

CHAPTER I

INTRODUCTION

This chapter discuss the reason of conducting the study. The sub chapter begin with background of the study and then formulating the research problem. Continuous, the discussion turn to; objectives of the study, significance of the study, variable of the study, hypotheses of the study, limitation of the study, assumption of the study, operational definition and frame of discussion.

A. Background of Study

Being English foreign language learner such as English, students are a concern with the four language skills. Listening, speaking, reading and writing were these skills. Among the four language skills, writing is the one which more complicated for the student to master. It would take a long process starting from prewriting and move up to revising than editing. "This requires various skills such as generating ideas, writing outlines, writing the first draft, and writing the final product of composition" (Sabarun, 2010, p. 1).

Writing is "a series of related text-making activities: generating, arranging and developing ideas in the sentence: drafting, shaping, rereading the text, editing, and revising" (Gould, 1989, p. 14). Relevant to the above definition, Raimes (1983, p. 4) states that to produce a good writing quality demands standard forms of grammar, syntax, and word choice. Besides that, writing need good mechanics, organization of paragraph, content, the writer's process and purpose. Getting grammar right; having a range of vocabulary; punctuating meaningfully; using the

right convention, and spelling accurately are several skills that are needed for writing. In addition, it also demands using a range of sentence structure; linking ideas and information across sentences to develop a topic, developing and organizing the content clearly and convincingly.

Clearly, writing is a demanding process more than just putting language units together; it requires a lot of preparation, brainstorming, planning, drafting, editing, and modifying. Many experts emphasized the effectiveness of prewriting for easing the writing difficulty because it assists writers in laying out goals, brainstorming, generating ideas, organizing information, and building up the texts. According to (Al-Shaer, 2014, p. 1) “the proper prior planning promotes positive writing performance, and conversely, insufficient planning may lead to poor writing performance”. It could be concluded that one of the strategies in pre-writing strategies that helps students to organize the idea is mind mapping.

Mind mapping is a graphic representation of ideas which usually generated via a brainstorming session. It shows the ideas which are generated around a central theme and how they are interlinked. It is a tool primarily used for stimulating thought. Furthermore, Mind mapping or concept mapping involves writing down a central idea and thinking up new and related ideas which radiate out from the center. By focusing on key ideas written down in own words, and then looking for branches out and connections between the ideas, it is mapping knowledge in a manner which will help to understand and remember new information (Riswanto, 2012, p. 1) In short, mind mapping is a pre-writing strategy that helps the writer to flow up to their ideas such as a root.

Mind mapping is a diagram that has functions as a way to organize ideas and represent words, tasks, or another link that arranged a central keyword by branches and typically it contains words, colors, short phrase and picture. Furthermore, Dawson state that mind mapping is a type of prewriting method as the first stage of the writing process and as the point at to discover and explore our initial ideas about a subject. He also said that mind mapping can balance the brain, help to organize thoughts, improve the creativity, speed of learning and memory (Nurlaila, 2013, p. 2) In short, mind mapping can maximize brain's ability in associating the number with visual qualities such as space, image, and color are able to store more fact.

Dadour (2014, p. 7) explains that writing in a foreign or second language is more complex since native speaker writing problem are combined with the difficulties of using new codes of the other language. However, EFL student cannot survive without a reasonable amount of mastering writing in the English language. The important thing to know before giving the solution to the EFL students is diagnosing the problem, answering the question such as in which areas students had difficulties in writing.

Based on the observation, the unity of the idea in writing was one of these difficulties. Unity means that "an essay discusses one and one only main idea from beginning to the end" (Oshima, 2006, p. 18). The beginner would hard to uniting an idea from beginning to the end because the ideas were not organized and planned before write. In other words, writing without planning would effects

meaningless on the main idea development and poor writing quality it was the effect of poor unity in writing.

Furthermore, the other difficulties in writing were coherence. The Latin verbs coherence means “hold together”. For coherence in writing, the sentence must hold together, that is the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence must flow smoothly into the next on (Oshima, 2006, p. 21). Doing a good piece of writing, coherence was the next step product after unity. This includes coherence of the subjects, objects, and diction. In other words, coherence was more complex than unity. Logically, if the unity of an essay was poor, it so on the coherence.

Students’ difficulties were not ended right coherence and unity. The other factor such as grammar organization, content, paragraph organization, words chooses, and even syntax. Supiani states that the students sometimes got difficulty in expressing the ideas into their writing and they always got difficulty in organizing them to become good paragraphs. They often got difficulty in choosing and using appropriate words or vocabulary. So they did not know the meaning of words, it makes them difficult to explore their ideas (Supiani, 2012, p. 12). Actually, the real problem of general students in writing is writing itself. Thinking about just one of those problems was making poor spirit, moreover applying it in one time together. It cannot be said an easy thing. Students need something fun and interesting to improve their writing, just for finishing their assignment from the lecture. Mind mapping can be thought the right solution for EFL students’ problem. Inspiration mind-mapping software (IMMS) is ICT software that would

help students in making an outline by converting it from mind mapping. In other words, students able to make an outline, by only make a mind mapping.

Inspiration Software Incorporation with the abbreviation IMMS is mind-mapping software that can be used during writing lessons to develop outlining process and writing proficiency as a pre-writing activity; since previous research has recently recommended it as an effective teaching technique (Dadour, 2014, p. 7) Inspiration mind-mapping software uses picture, graphic, chart, line and color to make user fun and relax in making mind mapping. To conclude, Inspiration software founded in various research as an effective and efficient tool in ICT to develop writing essay and also an effective media in teaching learning writing activities.

Since the discussion of the present study is about writing organization, gender moves as one of an interesting topic to discuss. Do male and female have a different achievement in writing? Which one better? And the questions are continuous after adding mind mapping discussion on it.

Carmond (2015) decide there was a correlation between the gender differences toward the creativity, quality, and quantity. Their analysis toward research journal in 1958 – 1998 found there are some differences in fluency, flexibility, originality, and elaboration. Female was dominant in fluency, originality, and elaboration, aspects. Although male was dominant in flexibility aspect. Sabarun (2013, p. 1) in his research thought that “the students with high creativity have better writing ability than those having low creativity, and there is an interaction between teaching techniques and creativity in teaching writing”.

The finding indicates that there were any possible differences in writing Using Inspiration mind mapping software.

In addition, the researcher conducts the study on Inspiration mind mapping software and the object on gender differences by some following reason below.

1. First, the most important part in the pre-writing strategies is mind mapping. Mind mapping founded as an effective and clear way of organizing ideas accustomed by the writer before writing.
2. Second, when the writers want to write, mind mapping made them easy to have generating ideas. The writers can perceive logically and systematically by Inspiration Mind-mapping software.
3. Third, a good framework for writing enables to make a writer becomes a better writer. In this sense, Inspiration Mind-mapping software in the prewriting strategy was more efficient and more successful. It would help the writers organize their ideas and give focus on relevant materials.
4. Fourth, Inspiration mind mapping software would make writers generate idea more creative than using handwriting, because of picture and color visual effect on the tools.
5. Fifth, Inspiration mind-mapping software writer enable to transform writer thinking into a polished piece of written work.
6. Sixth, different genders would show differences through general writing. Gender differences influence the motivation, creativity, and careful writing which these all need about of making mind mapping.

Due to the facts above, the researcher motivated to conduct an experimental study research among three different variables. The independent variable is Inspiration mind-mapping software and male and female students writing scores is the dependent variable were entitled “The Effectiveness of Inspiration Mind-mapping Software in Writing Expository Essay across Different Gender of Students Writing Achievement at State Islamic Institute of Palangka Raya”.

B. Research Problem

This study investigates the effectiveness of Inspiration mind-mapping software in writing expository essays across different gender of the student. Based on the background of the study, the research problems are;

1. Is there any significant difference between using Inspiration mind-mapping software in writing expository essay and writing without using it to male students?
2. Is there any significant difference between using Inspiration mind-mapping software in writing expository essay and writing without using it to female students?
3. Is there any significant difference between using Inspiration mind-mapping software in writing expository essay and writing without using it to male and female students?

C. Objectives of the Study

1. To measure whether there are significant differences or not in using Inspiration mind-mapping software in writing an expository essay to male students.
2. To measure whether there are significant differences or not in using Inspiration mind-mapping software in writing an expository essay to female students.
3. To measure whether there are significant differences or not in using Inspiration mind-mapping software in writing an expository essay to male and female students.

D. Hypotheses of the Study

The alternative hypothesis of the study is formulated:

1. The male students who using inspiration mind-mapping software in writing expository essay get better achievement than who didn't use it.
2. The female students who using inspiration mind-mapping software in writing expository essay get better achievement than who didn't use it.
3. Both male and female students who using inspiration mind-mapping software in writing expository essay get better achievement than who didn't use it.

Meanwhile, the null hypothesis is;

1. The male students who did not use inspiration mind-mapping software in writing expository essay get better achievement than who use it.

2. The female students who did not use inspiration mind-mapping software in writing expository essay get better achievement than who use it.
3. Both male and female students who did not use inspiration mind-mapping software in writing expository essay get better achievement than who use it.

E. Assumption of the Study

The study is based on the assumption that Male and female students who write using Inspiration mind-mapping software will give a different result for those who not use it for a number of reason.

1. First Inspiration mind mapping software is an application that helps the writer to organize idea using line and picture. This application also converts mind mapping mode into outline mode in an automatic way.
2. Second, mind mapping can maximize brain's ability in associating a number with visual qualities such as space, image, and color. So that writers enable to store more fact.
3. Third, mind mapping can balance the brain, help to organize thoughts, improve the creativity, speed of learning and memory.
4. Fourth, Inspiration mind-mapping software is an application that helps the writer to make outline organized and develops idea very well.
5. Fifth, female students who write using outline would give different result for those who not use it by the reason of creativity. The female are more creative than male. Based on the research findings by Mundar in a middle-high school

in Indonesia found that female more creative than male. A similar study founded by Aziz, show that female has more creative than male.

6. Sixth, Inspiration mind-mapping software would lead students having; creative and well essay writing organize.

F. Scope and Limitation

According to the background and the problem of the study above, the researcher would like to make scope and limitation of this research. The scope and limitation are made in order to the research more focus, effective and not go away from the topic.

1. The Study is limited to third Semester Students at State Islamic Institute of Palangka Raya in Academic Year 2016-2017. English Students on the third semester at State Islamic Institute of Palangka Raya were taking Essay Writing course, based on 2015 Department of English Study Program curriculum.
2. This study is restricted to two focuses: using Inspiration mind-mapping software and without using Inspiration mind-mapping software to write an expository essay. Mind mapping is one of the pre-writing strategies in writing process.
3. The type of writing in the study is limited to writing expository essays. The researcher limited to writing expository essays type because; first since the subject of the study is the third Semester, they are taking Essay Writing and begin to write an essay. Second, when the subject of the study taking Essay

Writing course, they passed Paragraph Writing course where contain Expository material based on the IAIN Guide teaching writing.

4. The object of the study was student with difference gender, in this case, male and female students.
5. The media used in this study were Inspiration mind-mapping software. Inspiration is a mind mapping software which is useful for students with Dyslexia and other conditions which may affect the ability to organize ideas in a structured way. With Inspiration mind-mapping software writer can transform their thinking into a polished piece of written work such as the outline.

G. Significance of the Study

This study is aimed at investigating the effects of using Inspiration mind-mapping software and without using it across different gender of students in writing an expository essay. This study has practical and theoretically significance.

Practically, the result of this study is expected to give a significant contribution to the English writing teachers and students with the different gender. One of the significant is that writing using Inspiration mind mapping software is a technique and a media of the prewriting strategies that can be used by teachers as an alternative technique and Media to be applied in writing class. Moreover, the result of the study is expected to provide empirical data about writing using inspiration mind-mapping software.

I. Definition of Key Terms

The following are some definitions of important terms that are used in this study:

1. *Achievement* is a dependent variable which shown as a number of research instruments score of the research object, in this case the score of male and female students writing scores.
2. *The effect* is a difference between or among population means. Presents study shows that effect as the cause of using Inspiration mind-mapping software through students' different gender.
3. *Expository Essay* is type of text that used in present study.
4. *Experiment design* is a study design in which the researcher imposes some artificial constrain in the setting, manipulates the dependent variable to establish the cause-effect relationship or both (Sekaran, 1992, p. 365) The present study used to experiment as Research design.
5. *Gender* differences are the subject of the study based on student's sex, roles, mentality and social function; in this case gender differences are male and female.
6. *Inspiration Mind Mapping Software* with the abbreviation IMMS is a mind mapping software can help writer in organizing Idea such as making a mind mapping and an outline in pre-writing strategy. IMMS generate ideas using pictures, graphic, and lines. Presents study used IMMS as the independent variable.

7. *Mind Mapping* technique is a pre-writing strategy that use for research tool as Independent variable which made using IMMS.
8. *Writing test* would be writing Expository Essay. And the students must be making mind mapping using IMMS before writing essay.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of literature which covers several Major discussion, they are; Previous Study, Writing Skills, outline, Gender and the last ICT Based Inspiration Media.

A. Related Studies

Nurlaila (2013) has found that there is a significant improvement in students' writing ability in writing using mind mapping. This research also shows that most students gave positive responses toward the use of mind mapping technique in writing Descriptive text.

Al-Shaer (2014) in his research showed a statistically significant improvement in the experimental students' ability to generate better argumentative essays in terms of point of view, unity and coherence, development, organization, and thinking.

Jones, Ruff, Snyder, Petrich, and Koonce (2012) was found that although the average ratings on the three mind mapping activities were similar, students have a variety of beliefs about the activities and what they can learn from the tutor.

Riswanto and Putra (2012) found that there was a significance difference on students writing achievement which was taught through Mind Mapping

Strategy. Therefore, it can be concluded that Mind Mapping Strategy improved students' writing achievement.

The study by Bijami (2013) found that male students with more concrete processes in writing development could improve their learning strategies in writing. In addition, boys with higher motivation perform better than those who are poorly motivated in writing.

Kian (2007) was found that female and male reporters had numerous different gender-related experiences prior to entering professional sports writing. However, there was virtually no evidence to support any notion that there are attitudinal differences toward women's sports between female and male sportswriters. This indicates that the structure and foundation of these attitudes must be altered among editors and writers before women's sports start receiving substantially more coverage and better quality coverage in daily newspapers.

Argamon (2015) found significant differences between male- and female-authored documents in the use of pronouns and certain types of noun modifiers: although the total number of nominal used by male and female authors is virtually identical, females use many more pronouns and males use many more nouns specifics. More generally, it is found that even in formal writing, female writing exhibits greater usage of features identified by previous researchers as involved, while male writing exhibits greater usage of features which have been identified as informational.

Melor (2013) found that the use of ICT in the teaching of ESL writing was very low. Advantages of using ICT were reported to be attracting students'

attention, facilitating students' learning process, helping to improve students' vocabulary and promoting meaningful learning. Disadvantages found included the difficult class control, distraction and the students' tendency to use short forms in their writing. It was also revealed that teachers are generally weak in managing problems and planning activities involving the use of ICT in the teaching of ESL writing.

Other research by Dadour and E. Esery (2014) found that using mind mapping software is an efficient indicator of intelligible outlining and writing proficiency level. The study of 25 students registered for an advanced writing course at College of Science and Arts Qassim University chosen Inspiration mind mapping software to generate, develop and organize essay outlines as research tools.

Tucker (2014) shows there are some disadvantages of Software Mind mapping. He said that mind-mapping High cost of none free- source software, Requires computer Access, Learning curve of using software, Map design flexibility Restricted by software Options, Preference of the user to hand-draw map sharing restricted by format incompatibility.

The similarities of this study with Nurlaila, Al-Shaer, Riswanto and Jones et. al. is on the Mind mapping research were there are several differences each them. First, the differences between this study with Nurlaila and Al-Shaer study are on the type of text. Second, Jones and friend study is on the students motivation through using mind mapping although presents study was studying about the effectiveness of mind mapping through students with different gender

scores. Furthermore, Riswanto was studying about Mind mapping strategy in teaching English class room in senior high school; presents study was investigate the effectiveness of mind mapping in teaching writing in college level.

The study almost has no similarities with Benjami's study. The only similarities placed on the object of the study they were gender action on writing. In this case, gender divided into two kinds was male and female. Continuous previous study conducted by Edward (Ted) M. Kian and Argamon have similarities on the object of the study were gender action in writing through this study.

The similarities of this study with Melor study was on the media application ware both use Inspiration media. In contrast, present study used expository essay as type of the essay text. And the object was among different gender of students.

Tucker study is a qualitative study that shows the weakness of mind mapping software. The similarity is the aims of study ware to explore about the mind mapping software. The differences is on the object. Tucker study general kind of mind mapping, were this study observe the effectiveness of mind mapping on writing achievement.

B. Writing Skills

Present sub chapter would discuss several major areas about writing such as; the nature of writing, Kind of writing, writing assessment, essay types, the problem of EFL teachers in the teaching of writing, and the process of writing.

1. The Nature of Writing

Naturally, language learners acquire a language starting from the listening activity. Afterward, they come to the speaking activity. Gradually, they move to the reading activity, and finally to the writing activity. When language learners write, they are engaged in an activity, which is usually at the same time both private and public.

It is private because the act of composition is by its nature solitary. However, it is also public in that most writing is intended for an audience. When language learners write, they usually have someone in mind that will read what they wrote. They write notes, diary, memos, reports, and letters to others. Here, they also have a purpose to write.

In addition, when language learners start to write, they use graphic symbols to express ideas. Graphic symbols can be letter or combination of letters. They also go through a process of creating and recreating a piece of writing until able to express idea clearly. In this sense, writing is a process of arranging the graphic symbols according to certain convention or requirement to form words and then words will be produced into a sentence. To prepare writing, some writers making draft, sketch, and cluster related ideas or outlines.

Writing is a complex language skill that requires basic abilities such as vocabularies in written forms. “Unlikely speaking, writing was not an innate biologically endowed ability, it had to be learned (Arifa, 2011, p. 97) Elhawwa (2015, p. 144) also states that writing ability is a learnt skill. It is different from spoken language which can be acquired intuitively by most people. Written form

is in most cases deliberately taught and learned. According to Miftah (2015, p. 9), writing is considered as the most difficult and complicated language skill to be learned compared to other language skills – listening, speaking and reading. It requires more effort to produce meaning through writing than to recognize meaning through listening and reading.

As student write, they put ideas into draft form. they also take breaks to read the draft. They reflect on whether or not their writing reveals their intended meaning. The should also consider the purpose and audience. As they read over the draft, they may cross out paragraphs, sentences, and words. They also rearrange the way they present ideas, and jot down notes about how to revise writing. They continue to write and read and change the draft until they are satisfied with the piece writing. Dealing with the teaching of writing, Gebhard states:

The usual things associated with writing are word choice, use of appropriate grammar (such as subject-verb agreement, tense, and article use), syntax (word order), mechanics (punctuation, spelling, and handwriting), and organization of ideas into a coherence and cohesive form. However, writing also includes a focus of audience and purpose (Gebhard, 2002, p. 221).

Furthermore, writing activity involves the encoding of a message that need to be transferred into written language. Ghaith, states that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. When thought is written down, ideas can be examined, reconsidered, added to, rearranged , and changed.

Ghaith (2002) also states that writing is most likely to encourage thinking and learning when students view writing as a process. By recognizing that writing is a recursive process, and that every writer use the process in a different way, student experience less pressure to get it right the first time and are more willing to experiment, explore, revise, and edit.

2. Kind of Writing

There are two kinds of writing, writing paragraph was one of those kinds. Meanwhile, the other one was writing essay.

a. Writing Paragraph

In writing, a topic sentence and some supporting sentences must be unity and coherence. A paragraph is a set of related sentences that work together to express or develop an idea (Trimmer, 1984, p. 193). D'Angelo (1980, p. 318) supports this idea and states that a paragraph is a group of logically related sentences, composed of unified parts based on a single idea. Moreover, Hoque (1996, p. 3) defines paragraph is a group of related sentences about a single topic. Based on the definitions above, it can be stated that a paragraph is a group of sentences with a single topic or idea.

An effective paragraph must includes four requirements. First, it must discuss one topic only; that is, it must have unity of a subject matter. Second, it must say all that the reader needs to know about the topic; that is, it must be complete enough to do what it is intended to do. Third, the sentences within a paragraph must follow some reasonable order that our reader can recognize and

follow. Fourth, the sentences within a paragraph must have coherence (Trimmer, 1984, p. 195). They must be so tied together that the readers can read the paragraph as a unit, not as a collection of separate sentences.

In contrast, Ezor and Lewis (1984, p. 29) proposed five steps for building the paragraph. First is selecting the topic. Second is writing a general statement (topic sentence) about the topic. Third is jotting down possible details about the topic. Fourth is developing those details into supporting sentences. Fifth is reading the whole paragraph and make whatever changes writers feel will improve their writing.

Dealing with the paragraph writing, the first essential step is to select the topic. Then, write a topic sentence about the topic. Afterwards, provide details about the topic. The next step is to develop those details into supporting sentences using facts, evidence, example, and so on. The last step is to write the final draft and make whatever changes.

b. Writing an Essay

Frawcett (1988, p. 21) “an essay is a group of paragraphs about one subject”. Supports this idea and states that an essay is a written composition based on an idea and essay as papers of several paragraphs that support a single point. In other words essay is a collection of paragraph that contains one single idea.

To write a good essay, a writer should follow some steps. There are four steps to write an essay, namely: choosing a subject, prewriting; deciding on the

audience and the essay with effective introductory and concluding paragraphs, writing clear, and error free-sentences (Littell, 1985, p. 182).

Dealing with the essay writing, the first essential step in writing essay is to formulate a clear thesis statement. The thesis statement expresses the controlling idea for the entire essay. The thesis statement is important to both the writer and the reader, because it provide the focus for the essay and hence guides the writer, serving as a kind of touchstone (Clouse,1986, p. 34).

1) The structure of an essay

In many ways, an essay is like an extended paragraph. If the paragraph has a topic sentence, body, and conclusion, the essay has introduction, body, and conclusion. The structure of an essay has three main parts, namely: the introductory paragraph of an essay, the body or supporting paragraphs, and the concluding paragraph (Langan, 1984, p. 7).

a) The introductory paragraph of an Essay

The introductory paragraph states the main idea of the essay. It begins the essay and prepares the reader for what will follow. The introductory paragraph contains the thesis statement, which sets forth the main idea of the entire essay. The thesis statement is a complete sentence that is stated in the introductory part of a composition.

An introductory paragraph has two functions in an essay. First, it contains the thesis statement, and therefore, tells the readers

what control idea will be develop in the rest of the paper. Second, it has to interest the readers enough so they want to continue reading the essay.

In short, the introductory paragraph usually one paragraph that introduces the topic to be discussed and the central idea (the thesis statement) of the essay. The main purpose of an introductory paragraph is to capture the readers' attention. Another function is to present the purpose and main idea of the essay (Gillespie, 1986, p. 175).

b) The body paragraph of an Essay

The body paragraph is second major part of an essay. In the body paragraph, the main idea of an essay, which was presented in the introductory paragraph, is supported or explained (Littell, 1985, p. 201). Each of the body paragraphs should begin with a topic sentence that states that point to be detailed in that paragraph. Just as the thesis statement provides a focus for the entire essay, the topic sentences provide a focus for each body paragraph (Langan, 1984, p. 8)

In addition, the purpose of the body paragraphs is to details that support, explain, defend, describe, illustrate, or develop the idea given in the thesis statement. Each body paragraph has two parts: the topic sentence and the supporting details.

c) The concluding paragraph of an Essay

After a writer finished writing the body paragraph, the next step is to write the conclusion. The conclusion should be "brief and accurately reflect or review the content of the essay" (Kirsznier, 1983, p. 23). The concluding paragraph indicates to the readers that the essay is finished. It can restate the main idea of the essay, summarize the ideas that have been presented in the body paragraph, or make comment about the information that has been given. The conclusion is the final idea that the readers will take from writing. Therefore, it should be as interesting as the introduction. A conclusion signals the end of the essay and leaves the reader with a final thought.

There are five ways to conclude an essay, namely: ending with a call to action, ending with a final point, ending with a question, drawing a conclusion, and summarizing the main points of the essay.

2) The Element of an Essay

The elements of an essay include unity, coherence, emphasis, and the outline. A good essay must meet the four requirements.

a) Unity

As the writers write an essay, they should check to see that each body paragraph directly relates to the introductory paragraph.

Then they should make sure that the supporting details in each paragraph relate directly to the topic sentence. Unity in an essay requires consistent development of the ideas that the essay intends to explain.

Unity is achieved when every sentence in the essay relates to one main idea (Littell, 1985, p. 218). All the details in the essay are on target; they support and develop each of the essay's topic sentence. To achieve unity is to have all the details in our paper related to the thesis statement and the supporting topic sentence (Langan, 1984, p. 66).

b) Coherence

An essay should be coherent. Coherent is the logical arrangement of ideas. The supporting ideas and sentences in a paper must be organized so that they cohere or stick together. Coherence is achieved through the logical arrangement of ideas. If the readers are expected to be able to follow the writer's ideas and understand their arguments, the writer should compose their sentences in paragraph smoothly and logically connected to each other (Littell, 1985, p. 218).

Furthermore, coherence can be increased through three devices. First, the writers can repeat key words to carry concepts from one sentence to another and to relate important terms. Second, they can use pronouns to refer back to key nouns in previous

sentence. Third, they can use transitional words to show chronological sequences (then, next, afterward, and so forth), cause and effect (as a result, therefore), addition (first, second, third, furthermore), and contrast (however, but, nevertheless) (Kirsznner, 1983, p. 21).

c) Emphasis

Emphasis is achieved by selecting a central idea, then grouping details around that idea, and by stressing those details that are important in relation to the central idea. When the writers arrange sentences in paragraphs, they can emphasize their most important ideas and put less emphasis on less important ideas. They must craft the sentences consciously to give the right emphasis to their ideas. Even in short sentences, they must make clear for the reader, which ideas are to be emphasized. They may use connectives to give emphasis to that thought such as: obviously, certainly, surely, naturally, to be sure, in truth, undoubtedly, without fail, really, and so forth.

3. Writing Assessment

Assessment is an integral part in the teaching of writing. It is a process of getting information about students' development and their achievement in the teaching and learning activity. It has an important role to know the students' progress in learning activity.

In line with this, O'Malley and Pierce (1996, p. 239) mention that these four types of knowledge used in writing have at least two implications for writing assessment. First, writing assessment should evaluate more aspects of writing than just mechanics and grammar. Second, writing assessment should capture some of the processes and complexity involved in writing so that teachers can know in which aspects of the writing process students are having difficulty.

a. Process Assessment

Process assessment is the assessment that is done while the teaching and learning process. It is a kind of ongoing assessment used to keep track of students' progress in writing or to monitor the students' progress in writing. In this case, Tompkins states that process assessment is designed to probe how the students write, the decision they make as they write, and the strategies they use (Tompson, 1994, p. 379).

Therefore, the aim of process assessment is to give information about the students' performance. Here, there are three kinds of measurements for process assessment: writing process checklist, student-teacher assessment conferences, and self-assessment. Writing process checklist is a kind of format that can be used in observing students when they are writing. Here, the teacher can note how the students move through the writing process stages.

b. Product Assessment

Product assessment is defined as giving the score to the students' final composition. It focuses on assessing the students' final composition. To assess

the students' writing product, there are three methods of scoring. These are holistic, primary trait, and analytic scoring (Weigle, 2002, p. 120).

Holistic scoring is a procedure in scoring students' writing on the basis of the general impression of the composition as a whole. It looks at the piece of writing as a whole and assesses its ability to communicate to the reader. The second type is primary trait scoring. The primary trait scoring is a way of scoring a piece of writing by focusing on the specific feature or characteristics. The trait could be a language-based feature emphasizing any one or more of the criteria such as idea development, organization or fluency. The third type is analytic scoring. Analytic scoring is a procedure in scoring a piece of writing by referring to a list of features or sub-skills on which a rater bases his or her judgment. In addition, analytic scoring identifies the specific needs in a piece of writing. A list is made of the prominent features that should appear in the piece of writing.

In analytic scoring, the rater (scorer) gives their score on the basis of the marking scheme that contains some features or components of writing, such as content, organization, sentence structure, and grammar, usage, and mechanics. Each component is scored separately and sometimes given different weights to reflect their importance in instruction. Unlike the holistic system, the analytic scoring separates the features of a composition into components. There are two advantages of this type of scoring. It provides feedback to students on specific aspects of their writing and gives teachers diagnostic information for planning instruction.

In the present study, product assessment with the analytic scoring method is used in evaluating the students' final composition. It is assumed that analytic scoring system is closer to the criteria used in process writing. The analytic scoring method applied in the study covers four components (content, organization, sentence structure, and grammar, usage, and mechanics) as proposed by Behrman. To identify the students' progress in time-order paragraph writing, specific criteria in a form of scoring guide is used (Table 2.1).

Table 2.1. Scoring Guide

Component	Score	Level	Indicators
Content	6	Excellent	Develops and shares information with well-chosen details across the paragraph
	5	Skillful	Develops and shares information with well-chosen details in parts of the paragraph
	4	Sufficient	Develops information with some details
	3	Uneven	Presents some clear information, but is list like, undeveloped, or repetitive, or offer no more than a well-written beginning
	2	Insufficient	Presents fragmented information or may be very repetitive or may be very undeveloped
	1	Unsatisfactory	Attempts to respond to the prompt, but provides little or no clear information; may only paraphrase the prompt.
Organization	6	Excellent	Is well organized with strong transitions
	5	Skillful	Is clearly organized, but lack some transitions and/or have lapses in

	4	Sufficient	continuity The paragraph is organized with ideas that were generally related but has few or no transitions;
	3	Uneven	Is unevenly organized; the paragraph may be disjointed
	2	Insufficient	Is very disorganized; ideas are weakly connected or the response is too brief to detect organization
	1	Unsatisfactory	Has no clear organization or consists of a single statement.
Sentence Structure	6	Excellent	Sustains variety in sentence structure and exhibits good word choice
	5	Skillful	Exhibits some variety in sentence structure and some good word choices
	4	Sufficient	Exhibits control over sentence boundaries and sentence structure, but sentences and word choice may be simple and unvaried
	3	Uneven	Exhibits uneven control over sentence boundaries and sentence structure; may have some incorrect word choices
	2	Insufficient	Little control over sentence boundaries and sentence structure; word choice may often be incorrect
	1	Unsatisfactory	Little or no control over sentence boundaries and sentence structure; word choice may often be incorrect in much of all of the response.
Grammar, Usage, and Mechanics	6	Excellent	Errors in grammar, spelling and punctuation are few and do not interfere with understanding
	5	Skillful	Errors in grammar, spelling and punctuation do not interfere with understanding
	4	Sufficient	Errors in grammar or usages- such as tense inconsistency, lack of subject- verb agreement- spelling

	3	Uneven	and punctuation do not interfere with understanding Errors in grammar or usage- such as tense inconsistency, lack of subject-verb agreement- spelling and punctuation sometimes interfere with understanding
	2	Insufficient	Errors in grammar or usage- such as tense inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding in much of the response.
	1	Unsatisfactory	Many errors in grammar or usage- such as tense inconsistency, lack of subject- verb agreement- spelling and punctuation severely interfere with understanding (Behrman, 2003, p. 183)

4. Essays Types

An essay may be divided, as a paragraph is, into four basic types: narrative essay, descriptive essay, persuasive essay, and expository essay.

a. The Narrative Essay

Narration is one of the four basic types of essays. A narrative tells a story by presenting a sequence of events (Kirsznner, 1983, p. 183). The narration is concerned with time. A series of events moves through time and what connects these events is a plot or sequence: a beginning, middle, and an end (Warriner, 1986, p. 461). Narration as a pattern of thought consists of the act of following a sequence of actions or events over time (D'Angelo, 1980, p. 196).

Moreover, narration can be used to achieve some aims: to inform, to entertain or to express strong feelings and emotions. The narrative essay is concerned with time, actions, and events in motion. It tells a story by relating a series of events in time order. It is also a type of essays in which the details arranged in a sequence of events and arranged in chronological order.

b. The Descriptive Essay

The description is one of the four basic types of essays. The descriptive essay is a way of picturing images verbally in speech or writing and of arranging the images in some kind of logical or associational pattern. A descriptive essay tells what something looks like, what it feels like, smells like, sounds like or taste like (Kirsznner, 1983, p. 75) Here, the description evokes images and impressions, It can allow the readers to experience something new. It can renew the readers' appreciation of the familiar, or it can lead the readers to perceive the familiar from a fresh perspective. The description creates vividness, adds specific detail, provides vitality, and creates context. The writer's goal is to open up to the readers by sharing reactions (Clouse, 1986, p. 127).

5. The Problems of EFL Teachers in the Teaching of Writing

The teaching of writing has shifted from a focus on teaching grammar and mechanical aspects of the task to address teaching about the processes of writing, text features and organization, and the meaningfulness of content. Key elements in the development of writing based on social-cultural models are: creating a

supportive environment comprising more knowledgeable writers as models; recognizing writing approximations as success; using supportive dialogue which shapes the students' thinking as they write; developing planning strategies for creating text; using editing and revising strategies; and publishing and sharing writing with real audiences (Kraayenoord, 2009, p. 23).

Moving with teaching writing definition, writing as one of the four language skills is regarded as the most difficult. Writing activity involves some components such as grammar, vocabulary, and mechanics as the prerequisite of the written language rule. In this case, sometimes students have problems in those components. Consequently, it is hard for them to follow the writing class. They are not interested in writing compositions. Here, they cannot manipulate the language well and they lack confidence. Most of them do not know what to say and if they do, they do not know how to say it. They are confronted with the problems of content and language.

Dealing with problems in writing, Byrne mentions the three main problems in writing, namely: psychological problem, linguistic problem, and cognitive problem (Byrne, 1981, p. 5).

The psychological problem means that writing is a solitary activity, without the possibility of interaction or directly feedback from a reader. Therefore, when someone is assigned to write, sometimes he or she loses ideas.

The linguistic problem refers to the context of writing itself in which the writers need to express ideas carefully through sentence structures that have been linked together and sequenced so that those sentences are easy to understand.

The cognitive problem means that writing is learned through a process of instruction. In this case, the writers need to master the written form of language and to learn certain structures, which are less used in speech in order to make the communication more effective. Besides, the writers need to learn how to organize ideas.

In addition to the problems in teaching writing, Gebhard mentions that there are three problems faced by EFL teachers in teaching writing, namely: “the less-proficient writer” problem, the “I can’t write English” problem, and the “the teacher response” problem. Each is discussed in details below (Gebhard, 2000, p. 236).

In the “the less-proficient writer” problem, some students use ineffective writing strategies, and the teacher is faced with showing these students how to write. To teach less-proficient writers, the writing teacher should help them to identify how they process writing different from proficient writers. Knowing the students’ differences in learning writing is very important. It is because EFL less-proficient writers and EFL proficient writers have different composing behaviors as shown in Table 2.2.

Table 2.2 The Composing Behaviors of EFL Writer

Proficient Writers	Less-Proficient Writers
1. Think about the task. Use a variety of prewriting strategies.	1. Start off confused, without using prewriting strategies.
2. Have a sense of audience. Will consider audience while composing.	2. Have vague or little awareness of audience.
3. Once organized, get ideas onto	3. Take much time to get ideas onto paper.

<p>paper quickly.</p> <p>4. At drafting stage, pay attention to meaning over form.</p> <p>5. Concerned with higher levels of meaning along with surface level.</p> <p>6. Will revise at all levels (words, sentence, paragraph, and entire text).</p> <p>7. Will revise by adding, deleting, and recording ideas.</p> <p>8. Generate several drafts, each with some revision.</p>	<p>4. Work primarily at the sentence level, struggling with form.</p> <p>5. Concerned with vocabulary choice and sentence structure.</p> <p>6. Will revise primarily at the word and sentence level. Revise surface level items (spelling, grammar, punctuation, and so on).</p> <p>7. Are bothered by confusion over revision. Tend to avoid adding, deleting, and recording ideas.</p> <p>8. Revise primarily only the first draft (Gebhard, 2000, p. 236).</p>
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Here, the writing teacher needs to give full attention to them, to show them how to plan a piece of writing through prewriting activities, how to draft and revise, and how to read their writing as an editor. The teacher may also create interesting and real writing challenges for them.

In the “I can’t write English” problem, some students have negative attitudes about writing or lack confidence in themselves as writers. The teacher is faced with changing their attitudes and building confidence. Some students simply do not like to write. Negative statements such as “I really don’t like to write, it’s boring, writing is so difficult, I always feel my English is terrible” are problematic in EFL writing classroom. To identify who have negative attitudes toward writing is important for writing teachers.

According to Gebhard, teachers should do personal approach to students, such as listen to their experiences and their views in doing writing as writers and

talk to students informally about writing. This can make students aware of themselves and their attitudes, possibly leading to change. Teachers can also point out that no one's writing is perfect, that writing is often hard work, and that the point of writing is to express our ideas (Gebhard, 2000, p. 238).

Besides, asking students to put together their best writing into a portfolio can also provoke their positive perspective toward writing. When students can see their best work together in one place, they feel very good about themselves, even proud of their efforts. By doing this, students can see that writing is indeed a process of development that takes time and effort. Here, the teachers can give a reward to students for doing the best to develop a piece of writing.

In the “the teacher response” problem, students do not always understand or pay attention to the content of the teachers’ response to their written work. Teachers often spend many hours reading and marking students’ paper, offering revision suggestions and feedback on grammatical errors. However, students quite often do not pay attention to the comments and corrections. Therefore, teachers need to explore different ways for the students to get feedback on their writing.

To begin with, teachers can do several ways such as working with students on developing their written work through one-to-one conferences, peer response groups and providing a model that can help students to clarify what they are expected to do. Teachers show draft with specific written comments on an overhead projector, as well as have the whole class read and respond to the same draft of an essay. Teachers can also provide students with ICT based graphic

organizer that include advice for the draft reader and the author. By doing so, teachers can overcome the classroom writing problems.

6. The Process of Writing

Process writing is a method of teaching composition that allows students sufficient time to try out ideas about which they wish to write and obtain feedback on their drafts so that writing becomes a process of discovery for the students. Furthermore, different writers have different opinions in the sequence in essay writing. For example, classifies the process writing three stages : planning, drafting and revising (McCrimmon, 1980, p. 10).

Furthermore, Littell (1980, p. 11) divides the process writing into four stages: prewriting, writing a first draft, revising, and preparing the final composition. In addition, Gebhard (2002, p. 226) mentions the four stages of the process writing: prewriting, drafting, revising, and editing.

Following the study, the process writing stages are prewriting (including inventing and planning), whilst writing (including drafting and revising) and post writing, (including editing and proofreading). In details, the three stages are presented below.

a. Pre-writing

Prewriting, which is the first stage in writing, deals with a series of strategies designed to find, gather and produce information about a certain topic in writing. According to Christenson (2001, p. 10) pre-writing involves everything the writer does before beginning the actual task of writing,

including activating background knowledge, generating ideas, and making plans for approaching and writing task.

There are several prewriting techniques that the writers can use to generate ideas as they begin to write namely: listening, clustering, brainstorming, strategic questioning and free writing. Listening is prewriting technique in which a writer lists down on a paper as many thoughts as he has and as quickly as he can. The ideas or thoughts related to the topic that comes out from the mind of the writer are listed and they become the basic source of information for the writing.

Clustering or word mapping is a prewriting technique of making a visual map of ideas. In clustering, the writers use a keyword placed in the center of a page, then, jot down all the free associations (Christenson, 2001, p. 10).

Brainstorming is also a good technique to generate ideas and to get information that a writer needs. Smalley et al., explain that brainstorming is a sudden insight or connection (Smalley, 1986, p. 4). Brainstorming is a way to associate ideas and stimulate thinking. It permits writers to approach a topic with an open mind.

Strategic questioning lets the writers consider the topic through a series of questions. Here, the writers answer a set of questions designed to guide the writing, such as " what do you want to write about ?" " what is your goal?" " what do you need to find out?" Here, writers are given chances to consider what they know and need to learn about the writing topic.

Free writing is free without stopping, letting thoughts flow without regarding to connection and direction whether an idea makes sense or not. Free writing provides writers with chances to put ideas into writing.

b. Whilst Writing

The second stage is whilst writing, which includes drafting and revising. After having generated ideas , writers need to write the first draft. Drafting is the actual writing of the paragraph or essay (Smalley, 1986, p. 8). Mc Crimmon (1980, p. 10) states that drafting is a series of strategies designed to organize and develop a sustained piece of writing. This is the time for writers to get down their ideas and though, composing first draft based upon prewriting and planning activities.

Drafting is the core of process writing (Brown, 2000, p. 384). Means that writer begin to determine what to include and exclude, and make initial decisions about how these ideas will be organized.

The next step after drafting is revising. Revising is a process of rethinking and changing what is written (Calderonello, 1986, p. 26). In addition, revision is making improvement the original paper by arranging and reorganizing ideas, rephrasing sentences, deleting and adding completely new material (D'Angelo, 1980, p. 460). In revising, writers rethink and rewrite the first draft forming the second draft. Sometimes ideas are added and sometimes are omitted.

c. Post Writing

The third stage is posted writing (including editing and writing the final draft). Editing an essay is the last stages in the process of writing. Editing refers to correcting grammatical errors, rewriting misspelled words, and changing punctuation (Gaith, 2002).

In this stage is posted writing. Editing an essay is the last stages in the process of writing. Here, the writers turn their attention from the major substance of an essay to its conventional features (spelling, capitalization, punctuation, etc.).

The final step is publishing, which is the time for students to prepare their final composition to be shared with the audience, such as classmate, group members, or teachers. Through this stage , the students communicate with the genuine audience who respond the writing in a meaningful way.

C. The Expository Essay

Exposition is one of the four basic types of essays (narration, description, and argumentation are the three). The purpose of exposition is to clarify, explain, and inform (Eschholz, 1993, p. 637). An Expository essay in sometimes called explanatory composition (Little, 1985, p. 224). It presents a certain amount of information about a subject.

The aims of an expository essay are to explain, to inform, or to give directions. It is usually arranged in time order. It gives factual detail about a

particular topic. It can be stated that expository essay is a kind of an essay, which clarifies, explains and informs something.

The expository essay opens with an introductory paragraph, which catches the readers' attention. The body paragraphs of an expository essay explain or support the ideas presented in the opening paragraph. A concluding paragraph signals the end of the essay, for the example:

Most Difficult Language to Learn

It is always good to be able to speak more than one language. Polyglots are valued assets to any company, and in general, tend to be more educated and open-minded people; at the same time, learning a foreign language is often considered difficult—a lifetime task that not everyone can accomplish. This is partially true: whereas many languages are relatively easy to learn (mostly European languages), there are several hard nuts to crack among them. Traditionally, the garland for difficulty goes to Asian languages, but there are toughies among western languages as well. Let us take a look at the languages most challenging in terms of mastering them—both for English native speakers and people of other cultural origins.

The Chinese language (precisely, both Mandarin and Cantonese dialects—the two most widely spoken ones) is probably the most difficult language to learn. According to the assessment of the Foreign Language Institute, an English native speaker might need at least 2200 hours (or 88 weeks) to start using this language more or less confidently (ELL). The most common hardship is, obviously, reading and writing: you will need to know about 3500-4000 characters in order to be able to communicate or perceive a written message. The system of characters China uses nowadays is “simplified,” but ironically, it is probably simple only for Chinese people: a foreigner will see even the simplified characters as a set of totally incomprehensible symbols. There is no alphabet in Chinese (except pinyin, a special transcription for Chinese words written in Latin letters), and instead of separate letters, it utilizes entire syllables. To make things more complicated, there are four tones in Chinese (something like intonations), so the same syllable pronounced in four different ways can respectively have four different meanings; some consonants such as “R” are pronounced in a way that might be hard for a westerner to reproduce. This is not to mention a rather peculiar syntax, extremely rigid word order, and the overall specificity of the Chinese way of thinking. All this—and lots of other smaller details—makes Chinese number one in terms of its difficulty to learn.

The Japanese language treads on the heels of Chinese. The good news about reading and writing is that you will need to learn only around 2500 characters. The bad news is everything else. Japanese culture borrowed Chinese characters about a 1,000 years ago; with true Japanese thrift, these characters were imbued with Japanese meanings and sounding, but the original sounding and semantics were not cast aside—which means that almost every character in this language has both Chinese and Japanese pronunciation and meaning, and to fully understand Japanese text, you need to know them both; many words use partially Chinese, partially Japanese sounding (the so-called "on" and "Kun" readings). Japanese has the traditional, older version of Chinese characters, which basically means having to write more strokes. Also, a native English speaker might find Japanese pronunciation difficult, because many words simultaneously include extremely firm and extremely soft (and even whistling) sounds. As for the syntax, it is totally different from what you can find in European languages; verbs in this language often group at the end of a sentence.

You must have probably guessed already that number three is the Russian language. Spoken by at least 200 million people, it possesses incredibly flexible grammar, which actively uses numerous prefixes, suffixes, and endings (and which change depending on a word's gender, number, tense—altogether!). Russian pronunciation is not that difficult, but there are several unique sounds that you will hardly see in other languages (such as the mysterious vowel Ъ, which basically sounds as if someone punched you in the stomach, but you have somehow managed to calmly endure this act, and only made a brief sound). However, along with Russian, there is Hungarian—one of the few European languages that are almost impossible for a foreigner to learn. To start with, Hungarian has 35 distinct cases, with 18 of them being in use constantly. 14 vowels, a heavy dependence on all kinds of idioms and phraseologies even in everyday speech, several verb forms, and the overall complexity of pronunciation can make studying the Hungarian language a nightmare for a non-native person.

There are definitely other complicated languages, and listing them would take a rather long time. The first three leaders are, however, Chinese, Japanese, and Russian/Hungarian languages. Long story short, Chinese and Japanese are, in general, 100% different from any western language you probably know. As for Russian and Hungarian languages, they share third place in rating for their overly complicated grammatical structures and pronunciation, as well as for some unique features that probably no another European language possesses.

The well-writing expository essay is characterized by unity, coherence, and emphasis. Unity is created by a structure in which all the parts work together,

by using precise details and transitional devices. Coherence is achieved by a logical arrangement of ideas. The third quality, emphasis, is achieved by selecting a central idea that dominates the other ideas presented in the essay (Littell, 1985, p. 225).

An expository essay divided into three types. They are, first of all, the types in which the details are arranged inductively. This order is called inductive order. Second is the type in which the details are arranged deductively. This order is called deductive order. Third is the type in which the details are arranged climatically. This order is called climactic order.

Gould (1989, p. 151), mention six patterns of exposition: causal analysis, illustration, classification, exemplification, process analysis, comparison. Furthermore, Wahab and Lestari (1999, p. 76) classify it into four main methods: definition, exemplification, analysis, and comparison. In the present study, an expository essay is developed in six methods of development such as illustration, classification, process, definition, comparison and contrast, and cause and effect expositions.

1. The Illustration Exposition

The Illustration essay is a kind of an expository essay, which provides illustrations or examples to develop or support the explanation. It is also called the exemplification essay. To exemplify means to give an example or examples. An example illustrates a large idea or represents something of which

they are a part. The logic of exemplification is the relationship of the specific to the general.

An example is a basic means of developing or clarifying an idea. Examples enable the writers to show and not simply tell readers what they mean. It is a vital component of clear expression (Eschholz, 1993, p. 636).

The purpose is to influence the reader or make the reader understand the writer's ideas. Here, the examples and details should be organized according to the time, familiarity, and importance. The development paragraphs must be connected so they must flow smoothly.

There are several points to remember about illustration essay. First, illustrations should be selected to provide clarity, concrete, and interest. Second, Illustrations should be appropriate to the audience and purpose. Third, illustrations can be drawn from personal experience, observation, reading, and the like. Fourth, writers use enough illustrations to clarify the generalization (Clouse, 1986, p. 188).

2. The Classification Exposition

Classification is the process of organizing information into groups or classes. The Classification method divides people, places, things, and ideas into parts of groups to a common basis. The aim is to determine the relationship or nature of parts. The logic of analyzing a class is more complicated because it involves not only something similar to the part-whole relationship but also the specific-general relationship.

Classification is also a creative analytical procedure. Ultimately, then, classification can be a powerful tool for the invention. Here, the classification essay is useful in college and business. When classifying, the writers arrange, and people, places, or things into categories according to their differing characteristics, then making them more manageable for the writer and more understandable for the reader (Esehholz, 1993, p. 633).

The Purpose of classification is to take many of the same types of things and organize them into categories. To classify people, things, or ideas into logical groups, a writer must have three principles of classification. First, the writer must have something in mind of things classified according to certain common qualities. Second, the division of items into the group must have a consistent basis. Third, the writer must continue the classification until it is completely done (Salija, 2004, p. 39).

3. The Process Exposition

A process essay is a type of expository essay, which tells how to do something or how something works. It is a method of analysis and explanation in which the writer examines phenomena in their steps or stages to observe how they develop or to provide instructions.

In other words, the process method gives instructions or explanations. A process is also a sequence of operations or an action by which something is done or made. A Process is also a series of actions, changes, functions, or operations that bring about a particular end (D'Angelo, 1980, p. 214).

On the other hand, a process essay explains or analyzes a process telling how something works, how something happened, or how something was done. For example, a process essay might explain how the second World War got started. The purpose of this type of process essay is to inform, explain, or analyze something. Here, the reader is gaining an understanding of the process.

4. The Definition Exposition

The definition essay is a type of an expository essay that explains the meaning of a word by bringing its characteristics into sharp focus. To define is to set bounds or limits to a thing, to state its essential nature (D'Angelo, 1980, p. 214). The definition method is a method in which paragraphs of an essay are developed by defining key terms or words, which is, stating the meaning of them. The definition may be taught of as descriptions of words, or as setting limits to the meaning of words.

In general, the function of the definition is to provide a necessary explanation of a word or concept. Its length and complexity depend on the writer's purpose. In addition, the purpose of the definition essays is to make a clarification, to inform, and to increase awareness of the nature of something. The another purpose of the definition is to provide a new understanding of a familiar subject and to make a statement about an issue related to the subject defined.

5. The Comparison and Contrast Exposition

The comparison is the process of examining two or more things in order to establish their similarities or differences. The comparison method compares (showing similarities) and contrast (showing differences) of two things. Comparison and contrast are two thought processes that the writers constantly perform in everyday life (D'Angelo, 1980, p. 176).

Dealing with the types of organization, there are two types of organization for comparison and contrast essays. These are point-by-point and subject-by-subject. It is a strategy for analysis and explanation in which the writer considers important similarities and differences between two or more subjects in order to understand them in depth (Kiefer, 1983, p. 374). In comparison and contrast, the writer points out the similarities and differences between two or more subjects in the same class or category.

Furthermore, to compare two subjects, What and Lestari state that the subjects must be similar in kind and on the same level of generalization. The function of any comparison and contrast is to clarify and to reach some conclusion about the items being compared and contrasted (Wahab, 1999, p. 92).

The transitional signals commonly used in the contrast essay are: although, on the other hand, on the contrary, whereas, in contrast, in spite of, however, unlike, it must be confessed. Conversely, after all, despite, but, yet, and still. The transitional signals commonly used in the comparison essay are:

In the same way, just as...so, in a similar manner, as well as, both, neither, the same, equally, likewise, and, also, each of, again, similarly, like, too, and in addition.

6. The Cause and Effect Exposition

D'Angelo (1980, p. 225) states that a cause is a force or an influence that produces an effect. An effect is anything that has been caused. It is the result of a force or an action. Here, the effect is something worked out, accomplished or produced. The word effect calls to mind such related words and expressions as consequence, result, outcome, production, and so forth. Cause and effect are correlative terms. The one always implies the other.

In Addition, a cause and effect essay is a kind of exposition used primarily to answer the questions "Why does this occur?" and "what will happen next?". It explains the reasons for an occurrence or the consequence of an action. It is a strategy for analysis and explanation in which the writer considers the reasons for, or the consequence of an event or decision.

Effect essay is a consequence of an event or conditions the last of which (the effect) cannot occur without the preceding ones (causes). When the writers write a cause and effect essay, it may be helpful to keep chronologically clear in mind. It should be noted that causes always create effects and that effects are derived from causes.

D. Mind Mapping

Mind Maps were popularized by author and consultant, Tony Buzan. He used a two-dimensional structure, instead of the list format conventionally used to take notes. As Tony Buzan, mind mapping is a graphic representation of ideas usually generated via a brainstorming session. It shows the ideas which are generated around a central theme and how they are interlinked. It is a tool primarily used for stimulating thought. He realized that the education system primarily focused on the left and brain strength, which includes the use of language, logic, numbers, sequence, looks at detail, linear, symbolic representation and judgmental characteristics. Alamsyah said, that mind Mapping is a useful technique that helps you learn more effectively, improves the way that you record information, and supports and enhances creative problem solving (Riswanto, 2012, p. 62). In short, mind mapping is a pre-writing strategy that helps the writer to get more ideas and make it into details idea from one single topic.

Dawson et al. state that mind mapping is a type of prewriting method as the first stage of the writing process and as the point at to discover and explore our initial ideas about a subject. Prewriting helps to get our ideas on paper, though not usually in an organized form, and brainstorm thoughts that might eventually make their way into our writing. Many researchers believe that mind mapping can balance the brain, help to organize thoughts, improve the creativity, the speed of learning and memory (Nurlaila, 2013, p. 10). Equal with Tony Buzan, Dawson also states that mind mapping helps the writer to generate ideas.

Mind mapping or concept mapping involves writing down a central idea and thinking up new and related ideas which radiate out from the center. By focusing on key ideas written down in your own words, and then looking for branches out and connections between the ideas, you are mapping knowledge in a manner which will help you understand and remember new information. To use Mind Maps effectively, make sure you print your words, use different colors to add visual impact, and incorporate symbols and images to further spur creative thinking. Having an organized display of information from the outset of the writing process may help some students, as it is more easily converted into a draft, whereas in brainstorming, the random recording of ideas might lead to problems with the structure of students' texts. As Alamsyah explained that Mind maps work well as their visual design enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed. Mind maps work especially well when created in groups, since the discussion this engenders aids the production of ideas, and makes the task livelier and more enjoyable (Asiqin, 2012, p. 62). In addition, Inspiration mind mapping software is a software that will improve 6to mind mapping ideas from a single topic into a little piece of ideas using picture color and line.

E. Gender

These sub-chapters present several major discussions they are; gender definition, the identity of gender, gender Intelligence differences, gender and language, and the last gender and writing.

1. Gender Definition

The word "gender" is derived from the English word "gender", which means "sex". In Webster's New Words Dictionary, gender defined as "the apparent differences between male and female in terms of behavior". In the women, Studies Encyclopedia explained that gender is a cultural concept that seeks to make a difference (distinction) in terms of roles, mentality, and emotional characteristic between male and female who thrive in society (Asiqin, 2012, p. 23).

Gender refers to the economic, social, political, and cultural attributes and opportunities associated with being female and male. The social definitions of what it means to be female or male vary among cultures and changes over time (Puspitawati, 2012, p. 1). It is mean that gender discusses male and female in a society.

Smith, in his book, said: "Gender should be conceptualized as a set of relations, existing in social institutions and reproduced in interpersonal interaction". In other words, gender is a relation in social intuition among personal interaction.

In a book written by Hilary M. Lips, genders interpret as culture expectation of male and female. Female in society knows by feminine, beautiful, emotional and motherhood. A male considers strong, masculine, rational, mainly and powerful. That traits characteristic is a trait that can be interchanged, example

a male by feminine character and a female by gentleman character. The changes of these trait characteristics may occur in times and places.

Heddy Shri Ashima Putra said that gender asserts can be dividing into several following sense; gender as a foreign term with the particular meaning. Gender is a social phenomenon of culture. Gender is awareness of social. Gender is a social-cultural phenomenon. Gender is a concept of analysis. Gender is perspectives to look at the reality (Asiqin, 2012, p. 20).

2. The Identity of Gender

In cross-cultural society, the responsibility of determining gender assignment refers to biological factor or sex. Review of the responsibility of gender that was considered less fair for female. Identification of responsibility of gender is not only on genitals factor but also in fundamental values that have been entrenched. According to Suzune J. Kessler and Wendy McKenna, the problem is not a review of the responsibility of gender but placed on gender reconstructions in society, because of the concept of responsibility on a child's genders more as a result of gender stereotypes in society (Asiqin, 2012, p. 25).

As a social phenomenon, language is a tool to communicate one's social identity, includes gender identity. Using verbal language someone able to communicate gender identity and determine one's gender identity (Alwiyah, 2015). In other hands, the terms of gender identity are not only shown by a social function, cultural attribute or cultural expectation. But that is also shown by social

communication among people in society and the relation in social intuition among personal interaction.

3. Gender Intelligence Differences

Michael Gurian told in his book “Boys and Girls Learn Differently! A Guide for teachers and Parents” explained that turns brains of men and women are different so it affects learning and working patterns of their brain since childhood. Based on the research Gurian said that both of their brains (male and female) have different learning from each other. The differences prevail throughout the world although different races and creatures. The influence of culture was not strong enough to defeat the natural composition of the brain.

Gurian said that the fact was made him more convinced had found the missing component so far. The components that made him and many teachers are overwhelmed with questions about the discrepancy. It reminds us all that different brain structures play a huge role in learning and work patterns of their brain, although the differences did not actually apply absolutely does not apply in cases. The different composition of the brain plays a huge role in learning and work patterns of their brain (Rakhmat, 2010, p. 233).

It was found by Adeyemi (2005, p. 2) that the cooperative strategy was more successful than the individual strategy, while female student performed better than their male counterparts. It also happened in stereotypes. Female performs better than male in such as subject English Language Literature. Extensive research on the effect of gender on academic achievement often reflects

the general belief that males perform better than females. Adeyemi said that men are superior to women in all endeavors, including academic performance, and it is white in the context of some subscriptions to his stereotypes of female inferiority.

Boys are believed to be assertive both verbally and by other means. Biological factors have also been related to differences in the cognitive ability of girls and boys. The greater verbal ability of girls has also been related to biological factors including the hormone system. Verbal ability has been measured by a variety of tests, including word fluency, grammar, spelling, vocabulary, and reading. Preschool girls have performed better than boys, on average on several tests. In the primary school years, it is believed that differences between girls and boys are not consistent, but during adolescence, once again, girls tend to perform better than boys in verbal ability (Adeyemi, 2005, p. 5).

The way people speak and write is important both socially and educationally. It affects how they are perceived and evaluated. Girls tend to be thought of as highly able readers and writers. This is consistent with their performance on tests of „verbal ability“ and in school with the fact that many girls enjoy English and achieve good results in the subject. A survey carried out by the Assessment of Performance Unit in the UK found that girls tend to do better than boys on reading and writing tasks. For writing, especially, the overall pattern is clear and consistent with girls performing significantly better than boys Ward, submitted that male students generally had higher average scores than females on the ACT, mathematics, reading, and science reasoning tests, but lower average scores than females on the English test (Adeyemi, 2005, p. 5).

4. Gender and Language

The major factor affecting the acquisition of sociopragmatic competence in virtually every language, and one has received considerable attention recently, is the effect of one's sex on both production and reception of language. Differences between the way males and females speak have been noted for some time now. Among American English speakers, girls have been found to produce more standard language than boys, a pattern of thought adulthood. Women appear to use language that expresses more uncertainty (hedges, tag question, rising intonation, and declarations, etc) than men, suggesting less confidence in what they say. Men have been reported to interrupt more than women, and to use stronger expletives, while the latter uses more polite forms.

Tannen and others have found that males place more value, in conversational interaction, on status and report talk, competing for the floor, while females value connection and rapport, fulfilling their role as more cooperative and facilitative conversationalist, concerned for their partner's positive face needs (Douglas, 1980, p. 240).

There is widespread belief in many western cultures that females tend to be better L2 learners than males, but this belief is probably primarily a social construct, based on outcomes which reflect cultural and socio-psychological constraints and influences. There do appear to be some sex differences in language acquisition and processing, but the research evidence is mixed. For example, women outperform men in some tests of verbal fluency (such as finding

words that begin with a certain letter), and women's brains may be less asymmetrically organized than men's for speech.

Continuous, particular potential relevance to SLA are findings in relation to mental representations in the lexicon versus the grammar: females seem to be better at memorizing complex forms, while males appear to be better at computing compositional rules. Other differences may be related to hormonal variables: higher androgen level correlates with better automatized skills, and high estrogen with better semantic/interpretive skills. Kimura found that higher levels of articulators and motor ability have been associated in women with higher levels of estrogen during the menstrual cycle (Troike, 2006, p. 84).

5. Gender and Writing

The language used by people is determined by social classification such as gender, social class, age, ethnicity, and education. One of the sociocultural factors shaped by learners in the process of learning a language including writing is gender (Bijami, 2013, p. 2).

Writing is a social activity in which writers assign themselves in acceptable discourses to express themselves by reinventing ideas and linguistic expressions created by others. In this view, writers' identities are socially constructed and writers position themselves in social identities available to members of the discourse community (Bijami, 2013, p. 2).

Rahayu in "gender and writing indicates that female author writes differently from a male author in terms of syntax and conjunction choices. These

differences are due to the way male and female author were brought up and influence the position and the role of each sex (Hidayat, 2014, p. 1). In addition, there are many factors that possibly influence female and male writing, includes the way they brought up.

Taking a close look at the importance of gender and writing relation, it is helpful to state that the second language writing research may explore gender differences in how men and women or boys and girls write differently in L2 with respect to process and product. These differences, however, should not be conceptualized as fixed traits, but as phenomena contingent on context and power (Bijami, 2013, p. 2).

In terms of writing style, Shlomo, et.all found a significant difference between male and female-authored documents in the use of pronouns and certain types of noun modifiers: although the total number of nominals used by male and female authors is virtually identical, females use many more pronouns and males use much more noun specifiers. More generally, it is found that even in formal writing, female writing exhibits greater usage of features identified by previous researchers as "involved" while male writing exhibits greater usage of features which have been identified as "informational" (Argamon, 2007).

Research on gender difference in the writing process may consider some issues, such as topic choice, planning, writing, peer editing, and revising; on the other hand, as a focus on product, it may also explore word choice, syntax,

discourse organization, audience awareness, and so on. Eckert and McConnell-Ginet claim that research on language and gender should:

- explain how social practice relates to linguistic structures and system,
- describe the social construction of gender categories,
- consider theories and approaches from other communities of scholarly practice, especially those especially concerned with gender,
- focus on the particular rather than (over) generalize.

Numerous studies have been conducted regarding gender and language learning including writing in Iran. Kamari et al., in their research on 150 BA students of Islamic Azad University of Ahvaz majoring in Teaching English as a foreign Language (TEFL), compared both genders in terms of proficiency in writing a descriptive paragraph and their opinion on the paragraph. The results showed the superiority of writing skill of male students on opinion paragraph essay and superiority of female students on descriptive one. According to findings of Kamari et al., males are good writers on opinion related- subjects because of their ability in expressing their opinions and ideas (Bijami, 2013, p. 3).

Aries found that females seem to talk more about the relationship than males. The relationships are the relation among people, animals, and the relation product such feelings and history. Furthermore, Tannen said that females more use compliments and apologize in their writing. Female also used facilitative tag question. In general, females are more attentive to an effective function of

conversation and more prone to use a linguistic device that solidifies relationship (Argamon, 2007).

Argamon (2007) found that women's writing Exhibiting more using of involvement features and men's writing exhibiting more usage informational features. From the finding, we can identify that women writing's more creative than man. The difference of features in writing is influence the quality of writing product. That thought may present a possibility of different in genders writing product which man for non-fiction and woman for fiction.

The social characteristic both of gender gave many influences in their writing content. For example, In interest terms female more used love and clothes words, which male write words which connected with animals. Suparti finds that females more used polite language than man (Hidayat, 2014, p. 2). Although Argamon (2007) said that females use many more pronouns and males use much more noun specifiers. Continuous, he said that male talks more about objects; while female talk more about a relationship.

Bijami (2013, p. 1) found that critical thinking instructions had a significant effect on Improving Iranian EFL students descriptive writing and there was significant difference on the effective use of critical thinking instructions with rearranged to gender in descriptive writing test performance. While Peterson found that female tend to see themselves as being successful both in their use of writing conversation and writing description. In contrast, male tend to identify appeal and creativity as their writing straight.

Many researchers indicate those females are a better writer than male, even since childhood. Derba McCarney and Friends was found that boys are significantly more likely to have writing difficulties than a girl at childhood age. Children with handwriting difficulties are likely to have more general literary difficulties in the areas of reading and spelling. They also find that gender stereotypes may act as a disincentive for a male to improve their handwriting and impact on their overall literacy development

The difference across gender writing performance has been thought by many researchers. The result was amazing, no one of the research found that male and female has similar writing performance. Keikhay and Shirfani were found in their research in Persian students that males tend to use "I" references, elliptical sentence, judgment adjectives, locatives, and references to quantity more than females. While females were apt to use more words, hedges, sentence initial adverbs, a length of sentences, dependent clauses, the reference to emotion, intensive adverbs, and uncertainty verbs (Yahya, 2014, p. 209).

Another research shows the similar finding from previous research that those females are better than male in writing. Shirzard (2013, p. 79) found there is a significant difference between men's and women's texts in syntactic complexity, means of integrating cited information, and organizing arguments. The structure of women's texts tended to be more complex than men's. The women also used more paraphrases to integrate cited information, but the two gender groups used similar forms of direct quotations. Furthermore, women presented better-organized arguments. Those characteristics of the women's texts presumably

would be advantages for their success in academic writing and indicate a higher level of proficiency in EFL academic writing.

In the coherence and the organization text in writing, there was found that female was better than male. Based on Fine "Research within cognitive tradition present a familiar pattern of female advantage in writing performance across both of primary and secondary phases girls have been shown to write more coherent, better-organized text, write more and demonstrate higher degrees of compositional fluency. Faster handwriting more common in female writers is seen to be indicative of increased automation, thus freeing up resources for ideas generation (Jones, 2012, p. 163).

F. ICT Based Inspiration Mind-mapping Software

Now times, ICT can't be separated with educations. The curriculums have already designed to be capable of implementation throughout the world to all secondary age students. The program of teacher professional development relates closely to the ICT curriculum, and particularly to the stage of development that schools have reached with respect to ICT (Gokhe, 2015). Besides, the development of educational media makes the world switch to using ICT to make learning media as a replacement for the book material. Because it is easy to obtain and can be stored in a computer (Laksono, 2016, p. 68).

Teaching and learning activity would work in an effective way because of ICT. Higgins in his book, told that there is evidence from research that ICT can help pupils to learn and teachers to teach more effectively. Furthermore, he told

that increasing practice is a key how ICT can improve learning. Those prove that ICT is a media that very useful in education.

1. ICT in English Language Teaching and Learning

In education, computer technology has become so essential that the government put ICT as one of the curricula in Indonesia's education. The utilization of ICT in education has recently started to appeal the potential and significant progress in language learning. It has become a major issue in the education world and has been used from preschool through to university that could facilitate students and teacher in teaching and learning process. ICT has been publicized as potentially powerful enabling tools for educational change and reform. The computers play the significant role in the learning process especially in learning a language. A computer is a tool and medium that facilitates people in learning a language, although the effectiveness of learning depends totally on the users. The technology in this era has been grown up not only from the quality but also the efficiency. They are moving fast without any limit from every product. The need of technological innovation has brought the communication revolution and rapid development of technological application in teaching and learning. This technology made a contribution to improving language communication in Indonesia. Every school has used the ICT to facilitate the teacher to teach the students in the classroom. Many kinds of application that they use in the classroom improved and enhanced the better lesson.

The latest method of EFL teaching that is developed is Computer Assisted Language Learning (CALL). Some experts and practitioners of education learning

language in CALL strongly support the utilization of ICT in language learning to improve efficiency and effectiveness of learning that can improve the quality of understanding and mastery of the language studied. In other words, the integration of ICT in the field of language learning is inevitable known that the ICT and language learning are two aspects which support each other like two sides of the coin inseparable. Fortunately, the use of Computer Assisted-Learning Language (CALL) has increased noticeably by English teachers. Consideration of Computer Assisted Language Learning is using a computer. This tool is flexible, rich and interactive. It is flexible in the term of time and place. It has also assumed that more than other media can encourage students in learning a language. This is due to the computer's ability to present material is more diverse ways than either book or video does. In addition, CALL is able to generate interaction and improve communicative competence, including providing authentic material to the class or self – learning. The method focuses on computer utilization to enhance language learning (Wordpress.com 2013).

The use of ICT in education is absolutely required. Integration of ICT in teaching and learning process is a topic of interest to many researchers, including education practitioners. Based on the use of ICT can be applied in three different scopes such as curriculum, topics, and teaching. ICT also in terms of finding learning materials from original sources and recognized. In finding articles from international journals, the students can get it just by sitting in front of computers connected to the Internet network. All information about science can be presented in a short time just by using the Internet. Learning materials that have been

obtained and copied and transferred to the USB, it can also be printed directly so that it can be used as learning materials. At the recent time, teaching and learning are facilitated by computer has been the demand.

2. The Inspiration Mind-mapping Software (IMMS)

Inspiration Software Incorporation is mind-mapping software can be used during writing lessons to develop outlining process and writing proficiency as the pre-writing activity; since previous research has recently recommended it as an effective and effective teaching technique (Dadour, 2014, p. 7).

Inspiration is a mind mapping software which is useful for students with Dyslexia and other conditions which may affect the ability to organize ideas in a structured way. With Inspiration Media writer can transform their thinking into a polished piece of written work. Once they have created the visual aid that can transfer the whole document into a word processing package (Beaverton, 2012, p. 6).

The use of Inspiration Media to help writer Mind-mapping ideas, make notes from research, structure their thoughts and visually communicate concepts. Inspiration Templates can be used for success plans such as; to plan and prioritize tasks, to start essays, assignments, and projects, to use visual and creative methods to structure essays, to create work from a template, using built-in prompts and plans.

Furthermore, guide Inspiration book states that Inspiration is the ultimate thinking and learning tool. Brainstorm ideas, structure writer thoughts and visually communicate concepts to strengthen understanding with the Diagram and

Map Views. In short, organize more efficiently, and structure writing for plans, papers, and reports, use the integrated Outline View (Beaverton, 2012, p. 6).

To sum up, Inspiration is a supporting visual thinking in which writer can learn better through understanding and retaining information. The concepts, words, and ideas of inspiration mind mapping software are linked with images.

3. The Benefits of Using Inspiration Mind-mapping Software

Electronic concept maps and outlines such as Inspiration have some advantages over paper and pencil versions. One advantage is the ease of revision; new ideas can be inserted and the organization of information can be easily changed. Electronic concept maps can be expanded beyond the reasonable limits of paper ones and the details can be hidden to reveal the organization of main topics. In addition, electronic maps can be automatically converted into outlines. Thus, ideas can be generated in a visual format that highlights connections among them. Then, converting the map to an outline can help in designing the linear organization needed for writing (MacArthur, 2009, p. 93).

4. The Procedures of teaching Writing Using Inspiration Mind-mapping Software

With the development of social-cognitive and socio-cultural models of writing, the teaching of writing has shifted from a focus on teaching grammar and mechanical aspects of the task to address teaching about the processes of writing, text features and organization, and the meaningfulness of content (Kraayenoord, 2009, p. 23). Teaching writing through text features and organization in now

times would be very useful by using ICT media such as Inspiration media. Dadour (2014, p. 8) states that mind-mapping software can be used during writing lessons to develop outlining process and writing proficiency as the pre-writing activity; since previous research has recently recommended it as an effective and effective teaching technique is Inspiration Software Incorporation.

Furthermore, previous results proved that training EFL learners on mind-mapping software is effective in developing essay outlining ability and writing proficiency level. In conclusion, Dadour (2014, p. 10) recommends to university instructors and students to manage and manipulate mind-mapping software during teaching and learning English writing.

The process of second/foreign language teaching and writing, as well as writing in the native language, involves three distinct stages followed by foreign language writers:

- a. Pre-writing, rehearsing, or the write-based phase, in which the ideas are gathered and generated.
- b. Drafting, or product-based phase in which the writer composes structures, and reconstructs ideas and
- c. Revision or the reader-phase of revision

Outlining using Inspiration Media located in the first pre-writing phase, where the students are given an opportunity to generate, gather, and arrange ideas related to a given essay (Dadour, 2014, p. 7).

In another hand, the first step in teaching procedure is leading the student to make an outline using Inspiration media. This was called as pre-writing strategies. However, students have completely understood how to operate Inspiration media. The training about how to operate Inspiration media took before teaching and learning activity in the class, it could by the guidance of the teacher or by students itself. The outline was making by students based on the certain topic were decided by the teacher.

Second, after creating the outline about the topic, teacher led the students to make the first draft of an essay. These steps were calls drafting phase. There were two to three drafts would make by students. Each draft would be corrected by the teacher or peer students. Probably, the second draft would be better than the first draft and so on, until final product were made. The main focus on the drafting phase is composing structures and reconstructs ideas into a detailed explanation.

Finally revision by the reader, teacher led the students to share the writing product and let the reader make their own revision. In the latter stages, the reader would make their own writing to revise students writing.

CHAPTER III

RESEARCH METHOD

This chapter discusses research type, research design, variables of the study, population and samples, research instrument, data collection procedures and data analysis procedures.

A. Research Design

The design of the study was an experimental design of factorial design. Experimental Design was a plan for an experiment that specifies what independent variables applied, the number of levels of each, how subjects were assigned to groups, and the dependent variable (Ary, 2010, p. 641). Factorial designs were used in educational experiments when the researchers manipulating an experimental variable measure the effect of the independent experimental variable across different subgroups in samples (Latief, 2014, p. 97). In this sense, they were male and female based on students' gender.

This design was not only compare between experiment and control group but also between the male experimental group and male control group (Latief, 2014, p. 97). The male and female experimental group who were used IMMS (Inspiration Mind-mapping Software) would compare with male and female control group who use outline. And then, the researcher compared the male in the experimental group with the control group and female in the experimental group with the control group. And the last the researcher compared male and female in the experimental group.

Experimental research involves a study of the effect of the systematic manipulation of one variable on another variable. The manipulated variable called the experimental treatment or the independent variable (IMMS as instructional media in teaching expository essay). The observed and measured variable called the dependent variable (male and female students' score in writing an expository essay) (Ary, 2010, p. 266).

Table 3.1 The Schema of Factorial Design

Level	Treatment	
	Experimental (B1)	Control (B2)
Male (A1)	A1B1	A1B2
Female (A2)	A2B1	A2B2
Male + Female (A1+A2)	B1	B2

Note:

A1 : Male Students A1B1 : Male students of experimental class

A2 : Female Students A2B1 : Female students of experimental class

B1 : Experimental Class A1B2 : Male students of Control class

B2 : Control Class A2B2 : Female students of control class

B. Population and Sample

The study conducted at Palangka Raya State Islamic Institute. The populations of study were all of the Essay writing students of Palangka Raya State Islamic Institute of 2016/2017 academic year. The numbers of the population was 52 of A, B and C essay writing class. Since the population defined as all of members of any class of people, events, or objects and the researcher

wants to research all of the elements in research, the research called population research on census study (Ary, 2010, p. 148).

**Table 3.2 Number of Population in Essay Writing Class of
IAIN Palangka Raya**

No.	Class	Number
1.	A	17
2.	B	17
3.	C	18
	Sum	52

C. Research Instruments

This part explains the test as a research instrument used to collect the data. It covers Instrument of the research, test constructions, scoring method and test validity and reliability.

1. Instrument of the research

This subchapter discusses about research instrument. They were; test types and test construction. Test contraction divided into planning writing test and preparing writing test.

a. Test Type

The type of the test used to collect the data was writing test, especially expository writing test using IMMS for students with different gender, in this case, male and female students. The test consists of directions and statements that address the subject in writing and choose one of the topic selections. In

this sense, the students assigned to choose one of the topics that interest them. They were asked to develop the topic into an essay containing about 400 to 500 words. The allocated time to work on each writing test is 90 minutes.

b. Test Construction

The test construction was based on the aims of the study. The study aimed at finding out the effectiveness of using Inspiration mind-mapping software in writing an expository essay to the male and female student. The result of the test was investigating used statistical analysis and outcomes were compared to see the effects of using Inspiration mind-mapping software on writing.

To obtain the appropriate writing test for aims of the study, the researcher did some steps; (1) planning the writing test, (2) preparing the writing test, (3) trying out (pre-testing) the test and analyzing the result, and (4) carrying out the test.

1) Planning the writing Test

To produce a good writing test, the researchers make a plan on the test construction. In this sense, the objective of giving the test determined. Then the researcher decided the appropriate types of test. The test types and objectives were very close. The test objectives could not be achieved without having appropriate test types. Then, the researcher cared for the adequacy of the content. The test content should match with the test types

and objectives. Lastly, the time allocations for the test administration planed as well as the instrument try out.

The conclusion of planning the writing test could be seen on table 3.3 Teaching and Instrumentation Plans.

Table 3.3 Teaching and Instrumentation Plans

Meetings	Teaching Activity	Instrumentation
First	<ol style="list-style-type: none"> 1. Class Introduction 2. Introducing the Essay and expository essay 3. Giving treatment of types of Expository essay. 4. Teacher led the students to make an expository essay without using Mind mapping before writing. 	Pre- test
Second	<ol style="list-style-type: none"> 1. Introduction of mind Mapping 2. How to build a mind mapping 3. How to create mind mapping through several types of expository essay. 	Build a Mind Mapping
Third	<ol style="list-style-type: none"> 1. Introducing IMMS (Inspiration Mind Mapping Software) 2. How to use IMMS 3. How to build a mind Mapping Using IMMS 	Making an Expository Essay using IMMS (Post-Test)

2) Preparing the Writing Test

The writing test was used to elicit the data covering directions and instructions of what the subjects had to do. Make the instruction clear and understood by the students, the instruction were made a sample. The instruction accompanied with several alternative topics. The topics were the ones the students knew and could develop into a composition.

To construct the test direction, the researcher took into account the guidelines applied by Clouse as follows: (a) the question should be clear, (b)

the question should be brief, (c) the instruction should be definite; (d) avoid questions requiring yes or no answers; (e) average students should be able to write average answer to the question; (f) the vocabulary used and the concepts expressed in the topic should not be too difficult for the ordinary students to understand immediately; and (g) the instruction should provide an organizing principle for composition (Clouse, 1986, p. 50).

2. Research Instruments Try Out

The writing tests developed by try-out in the C class of English department of Palangka Raya State Islamic Institute. The test try-out to a number of students had a similar characteristic with the subjects of the study. The tests try out carried on two times. The numbers of students involved in the test try out about 18 students. The tests try-out minimally aimed to produce writing test that appropriates for the purpose of answering the research problem. In addition, the try out also determined the appropriate length of time needed by the students to complete the writing task including using inspiration media and writing essays.

In this case, the students assigned to choose one of the five topics that interest them and then develop it into a composition. In the tryout time, if none of the students ask clarification on the topics of the test. Few students ask questions about the types of mind-mapping, making a thesis statement and a number of paragraphs. This indicates that the students almost have no problems on making mind mapping and writing an expository essay. In short, the researcher concluded

that the students have already able to use Inspiration Mind-mapping software and knew the essay writing skills.

Based on the input from the students during the tryout, the revision on the instrument was made. The revisions were mainly on the directions and instructions. The test instrument was revised then used for the pre-test.

3. Scoring Method

To assess the students' writing product, there were three methods of scoring the students' writing. These were holistic, primary trait, and analytic scoring. These methods were different each other in terms of writing the aspect to asses. Holistic scoring was a produce in scoring students' writing on the basis of the general impression of the composition as a whole. The second type was analytic scoring a piece of writing by referring to a list of features or sub-skills on which a rather bases his or her judgment. The third was primary trait scoring. The primary trait scoring was a way of scoring a piece of writing by focusing on the specific feature or characteristics. The trait could be a language-based feature emphasizing any one or more of the criteria such as idea development, organization or fluency.

The analytic scoring required the rater (scorer) were give score on the basis of the marking scheme that contains some features or components of writing, such as content, organization, sentence structure, and grammar, usage, and mechanics. Each component was scored separately and sometimes given different weights to reflect their importance in instruction. Unlike the holistic

system, the analytic scoring separates the features of a composition into components. There are two advantages of this type of scoring. It provides feedback to students on specific aspects of their writing and gives teachers diagnostic information for planning instruction.

In the present study, product assessment with the analytic scoring method was used in evaluating the students' final composition. It was assumed that analytic scoring system was closer to the criteria used in process writing. The analytic scoring method applied in the study covers four components (content, organization, sentence structure, and grammar, usage, and mechanics) as proposed by Behrman. To identify the students' progress in time-order essay writing, specific criteria in a form of scoring guide used.

Table 3.4 Scoring Guide

Component	Score	Level	Indicators
Content	6	Excellent	Develops and sharing information with well-chosen details across the paragraph
	5	Skillful	Develops and shares information with well-chosen details in parts of the paragraph
	4	Sufficient	Develops information with some details
	3	Uneven	Presents some clear information, but is list like, undeveloped, or repetitive, or offer no more than a well-written beginning
	2	Insufficient	Presents fragmented information or may be very repetitive or may be very undeveloped
	1	Unsatisfactory	Attempts to respond to a prompt, but provides little or no clear information; may only paraphrase

			the prompt.
Organization	6	Excellent	Is well organized with strong transitions
	5	Skillful	Is clearly organized, but lack some transitions and/or have lapses in continuity
	4	Sufficient	The paragraph is organized with ideas that were generally related but has few or no transitions;
	3	Uneven	Is unevenly organized; the paragraph may be disjointed
	2	Insufficient	Is very disorganized; ideas are weakly connected or the response is too brief to detect organization
	1	Unsatisfactory	Has no clear organization or consists of a single statement.
Sentence Structure	6	Excellent	Sustains variety in sentence structure and exhibits good word choice
	5	Skillful	Exhibits some variety in sentence structure and some good word choices
	4	Sufficient	Exhibits control over sentence boundaries and sentence structure, but sentences and word choice may be simple and unvaried
	3	Uneven	Exhibits uneven control over sentence boundaries and sentence structure; may have some incorrect word choices
	2	Insufficient	Little control over sentence boundaries and sentence structure; word choice may often be incorrect
	1	Unsatisfactory	Little or no control over sentence boundaries and sentence structure; word choice may often be incorrect in much of all of the response.
Grammar, Usage, and Mechanics	6	Excellent	Errors in grammar, spelling and punctuation are few and do not interfere with understanding
	5	Skillful	Errors in grammar, spelling and

	4	Sufficient	punctuation do not interfere with understanding Errors in grammar or usages- such as tense inconsistency, lack of subject- verb agreement- spelling and punctuation do not interfere with understanding
	3	Uneven	Errors in grammar or usage- such as tense inconsistency, lack of subject-verb agreement- spelling and punctuation sometimes interfere with understanding
	2	Insufficient	Errors in grammar or usage- such as tense inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding in much of the response
	1	Unsatisfactory	Many errors in grammar or usage- such as tense inconsistency, lack of subject- verb agreement- spelling and punctuation severely interfere with understanding (Behrman, 2003, p. 183).

The method was aimed at assessing the subjects' composition both using and not using IMMS.

4. Research Instrument Reliability

Reliability referred to the consistency with which a test measured whatever it measured (Hopkins, 1990, p. 295). Similarly, Latief (2001, p. 217) stated that reliability referred to the preciseness of the language skill assessment result in representing the actual level of the examinee's skills. In this study, the

reliability of the writing test mainly focused on the rater reliability since the scores were obtained from the judgment of two different rates. Here, the consistency could be achieved through rater training.

In rater reliability, there was inter-rater and intra-rater reliability. Inter-rater reliability indicated accuracy in scoring compositions of different rates. Meanwhile, intra-rater reliability referred to the consistency of the rater in scoring the same paper at two different points of time (Mukminatien, 1997, p. 5). It pointed out an individual accuracy in scoring a particular composition.

In addition, there were some procedures to measure an estimate of test reliability : test, parallel, split half, Kuder-Richardson (K-R 20 and K-R 21), and rater reliability (Hopkins, 1990, p. 297).

In the present study, the researcher applied inter-rater reliability since the compositions were scored by two raters. To achieve the acceptable score of inter-rater reliability, the raters were trained. First, the researcher explained the purposes of the test and the intended uses of the test results to the rater. Then, each point of the criteria used to score was explained. After the rater got same understanding of the criteria, the researchers gave the rater two composition samples to be rated. The scores of the two raters from the researcher and the rater were correlated to examine whether the scores belonged to acceptable scores or not. Of the two samples to be rated, it was found that both of them got acceptable scores. In the actual scoring, each rater was assigned to rate 34 compositions of 52 students. The compositions were scored holistically based on the criteria being set

up. The final score of a composition was the average scores of two raters. Like in the training session, in the case of unacceptable scores, the rates re-rated the particular paper to get the acceptable scores.

To obtain inter-rater reliability; the scores of the two raters were correlated using SPSS 21 program. The obtained inter-rater reliability coefficient for scores of both raters was 0.752 for the not-IMMS group and 0.827 for the IMMS group. Based on the interpretation of coefficient correlation, they belonged to high positive inter-rater reliability category. The obtained coefficient indicated that the students' writing product both using IMMS and without using IMMS had achieved the acceptable level of reliability. It meant that the students' writing product had been scored as fairly and consistently as possible.

The coefficient correlation and the interpretation of inter-rate reliability according to Winkle et al and Djiwandono (1996) as shown in Table 3.5.

Table 3.5 Inter-rater Coefficient Correlation and Interpretation

Correlation Coefficient	Interpretation
90 to 1.00 or - 90 to - 1.00	Very high positive or negative correlation
70 to .89 or -70 to - .89	High positive or negative correlation
50 to .69 or – 50 to – 69	Moderate positive or negative correlation
30 to .49 or – 30 to -49	Low positive or negative correlation
00 to .29 or – 00 to – 29	Little if any correlation

5. Research Instrument Validity

The validity classified into content, construct, and face validity. In this study, the validation of instrument mainly directed to the face and content validity, that made the test items (contents) match with what supposed to measure. Related to writing test, the content validity could be checked by examining the agreement between the objectives of the course and the test used to measure the objectives. Then, in terms of the face validity, the test assigns the students to write an expository essay. Next, construct validity meant that the test really measures the intended construct (Ary, 2010, p. 235). Related to writing test, the content validity could be checked by examining the agreement between the objectives of the course and the test used to measure of objectives. Then, in terms of the face validity, the test assigned the students to write an expository essay. Next, construct validity meant that the test reflects the psychological reality of behavior in the area being tested (Kroll, 1991, p. 71).

In this sense, there were some efforts to make test construction and content valid (test of validity). First, the research made the test was true measure. Here, the test showed agreement between the test scores and objectives. Second, the research determined the test types matched with test objectives. After determining the test types, the research determined the test content suitable for the test. In this sense, the primary concern was the focus on the topics of the essay. The topic selection based on the objectives of the test, students' background knowledge and interests.

Afterward, the writing test constructed. It contains the directions that the students had to do the test. Then, the test try-out did to the students were having the same characteristics with subjects of the study. It did for the improvement and clarification of the instruction. The revision of test instruction were made after having the test try out. Finally, the final form of writing test given to the experiment classes.

In addition, reliability was the accuracy of measurement and the consistency of results (Hellriegel, 1998, p. 631). Similarly, Sekaran (1992, p. 371) stated that reliability was the extent of consistency and stability of the measuring instrument. In this case, to score composition as fairly and consistently as possible, the research used inter-rater method (test of reliability). Inter-rater reliability was the consistency of the judgment of several raters on how they saw a phenomenon or interpreted the response of the subjects (Sekaran, 1992, p. 367).

In this case, two raters were employed to score the students' writing. The two raters were the researcher and the English who had a lot of experience in teaching English at English Department of Palangka Raya State Islamic College. One important thing in using the inter-rated method in rating process focused on the training of the raters (Weigle, 2002, p. 36). It could maximize the accuracy of the writing assessment. This made the raters be consistent in scoring and avoid subjectivity of the rates in scoring. For this purpose, the training was given to get the inter-rater agreement in order to give reliable scores to students' writing product.

Relevant to this, Nunan (1992, p. 56) stated that the acceptance reliability on composition score was possible to get through careful training of raters. Moreover, Latief (2001, p. 271) argued that reliability on composition scoring was affected by both raters and writers of the essay. Raters' reliability referred to the accuracy of the raters' judgment. Meanwhile, writers' reliability referred to the accuracy of the writers' performance.

For this purpose, the raters involved the evaluating the students' writing performance was given a training before doing the actual rating. The training mainly focused on emphasizing of the raters' understanding of the scoring criteria. In this sense, if the two scores having 1 to 9 point difference would consider as acceptable score difference. On the contrary, the two scores having more than 9 point difference would consider as unacceptable score difference. When it occurred, the two raters scored again the particular papers until they got the acceptable scores.

D. Data Collection Procedures

The study aimed at investigating the effectiveness of using Inspiration mind mapping software with the quality of composition writing by the experimental group of students. The effects would be a difference between or among population means. In the presents study, Inspiration mind-mapping software said to have an effect on writing if the quality of the writing using Outline is lower than those who use IMMS. The differences between the two compositions were the result of using IMMS. On the other hand, IMMS would

say to have no effects on writing if the qualities of the writing using IMMS were same or almost the same as the qualities of the writing using Outline.

To collect the data, the researcher employed Factorial design. In the procedure, the researcher should select samples randomly. The members of samples were assigned into two groups. One of the groups was experimental and the other is the control group. The experimental group was writing an expository essay using IMMS treatment and the control group was writing an expository essay using outline. The procedure to collect the data described by the following steps;

1. Conducting preliminary study. Here the researcher observed the class that would be researched. The observation covers the syllabus of essay writing class, the class schedule, materials, and the learning process.
2. Determining the subject of research. Here there were three essay writing classes, the researcher determined the class selected to be the subject of research that represent the average writing ability of the whole class. This phase includes determining the sum of male and female students on the class.
3. The class assigned into two groups. One of the groups was the experimental group, in this case, B class. Meanwhile, the other was controlled group were A class.
4. The continuous step would be Giving treatment. Here, the researcher would socialize the use of Inspiration mind-mapping software in pre-writing strategies to the experimental group. The socialization covers the software

of Inspiration mind-mapping software, the procedures to used Inspiration mind-mapping software in the pre-writing expository essay. The ends of treatment the researcher give a test to experimental groups. The test was writing an expository essay using IMMS. Meanwhile, the control group got treatment control where assigned to writing an expository essay using Outline.

5. Measuring the achievement of student's writing. In other hand giving scores of students writing product both of experimental and control groups. In giving scores analytic scoring applied to correcting the writing product. Two raters corrected the students writing product than the average score of two raters would be the final score of writing scores.
6. Analyzing data to answer the research problem. Here, the average scores of two groups are compared statistically. The means of the male in the experimental group compared with control group and the scores of female students in the experimental group compared with the female in control group. And then, the two ways ANOVA of f-test applied to analyze the data, since the subjects were different types.
7. Continuous, the researcher interpreting the result of data collection. The result of the f test interpreted. The aim was to evidence the alternative hypothesis. In this sense, If the F_a observed was higher than F table, the H_a stating that The male students who using inspiration mind-mapping software in writing expository essay get better achievement than who didn't use it accepted, and The male students who did not using inspiration mind-

mapping software in writing expository essay get better achievement than who use it was rejected. Meanwhile, If the F observed was smaller than F table, the first H_a rejected and the H_o accepted and so on second H_a . Since first H_a and second H_a accepted, the third H_a accepted together with first H_a and second H_a but when one of first H_a or second H_a was rejected, third H_a automatically rejected.

8. Making discussion and conclusion. The discussion made to clarify the research finding. Here, the researcher quotes some experts' theory to support the research finding.

The procedure in essay writing test with factorial design could be seen in table 3.6

Table 3.6 The Procedure of Essay Writing Test

Sessions	Subjects 34 Students 12/22		Writing strategies
Experiments	Male		Using Inspiration mind mapping software
		Female	Using Inspiration mind mapping software
Control	Male		Using Outline
		Female	Using Outline

To collect the data, the researcher needs three meetings. The collection would begin from observing the class, giving treatment or material, and give assessments. To sum up, the teaching procedure to collect the data explained in Table 3.7.

Table 3.7 Treatment schedule

Meeting	Materials	
	Experimental	Control
1	Writing expository essay	Writing expository Essay
2	Mind Mapping	Outline
4	Giving Assessment	Giving Assessment

The method of data collection used in the present study and how the research problems answered, it summarized in Table 3.8.

Table 3.8 The Source of Data, Instruments, and Data Needed

Source of data	Instruments	Data needed
Essay writing class C	Try out	Test Validity and reliability
B class of essay writing course	Pre-test	To give a pretest in order to find the early ability of the subjects before given treatment (experimental class).
B class of essay writing course	Post-test	Scores of students writing ability of the subjects after given treatment (experimental class).
A class of essay writing course	Pre-test	To give a pretest in order to find the early ability of the subjects before given treatment (Control class).
A class of essay writing course	Pre-test	Scores of students writing ability of the subjects after given treatment (Control class).

E. Data Analysis Procedures

The data of the study were the students' writing scores. In this case, the data were in form of quantitative data. The data were analyzed by means of inferential statistical analysis was suitable to answer the researcher problem. In this case, the researchers apply Two Ways ANOVA (analysis of variant) two ways to examine the significance difference between male and female students

who using Inspiration mind-mapping software and those who did not use it in writing the expository essay. Two-way ANOVA was a statistical test that established a significant mean difference in two samples which each sample divided into two groups or more (Anwar, 2003, p. 222). The procedures in analyzing the data show in number of steps below;

1. Technique of Analyzing Data

Before analyzing data using ANOVA test, the writers fulfills the requirements of Anova test. They are Normality test and Homogeneity test.

a. Normality Test

The normality test used to know the normality of the data that going to be analyzed whether both groups have normal distribution or not. In this study to test normality, the writer applied SPSS 21 program using Kolmogorov-Smirnov with the level of significance $\alpha = 5\%$. The calculation result of asymptotic significance is higher than α (5%), so the distribution data was normal. In the contrary, if the result of asymptotic significance is lower than α (5%), it meant the data was not a normal distribution (Gibbons, 2003, p. 111).

b. Homogeneity Test

Homogeneity test was used to know whether experimental group and control group, that are decided, come from a population that has a relatively same variant or not. To calculate homogeneity testing, the writer applied SPSS 21 program using Levene's testing with the level of significance α (5%).

If calculation result was higher than 5% degree of significance so H_a was accepted, it means both groups had the same variant and homogeneous.

c. Testing Hypothesis

The writer applies two ways ANOVA statistical calculation to test the hypothesis with level significance α (5%). Two ways ANOVA could be applied to test a difference mean or more. The step is as follows;

1) The sum of squares

$$SS_T = \sum X_t^2 - \frac{(\sum X_T)^2}{N}$$

Where

SS_t = Sum of square total

$\sum x_t^2$ = each score squared, then summed

$(\sum X_t)^2$ = all the scores summed first, then this sum squared

N = number of scores

2) The sum of squares across A group

$$SS_A = \left[\sum \frac{(\sum X_A)^2}{n_A} \right] - \frac{(\sum X_T)^2}{N}$$

3) The sum of squares across B group

$$SS_B = \left[\sum \frac{(\sum X_B)^2}{n_B} \right] - \frac{(\sum X_T)^2}{N}$$

4) The sum of squares of A and B groups

$$SS_{AB} = \left[\sum \frac{(\sum X_{AB})^2}{n_{AB}} \right] - \left[\frac{(\sum X_T)^2}{N} \right] - JK_A - JK_B$$

5) The sum of squares within groups

$$SS_I = SS_T - SS_A - SS_B - SS_{AB}$$

6) Determine the Number of Degrees of Freedom Associated with each Sources of Variation

dF for between columns sum of squares

$$\mathbf{dF.bc} = C-1$$

dF for between-rows sum of squares

$$\mathbf{dF.br} = R-1$$

dF for interaction

$$\mathbf{dF.i} = (C-1)(R-1)$$

dF. For within-groups sum of squares

$$\mathbf{dF.i} = N - (C.R)$$

dF for total sum of squares

$$\mathbf{dF.st} = N-1$$

7) Mean of Squares Accros Group

$$MS_A = \frac{SS_A}{dF.bc}$$

$$MS_B = \frac{SS_b}{dF.br}$$

$$MS_{AB} = \frac{SS_{AB}}{dF.i}$$

$$MS_I = \frac{SS_I}{dF.i}$$

8) F observe

$$F_A = \frac{MS_A}{MS_I}$$

$$F_B = \frac{MS_B}{MS_I}$$

$$F_{AB} = \frac{MS_{AB}}{MS_I}$$

9) Table Result of Two-way ANOVA Calculation

Source of variance	SS	df	MS	F Observe	F table
Between Columns					
Between Rows					
Columns by Row (interaction)					
Within Group					
Total					

2. Data Analyzing Procedures

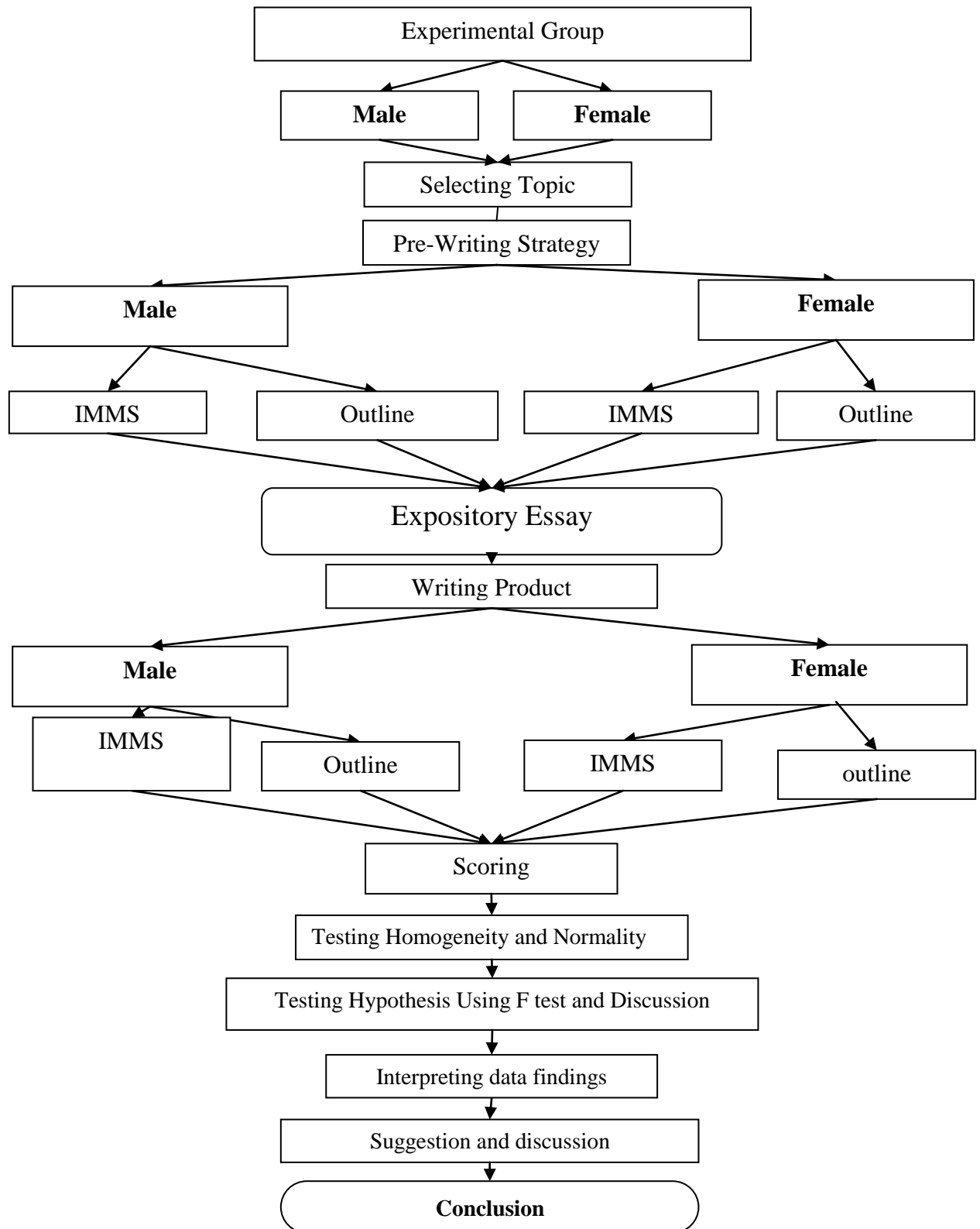
The writer does some ways in the data analysis procedures, they are as follows.

- a. Collecting students writing test of pre-test and Post-test
- b. Arranging the obtained score into a distribution of frequency of score table.
- c. Calculating mean, median, modes, standard deviation, standard error of students' writing score.

- d. Measuring the normality and homogeneity.
- e. Analyzing the data by using two-ways analysis of variance and manual one to answer the problem of the study. In addition, the SPSS 21 program was applied.
- f. Interpreting the result of analyzing data.
- g. Making discussion to clarify the research finding.
- h. Giving conclusion and suggestion
- i. Summary

To sum up, the steps in collecting, analyzing, and hypothesis testing can be described below. In the earlier step, the subjects selected a topic for Expository essay. They were assigned to write an Expository essay using Inspiration Mind-mapping software and using outline. The subjects writing both using Inspiration Mind-mapping software and using Outline from male and female students scored by two raters. To analyze the data of writing scores, Two Ways of Anova was employed. Two Ways ANOVA was a statistical computation used to test significant difference between in two samples which each sample divided into two groups or more. Then, the research hypothesis would be tested to answer the research problem. Lastly, a discussion on the results were made to clarify the findings, as described in Figure 3.1

Figure 3.1 Steps in Collecting and Analyzing data, and Testing Hypothesis



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the data which had been collected from the research in the field of the study. The data were the result of pre-test experimental and control class, the result of post-test experiment and control class, the result of data of analysis and interpretation and discussion.

A. Data Presentation

The early stages of experimentation were trying out the research instrument were conducted on September, 21st 2016 (Wednesday, at time 05.00 – 07.00) at A class of Essay Writing class students at IAIN Palangka Raya. The try-out result of students writing scores than tested by validity and reliability test. The test through experiment and control class execute after the research instrument known as valid and reliable test.

The pre-test and Post-test at the control class had been conducted on October, 12th 2016 (Wednesday, at time 07.00-09.00) and October, 26th 2016 (Wednesday, at time 07.00-09.00) at C class of Essay Writing students at IAIN Palangka Raya. The number of students in control class was 17 students. The pre-test and post-test of experiment class have been conducted on September, 27th 2016 (Tuesday, at time 07.00 – 09.00) and October, 18th 2016 (Tuesday, at time 07.00 – 09.00) at B class of Essay Writing students at IAIN Palangka Raya. The

number of students in experiment class was 17 students. The pre-test and post-test scores of both of classes were presented in table 4.1 and 4.2:

Table 4.1 Pre-test and Post-test scores of Male Students of Experiment and Control Class.

NO	Control Class				Experiment Class			
	Initial name	Scores		Improvment	Initial name	Scores		Improvment
		Pre-test	Post-Test			Pre-test	Post-Test	
1	AS	73	79	6	IRB	65	75	10
2	ARS	75	69	-6	SG	69	65	-4
3	MMM	65	67	2	RK	77	77	0
4	NF	81	75	-6	MA	71	77	6
5	AM	73	69	-4	YSP	77	77	0
6	AH	69	75	6				
7	KDH	67	77	10				
Sum		503	511	8		359	371	12
Lowest Score		65	67	-6		65	65	-4
Highest Score		81	79	10		77	77	10
Mean		71.9	73	1.1		71.8	74.2	2.4
Standard Deviation		5.4	4.6	6.5		5.22	5.22	5.55

The researcher got the result of the data by using manual calculation and SPSS 21. The data presentation of experiment and control class showed the table frequency distribution of pre-test score and post-test score of male students, the measurement of central tendency (mean, median, and mode).

Based on the result above, mean of control class who taught using outline before writing was from 71.9 in pre-test to 73 in post-test. Then mean of experiment class was from 71.8 in pre-test before the researcher applied IMMS in

teaching expository essay and after the researcher applied IMMS, mean of post-test in experiment class was 74.2. It can be concluded that mean of male students' achievement of A class of Essay Writing class as control and B class of essay Writing class as experiment class were increased from pre-test to post-test. The improvement of students' scores of pre-test to post-test would show on chart 4.1 and 4.2.

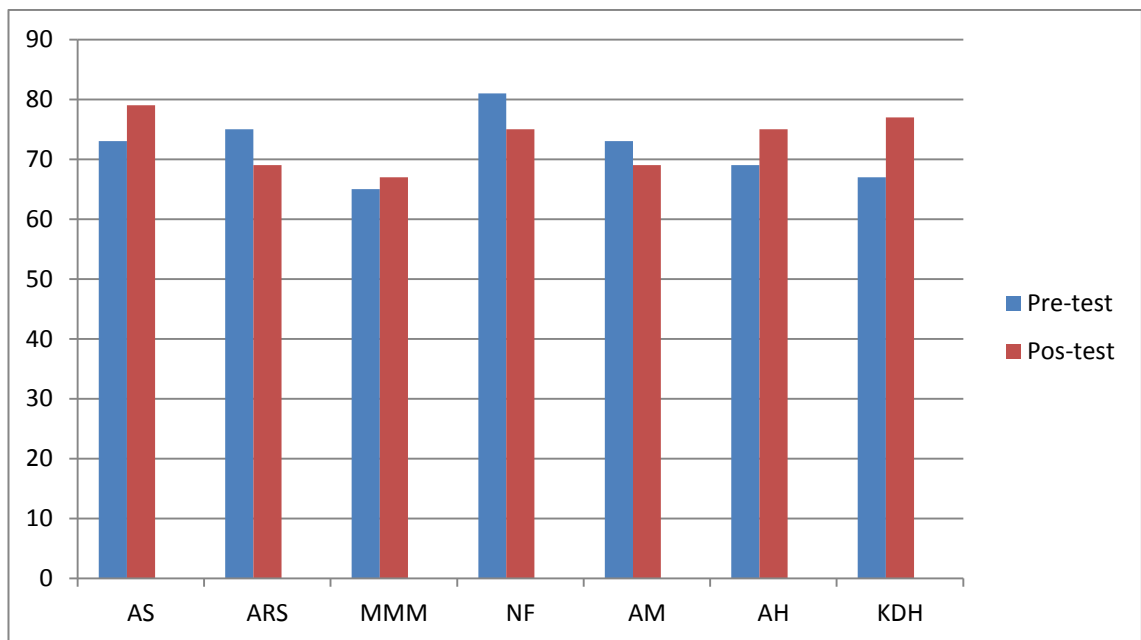
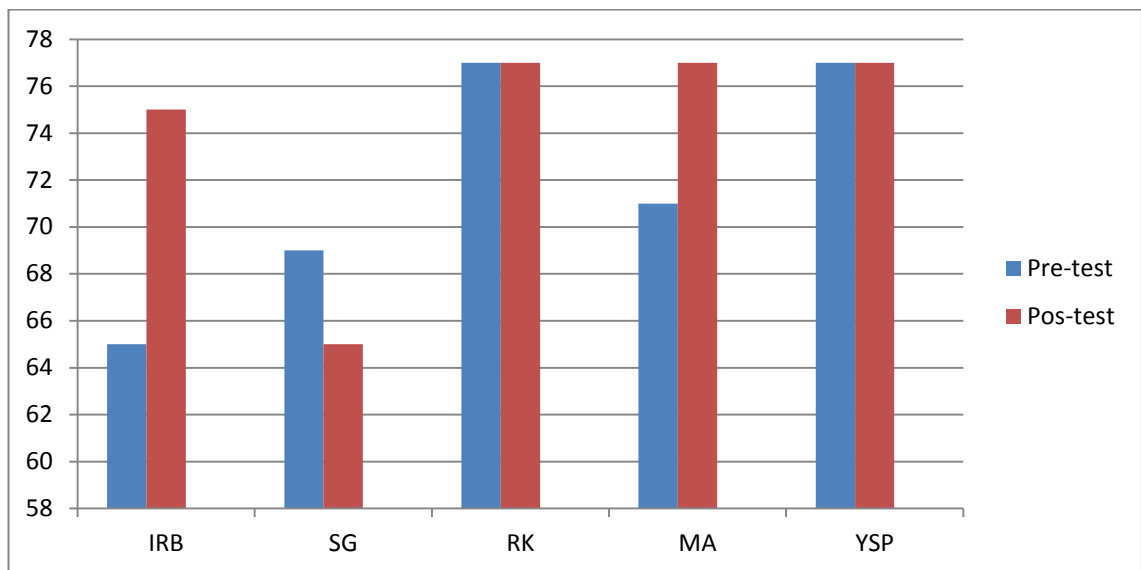


Chart 4.1. The distribution of male students Pre-test and Post-test of Control Class

There are 4 students, who got higher post-test scores than pre-test. And then, 3 students have a lower post-test score. It indicated that the treatment in male control class can't improve all of the male student's scores. In contrary, some students fail to get a better score after treatment.



**Chart 4.2 The distribution of male students Pre-test and Post-test of
Experiment Class**

From 5 male students in experimental class 2 students got higher post-test score than pre-test, 2 students got similar score and 1 student get lower post-test than pre-test. It means that IMMS give effect to some of male students in writing an expository essay.

Table 4.2 Pre-test and Post-test Scores of Female Students of Experiment and Control Class.

NO	Control Class				Experiment Class			
	Initial name	Scores		Improv-ment	Initial name	Scores		Improv-Ment
		Pre-test	Post-Test			Pre-test	Post-Test	
1	ENA	88	71	-17	ML	65	65	0
2	YQ	77	79	2	NZP	73	77	4
3	DAK	69	67	-2	LA	52	69	17
4	AW	63	83	20	RA	69	75.5	6.5
5	ZSN	81	79	-2	SNA	73	69	-4
6	NH	67	71	4	SMN	65	58.5	-6.5
7	AR	67	81	14	HS	75	65	-10
8	IR	63	79	16	RR	79	62.5	-16.5
9	ML	77	73	-4	AS	69	71	2
10	ME	54	67	13	DM	71	75	4
11					SA	83	69	-14
12					IPS	69	75	6
Sum		706	750	44		843	831.5	-11.5
Lowest Score		54	67	-17		52	58.5	-16.5
Highest Score		88	83	20		83	77	17
Mean		70.6	75	4.4		70.25	69.29	-1.0
Standard Deviation		10.07	5.89	11.35		7.81	5.77	9.62

Based on the result above, mean of control class who taught using outline before writing was from 70.6 in pre-test to 75 in post-test. The mean of experiment class was from 70.25 in pre-test before the researcher applied IMMS in teaching expository essay and after the researcher applied IMMS, mean of post-test in experiment class was 69.29. It can be concluded that mean of female students' achievement of A class of Essay Writing class as control were increased

from pre-test to post-test. Contrary B class of essay writing class as the experiment was fallen from pre-test to post-test.

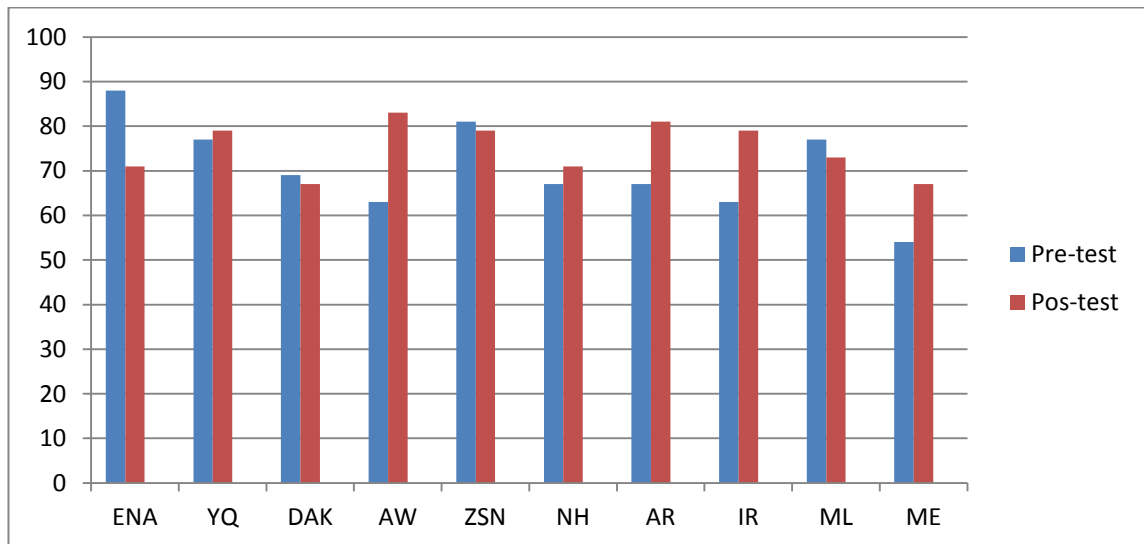


Chart 4.3 The distribution of female students Pre-test and Post-test of Control Class

There are 6 students, who got higher post-test scores than pre-test. And then, 4 students have lower post-test than pre-test score. It indicated that the treatment in female control class can't improve all of the female students writing the score. In contrary, some students fail to get a better score after treatment.

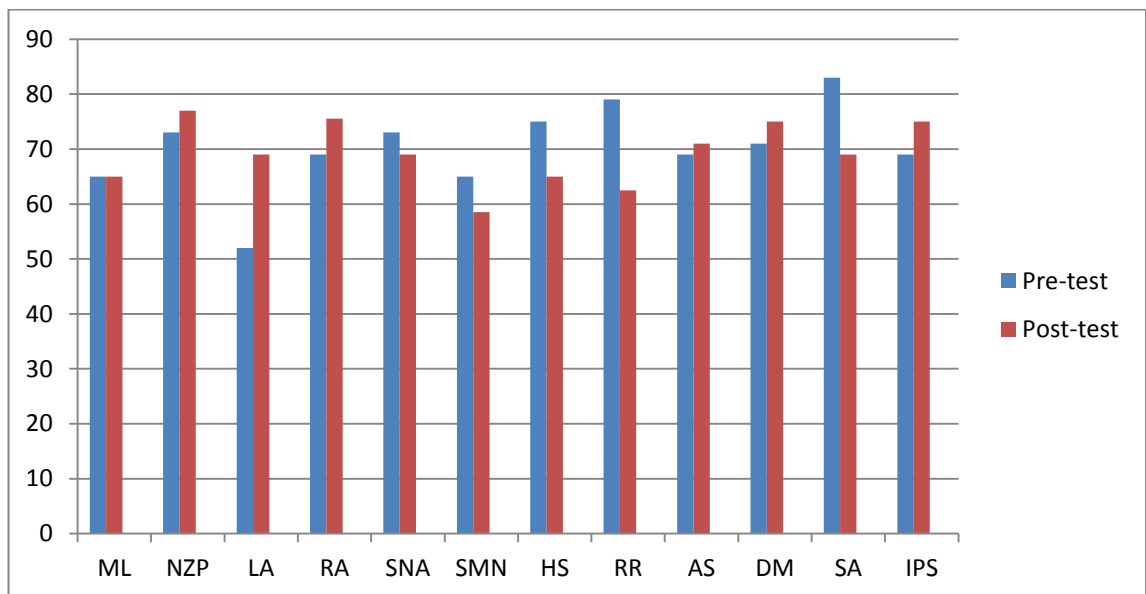


Chart 4.4 The distribution of female students Pre-test and Post-test of experiment Class

There are 6 students, who got higher post-test scores than pre-test, 1 students have similar score and 5 students have lower post-test than pre-test score. It indicated that IMMS can not improve all of the female students writing scores. In contrary, half of female students fail to get a better score after treatment.

Table 4.3 Pre-test and post-test scores of experiment and control class

NO	Control Class				Experiment Class			
	Initial name	Scores		Improv-ment	Initial name	Scores		Improv-Ment
		Pre-test	Post-Test			Pre-test	Post-Test	
1	ENA	88	71	-17	ML	65	65	0
2	YQ	77	79	2	NZP	73	77	4
3	DAK	69	67	-2	LA	52	69	17
4	AW	63	83	20	RA	69	76	7
5	ZSN	81	79	-2	SNA	73	69	-4
6	NH	67	71	4	SMN	65	59	-6
7	AR	67	81	14	HS	75	65	-10
8	IR	63	79	16	RR	79	63	-16
9	ML	77	73	-4	AS	69	71	2
10	ME	54	67	13	DM	71	75	4
11	AS	73	79	6	SA	83	69	-14
12	ARS	75	69	-6	IPS	69	75	6
13	MMM	65	67	2	IRB	65	75	10
14	NF	81	75	-6	SG	69	65	-4
15	AM	73	69	-4	RK	77	77	0
16	AH	69	75	6	MA	71	77	6
17	KDH	67	77	10	YSP	77	77	0
Sum		1209	1261	52		1202	1204	2
Lowest Score		54	67	-17		52	59	-16
Highest Score		88	83	20		83	77	17
Mean		71.12	74.18	3.06		70.71	70.82	0.12
Standard Deviation		8.27	5.34	9.55		7.02	5.83	8.54

Based on the result above, mean of control class who taught using outline before writing was from 71.12 in pre-test to 74.18 in post-test. Then mean of experiment class was from 70.71 in pre-test before the researcher applied IMMS in teaching expository essay and after the researcher applied IMMS, mean of post-test in experiment class was 70.82. It can be concluded that mean of students'

writing achievement of A class of Essay Writing class as control and B class of essay Writing class as the experiment were increased from pre-test to post-test.

B. Research Findings

1. Testing Normality and Homogeneity

The researcher has calculated the result of pre-test and the post-test score of experimental and control class by using SPSS 21 program. It used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. Also, homogeneity was used to know whether experimental group and control group that are decided came from the population that relatively same variant or not.

a. Testing Normality and Homogeneity of Pre-test of Experiment and Control Class

Table 4.4 test of normality One-Sample Kolmogorov-Smirnov Test

		Experiment	Control
N		17	17
Normal Parameters ^{a,b}	Mean	70.71	71.12
	Std. Deviation	7.016	8.268
Most Extreme Differences	Absolute	.169	.130
	Positive	.078	.130
	Negative	-.169	-.104
Kolmogorov-Smirnov Z		.695	.538
Asymp. Sig. (2-tailed)		.719	.934

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation used SPSS program, the asymptotic significant normality of experiment class 0.719 and control class was 0.934 then the normality of experiment class was consulted with the table of Kolmogorov-Smirnov with the level of significant 5% ($\alpha = 0.05$). Since asymptotic significant of experiment 0.719 $\alpha = 0.05$, and asymptotic significant of control = $0.934 \geq \alpha = 0.05$, it could be concluded that the data was a normal distribution.

Table 4.5 Testing of Homogeneity Levene's Test of Equality of error Variances

Dependent Variable: Achievement

F	df1	df2	Sig.
2.102	8	8	.157

Based on the result of homogeneity test, the F_{value} was 2.102 and the significant Value was 0.157 the data are homogeneities if the significant value was higher than significant level $\alpha = 0.05$ since the significant value 0.157 was higher than significant level $\alpha = 0.05$, it could be concluded that the data are homogeneous. It meant both of classes have same variants.

b. Testing Normality and Homogeneity of Post-Test of Experiment and Control Class

Table 4.6 Test of Normality One-Sample Kolmogorov-Smirnov Test

		Control	Experiment
N		17	17
Normal Parameters ^{a,b}	Mean	74.18	70.74
	Std. Deviation	5.341	5.914
Most Extreme Differences	Absolute	.170	.235
	Positive	.136	.145
	Negative	-.170	-.235
Kolmogorov-Smirnov Z		.700	.970
Asymp. Sig. (2-tailed)		.712	.304

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation used SPSS 21 program, the asymptotic significant normality of experimental class was consulted with the table of Kolmogorov-Smirnov with the level of significant 5% ($\alpha = 0.05$). Since asymptotic significant experiment = 0.304 $\alpha = 0.05$, and asymptotic significant control = 0.712 $\geq \alpha = 0.05$, it could be concluded that the data was normal distribution.

Table 4.7 Testing of Homogeneity Levene's Test of Equality of Error Variances

F	df1	df2	Sig.
1.798	7	9	.203

Based on the result of homogeneity test, the F_{value} was 1.798 and the significant value was 0.203 the data are homogeneities if the significant value is higher than significant level $\alpha = 0.05$ since the significant value 0.203 was higher

than significant level $\alpha = 0.05$, it could be concluded that the data are homogeneous. It meant both of classes have same variants.

2. Testing Hypothesis

The researcher used two ways ANOVA to test the hypothesis with significant level $\alpha = 0.05$. The researcher used manual calculation and SPSS program to test the hypothesis using two ways ANOVA. The criteria of H_a was accepted when $F_0 > F_{table}$ and H_0 was refused when $F_0 < F_{table}$. The result of testing hypothesis explained in table.

Table 4.8 Result of Testing Hypothesis

Source of variance	SS	df	MS	F Observed (F0)	Level of significant 0.05
Between columns	95.55	1	95.55	3.182	4,17 5%
Between rows	18.55	1	18.55	0.617	4,17 5%
Columns by rows (interaction)	81.68	1	81.68	2.720	4,17 5%
Between groups	900.72	30	30.02		
Total					

3. Interpretation of the Result

First, based on the calculation of used manual calculation and SPSS program, the $F_{observe}$ between columns was 3.182 Then it was consulted with F_{table} of with the level of significance 5% so $F_{table} = 4.17$ since $F_{observe} = 3.182 < F_{table} = 4.175$ the difference between columns was not significant. It could be concluded that using IMMS to male student's achievement in writing expository essay has no significant effect. Thus H_a that stating the male students who using inspiration

mind-mapping software in writing expository essay get better achievement than who didn't use was rejected and H_0 that stating The male students who did not use inspiration mind-mapping software in writing expository essay get better achievement than who use it was accepted.

Second, the F_{observe} between rows was 0.617 which consulted with F_{table} with the level of significance 5%. Since the $F_{\text{observe}} = 0.617 < F_{\text{table}} = 4.17$, the difference between rows was not significant. It could be concluded that using IMMS toward female students in writing expository essay has no significant effect. Therefore, H_a stated that The female students who using inspiration mind-mapping software in writing expository essay get better achievement than who didn't use it was rejected and H_0 that stating The female students who did not use inspiration mind-mapping software in writing expository essay get better achievement than who use it was accepted.

Third, the F_{observe} between rows was 2.720 which consulted with F_{table} with the level of significance 5%. Since the $F_{\text{observe}} = 2.720 < F_{\text{table}} = 4.17$, it could be concluded that using IMMS toward male and female students in writing expository essay has no significant effect. It could be concluded that using IMMS for male and female students gave no effect to both levels and there was no difference.

C. Discussions

The result of the analysis showed that there was no significant effect on using IMMS toward male and female students in writing expository essay

achievement. The students who were taught using IMMS got lower score in post-test with mean 70.82 than those students who were taught by outlining with mean 74.18. Moreover, after the data calculated using Two-Ways ANOVA with 5% level of significant. It was found that F_{Observe} was lower than F_{table} with $\alpha = 0.05$.

The first result based on the calculation of manual calculation and SPSS 21 program, the F_{observe} between columns were 3.182. Then it was consulted with F_{table} with the level of significant 5% so $F_{\text{table}} = 4.17$. Since $F_{\text{observe}} = 3.82 < F_{\text{table}} = 4.17$, the difference between columns was not significant. It could be concluded that using IMMS toward male students in writing expository essay was no significant effect. Contrary, the mean calculation result of male student's scores at experimental (74.2) was higher than post-test at control class (71.9). However, the pre-test scores showed that experiment class (71.8) got lower mean scores than at control class (71.9). Therefore, H_a that stating The male students who using inspiration mind-mapping software in writing expository essay get better achievement than who didn't use it was rejected and H_0 that stating The male students who did not use inspiration mind-mapping software in writing expository essay get better achievement than who use it was accepted.

The second result of testing hypothesis shown that F_{observe} between rows was 0.617 which consulted with F_{table} with the level of significant 5%. Because the $F_{\text{observe}} = 0.617 < F_{\text{table}} = 4.17$, the difference between rows was not significant. It could be concluded that using IMMS toward female students in writing an expository essay gave no significant effect. Based the calculation result, the mean

of female students of experimental class (69.3) at post-test was lower than (70.3) at pre-test. So that H_a stated the female students who using inspiration mind-mapping software in writing expository essay get better achievement than who didn't use it was rejected and H_0 that stating The female students who did not use inspiration mind-mapping software in writing expository essay get better achievement than who use it was accepted.

Third calculation, the F_{observe} columns by rows (interaction) was 2.720 that consulted with level of significance 5%, because $F_{\text{observe}} = 2.720 < F_{\text{table}} = 4.17$, it could be concluded that using IMMS toward male and female students in writing expository essay gave no significant effect and there is no difference on both. Thus H_a stating both male and female students who using inspiration mind-mapping software in writing expository essay get better achievement than who didn't use it were rejected and H_0 was accepted. It means that the effect of using IMMS in writing expository essay did not depend on the different gender of students.

This finding indicates that null hypothesis stating that both male and female students who did not use inspiration mind-mapping software in writing expository essay get better achievement than who use it was accepted. On contrary, the alternative hypotheses were rejected. There are several reasons for using IMMS gives no effect in writing an expository essay. First based on teaching learning process, mind mapping did not work on a short-term learning method for students. The reason was suitable with Amila, Nimali, Osuka, Isurujith and Indika (2007) research findings on mind mapping study. According to them,

Mind Mapping technique did not show any obvious advantage over other conventional study techniques as a short-term learning method for new students.

Second, it was a distraction. IMMS as a software requires the computer system to make it works. Using computer can be a distraction to for the students in making a mind mapping. For instance, games on devices, text messaging, email and websites all compete for students' attention, taking that attention away from the subject on which the students are supposed to be focusing. This finding was related to Smithee (2016) who stating that the technology enabled classroom offers access to information, but it also offers many more distractions.

Third, create a mind map takes much time, especially a software mind-mapping. This finding related to Expense (2016) statement, creating a mind map can take a lot of precious time. Unfortunately, time is an asset most of the students lack. Expenso also said that mind-mapping were Difficult to use by people who were extremely logical. Mind mapping can be extremely useful in a brainstorming session, as it encourages creativity and innovation. However, logical people might find it hard to trust their creativity or intuition, because logic is the dominant side of people thinking pattern.

Fourth, create a mind-mapping using software limit creativity and speed of thought. Handwriting mind-map can be better than a software one. For instance, lack of understanding through the software might be a serious problem in developing ideas. Students were confuse in developing ideas, then confusing with mind-mapping software. It was related to Joanne M. Tucker, Gary R. Armstrong,

and Victor J. Massad (2016) statements, were said several disadvantages of mind mapping software. The high cost of none free-source software, requires computer access, learning curve of using software, map design flexibility restricted by software options, preference of the user to hand-draw map, map sharing restricted by format incompatibility. However the handwriting mind map has the advantages; the price is right, no restrictions on map design and layout and may create map anytime with pencil and paper, each map is a unique creation of the user, and collaboration possible if colleagues are together in the same place.

Besides the calculation of Two-Ways ANOVA, the insignificant result can be seen on the mean score of post-test of experiment (70.8) and control (74.2) class. Otherwise, there were an improvement score within the class group and students' individual score of pre-test to-post test (see appendix). Moreover, the improvement on their writing ability could measure from increased scoring writing aspects. Among four aspects on analytic scoring method there are content, Organization, sentence structure, and grammar usage, content and organization is the aspects that got improvement. For instance, average score of content aspect of students of experimental class in pre-test (4.29) was lower than average score of post test (4.76). Then the average score of Sentence Structure aspects of students of experiment class in pre-test (4.12) was lower than average score of post test (4.24).

Based on the research finding that also indicated students' score in control class who taught by outline method, improved from pre-test to post-test. It caused by outline is a familiar and easy technique in pre writing expository essay and the

students does not need to open a computer to build the outline. Therefore the students could gain their idea and arrange their idea into outline easily. It could be concluded that, outline ware a better and useful technique to apply on teaching writing expository essay than inspiration Mind-mapping software.

CHAPTER V

CONCLUSSION AND SUGGESTION

In the last chapter, the writer would like to give conclusion and suggestion about the result of the study. The conclusion of the study was the answered of the problem of the study as stated in chapter I which the finding was based on the result of data analysis. The suggestion was expected to make better improvement and motivation for students, teacher, and researcher related with the teaching-learning of writing descriptive text by picture media.

A. Conclusion

Based on the research problems and the hypothesis testing research finding could be concluded as follows

First, based on the result of analysis data, teaching writing using Inspiration Mind Mapping Software (IMMS) were not gave significant effect on male students writing achievement in writing the expository essay at B class of essay writing course at State Islamic Institute of Palangka Raya.

Second, Teaching writing using Inspiration Mind Mapping Software (IMMS) did not give significant effect on female students writing achievement in writing the expository essay at B class of essay writing course at State Islamic Institute of Palangka Raya.

Third, Teaching writing using Inspiration Mind Mapping Software (IMMS) did not give significant effect on both male and female students writing

achievement in writing the expository essay at B class of essay writing course at State Islamic Institute of Palangka Raya.

B. Suggestion

Based on the research findings, there were some suggestions which addressed to the teacher, students, and the other researcher.

1. The teachers

Based on the research finding, picture media gave no significant effect toward male and female students' achievement in writing an expository essay at B class of essay writing course at State Islamic Institute of Palangka Raya. The students writing achievement have an improvement from pre-test to the post-test both of experimental and control class, but there were not any significant improvement between both of student's achievement of expository essay writing scores. The mean score of post-test of control was taught by outline was higher than the mean scores of post-test of experiment class were taught using IMMS. It indicated that outline was better than IMMS to use in teaching writing the expository essay. Therefore, the researcher suggests to the teacher to use outline method in teaching writing an expository essay.

2. The Students

Based on the research findings, Inspiration Mind Mapping Software gave no significant difference in students writing expository essay achievement. The significant improvement could be seen in the control class were taught by outline method. Therefore the researcher suggests to the

student to use the outline in pre-writing strategies. The writer also suggests the students do more practicing writing an exercise in order to get better in the mastery of writing, especially in expository writing.

3. The Other Researchers

Several studies have been conducted on the use of IMMS as teaching media. In the light of the result of the study, the researcher suggests some ideas to the future researcher. The future researcher was suggested to conduct a study of Inspiration Mind Mapping Software with the different subjects like the different level of students writing achievement, the different group of ages and different writing technique of writing. They are also suggested to find new strategy besides IMMS which are considered to bring the significant improvement to the teaching English process.

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