A COLLABORATION OF MIND MAPPING AND ORGANIZATIONAL PATTERN TO IMPROVE STUDENTS' ESSAY WRITING QUALITY

KOLABORASI MIND MAPPING DAN ORGANIZATIONAL PATTERN UNTUK MENINGKATKAN KWALITAS ESAI MAHASISWA

WARSIDI

ENGLISH LANGUAGE STUDIES

POST GRADUATED PROGRAM

HASANUDDIN UNIVERSITY

2013

A COLLABORATION OF MIND MAPPING AND ORGANIZATIONAL PATTERN TO IMPROVE STUDENTS' ESSAY WRITING QUALITY

Thesis

as a partial requirement to achieve Magister Degree

English Language Study

Submitted by

Warsidi

To

POST GRADUATED PROGRAM

HASANUDDIN UNIVERSITY

MAKASSAR

2013

THESIS

A COLLABORATION OF MIND MAPPING AND ORGANIZATIONAL PATTERN TO IMPROVE STUDENTS' ESSAY WRITING QUALITY

Written and Submitted by

W A R S I D I
P0600211037

Has been defended in front of the thesis examination committee
August 28th, 2013

Approved by
Committee of Supervision

Prof.Drs.H.Burhanuddin Arafah. M.Hum.,Ph.D   Dr. H. Mustafa Makka, M.S
Head of the Supervisory   **Member of the Supervisory**

The Head of ELS Program   Director of Postgraduate Program,
Hasanuddin University

Prof. Dr. Abd.Hakim Yassi,Dipl.TESL. M.A.   Prof. Dr. Ir. Mursalim, M.Sc.

PERNYATAAN KEASLIAN TESIS

Yang bertanda tangan di bawah ini:

Nama : Warsidi

Nomor Pokok : P0600211037

Program Studi : Bahasa Inggris

Menyatakan dengan sebenarnya bahwa tesis yang saya tulis ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilan tulisan atau pemikiran orang lain. Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa sebagian atau keseluruhan tesis ini hasil karya orang lain, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Makassar, 14 Agustus 2013

Yang menyatakan

Warsidi

ACKNOWLEDGEMENT

I would like to express my thanks and gratitude to Allah SWT, because He gives me chances, health, ideas, etc, so that I could complete this thesis. Sholawat and salam also are always effused to our prophet Muhammad SAW because he invited us to the lightness period.

Then, this thesis has been kept on track and been seen through to completion with the support and encouragement of numerous people including my well wishers, my friends, colleagues and various institutions. At the end of my thesis I would like to thank all those people who made this thesis possible and an unforgettable experience for me. At the end of my thesis, it is a pleasant task to express my thanks to all those who contributed in many ways to the success of this study and made it an unforgettable experience for me.

I would like to say my gratitude and appreciation to all those who gave me the possibility to complete this thesis. Special thanks go to my supervisors, Prof. Drs. H. Burhanuddin Arafah, M.Hum., Ph.D and Dr. H. Mustafa Makka, M.S, who supervised me correcting and completing this thesis, not be mentioned their advice and unsurpassed knowledge one by one. I remember when one of them said "do your best". Then, grateful thanks also go to the examiners involving Dr.Hj. Sukmawaty, M.Hum, Prof. Dr. M. L. Manda, M.A., M.Phil, Prof. Dr. Noer Jihad Saleh, M.A for their critics and advices. Moreover, thanks also direct to the English language studies' staff, more particularly to

Mr. Muhtar and Mr. Daeng Nai who helped me in technical term during the study.

Then, it would not have been possible to write this thesis without the help and support of the kind people around me, to only some of whom it is possible to give particular mention here. Above all, I would like to thank my parents, Banu and Bibit, for her their support and prayers at all the times. Also, thanks are directed to my sisters and brother for their supports.

The library facilities of the Hasanuddin University and State University of Makassar (UNM) have been indispensable. I also thank the department of English language studies of Hasanuddin University for their support and assistance since the beginning of my postgraduate, especially the head of department, Prof. Dr. Abd. Hakim Yassi, Dipl.TESL.,MA.

I am most grateful to Dahlia, Mawa, Mustari, Wawan Cahyadin, Nirwanto, and all my other classmates not being mentioned in one by one. They have given me support, encouragements, corrections, lending books as reference, etc.

Thanks also are directed to the contact center PLN 123, because it supported me studying and finishing my post graduate program. Then, my grateful gratitude also goes to my closed friend, Fitri Susanti, who always prays, remains and lends me her laptop to complete this thesis.

Makassar, August 14th, 2013

Warsidi

ABSTRACT

Warsidi. *A Collaboration of Mind Mapping and Organizational Pattern to Improve Students' Essay Writing* Quality (Under the supervision of Burhanuddin Arafah and Mustafa Makka).

This study aimed at finding out whether the collaboration of mind mapping and organizational pattern could improve students' essay writing ability and build the students' interest in writing essay. Then, this research was also used to apply the collaboration of mind mapping and organizational pattern in the students' performances throughout the teaching-learning class activities.

This research used an experimental series design that exposed relational effects before and after treatment, involving only one group consisting of 7 students. The data were analyzed by critical descriptive analysis and quantitative analysis with two scoring partners. Critical descriptive analysis was only used for analyzing the students' pre and post test results. The writing tests were analyzed focusing on the contents, organization, vocabulary, language use, and mechanics. Then, quantitative analysis was used for explaining the students' pre and post tests also. The t-test in pre tests and post tests were analyzed. In addition, the analysis of the students' interest toward this teaching learning method also used quantitative analysis.

The results of analysis revealed that there were significant differences between the whole pre tests and post tests. In the pre test and post test 1, the improvement was not significant with the higher probability value than the level of significance ($0.137 > 0.05$). Then, in pre test and post test 2, there was an improvement and it was more significant with the lower probability value than the significance ($0,034 < 0.05$). In addition, in the pre test and post test 3, the improvement was very significant that the probability value was much lower than the significance ($0,001 < 0.05$). Then, students' interest showed by the data were positive with the mean score 83, categorized as positive attitude. Therefore, the operation or application of a collaboration of mind mapping and organizational pattern in teaching activities can improve the students' essay writing performance.

.

ABSTRAK

Warsidi. *Kolaborasi Mind Mapping dan Organizational Pattern untuk meningkatkan Kwalitas Esai Mahasiswa* (dibimbing oleh Burhanuddin Arafah dan Mustafa Makka).

Penelitian ini bertujuan untuk menemukan apakah kolaborasi antara mind mapping dan organizational pattern dapat meningkatkan kemampuan menulis essai dan menumbuhkan ketertarikan mahasiswa dalam penulisan esai serta untuk menerapkan penyelenggaraan metode kolaborasi mind mapping dan organizational pattern kepada mahasiswa dalam proses pembelajaran.

Penelitian ini menggunakan desain rangkaian waktu yang menjelaskan tentang sebelum dan sesudah penerapan metode. Sampel penelitian in berjumlah 7 orang. Analisis data menggunakan analisis deskripsi kritis dan analisis kwantitatif dengan dua tim penilai. Deskripsi analisis kritis diterapkan dalam menganalisis hasil pra test dan post test mahasiswa. Analisis berdasarkan isi, alur ide, kosa kata, tata bahasa dan tanda baca yang digunakan dalam essai tersebut. Kemudian hasil pra test dan post test mahasiswa juga dianalisis secara kwantitatif. Selanjutnya analisis sikap mahasiswa terhadap metode pembelajaran ini juga menggunakan analisis kwantitif.

Hasil analisis menyatakan bahwa ada perbedaan yang signifikan antara semua pra test dan post test. Pada pra test dan post test 1, perbedaan atau peningkatannya tidak signifikan dengan nilai probabilitas yang lebih tinggi dari pada tingkat signifikansi (0,137 > 0,05). Kemudian pada pra test dan post test 2, ada peningkatan yang lebih signifikant dengan nilai probabilitas yang lebih rendah dari tingkat signifikansi (0,034 < 0,05). Selanjutnya pada pra test dan post test 3, peningkatannya sangat signifikant dengan nilai probabilitas jauh lebih rendah dari tingkat signifikansi (0,001 < 0,05). Kemudian sikap mahasiswa terdapat pada data angket positif dengan mean score 83, yang terkategorikan positif. Oleh karena itu, kolaborasi mind mapping dan organizational pattern dapat meningkatkan essai mahasiswa.

TABLE OF CONTENTS

PAGE

LISTS OF TABLES

LIST OF FIGURES

Number   **Page**

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, objectives of the research, significance of the research, and scope of the research.

A. Background

Writing is one of the skills in language study which is not only in English but also in Indonesian. Writing is also a part of communication which can be applied through various letters such as an application, invitation, information, etc or technology like sending message by hand phone or email in short or long distance to convey our ideas. Writing is also to create science and history, so it can be learnt by young generation in the future. Writing is an immortal creativity because our writing will be read by our young learners.

In another side, writing is the most difficult skill compared to speaking, reading, and listening. In line with this statement, Blanchard and Root (2001: 1) argued that writing can be difficult even in your own language. Moreover, they also stated that in new language, writing can be more difficult skill than others. It can be seen in the society when we were a child, we firstly study listening to our environment then we try to speak

however we sometimes speak understandable and after that we study reading and the last we study writing. It is difficult because writing needs knowledge about how to write, needs how the grammar is, punctuation, etc. Moreover, it is undeniable that people who can write clearly and accurately know the other skills of the languages. Because writing is a skill, the most important thing in writing is habit, without habit we get difficulties to start our writing. Then the second important part in writing is knowledge.

There are many kinds of writing including poems, poetries, news papers, novels, histories, and academics in which each of them is completely different from one another. Because their styles in writing are not the same, your writing should depend on the purpose of your writing. Poems, poetry, and novel are parts of imagination that are closely related to a literature creativity while news paper is conducted to give information to the public accurately, involving what the news about, how it happen, where it happen, why, who the doer, etc and then the academic writing is used for academic purposes.

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: 1), academic writing is specified to people

who are focusing on studying at medium college and university to do their exams and to write essays. We may say that academic writing is higher level of writing compared to other writings, so it needs not only practice writing to get achievement but also needs knowledge. Moreover, he added that academic writing can be learnt either with teachers or by themselves. That is the reason of this title of a teaching-learning essay writing model because academic writing can be achieved not only by teaching but also by learning with students themselves.

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: 85) 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 his research, Adilu (2010: 85) 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: 4). Moreover, the use of mind mapping is going broader involving in business and science. As mentioned by Buzan that mind mapping has been widely used by world thinkers such as Leonardo Da Vinci as the most genius in the last millennium, Michelangelo as an Art man, Charles as an expert of biology, Newton as the gravitation finder, Sir Winston Churchill as a leader of politics and a famous composer, Tomas Edison as the lamp finder, Galileo Galilei as an astronomer, Richard Feynman as a scientist Nobel, Albert Einstein as a relativist, and many more.

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.

Mind mapping has little bit different use with the organizational pattern in which mind mapping is the way to improve our idea that wants to be discussed either in writing or talking. Buzan (2006: 4) said that mind mapping is the easiest way to have information both from brain and from out of brain. In addition, he argued that mind mapping is a creative way, effective way, and maps our idea. Moreover, Buzan (2006; 4) also mentioned that mind mapping has several functions including, first, to give entire opinion or large area about a problem. Next, it is to make a plan or choice where we want to go. After that, mind mapping is to provide the whole data. Furthermore, it's to solve problems by creative way. Finally, it is also comfortable to be looked, read, analyzed, and remembered.

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: 1-2) pointed out that actually there are several types of plans in academic writing, called organizational patterns. The organizational patterns can help the author to organize his or her ideas in a way that makes sense, and hopefully, they help you to understand the material being written or presented. So, it can be indicated that the differences of mind mapping and organizational pattern in term of writing are that mind mapping is to

improve our idea while organizational pattern is to organize our idea. Organizational patterns involve descriptive essay, narrative essay, comparison and contrasting idea, chronological order, cause and effect, argumentative essay, etc.

In teaching and learning essay writing, the collaboration of mind mapping and organizational pattern looks more suitable to be used because once more described that mind mapping is to improve our idea while organizational pattern is to organize our idea.

This research was applied at English Literature study program of Makassar Islamic University (UIM) with the reason that their ability and motivation to study were still relatively low. It could be seen by their attendances and their writing test when the researcher observed while teaching in that university. The students' weaknesses in term of the five elements included the contents, organizations, vocabularies, language uses, and mechanics. Here is one example of their essay writing when they were given assignment. It was categorized as better than their other writings.

"The problems write a paragraph and solution the problems in writing

Writing is one of the English language skills that are pouring skills or expression idea or thought through the writings. There are several factors that cause difficulty learning to write, that are: first, the low ability students in learning to write English text. Second, factors in the difficulty of students to express ideas or thought in a sentence is good, and then compile them in a paragraph. Third, lack of vocabulary in the sentence structure so that students are very difficult in expressing and developing ideas or thoughts in writing. Finally, posts made are monotonous and rigid both in the preparation of the word in sentence or whole text. So writing can not be isolated in the learning process because writing is a series of

processes ranging from the very idea that will be presented to the reader to determine how to express or present ideas in a series of sentence.

Efforts to overcome the problems encountered in writing a paragraph and the difficulty in developing an idea or thought that is by reading books and looking multiply the important news on internet sites or newspapers. We can also yes a mind mapping. Mind mapping is techniques based on research about how the brain works. Mind mapping uses visual and sensory reminder of nature a pattern of ideas. This mind mapping can generate original ideas and easy to trigger memories. These steps use the mind mapping technique as follows. First of students write one keyword from the selected theme in the paper. Themes are then elaborated in the branches of literary elements including plot, characterizations, character, setting, point of view, as well as the ending story was basically selected. So with this technique students are required to make a plan before writing a text or outline of your narrative."

Therefore, this research also wanted to find out a method to improve the students' ability, more particularly in essay writing. Furthermore, it was to build the students' interest to write essay writing because, for the future, if they are interested to study, they will improve their ability by themselves.

B. Research Questions:

Based on the background stated above, researcher formulates research questions below:

1. To what extent does the collaboration of mind mapping and organizational pattern improve the students' essay writing quality and build the students' interest in writing essay?

2. How does the collaboration of mind mapping and organizational patterns operate in the students' performances throughout the teaching-learning class activities?

C. Objective of the Research:

This research has objectives involving:

1. This is to ensure whether the collaboration of mind mapping and organizational pattern can improve the students' essay writing and can build their interests to write essay.

2. This research is to operate the collaboration of mind mapping and organizational pattern in the students' performances throughout the teaching-learning class activities.

D. Significance of the Research

This research hopefully provides the readers and other researchers in theoretical and practical in general and more specifically in:

1. Theoretically, it is expected to be of some help for who are involved in teaching English as foreign language, especially essay writing.

2. Practically, it can be a kind of small portion in finding for the students to improve their writing quality particularly in essay writing.

E. Scope of the Research

This research measured the students' essay writing in term of contents, organizations, vocabularies, language uses, and mechanics", Hughes (1989; 104). It was held to all the students in 2011, they were 7 students at English literature study program, Makassar Islamic University.

CHAPTER II

LITERATURE REVIEW

This chapter is to provide information related to the theories used in the present study. This session presents several sub chapters involving previous studies, the concept of essay writing, mind mapping, organizational pattern, interest, the role of the researcher, conceptual framework, and research hypothesis.

A. Previous Studies

Adilu (2010: 85) stated that teaching writing through mind mapping is very effective that had been proven by his research. In his research, he did it particularly in descriptive writing with the title 'Using mind mapping to improve the descriptive writing ability of the VIII-B students of SMP Negeri 8 Bau-bau'. He only applied mind mapping in researching descriptive writing applied in teaching. Actually, it couldn't be denied that the use of mind mapping has highly contributed in improving writing but in essay writing, mind mapping could not help the students, might be, in term of writing flow or cohesion. Therefore in this research, the writer would like to combine and modify both the mind mapping with the organizational pattern to help and improve students' ability in writing an essay. The method used in this study was time series design in collecting the data. Furthermore, the

research location was different, in this research, the place was at Islamic University of Makassar and the samples were students university.

In addition, it has relation to Matahari (2010: 107) who stated that the mind mapping was also positive in improving students' argumentative writing both in process and the result of the study. She did the research in Indonesian language in Sinjai Selatan at 8th grade students of junior high school students with the title 'Peningkatan kemampuan menulis wacana argumentasi dengan menggunakan teknik mind mapping'. The instruments used in collecting data were field notes, checklist observations, and test which stated that there were differences between pre test and post test. The differences here were the kinds of writing, method used, and techniques of collecting data. In this study, the researcher tried in other kinds of writing that is essay writing. Then the method used was time series design. For further, the techniques used in collecting data were tests and questionnaires. The tests were scored by two scoring partners.

Rahman (2010: 97) found out that there was an increasing score between pre test and post test of the students' writing skill through Dictogloss technique. It was proven by the result of inferential statistic in the students' testing either in pre test and post test. The comparison pre and post test were applied too in this analysis to make sure the improvements of learning. The title of his research was 'the application of collaborative dictogloss technique in increasing students' writing skill'. His

research was in writing generally. Therefore in this study, researcher focused on the essay writing and the method used in collecting data was time series design.

Imran (2011) said that his research about improving students writing skills through clustering technique could significantly improve the ability of the students in writing skill generally. It was showed that H1 was accepted while H0 was rejected. This research was held at English Department Faculty of Teachers and Educational Science in 45 University, Makassar. Moreover, he said that most students were interested to the use of clustering technique in learning writing. Therefore, writing could be achieved by various methods, then the researcher would like to build the students' ability in writing an essay with the modification of mind mapping organizational pattern. Then the scorers in this study included two raters.

The classroom action research from Malik (2012) showed that teaching narrative writing through picture series of prophet history at SMP Pesantren Putri Yatama Palangga-Gowa could improve students' ability in learning narrative writing and the students were interested and motivated to write narrative writing. This was proved by the mean score of the students in circle 2 that is 8,012 which was greater than the mean score of circle 1 that is 6,741. In the other hands, in this study, researcher had ambition to improve the students' ability in term of essay writing through collaboration of mind mapping and organizational patterns. Organizational patterns involve cause and effect essay, narrative essay, argumentative

essay, descriptive essay, expository essay, chronological order, problem and solution, etc. Then, narrative is one of the organizational patterns used in this study.

Nurfiah (2012) in her research about teaching models used by professional English teachers of junior high school in Gowa-Regency argued that there were three teaching models applied in that school including direct instruction, cooperative learning, role play, game, and contextual teaching and learning. Beside those, she added that teaching and learning should integrate materials, aims of the learning, students' conditions, the classroom setting, and time allocation. In this study, the researcher had ambition to find out a new method through the combined methods of mind mapping and organizational pattern to improve the students' ability to write an essay. The combined methods were hoped to be a learning model. In this research concept, researcher would like to modify or collaborate both mind mapping with the organizational pattern in teaching essay writing. Therefore, there are difference and similarity of both the researches.

All the previous studies above showed that they researched writing ability, but no one did it in essay writing. Therefore, this research tried to find a suitable method in term of essay writing by using collaboration of mind mapping and organizational pattern. In addition, the objectives and the research methodology used in the previous researches above were also different with this study. This research used time series design to

collect the data. At last, the data analysis also had differences with other research mentioned above.

B.   The Concepts of Essay Writing

1.   The nature of writing

Basically, writing means producing or reproducing oral message into written language that involves active process to organize, formulate, and develop the ideas on the paper so that readers can follow the writer's messages, Basso (2008: 12).

Hadijah (2009: 10) argued that writing is different from speech due to context and character of the composing process, because it is a language system. Further, writing private, solitary activity whose major purpose is to communicate with someone not immediately present.

Effective writing has characteristics: 1). Clearly defined purpose, 2). Specific information, 3). The information is clearly connected and arranged, 4). The vocabularies are appropriate and the sentences are clear, concise, emphatic and correct (Norquist in Syarifuddin, 2011: 12).

2.   What is essay writing?

Writing is an art that writers want to communicate with certain groups of audience. Essay writing is like academic writing but a special skill that does not spring naturally from an ability to speak a language. Thus, essay writing is a skill in the process of communication and related to other language skills on its own social role. An essay writer has a

particular obligation to communicate information that is as precise and correct as possible. The audience is usually an educated reader with no specialist knowledge of the statement. The writing task is to present a written argument or essay to persuade the reader to understand the writer's own ideas, knowledge and experience by supporting the essay with examples and relevant evidences.

Essay is a part of academic writing which will be research in this paper. While according to Bailey (2003: 8) that academic Writing is formulated to students who are focusing (or planning to study) on university level using English and must have 'essays' and other kinds of paper in the test or in the learning process. Moreover he also mentioned that Academic Writing is a flexible course that allows students to work either with a teacher or by themselves, to practice those areas which are most important for their studies. That is the reason in this paper entitled "teaching-learning model".

In the recent years, Essay has become a major part in formal education, particularly in higher education. Students are asked to improve their writing skill and it is always used the universities in selecting participants via explaining, commenting, and assessing in the essay forms. Wikipedia (2008) said that essay is typically a short piece of writing from the authors' point of view. The main characteristic of essay is the writer uses his or her own views in the logical and factual manner.

Moreover, Aliyah (2012: 105) concluded that in all essay writings, students frequently used more common words or vocabularies at the first level (K1) than the second level (K2). They, students, argued that the use of unfamiliar words, commonly called "borrowing word", still doesn't occur to the majority of the students. Then, based on the finding Aliyah said that treatment was not effective in improving students' vocabulary levels since the trend lines did not show the normal pattern of the time-series graphic line design. In short from Aliyah, VP web tool is good and gives a lot of benefits to the students to assess their vocabularies when dealing with academic essay writing.

Writing an essay often seems to be a dreaded task among students. Whether the essay is for a scholarship, a class, or maybe even a contest, many students often find the task overwhelming. While an essay is a large project, there are many steps a student can take that will help break down the task into manageable parts.

Moreover, Oshima and Hogue (no year: 6) mentioned that essay writing is a piece of writing that has more than one paragraph and consists of three parts involving introduction, middle or body, and conclusion. Usually and often, introduction and conclusion have only one paragraph each while the body may have unlimited number of paragraphs. For more complete, they gave examples of essay writing about mother Teresa consisting six paragraphs, the first paragraph is introduction, and the last

paragraph is concluding paragraph. So, the body paragraph has four paragraphs in the middle essay.

3. **Parts of essay writing**

Livingston (2007) argued that there are three parts in essay writing:

a. Introduction is the main idea of an essay the functions are first, make a good opening paragraph to attract your readers' interest and tell why your topic is important to be read. Second, it is also to influence your readers focus on the topic. Introduction consists of main idea of the essay that is better stated in the single sentence related to the topic, by using interesting fact, suitable quotation, or definition of important term.

b. Supporting paragraph is to develop topic sentence in order to make our idea clearly supporting some common patterns (Procter, 2007) such as definition, detail information, showing connection, recognizing patterns such as cause and effect essay, or comparison and contrast essay.

c. Concluding paragraph is the summary of the essay that comes at the end of the essay. It is to bring our readers to focus on the problem clearly.

Blanchard and Root (2001: 8) stated that English writing is mostly organized into paragraph. A Paragraph consists of several sentences that develop main idea, in which main idea is called topic sentence. The other

sentences are called supporting sentences. Then the last sentence is concluding sentence.

4. **Approaches in teaching essay writing**

According to Salem cited in Bidu (2010: 26), there are various approaches in doing writing:

a. The controlled-to-free approaches

Around 1950s to 1960s, the audio lingual method dominated second language learning. This method emphasized speech and writing served to achieve mastery of grammatical and syntactic forms. The controlled-to-free approaches were sequential: first, students are given sentence exercises, the paragraph copies or manipulates grammatically by changing question to statements, present to past, or plural to singular. They might also change words to clause or combine sentences. It is to make students easily make correction or avoiding mistakes. Students are given chance to make free writing or composition after finishing an intermediate level. Here, the focus is on grammar, syntax, and mechanics.

b. The free writing approaches

It more frequently focuses on quantity of the writing than to the quality of the writing. Teachers do minimum correction in term of accuracy and form because the teachers better correct to the content and fluency of the writing. Thus, teachers may begin their classes by asking to the students to write freely whatever the topic without

worrying about grammar and spelling because teachers give comment on the ideas of the writers expressed.

c. The paragraph pattern approaches

In the model of writing, students are asked to imitate to the model of other paragraph. Here is focusing on the organization of writing. They can identify and specify the statement from the general to specific or from specific to the general. This approach is based on the principles such as in different cultures, because people construct and organize communication with each other in different ways.

d. The grammatical, syntax, organizational approaches

This approach stressed on the simultaneous works on more than a composition feature. The teacher who follows this approach maintains that writing cannot be seen as composed separated skills. Therefore, students should be trained to pay attention to organization while they also work on the necessary grammar and syntax.

e. The communicative approaches

It focuses on the purpose of the writing and the audience. Students are encouraged to behave like writers in the real life and ask themselves the crucial questions about purposes and audiences.

Actually, the teacher also is the audience of the student's writing, but some feel that writers do their best when writing is truly a communicative act, with the writer's writing for a real reader.

f.   The process approaches

Writing is a skill that is very difficult to be done without process or habit. Students usually ask "how do I begin? How to write it?". This approach is done by process that students need to do it frequently to create habit. Students can be trained by generating ideas, making the purpose and determining the audiences, writing or making notes to present written product. Teachers give limited time to the students and then give feedback on the content of what actually they write.

5.   Process in writing an essay

According to Livingston (2007), there are four kinds of writing process in essay:

a. Pre-write, show the purpose of writing such as organizational patterns, that are cause and effect, comparing and contrasting, identifying the reader, limiting your topic, brainstorming the idea, and gathering information needed.

b. Write draft, such as put our though in paper, use the logical structure to determine your outline.

c. Revise, here we have to make statement clearly such as topic, arrangement of the idea, sentences, and paragraph and then check the unity of coherence, the sentence uses appropriate examples.

d. Edit draft: check the grammar and punctuation, match the sentence level and the reader, proofread or correcting for the error punctuation, spelling, and mechanic.

In the other hand, Stirling (2009: 110) stated that steps in writing essay is finding the objective essay, then identifying the topic each paragraph, and summarizing the cause and effect relationship. At last, summarizing the conclusion is also a part of steps in integrated essay.

In this research, the first step that should be done is finding the topic that you will write. Then, the audiences are asked to determine the type of organizational pattern. At last step, the ideas are then improved with mind mapping.

6. The characteristics of good essay writings

A good essay writing has some characteristics that must be measured. Contents, organization, vocabulary, language use, and mechanics are a good measurement of writing, Jacobs in Hughes (1989; 104):

a. Content

In order to have capable contents, the writing content must be unified and completed. The term is usually known as unity and completeness, which become the characteristic of the good writings. The main idea has to be explained and developed fully. Completeness is the controlling idea, which is developed thoroughly by the use of particular information. Unity means that every part of the sentence

contributes to one principle, unifying thought. When we say that a sentence has unity, we mean that everything in it, has a logical relation to the purpose of the sentence as a whole and nothing is omitted which is necessary to the purpose.

b. Organization

The purpose of organization materials involves coherence or cohesion, order or importance, general to specific, specific to general, chronological order, cause and effect, narrative, descriptive, comparison and contrasting idea, chronological order, argumentative essay, etc. The more important thing in this point is to make the point easily understood.

According to Blanchard and Root (2001: 1) that organization is the key to good writings because writing can be difficult even in our own language. In new language, moreover, writing can be more difficult.

c. Language use

Language use in writing involves correct usage endpoints of grammar. Grammar consists of various types such as verbs, noun, adjective, adverb, etc. The location of the words or phrase should be in correct situation. Specific noun can be characterized by using modifiers or combined with adjectives. Here, there many opportunities for error in the use of verbs, and mistakes in agreement can be very common. Mistakes or errors in written should be avoided; therefore

since we have opportunities to reread the writing, we have to correct what unsuitable word, phrase, or sentences.

d. Vocabulary

One of requirement of a good writing always depends on the effectiveness of using words. Word has two roles, they are to communicate and to evoke, it is to let the reader perceive and feel.

Effective use of words also deals with connotative or figurative language. They are all important almost in all kinds of writing, particularly in academic writing to know how many vocabularies you know. Moreover, in academic writing, the choice of vocabularies is very important because it is valued also.

Coxhead sited Aliyah (2012: 24) stated that there was "academic word list" (AWL) that has compiled a corpus of 3.5 million running words of written academic text by examining the range and frequency of words outside from 2000 words more frequent.

In specific and technical writing, language should be exact and precise, selected to convey specific meaning, design to communicate information, not the writer's feeling, Syarifuddin (2011: 18). From the statement, it can be inferred that the use of vocabulary or the word choice has high contribution in writing.

e. Mechanics

The use of mechanics is to know students' punctuation in their writing, capitalization, spelling correctly. It is very important since

it leads readers to understand and recognize immediately what the writer means to express definitely. The use of favorable mechanics in writing will make readers understand easily about the content of the writing.

1) Punctuation

The use of punctuation can influence the readers' meaning such as question mark, acclamation point, and so on.

2) Capitalization

The use of capitalization in writing can classify the ideas. If the sentences are not capitalized correctly, ambiguous meaning and misunderstanding possibly happen. In the other hand, through correct capitalization, it can help the readers to differentiate one sentence to another.

3) Spelling

There are three important rules followed by using spelling appropriately, they are suffixes addition, plural formation, and handling error in the words.

C. Mind Mapping

1. Mind mapping definitions

Mind mapping can help us to write academic writings, such as essay writing. 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: 4).

Wikipedia pointed out also that a mind map is a <u>diagram</u> used to visually outline information. A mind map is often created around a single word or text, placed in the center, to which associated ideas, words and concepts are added. Major categories radiate from a central node, and lesser categories are sub-branches of larger branches. Categories can represent <u>words</u>, <u>ideas</u>, <u>tasks</u>, or other items related to a central key word or idea.

Moreover, still in Wikipedia, Mind Map can be drawn by hand, either as "rough notes" during a lecture or meeting, for example, or as higher quality pictures when more time is available. An example of a rough mind map is illustrated.

Wikipedia also admitted that mind map firstly promoted and popularized by Tony Buzan when BBC TV ran a series hosted by Buzan called Use Your Head.

2. The way mind mapping works

Buzan (Wikipedia.com) suggested the following guidelines for creating mind maps:

a. Start in the center with an image of the topic, using at least 3 colors.

b. Use images, symbols, codes, and dimensions throughout your mind map.

c. Select key words and print using upper or lower case letters.

d. Each word/image is best alone and sitting on its own line.

e. The lines should be connected, starting from the central image. The central lines are thicker, organic and thinner as they radiate out from the centre.

f. Make the lines the same length as the word/image they support.

g. Use multiple colors throughout the mind map, for visual stimulation and also to encode or group.

h. Develop your own personal style of mind mapping.

i. Use emphasis and show associations in your mind map.

j. Keep the mind map clear by using radial hierarchy, numerical order or outlines to embrace your branches.

This list is itself more concise than a prose version of the same information and the mind map of these guidelines is itself intended to be more memorable and quicker to scan than either the prose or the list.

3. The pictures of mind mapping

Figure 1. The example of mind mapping, Herdian (2009)

Herdian (2009: no page) stated that mind map is a way putting the information in the brain and taking again in out of the brain. The mind map form is like the maps of city having many branches. Moreover, he argued that mind map can be called as route map to order ideas and facts, so the brain can easily remember.

Then, according to NovaMinds retrieved from website, brainstorming is a great way of solving problems and coming up with new ideas. It allows you to examine the problems from outside the boundaries of normal thinking, and understand the issues and root causes, and come up with alternative solutions

Based on the statements above, mind map is different with a brainstorming. Mind map is a tool to improve and order our ideas while brainstorming is the way to solve the problem. Both mind mapping and brainstorming can help one to another.

4. Applying mind mapping in teaching

The student will map the word description. The teachers can write or give a topic to the students. The students mention the word related to the topic and the teacher writes the students' answers on the whiteboard taken around the topic. Then the students can mention the other words related and taken in the next line.

D.   Organizational Pattern

1.   What is organizational pattern?

Organizational pattern is different with the mind mapping but they can support one to another. Organizational pattern is the way how we organize the ideas, not to improve ideas like mind mapping. Organizational pattern is used for determining organization of our writing. McWhorter (2005: 1) pointed out that actually there are several types of plans in academic writing, called organizational patterns. Organizational patterns in essay writing involve descriptive essay, narrative essay, comparison and contrasting idea, chronological order, cause and effect, argumentative essay, etc.

2. Types of organizational patterns

a. Chronological order (order of importance)

It is very useful organizational pattern in which a paragraph usually moves from the first and earliest to the last. Some give direction or explanation of a process, other summarize historical events, and report on the steps by the individual or organization.

b. Cause and effect.

The essay organized by cause and effect is to make easily understood and easily to compose writing. The ideas also can be easily caught by the readers.

c. Contrasting and comparison

Contrasting and comparison essay are to write about the similarities and the differences between two or more people, or something. Here, we can organize the essay by writing about one subject or thing first and then comparing it with the second thing. It is more effective way to organize the essay by comparing each subject by category, Livingston (2007).

Moreover, comparing and contrasting essay focus on the two different items or subjects and may draw attention to their similarities as well as their differences. To contrast is to narrow the scope, focusing only on ways the items are different.

d. Argumentative essay

Argumentative essay is about someone argumentation in relation to the differences of another someone else. According to

(social studies), this is the type of essay where you prove that your opinion, theory or hypothesis about an issue is correct or more truthful than those of others.

e. Narrative essay

It is employed when reporting about a story, an event, an incident, describing an experience is the model journalistic writing.

f. Descriptive essay

It concerns on how we write about a person, place, or thing. Here we organize the essay by describing the different parts or aspects of the thing, Livingston (2007).

A descriptive paper often is best organized spatially, literally starting with one part of the item being described and moving to the next part and the next part and so on. For instance, a paper describing a car might start with the front end, then move to the engine and hood, the dash, and the front and back seat areas, then finish with the trunk and rear bumper, depending on the topic - description of a place, building, person, etc.

g. Expository essay

It is about a writer's explanation of a short theme, idea or issue. Writers want to expose the idea as they think to the readers. The key here is that you are explaining an issue, theme or idea to your intended audience. Your reaction to a work of literature could be in the form of an expository essay, for example if you decide to simply explain your personal response to a work. The expository essay can

also be used to give a personal response to a world event, political debate, football game, work of art and so on.

3. The concept of organizational patterns in essay writing

Organizational pattern in essay writing highly helps the author's idea in term of organization that can focus on the target writing planned. It can be proved by the writer in writing essay. First, the writer or student determines what the organizational pattern that will be applied in the essay writing. For example, students choose cause and effect as the organizational pattern used the writing. By understanding the organizational pattern used in the essay writing, students can easily absorb idea related to the topic chosen.

E. Interest

1. Definition of interest

According to dictionary.com that interest has several meanings related to this research such as the following bellow:

a. Interest is the feeling of a person whose attention, concern, or curiosity is particularly engaged by something.

b. Interest is something that concerns, involves, draws the attention of, or arouses the curiosity of a person: as an example, His interests are philosophy and chess.

c. Interest concerns; importance: for example, a matter of primary interest, then,

d. Interest is also the power of exciting such concern, involvement, etc.; for example in politic, quality of being interesting: political issues of great interest.

According to Hisasmaria (2012: 43), interest is a feeling that causes special attention to an object or the readiness to attend by certain class of object. Moreover, she gives more definition that it is to engage the attention of, to excite emotion or passion behalf of a person, to interest someone, etc. While Robert statement in Hisasmaria (2012: 44) stated that interest is an expression of liking. Furthermore, still Robert's statement, interest is a subjective-objective attitude attention involves a perception to combine consciousness temporally or permanently based on the students or people' experiences.

2. The influence of students' interest

The students' interest in teaching-learning activities highly influences the learning process and the result of teaching, because if the students are interested, they will completely pay attention and focus on the material or teaching learning activities. So, as a teacher is better if she or he attracts the students interest however in term of motivation or game related to the materials. It can be modified both of

them also. Carillo in Hisasmaria (2012: 44) mentioned that interest can be measured in various ways, such as the following:

a. Expression of interest. These may be in oral or written expression in activities, occupations, and area of competence.

b. Manifestation of interest. Absences of specific interest can be used as a guide.

c. Test of interest. There is no really true test of interest available though the techniques of using vocabulary test as interest tests that have been studied.

F. Performance

The term of performance is noun. According to Oxforddictionaries.com, performance has two related meanings: first, performance is an act of presenting a play, concert, or other kinds of entertainment. Then, performance is also a process of performing a task or duties. Therefore, performance in this study is the students' writing ability based on the five elements involving contents, organizations, vocabularies, language uses, and mechanics. The scoring base in this study used Hughes' classification in (2003; 104).

G. The role of the Researcher

A researcher is out of object of this research in which he collects the data by understanding the situation fully and he is also an instrument of the research. Therefore, evaluating the students' test result should be critical self examination in whole process, Syaodih (2008; 12).

H. Conceptual Framework

The collaboration methods of mind mapping and organizational pattern are the way to help the students to write an essay. Based on this theory, researcher formulate theoretical framework as follows:
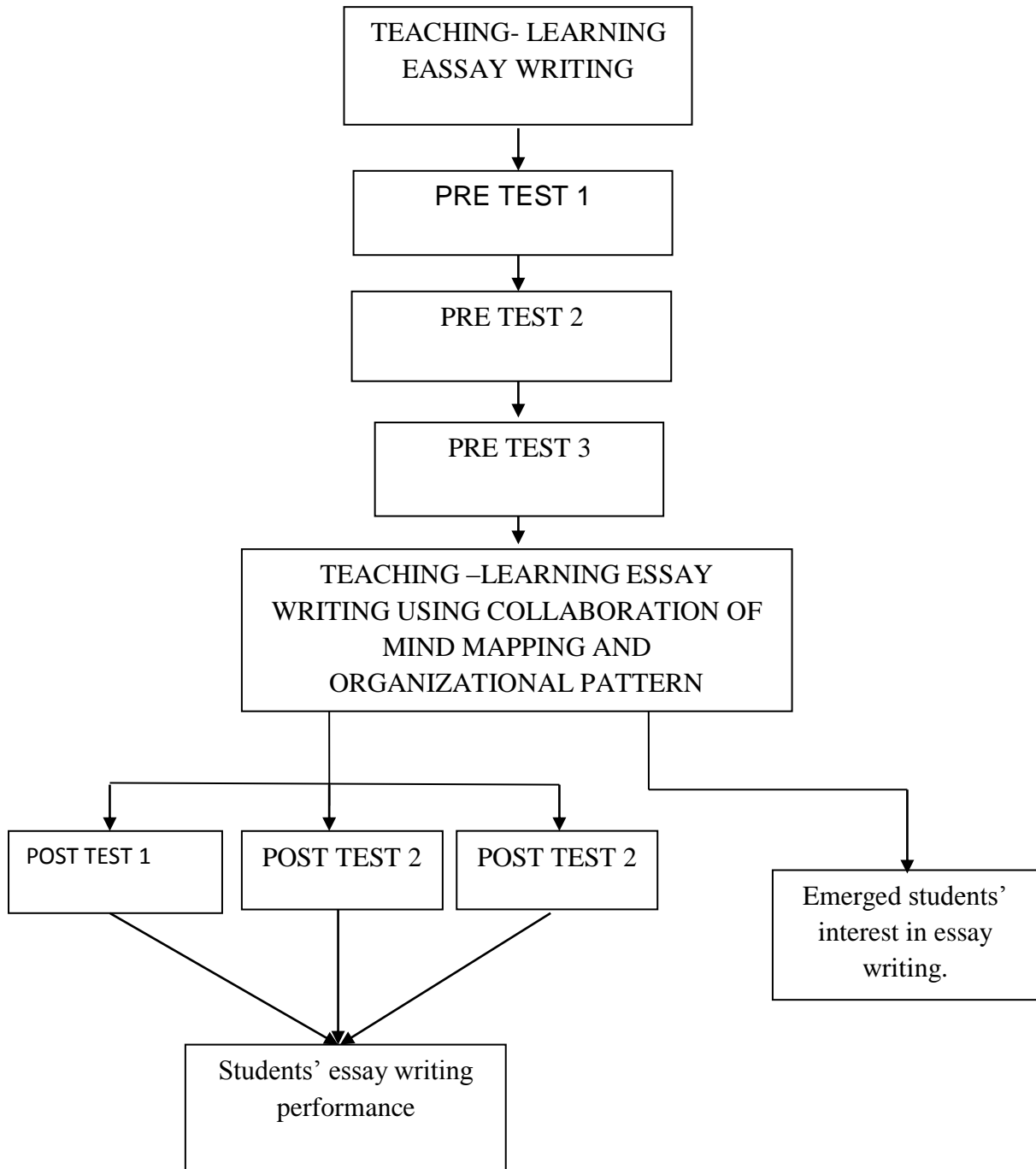
```
┌─────────────────────────────┐
│    TEACHING- LEARNING        │
│     EASSAY WRITING           │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│        PRE TEST 1            │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│        PRE TEST 2            │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│        PRE TEST 3            │
└─────────────────────────────┘
              │
              ▼
┌──────────────────────────────────────┐
│    TEACHING –LEARNING ESSAY           │
│  WRITING USING COLLABORATION OF       │
│       MIND MAPPING AND                │
│   ORGANIZATIONAL PATTERN              │
└──────────────────────────────────────┘
```

| POST TEST 1 | POST TEST 2 | POST TEST 2 | | Emerged students' interest in essay writing. |

Students' essay writing performance

Figure 2. The conceptual framework of the research

Dealing with the theories previously stated, the theoretical framework describes as follows:

a. Input. The focus of teaching in this research is focusing on essay writing.

b. Process. In teaching and learning process, the researcher uses collaboration methods of mind mapping and organizational pattern.

c. Output. The output of the research referred to the students' achievements in writing essays, involving components in content, organization, language use, vocabulary, and mechanic and also in the level of interest in writing an essay by rating strongly interested, interested, moderate, uninterested, strongly uninterested.

I. Research Hypothesis

Based on the research statement and the review related literature (chapter 2), the researcher formulated the hypothesis as follows:

a. H0 (Null hypothesis) the application collaboration methods of mind mapping and organizational pattern can't improve the essay writing of students at English literature of UIM for the 4th and 6th semester.

b. H1 (alternative hypothesis), the application collaboration methods of mind mapping and organizational pattern can improve the essay writing of students at English literature of UIM for the 4th and 6th semester.

J. Operational Definition

This research had several operational definitions as the following:

1. Collaboration of mind mapping and organizational pattern were the new way that was applied in the teaching essay writing at English Literature Study Program of Makassar Islamic University (UIM).

2. Students' essay writing achievement was the ability of the students in writing an essay in term of content, organization, language use, mechanic, and vocabularies. The student could get the score when they met the criteria. The effectiveness of the collaboration of mind mapping and organizational pattern was marked by the students' score improvement in post test. It was said effective if the students' score in post test was higher significantly than pre test.

3. Students' interest was the students' perception about the use of this collaboration method to express feeling, stimulation, motivation, enjoyment and encouragement. It was measured by questioners given to the students classified by: Strongly interested, interested, moderate, uninterested, and strongly uninterested.