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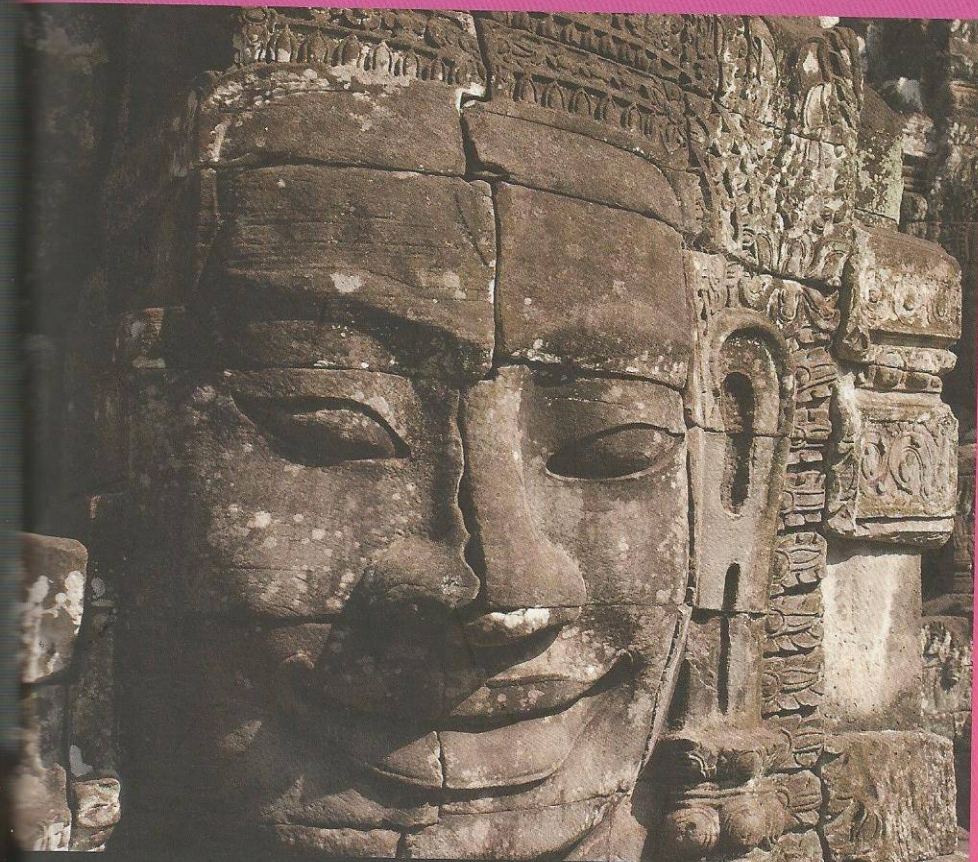
Conference Handbook



Language and Empowerment

23–24 February 2013

Phnom Penh
Cambodia



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situation-problem-solution-evaluation (SPSE) approach. Such pedagogies, it is argued, challenge students to move beyond formulas, to incorporate and integrate sources (in addition to their personal experience), to engage in critical and creative analysis, and to enact a richer process of thinking in their writing.

WRI 19 **Teacher-student collaboration in selecting and developing essay topics**

30 Minute Paper

Miss SOU Boramy

This paper reports on research focusing on the collaborative method of developing instructional materials in an EFL writing course. The researcher believes that teachers can benefit from students' opinions of instructional materials and can find ways to design new materials for subsequent units. The context of this research will be an EFL writing course in the English Language Support Unit (ELSU), at the Royal University of Phnom Penh (RUPP). Two essay writing classes, with six students from each class, will participate in this study, which investigates four essay types: general, cause and effect, reaction and argumentative essays. This is a follow-up study of the research done in the previous year. The results of the previous study were used to enhance the present study, particularly the use of a second teacher to conduct the interviews. These results may benefit both teachers and learners of academic writing.

WRI 20 **Teaching EFL academic writing through I-search**

30 Minute Paper

Dr HARJANTO Ignatius

When taught EFL academic writing through I-search, EFL graduate students are prepared and expected to be able to write good EFL academic papers. However, previous research and preliminary observation revealed that EFL graduate students still experienced difficulties in grammar rules, idea development, referencing skills and rhetoric. Academic writing problems become a major challenge for many EFL students of the graduate schools in Indonesia. Tackling EFL academic writing is still one of the most challenging areas for EFL teachers and students of the graduate school. To help EFL graduate students write academic papers, the I-search approach is employed to teach them EFL academic writing. The I-Search approach is believed to help students to select topics, develop ideas and find concrete supports. Problems of idea development, referencing skills, and rhetoric can be solved in the process of writing I-search.

WRI 21 **Teaching students about plagiarism and citation**

60 Minute Poster Session

Ms GILFERT Susan

Intermediate+ EFL students who have an assignment to write a report often do not understand what they need to do to complete the assignment in an academically acceptable manner. Many students will copy and paste without any citation because those students do not realise that copying is stealing, in academic eyes. This poster session provides an A-4 sized worksheet with examples to help students understand some differences between copying, paraphrasing and acceptable citation.

WRI 22 **Teaching writing: The effect of mind-mapping technique on students' writing skill**

30 Minute Paper

Ms SUPENDI Nunung Nuraeni, Dr APOKO Tri Wintolo and Dr TEDJO Gunawan

This paper reports on a study into the use of mind-mapping technique in teaching writing. The study was conducted based on the three main problems: (1) How is the mind-mapping technique applied in the students' writing skill? (2) How effective is mind-mapping technique in students' writing skill? (3) What is the correlation between students' writing skill and mind-mapping technique? The aim of the study was to determine the students' writing skill after learning to use mind mapping. The study applied experimental designs, with a sample of 30 students from a population of 120 students. The results revealed that the mapping technique effected an improvement in the students' writing skill with a correlation coefficient of 0.98, which is a very high correlation.

WRI 23 **The reading writing workout**

30 Minute Paper

Mr RADIN Benjamin T.

This session will take a look at literature-based English language teaching using abridged novels to teach writing and grammar, as well as provide a knowledge base for speaking and listening activities. Abridged novels provide (1) a wealth of high-interest text; (2) an ability to match reading level of the learner; (3) fluent language models for awareness raising; and (4) a platform for writing and speaking exercises. The speaker will also present two simple mnemonic devices to tackle any reading text: (TAVI), Text As a Vehicle for Information, and (TALO), Text as A Language Object.

successfully introduced to young learners, strengthening their language abilities while instigating positive attitudes towards the AEC.

YL 07

Motivating children to learn English with chants

30 Minute Workshop

Mr HOANG Duc Tang

Many studies show that chants and songs are enjoyable and friendly tools for teaching a new language to children. In English classes, chants might be considered a better choice for teachers who want to motivate their students to learn. Using chants seems to be easier than songs because “a chant is simply vocabulary spoken over a background of music or rhythm” (Matt R., 2011). Or a chant is just a short simple poem that is recited or sung along to a catchy melody. Chants not only help children enhance word or phrase practice but also communicative language practice. The children also express emotions and illustrate meaning when they are chanting through intonations and gestures. The workshop aims to provide participants with the value of chants compared to songs. Different chants will be demonstrated for different purposes. This can help the participants choose appropriate chants to motivate learning in their classes.

YL 08

Play in primary English classes in Vietnam: A case study

30 Minute Paper

Dr LE Pham Hoai Huong

This paper reports a study on play activities used in primary English classes in a city in Vietnam. Data collection tools included video recording the English classes for young learners and interviewing the teachers. The findings show that various play activities such as bingo, miming, hangman, TPR (total physical response) activities and so on were employed in these classes. Through the play activities, students practised vocabulary and simple grammatical structures. They also practised language skills such as listening and speaking. In addition, the students learned to follow game rules, support team members and lead when necessary.

YL 09

Task-based learning framework of materials design in English for young learners

30 Minute Paper

Mr KRISTLAWAN Dana Yudha

Children enjoy learning a new language through visualisation (e.g. pictures). This visualisation enables them to make sense or meaning of words in another language such as English. Though EYL has been implemented in primary schools in Indonesia since 1994, no interactive tasks such as listing and ordering tasks and comparing tasks are implemented in classrooms. To fill this need, the presenter will talk about how these tasks can be explored in the EYL classroom. Drawing on the concept of visualisation, the presenter will discuss how it informs the proposed learning tasks. Then he will discuss some sample materials which language teachers can adopt or adapt. Lastly, he will spell out some tips for implementing the proposed tasks in the classroom. The presenter contends that visualisation in EYL material design provides a supportive learning environment and facilitates meaningful learning for young learners.

YL 10

Teaching young learners: Optimising children's linguistics intelligence in foreign language learning

30 Minute Paper

Dr TEDJO Gunawan and Miss KUDING Upit Sarimanah

This paper presents a study into the use of Montessori method in optimising children's acquisition of foreign language. The aim of the study is to search Montessori method in foreign language learning and to optimise children's foreign language learning. The study applied a descriptive research which allows data to be collected in two ways: library and field research. Results show that acquisition of language with Montessori method boosts the children's ability in oral communication to compose simple sentences, to express needs and to ask questions related to their wants. Thus, the school and home environment encourage the children to learn by themselves in the way they learn in their own play time.

YL 11

Techniques in teaching dialogues in English lessons to young learners

30 Minute Workshop

Miss HONG Thi Thanh Truc, Miss LE DO Thanh Hien and Ms TRAN Thi Chau Pha

Every child possesses different types of intelligence. Some are talented in activities that involve physical movements. Others are good at things related to music and rhythm. Therefore, using a wide variety of techniques to teach dialogues in English classes is significantly beneficial for young learners in language learning, especially second language acquisition. Diverse techniques obviously motivate children, especially young ones, and inspire their different talents through a range of activities. This workshop aims to provide teachers of English and those who are interested in teaching children dialogues with different classroom techniques in English lessons.

To: **Gunawan Suryoputro Tedjo**
Presenter
9th Annual CamTESOL Conference on
English Language Teaching
Phnom Penh, Cambodia, 23-24 February 2013



Subject: Recognition of Presenter

This letter serves as recognition that you presented at the
9th Annual CamTESOL Conference on English Language Teaching, held in
Phnom Penh, Cambodia on 23-24 February 2013.

Details of your presentation are recorded below:

Name of Presenter: Gunawan Suryoputro Tedjo
Title of Presentation: Teaching writing: The effect of mind-mapping
technique on students' writing skill

Mode of Presentation: Paper

An initiative of IDP Education, the CamTESOL conference series commenced
in 2005. The aims of the conference are:

- to provide a forum for the exchange of ideas and dissemination of information
on good practices within English Language Teaching
- to strengthen and broaden the network of English Language teachers and all
those involved in the English Language Teaching (ELT) sector in Cambodia
- to increase the links between the ELT community in Cambodia and the
international ELT community
- to showcase research in the field of language and language education.

Attendance at this conference averages 1400-1600 delegates. International
registrations exceed 500, with delegates coming from approximately 30
countries. Details of this conference series may be found on the conference
website: www.camtesol.org

This letter is provided by way of official recognition of your presentation at the
above conference.

Handwritten signature of Jeremy Lindeck in black ink.

Jeremy Lindeck
Conference Convenor,
CamTESOL Conference Series

Handwritten signature of Sreng Mao in black ink.

Sreng Mao
Country Director,
IDP Education (Cambodia)

IDP Education (Cambodia)
ABN 59 117 676 463

No. 657, Kampuchea Krom Blvd.
Sangkat Teuk Laark 1
Khan Toul Kork
P.O. Box 860

Phnom Penh, Cambodia

Tel (855 23) 881 017

(855 23) 881 018

Fax (855 23) 881 020

info.phnompenh@idp.com

www.cambodia.idp.com



THE EFFECT OF MIND MAPPING TECHNIQUE ON THE STUDENTS' WRITING SKILL

Nunung Nuraeni
Gunawan Suryoputro

Abstract

The study investigates the use of mind mapping technique in teaching writing. This study was conducted based on the two main problems: 1) is the mind mapping technique applied in the students' writing skill? 2) Does mind mapping technique affect on the students' writing skill? The aim of the study was to find out the students' writing skill after learning using mind mapping. The study applied free experimental designs, using paired simple t-test with the sample of 30 students from the population of 120 students. The result revealed that the mapping technique affected on improving the students' writing skill.

Key words: mind mapping, writing skill.

In a real life, the world has changed around us rapidly. So rapidly, we always feel in a new foreign, in this new foreign needs approach and the way for solving toward some challenges appearance recently. The first rate device to face new region is not only our mind, imagination but also creativities.

Our imagination and creativities would be open to our progress not only new product, new service, new World marketing, new way to communicate, new ways to preserve environment but also our natural resource. In addition, our imagination and creativities will be present more attractive case, Rhythm, and also our life better than before.

We need the device for understanding mind. It is not only experiment but also our basic education. We need the device should be pierced the limitation and open our mind. Mind mapping is one of its devices. It is strategy to develop mind approach creatively and innovatively.

The effect of mind mapping is not reasonable. It will open to all brain, encourage them creative appearances, battered the writers' obstacle down and the result of the effectiveness brainstorming Joyce Wyckoff, mind mapping: Your Personal Guide to Exploring Creativity and Problem Solving.

Writing is still the difficult thing for a number of students at MA (Islamic High School) of Al-Ikhlas located in Banten Province of Indonesia include: (1) Difficulty in generating and organizing ideas; (2) Difficulty in determining the theme; (3) Difficulty in pouring ideas into written form; and (4) Limited in the vocabulary knowledge. Therefore, an English teacher has to use the right method based on the situation and condition of the Classroom. However, the success of teaching and learning process is principally not only determined by approach and method but also technique. Technique is the way that teacher carries out the method or in the other word, technique is strategy of teaching learning process. Having an organized display of information from outset of the writing process may help some students as it is more easily

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converted into a draft. Whereas in brainstorming, the random recording of ideas might lead to problems with the structure of students texts.

Creative writing as a journey of self discovery and self discovery promotes effective learning. When the Teachers set up writing task imaginatively. In order that their students are thoroughly engaged, they frequently need to strive harder than usual to produce a greater variety of correct and appropriate language than might for more routine assignment (Harmer, 2001, p. 259)

Tony Buzan developed mind mapping technique. It is used before the students write. It is one of the techniques to associate ideas into a set of paper in a map form. It is used to develop the students' skill in transferring and generating ideas, feeling and thought into writing form. It has become "a hot topic" today and many people use it. It is a technique to develop more creative thinking approach.

For this reason, the writer intends to focus this research paper on the usage of mind mapping technique by which students' writing skill can be effectively implemented. Based on the previous discussion, the writer would like to formulate the problem as follows: 1) is the mind mapping technique applied in the students' writing skill? 2) Does mind mapping technique affect in improving the students' writing skill?

In line with the problems above; therefore, the aims of this study specifically are: 1) to apply the mind mapping technique in teaching writing skill. 2) To know the effect of mind mapping technique on the students writing skill.

REVIEW OF THE RELATED THEORIES

A mind mapping is powerful graphic technique that provides a universal key to unlock the potential of the brain it harnesses the full range of cortical skills, word, image, numbers, logic, rhythm, color, and spatial awareness in a single, uniquely powerful manner (Buzan, 1993, p.59). Another view, Mind mapping is strategy for making notes on a topic. In accordance with the Bobby Deporter and Mike Hernacki's views, mind mapping is using a technique on the whole brain with visual image and other graphics for making an impression (Deporter and Hernacki, 2011, p.152). It is therefore implied that mind mapping is a strategy with visual images and other graphics to open the students' potentials of their brains for having impressions of the critical skills including words, logic, and powerful manner.

Mind mapping has been also defined as 'visual, non-linear representations of ideas and their relationships' (Biktimirov and Nilson, 2006). That a visual tool can be used to generate ideas, take notes, organize thinking, and develop concepts. Teacher can use it to enhance learning. It is helpful for visual learners as illustrative tool that assists with managing thought, directing learning, and making connections. Furthermore, using e-map technique gives instructors the freedom to show interrelationship between concepts and content in a very visual and nonlinear structure that benefits their students (Ruffini, 2008, p.96).

A review of experimental and quasi-experimental studies by Nesbit & Adesope(2006) in which students in grade 4 to postsecondary learned by constructed, modified, viewed or used concept maps to learn science, psychology, statistics, and nursing showed that across several instructional conditions, setting, and teaching methodologies, also use concept mapping was associated with increased retention of information.

Furthermore, (Sudo and Takaesu, 2012, p. 184) described the procedures of a multimodal activity combining different collaborative, communicative modes, the creation of group concept maps and oral presentation of the maps to assist college level students in deciphering complex academic texts.

Long and Carlson (2011, p.1) investigated how thinking maps could be utilized by the students to broaden critical thinking skills and enhance their understanding of content being presented. Their findings indicated that when students constructed thinking maps, they were able to achieve greater understanding than those students who used traditional note taking strategies.

Moreover, Cuthell and Preston (2008) explore the ways in which multimodal concept mapping and ICT could enhance teaching learning. Their findings from all projects indicate that the use of such tools has a significant impact on the learning environment, on pupil perceptions of learning, and attainment. Visual learning describes an approach to teaching in which diagrams such as concept maps, mind maps, tree diagrams, organization charts and spider diagrams are used to help students of all ages think and learn more effectively.

Next, Chularut and DeBacker (2003, p.248) investigated the effectiveness of concept mapping as a learning strategy in the second language contexts. Their findings showed a statistically significant interaction of time, method of instruction, and level of English proficiency for self monitoring, self-efficacy, and achievement. The concept mapping groups showed significantly greater gains from pre-test to post-test than individual study group.

On the whole, more studies revealed positive effects of mind mapping techniques on the students' achievement. The reason that the impact between mind maps and teaching learning process in which different subject areas are: Cuthell and Preston(2008)indicated that multimodal concept mapping and ICT have a significant impact on learning environment, long and Carlson (2011)indicated that when students constructed thinking maps they were able to achieve greater understanding than those student who used traditional note taking, Chularut and DeBacker(2003) showed a significant interaction of time, achievement and also the concept mapping groups showed significantly greater gains from pre-test and post-test than individual study.

Writing with mind mapping

As we know before that traditional outline would have been come long ago, now days the mind mapping techniques should be hot topic because there is relationship between mind map and writing skill. Whenever, we will begin to write of course we use mind map techniques easier than traditional outline.

Writing as a skill, it can be learned. It is not an automatic process. It is to transfer thoughts and feelings from one's head into a sheet of paper that point is that people with little practice in the skill of writing often have understandable negative feelings about this writing ability.

Mind maps can help "bunching" process that we do. This technique makes our writing flow freely and be performed together with fun. Mind maps improve the thinking approach more creative and innovative. Mind maps are tools that can help us think and learn. It involves writing down a center idea and thinking up a new related idea, which is radiate out from center. In addition that mind maps are a useful tool for helping younger students with the

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process of building conceptual understanding of content and promoting achievement (Mona & Khalick, 2008).

In mind maps, we involve brainstorming. It helps us to generate as many ideas as possible. Then, it is organized in our brain by relating what we are reading with transferring it into a sheet of paper. It can be used in all activities. It can be looked at each process that need the information or management, like writing, project management, brainstorming, meeting, task list, presentation, note taking, self developing and soon. One of the initiators of the mind mapping was Dapid Hyerle who maintained that brainstorming, organizer, and process maps were integral to “building conceptual links “in student understanding and recollection (Mona & Khalick, 2008).

Steps of mind mapping

Mind mapping is reflection of capability and the process of natural brain work with a picture. Tony Buzan (2001: 21) expresses seven steps to make mind map, as follow:

1. It starts from the middle of paper. It helps the brain work to express the idea and feeling freely and naturally.
2. Using a picture for reaching the mind idea. It helps us to focus our thinking and make our brain creative and innovative.
3. Using the different color for all of mind maps. It makes mind maps seem to be clear and alive.
4. Using relationship to relate main branches to the central picture. It helps us easy to understand and remember information.
5. It is better the branches of mind map are in the curve form, like the branches of tree. It makes our brain relax.
6. It is better to use a key word for each row. It makes mind map more flexible;
7. It is better to use the picture for all mind maps.

Based on the previous theory the researcher applies the mind mapping technique to overcome the problem above by using treatment direct instruction of each mind map. (1) The instructor and students create a mind map together; (2) the students create their own mind map using an assigned topic; (3) A mind map begins with a **word or image** that **symbolizes** the topic the student have to write about in the **middle** using at least **3 colors**; (4) The students **write down** or drew the first things that come up to their mind when they start to think about related **issues, people, places, events, reasons, characteristics or examples**; (5) They put their thoughts **around** the **centre** of paper; (6) Type one or two word descriptions of the ideas on lines branching from the central focus; (7) Expand ideas outward into branches & sub-branches; (8) Express ideas in words, images, codes or symbols; (9) Select keywords; and (10) Each word/image sat alone on **its own line**.

In learning process, it is not only differentiation process that we should pay attention but also should know how the new concepts. Teacher must explicitly deliver how the new meaning is compared and contrasted to more previous specific meaning and how the higher concepts have new meaning now.

METHODOLOGY OF RESEARCH

The method used by writer in this research is quantitative research. There are approaches to obtain the data, namely: (1) *Library research*. A method of collecting data based on the literature of reading some books relate to this term. It is a bout mind mapping technique and writing skill; (2) *Field research*. A writer enters the field of the research involves directly at the classroom, studying lesson plan and also making some interviews by the teachers or staff who involved in the research process.

Place and time of the study

The writer carried out at the Islamic senior high school Al-Ikhlās at Pasirbuyut Jawilan Serang, Banten Province, and Java Island. Meanwhile, the research has implemented within 4 weeks from March to May 2012.

Population and sample

The population of this study is all the eleventh years' students of MA Al-Ikhlās Pasirbuyut Jawilan Serang Banten in academic year of 2011/2012. There are 120 students. Sample is a part or representative of population being researched. The sample is intended to present the population since the research is generalized to the population. The sample for research is randomly taken 25% from the population, so they are 30 students as samples. The treatment includes pre-test, treatment and post test.

Data Collection

The writer has decided to choose the method in this research. It is determine where is and what is the technique used to get the data. In this research the writer used some techniques to collect of data as follows: (1) Test is a technique used by the writer to get the data from students. Researcher gives the test directly to measure the students writing skill after they have learnt in accordance with the specific instructional objectives of teaching writing; (2) Interview is a technique used by researcher to get the data from some teachers or staff of MA Al Ikhlas Jawilan who involved in the research process, through this technique the researcher makes some questions to some teachers or staff about this term; (3) Documentation is a technique used by researcher to get of data which from books or other relevant references.

Data Analysis

The students' responses in the questionnaire were translated into English by the researcher and grouped according to the main ideas. Notable comments will be cited. All the score analyses were done with SPSS 17. The paired sample t-test was used to compare the means of two related or matched samples. In other words, it was employed to detect significant differences between the means of the pre- and post-test scores. The chosen α level was 0.05.

THE RESULT OF THE STUDY

Regarding on the students' writing skill, the analysis of pre and post-test scores showed some positive signs. The t_{test} result and paired sample correlations are shown in the table as follow:

Table 1. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	57.10	30	10.032	1.832
Posttest	67.83	30	7.047	1.287

In the table 1 shows the difference in average (mean) between the writing skills of students prior to using mind mapping techniques for 57.10; cases in the analysis as N = 30; Std. Deviation = 10.032 and the average writing skills of students after using mind mapping techniques for 67.83; cases are analyzed as N = 30 and Std. Deviation = 7.047.

Table 2. Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	30	.988	.000

Table 2 shows that the alpha level for all statistical analysis was set at 0.05. The correlation coefficient between the pre- and post-test students' writing skill was $r = 0.988$ and $p\text{-value} = 0.000 < \alpha_{0.05}$ alpha level. This meant that there was a highly positive relationship between the pre- and post-test students' writing skill. In other word, students with higher pre-test writing scores and higher post-test writing scores and vice versa.

Table 3. Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-10.733	3.248	.593	-11.946	-9.521	-18.102	29	.000

Table 3 shows that the result for critical value approach explained that t-value was $-18.102 > t_{\alpha_{0.05/2} = 0.025} = 2.045$, with degree of freedom equal to 29, and the two tailed p-value was $0.000 < \alpha_{0.05}$. It means that the pre-test significantly difference on post-test scores. In other words, there was significantly difference between the writing skills of students prior to using mind mapping techniques

Discussion

Overall, the result of the present study indicated that mind mapping technique has a positive effect on the students writing skill. The first research question was: is the mind mapping technique applied in the students writing skill? The mind mapping technique applied significantly in the students writing skill. This result congruent with Jones et al. (2012) who compare sub-groups of students that mind map activities were implemented in an educational psychology course. Perhaps the students in courses of different sizes or of different type. The result of the present study demonstrates significantly explained on the students writing skill.

The second research question was: Does mind mapping technique affect on the students' writing skill? The result of the present study indicated that the mind mapping technique was affected on the students' writing skill. This result congruent with Horton et al.(1993) who considerable body of research indicates the effectiveness of using mind maps in facilitating meaningful learning in science, psychology, social studies, computer science, research method and teach education by elementary, secondary, undergraduate and graduate students. Result on concept mapping science instruction indicated that concept effects on the students mapping has positive effect on the students' achievement and attitudes. Another explanation

of research shows that mind mapping helps students develop many skills such as dynamic thinking, critical thinking, recall and more coherent writing. For example, result of connect map construction task showed that the cyclic structure, the quantification of header concept and the focus question "how" significantly increased dynamic thinking in science education (Derbentseva, sefayeni&Canas, 2007).

Moreover, the present study revealed positive effects of mind mapping technique on the students' attitude towards the mind mapping activity. The findings of the present study are consistent with findings of other research conducted on the use of mind maps in which students in different grade, college levels and different subject areas by (Al-jarf, 2009, Al-jarf 2011; Chularut and Debacker, 2003; Nesbit&Adesope, 2006).

Conclusions and Suggestion

Based on the problem, hypothesis, theoretical analysis and data collection, it concludes this research that the average score of student from mind mapping technique applied in the students' writing skill explained was significantly difference between the writing skills of students prior to using mind mapping techniques. In other words, Mind mapping technique effected in improving the students writing skill.

In line with the conclusion above, the researcher would like to suggest the following notes: (1) the teacher not only should be able to motivate the students to use the mind map technique in writing but also should be able to choose the appropriate method in teaching writing because every method has the advantages and disadvantages. The selection is based on the students' situation and their proficiency of English; and (2) the students should more practice in developing paragraph in the classroom in their home.

Author Note

Nunung Nuraeni, The Study Program of English Education Post Graduate Program UHAMKA Jakarta, Indonesia; Tri wintolo Apoko, and Gunawan Suryoputro, Lecturer of UHAMKA University, Jakarta, Indonesia.

Correspondence concerning this article should be addressed to Nunung Nuraeni, The Study Program of English Education Post Graduate Program UHAMKA Jakarta, Indonesia. E-mail: mlt_mawar@yahoo.com

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