 2</td>
<td>24,36</td>
<td>16,36</td>
<td>16,07</td>
<td>18,56</td>
<td>3,43</td>
<td>78,79</td>
<td>Good</td>
</tr>
<tr>
<td>Post test 3</td>
<td>26,21</td>
<td>17,29</td>
<td>17,21</td>
<td>21,29</td>
<td>3,71</td>
<td>85,71</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

Chart 1. The ratings of the students’ mean score to the whole pre tests and post tests.
Table 2. The finding of the students’ attitude toward the implementation of collaboration of mind mapping and organizational pattern through questionnaires.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Range of scores</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly positive</td>
<td>85-100</td>
<td>3</td>
<td>42.86%</td>
</tr>
<tr>
<td>Positive</td>
<td>69-84</td>
<td>4</td>
<td>57.14%</td>
</tr>
<tr>
<td>Neutral</td>
<td>52-68</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Negative</td>
<td>36-51</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Highly negative</td>
<td>20-35</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>