TRANSLATION ANALYSIS ON COMMUNICATIVE TRANSLATION IN TARGET LANGUAGE EMPHASIZING IN UNPAD'S WEBSITE ARTICLE

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ABSTRACT

PTNBH (Perguruan Tinggi Negeri Badan Hukum/Corporate University) is an independent status of universities that have their own authority in Indonesia. Many internal system of universities are undergoing changes, but these changes provide an opportunity for universities to improve their quality. Universitas Padjadjaran (Unpad) inaugurated the change of status to corporate university (PTNBH) in January 2017. The change was officially marked through the signing of declaration by the Indonesian Minister of Research and Technology. The event is written in an article published in www.unpad.ac.id. The article is considered as important news relating to the topic and it influences the appeareance of time in website. Unpad's website is exist with three languages, Indonesian, English, and Sundanese (local language in Indonesia). The process of publication in website into English and Sundanese has translation process. Translation is rendering the meaning of a text into another language in the way that the author intended the text. The source language of the text is Indonesia, the texts are translated into English and Sundanese. This study is trying to know about translation phenomenon to target language emphasize in text about Corporate University status for Unpad (PTNBH). This research uses qualitative approach by applying Catford (1965) and Newmark (1988) theory about translation procedure. The data is collected from English text in Unpad's wesite whose title is "Unpad as a Corporate University: Minister of Research, Technology and Higher Education Republic of Indonesia Encouraged Unpad to Increase the Number of Scientific Publications".

KEYWORDS: communicative translation; news article; translation; Unpad; website.

INTRODUCTION

Nowdays the function of website from universities is like the window of all information relating to universities news. The people do not need to come to the universities to find accurate and latest information but they only need to check through the websites. Any kind information is displayed and can be accessed easily. The style of writing is one of attractive factor that can give positive impact to the readers to read the news completely. The English version of the news is a must to have. It can attract more readers from abroad to be the viewers of the news. Universitas Padjadjaran (Unpad) in Indonesia, is one of reputable public university in Indonesia. All news relating to the university activity has been published in this link www.unpad.ac.id. The news in this website is exist in three languages. Indonesian, English, and Sundanese (local language). English news on the website is a must because the viewers or readers for the university website are not coming from local viewers, but also from foreign countries. And the English version on

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the website will embrace international viewers. This study is trying to find the translation phenomenon in English news/text.

The text we discuss having title "Unpad as a Corporate University: Minister of Research, Technology and Higher Education Republic of Indonesia Encouraged Unpad to Increase the Number of Scientific Publications". On Saturday, 14 January 2017, Indonesian Minister of Research, Technology and Higher Education (Menristekdikti) Prof. Drs. H. Mohamad Nasir, M.Sc., Ak., PhD., CA, legalized Universitas Padjadjaran as a Corporate University in Bale Sawala, Universitas Padjadjaran, Jatinangor. In his address Prof. Nasir encouraged Unpad to increase the number of scientific publications. Prof. Nasir stated that on becoming Corporate University Unpad gained the trust of the government to manage its autonomous state on his own. The trust, mentioned by Prof. Nasir, refers not only to autonomous management, but also to a way to improve the quality of the institution.

On the national level, Universitas Padjadjaran holds the 9th position as a university with the highest number of scientific publications in Indonesia according to the data on January 13, 2017. Prof. Nasir mentioned, Unpad would have an opportunity to improve its quality through its autonomy and would be able to be among 500 world's best universities. By encouraging the increase in the number of publication, Prof. Nasir expects the research results to go beyond library archives as well as the beyond the borders of Indonesia. Currently, the ministry has been considering various regulations that will enable the *civitas academica* in universities to produce national and international scientific publications.

The translation theories used in this research are Catford (1965) and Newmark (1988) about translation procedure. Therefore, the formulations of this study are: what are translation phenomenon on English text? And how is the procedure translation applied in the English text? This research applies qualitative method to answer this question.

LITERATURE REVIEWS
Definition of Translation
The definition of translation by Catford (1965) is the replacement of textual material in one language by equivalent textual material in another language. Newmark (1981) also gives his definition on translation which is a craft consisting in the attempt to replace a written massage and/or statement in one language by the same message and/or statement in another language. In translation the source of language is known as Source Language (SL) and the language which the text has been translated is Target Language (TL). In this study the source language of the text is Indonesian, and the target language is English.

Communicative Translation
Communicative translation attempts to produce on its readers an effect as close as possible to that obtained   on   the   readers   of the original. Semantic translation attempts to render, as closely as the semantic and syntactic structures   of   the   second   language

allow, the exact contextual meaning of the original. (Newmark 1981: 39). Communicative translation attempts to render the exact contextual meaning of the original, in such a way that, both content and language are readily acceptable and comprehensible to the readership. According to Newmark, only semantic and communicative translation fullfil the two main aims of translation which are first accuracy and second economy. A semantic translation is more likely to be economical than a communicative translation unless for the latter, the text is poorly written. A communicative translation is often better than it's original. Semantic translation is accurate, but may not communicate well; whereas communicative translation communicates well, but may not be very precise. There is no one communicative nor one semantic method of translating a text, there are in fact widely overlapping bands of methods. A translation can be more or less semantic or more or less communicative. Even, a particular section or sentence can be treated more communicatively or less semantically.

The table below show the parameter/indicator for communicative translation.

Paramater/indicator		
Transmitter/addressee focus	Subjective, TT reader focused, oriented towards a specific language and culture	
Culture	Transfers foreign elements into the TL culture	
Relation to ST	May be 'better' than the ST; gain of force and clarity even if loss of semantic content	
Use of form of SL	Respect for the form of the SL, but overriding 'loyalty' to TL norms	
Form of TL	Smoother, simpler, dearer, more direct, more conventional; tendency to under translate	
Appropriateness	For the vast majority of texts, e.g. non-literary writing, technical and informative texts, publicity, standardized types, popular fiction	
Criterion for evaluation	Accuracy of communication of ST message in TT	

METHODOLOGY

The research uses a qualitative research. According to Djadjasudarma (1993:1), descriptive analysis method is a method that can descriptively provide characteristics, properties and image data through data selection, after the data is collected. In this research, there are the three stages to be done, namely: data provision, data analysis, and presentation or formulation of the analysis result. Researchers use a variety of literature related to the research topic.

Data Collection

In this research, the writers collect all data from a text titled "Unpad as a Corporate University: Minister of Research, Technology and Higher Education Republic of Indonesia Encouraged Unpad to Increase the Number of Scientific Publications" which has been published in January 2018. Indonesian version is as SL and English version is as TL.

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Data Analysis

All of data are analyzed into the parameter/indicator in communicative translation according to Newmark (1981).

RESULTS AND DISCUSSION

According to parameter in communicative translation, the classification on the data can be observed below,

Data Number	SL (Source Language)	TL (Target Language)	Analysis
1.	Resmikan Tata Kelola Unpad sebagai PTN Badan Hukum, **Menristekdikti** Dorong Unpad Tingkatkan Jumlah Publikasi Ilmiah.	Unpad as a Corporate University: **Minister of Research, Technology and Higher Education Republic of Indonesia** Encouraged Unpad to Increase the Number of Scientific Publications	The acronym Menristekdikti is translated into *Minister of Research, Technology and Higher Education Republic of Indonesia.* The English text of translation abbreave Menristekdikti into *Minister of Research, Technology and Higher Education Republic of Indonesia* according to viewers/readers for this article not only Indonesian who understands Menristekdikti but also people over the world who need more information about this acronym nomenclature.
2.	[Unpad.ac.id, 14/01/2017]	[Unpad.ac.id, 14/01/2017]	The style of writing the date, month, and the year is the same.
3.	Menjadi PTN Badan Hukum, kata Prof. Nasir, berarti mendapatkan kepercayaan pengelolaan otonomi perguruan tinggi dari pemerintah. Kepercayaan ini bukan sekadar memberikan otonomi pengelolaan, tetapi harus mampu meningkatkan kualitas institusi.	Prof. Nasir stated that on becoming Corporate University Unpad gained the trust of the government to manage its autonomous state on his own. The trust, mentioned by Prof. Nasir, refers not only to autonomous management, but also to a way to improve the quality of the institution.	The translation method of this sentences is not conducted word by word, but communicative translation. Whether the order of the sentence is not exactly the same between SL and TL, but the meaning they have are very similar.
4.	Lebih lanjut Prof. Nasir **mengatakan**, dari total 4.405 perguruan tinggi negeri maupun swasta di Indonesia, baru 2 perguruan tinggi yang mampu masuk dalam peringkat 500 perguruan tinggi terbaik dunia. Sedangkan pada peringkat jumlah publikasi ilmiah di tingkat ASEAN, Indonesia masih menempati urutan ke-4.	Furthermore, Prof. Nasir **emphasized** that from a total number of 4,405 public and private universities in Indonesia, there are only two universities that can rank with 500 world's best universities. As far as the ASEAN region is concerned, in terms of tertiary education Indonesia ranks four.	The choice of diction of the verb emphasized shows the formality of the style of the SL text. And it appears on TL.

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5.	Dari peringkat nasional, Unpad menduduki rangking ke-9 sebagai perguruan tinggi dengan jumlah publikasi terbanyak di Indonesia berdasarkan data per 13 Januari. Prof. Nasir **melihat**, Unpad punya peluang dalam meningkatkan kualitas melalui otonomi dan mampu tembus dalam 500 perguruan tinggi terbaik dunia.	On the national ranking, Padjadjaran is on 9th rank as the university with the highest number of publications in Indonesia based on data on Januari 13, 2017. Prof. Nasir **mentioned,** Unpad has an opportunity to improve the quality through its autonomy and is able to be in the 500 world's best universities.	The choice of diction of the verb **mentioned** shows the formality of the style of the SL text. And it appears on TL.
6.	Selain mendorong meningkatkan jumlah publikasi, PTN Badan Hukum juga diberi amanat untuk mampu mengelola sistem keuangan dengan **lebih baik.** Unpad harus mampu mengkreasikan pola keuangan yang tidak membebankan mahasiswa.	In addition to encouraging the increasing number of publications, Corporate University was also given the mandate to be able to manage the financial system **efficiently.** Unpad should be able to create the financial system which is not charge the students.	The choice of diction of the verb **efficiently** shows the formality of the style of the SL text. And it appears on TL.
7.	Dalam hal pengelolaan keuangan, Unpad didorong untuk menjadi *holding university*, atau perguruan tinggi yang berbasis pada inovasi. PTN Badan Hukum harus mampu mengkreasikan berbagai inovasi riset yang bisa dikorporasikan sebagai salah satu sumber pendapatan. "Ini bisa men-*generate revenue* terhadap kebutuhan operasional universitas," imbuh Prof. Nasir.	In terms of financial management, Unpad is encouraged to become a **holding university** or the university based on innovation. Corporate university must be able to create a range of innovative research that could be used as one source of income. "It can generate revenue to the operational needs from the university," said Prof. Nasir.	The phrase **'holding university'** is not changed because in SL the phrase has been written in English.
8.	Ketua **MWA** Unpad, Rudiantara, MBA, menyampaikan, selain berubah status, hal terpenting pada perubahan Unpad menjadi PTN Badan Hukum ialah perubahan sikap dalam mengelola universitas. Ini yang harus disadari oleh segenap unsur universitas, baik di jajaran pimpinan universitas, Majelis Wali Amanat, Senat Akademik, dosen, mahasiswa, dan tenaga kependidikan.	The chairman of **the Board of Trustees of Unpad**, Rudiantara, MBA., conveyed that it is not only about the changing of status, but it is focusing on a change of attitude in managing the university. It should be realized by all elements of the university, both in the leadership of university, the Board of Trustees, Academic Senate,lecturers, students, and employee.	The abbreviation of MWA is translated into *chairman of the Board of Trustees of Unpad,*

CONCLUSION AND RECOMMENDATION

For the whole anaysis, English text has already shown the alignment to English as a target language. This can be observed in some data that includes acronyms such as PTNBH, Unpad, Menristekdikti etc. For TL text, the translator has adjusted some local information such as the concept of PTNBH (Perguruan Tinggi Negara Badan Hukum/University with Corporate

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University Status), the acronym of Unpad (Universitas Padjadjaran), and Menristekditi(Minister of Research, Technology and Higher Education Republic of Indonesia).

The style in using of the direct sentences dominates the Indonesian text as source language, on the other hand the use of indirect sentences mostly are used in English text. The status of corporate university for Universitas Padjadjaran (Unpad) marks one of Unpad's journey and history and there is a celebration on it. But the celebration cannot really see or feel in English text. The culture factor gives big impact to both texts. In Indonesian text there are some acronym which are really close to Indonesian culture or common. But the purpose of doing translation to the text into English is for covering or catching more viewers from foreign countries, so the cultural factor needs to be adjusted.

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THE INFLUENCE OF CONCEPT MAPPING ON LEARNERS' FLUENCY AND ACCURACY IN WRITING DESCRIPTIVE TEXTS

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ABSTRACT

Writing is an active and productive skill, students are faced with multiple challenges to learn writing in foreign language. The present study is the influence of concept mapping on learners' descriptive writing fluency and accuracy. A language proficiency test was administered to 60 EFL learners, among whom 40 learners were selected as the participants of the study. They were randomly assigned in two groups: One control group and one experimental group. Before any instruction the researcher administered a pre-test. Then, learners in the experimental group received treatment of concept mapping in writing texts while learners in the control group received no treatment of concept mapping. The results of pre test and posttest were analyzed by SPSS soft-ware. After analyzing the post-test scores, the results indicated that the learners in experimental group outperformed the learners in control group in writing texts. This study also showed that semantic mapping hasn't different effect across fluency and accuracy. The findings of the study revealed that explicit teaching of concept mapping strategy was influential in the improvement of the EFL learners' writing. It also showed that there isn't significance difference between Learners' fluency and accuracy after training concept mapping.

KEYWORDS: Concept mapping, Writing skill, fluency, accuracy

INTRODUCTION

Writing is one of the most basic and essential skills to academic success. As writing is an active and productive skill, students are faced with multiple challenges to learn writing in foreign language. So students who want to learn this skill, need a linguistic knowledge, grammar and vocabulary. Persuasive writing is a type of writing where your main goal is to persuade or convince someone to do something that you want them to do. A form of persuasive writing is a letter written to someone telling him or her, a complaint that you have. In order to write a persuasive letter you need to have reasons why the person should do what you are suggesting. You also need reasons why your idea might not be the greatest. So you basically have reasons from your perspective and from someone who thinks the opposite of you. The purpose of a descriptive essay is to describe a person, place, or thing in such vivid detail that the reader can easily form a precise mental picture of what is being written about. The author may accomplish this by using imaginative language, interesting comparisons, and images that appeal to the senses.

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These two types of texts unlike chronological or cause and effect writing do not have an understandable written procedure and because they are mostly used in language learning, students need to learn and write these texts with high accuracy. Concept mapping was invented and created as a result of a 12-year longitudinal study by Cañas and Novak (2010) and his research team at Cornell University in early 1970's. That study intended to find a better way to represent children's conceptual understandings, as concept mapping is a technique for visualizing the relationship among different concepts. Recently, concept mapping has been used as a tool for learning and teaching. Concept maps are tools that make ideas visual. They allow prior experience and understanding to be taken into consideration when building new concepts into the perceptual framework. By using concept maps, learners use their prior knowledge to understand the new concepts. It makes a link between unknown and known information that leads to deeper understanding (Cañas & Novak, 2010). Cañas and Novak (2010) state that concept maps mostly have been used for the purpose of teaching and learning. However, points out different uses of concept maps in education such a creativity tool, hypertext design tool, communication tool, learning tool, and assessment tool. They can be used for generating ideas, designing complex structures, note taking and summarizing, and especially concept maps can be used as a pre-writing strategy to brainstorm ideas and plan a good piece of writing. Though , concept mapping is a significant contributor to success in writing performance. However, although the impact of this kind of strategy has been investigated with reference to different kinds of texts, its impact on some types of text for improving writing performance has not been investigated. In other words, we are not sure whether concept mapping has any impact on learners' persuasive and descriptive writing fluency, accuracy and complexity. The reason for this might lie in the fact that they may have been thought not to yield themselves to concept mapping as much as other types of texts like process analysis texts, chronological texts, etc.

AN OVERVIEW OF LITERATURE

In recent years, there has been a great body of research on the effect of strategy training on language learning .However, little has been done on writing and speaking. Ojima (2006) conducted a case study of three Japanese ESL writers in Japan on the effect of concept mapping as pre-task planning. The results of the study indicated that concept mapping as a pre-task planning task was influential in improving ESL learners composition skills, but in ways unique to individual experience, motivation, and task conditions. Pishghadam and Ghanizadeh (2006) investigated the impact of concept mapping as a pre-writing activity on EFL learners' writing ability. The findings of the study revealed that the students in the experimental group outperformed the students in the control group in terms of quantity and quality of generating, organizing, and associating ideas. Also, the results of the study indicated that concept mapping could be effective for affective as well as cognitive instructional objectives. Lee and Cho (2010) worked on examining the use of collaborative concept mapping strategy in Korean writing classes. They mention that the collaborative concept mapping strategy was used to engage Korean students in communicative and acculturative interaction. Findings of the study demonstrated that concept mapping was beneficial in improving Korean students writing skill in general, and in improving the organization, language use, and vocabulary in writing in particular. Johnsen et al. (2000) wrote an article entitled "*Concept mapping in mental health: uses and adaptations.*"In this research they try to describe the importance of concept mapping in the field of mental health. Aksan and Kisac (2009) wrote an article entitled "*a descriptive study: Reading*

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comprehension and cognitive awareness skills. The goal of this study was to make a clear relationship between cognitive awareness and reading comprehension. According to their results, they concluded that cognitive awareness skill is a basic factor for comprehending reading and achieving influential reading. Considering the above mentioned studies on the effect of strategy training and concept mapping paved the way to conduct a research which provides a new opportunity for strategy training. Also, by the broad application of concept mapping in education, it seemed necessary to apply it to the field of language learning, particularly in the area of writing. So the following research questions were raised.

RESEARCH QUSTIONS

The aim of the researcher in this research is to investigate the influence of concept mapping on students writing fluency and accuracy in descriptive texts and based on the objectives of the current study, the following research questions were formulated:
1) To what extent does concept mapping influence students' writing fluency in descriptive text?
2) To what extent does concept mapping influence students' writing accuracy in descriptive text?
3) Are there any differences between students writing fluency and accuracy in descriptive text?

METHODOLOGY

A. Participants

In this research 60 male and female subjects were selected from Tamadon language institutes in Zahedan, Iran. After homogenizing TOEFL test, pre-writing test was taken. Based on the result of TOEFL test 40 males and females were selected and these 40 subjects randomly were divided into two groups, one group was control and the second group was experimental. These subjects had four years English experience at this private language institute. All of the participants were Iranian students. They aged between 17 and 21. The subjects were taking Interchange 3 third edition, while they were attending interchange classes, all of the process of research was implemented during regular class time.

B. Instruments

Three instruments were used for this research, they included:

A TOEFL proficiency test- A language proficiency test selected from Oxford Solution Book was administered for testing all the participants' initial homogeneity
Two writing tests served as pre-test and post-test-The dependent variables in this study are as follow:

I. Fluency Measures:
Perhaps the most comprehensive investigation (for measures of writing development), Chenoweth and Hayes (2001) concluded that for fluency, the best measures appear to be T-unit length, error-free T-unit length, and clause length. More recent studies validated this construct by using the number of syllables per minute (eg. Chenoweth and Hayes (2001), Ellis and Yuan (2004), Ellis and Yuan (2005)).

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Following the theoretical rationale, this study will utilize the same measures used Chenoweth and Hayes (2001) and Ellis and Yuan (2004) for measuring writing fluency, that is, syllable per minute: the total number of syllables produced divided by the total number of seconds a participant will take to complete the task multiplied by 60.

II. Accuracy Measures:
For accuracy measurement the following two criteria will be used:
a) Error-free clause- the percentage of clauses that do not contain any errors. Errors were defined as deviant from standard norms with respect to syntax, morphology, and/or lexicon. Lexical errors are defined as errors in lexical form or collocation (e.g., I was waiting you). So, all errors in syntax, morphology, and lexical choice will be considered.
b) Correct verb forms- the percentage of accurately used verbs in terms of tense, aspect, modality, and subject-verb agreement.

C. Data collection procedures
This research comprised some stages as following:
At first the researcher administered a language proficiency test in order to test all the participants' initial homogeneity. It was selected from Oxford Solution Book. Prior to giving any instruction to the experimental group, the researcher asked the learners in both groups to write a descriptive essay as the pre-test. The participants were asked to write about the topic chosen from their course book 'Interchange 3' by Richards (2005). Following the pre-testing, the participants attended 17 ninety-minute study sessions. The participants in the experimental group received the instruction for concept mapping strategy during 17 sessions. Strategy description: In order to describe the strategy, the researcher who was at the same time the teacher of the class provided learners with a sample of concept mapping strategy. Then the researcher provided different exercises for the learners to practice drawing concept maps. At last phase, the learners in both groups (experimental and control group) were asked to write a descriptive essay and their scores in pre-test and post-test were compare based on their fluency and accuracy in writing descriptive text.

D. Data analysis
According to results of Levenes test (Table 1), significant level is above 0.05, before performing test the variance between control group and experimental group was the same.

Table 1: Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
0.140	1	38	0.710

Table 2: result of pre test and posttest were analyzed by ANOVA statistical method

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.025	1	3.025	0.975	0.330
Within Groups	117.950	38	3.104		
Total	120.975	39			

Also the findings of Table 2 show that F = 0.975 and there isn't a significant level of this difference in confidence level of 95%. It means that before pretest the scores of students in control group and

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experimental group were the same. The results of pre test and posttest were analyzed by SPSS soft-ware using one way ANOVA statistical procedure and the differences between pre-test and posttest were analyzed by Paired Sample t-test and recommendations and suggestions in the light of the study findings were presented.

E. Data analysis for the First Question
As a second step, before any instruction the two groups received a pre-test. Both groups wrote a descriptive text without any instruction. Table 3 presents the descriptive statistics of the two groups in the pre-test.

I. To what extent does concept mapping influence students' writing fluency in descriptive text?

For analyzing this question of research, analysis of covariance was used.

Table 3: Descriptive statistics analysis for the First Question

Group	No.	Mean	Std. Deviation	Number
Control pre-test	1	13.40	2.280	20
Control post-test	2	16.65	3.265	20
Experimental pre-test	3	13.15	2.477	20
Experimental post-test	4	26.50	3.348	20
Total		17.43	6.141	80

In Table 3 in the context of fluency variable show, the mean and standard deviation of the control group in the pretest are 13.40 and 2.18 respectively, the mean and standard deviation of the control group in post-test are16.65 and 3.3, the mean and standard deviation of the experimental group in the pretest are 13.15 and 2.47 respectively, the mean and standard deviation of the experimental group in posttest are 26.50 and 3.34.
Based on these data, it was concluded that post-test .has the highest mean.

Table 4: Levene's Test of Equality of Error Variances[a]

F	df1	df2	Sig.
0.885	3	76	0.453

Table 4 based on the Levenes test of equality of error variance show that F= 0.885 isn't meaningful in confidence level of 95%. So it's clear that the error variance of the dependent variables is equal across groups and there isn't any significant difference between them.

Table 5: Tests of Between-Subjects Effects

Source	Type III Sum of Squa	df	Mean Square	F	Sig.	Partial Eta Squa
Corrected Model	2348.650[a]	3	782.883	94.308	0.000	0.788
Intercept	24290.450	1	24290.450	2926.096	0.000	0.975
Group	2348.650	3	782.883	94.308	0.000	0.788
Error	630.900	76	8.301			
Total	27270.000	80				
Corrected Total	2979.550	79				

a. R Squared = 0.788 (Adjusted R Squared = 0.780)

The result of covariance in Table 5 show that there is a significant difference in post-test of fluency variable between control group and experimental group with F = 94.30 in 99% of confidence level (P

0.01). As the average in experimental group is higher than control group, it is conclude that concept mapping has a significant effect on writing descriptive text based on fluency variable.

II. To what extent does concept mapping influence students' writing accuracy in descriptive text?
For analyzing this question of research, analysis of covariance was used.

Table 6: Descriptive statistics analysis for the Second Question

Group	No.	Mean	Std. Deviation	Number
Control pre-test	1	13.85	3.048	20
Control post-test	2	16.35	3.329	20
Experimental pre-test	3	12.75	2.221	20
Experimental post-test	4	26.70	2.273	20
Total		17.41	6.178	80

Table 6 in the context of accuracy variable show, the mean and standard deviation of the control group in the pretest are 13.85 and 3.04 respectively, the mean and standard deviation of the control group in post-test are 16.35 and 3.32, the mean and standard deviation of the experimental group in the pretest are 12.75 and 2.22 respectively, the mean and standard deviation of the experimental group in posttest are 26.70 and 2.27. Based on these data, it was concluded that experimental group has the highest mean in post-test.

Table 7: Levene's Test of Equality of Error Variances[a]

F	df1	df2	Sig.
1.687	3	76	0.177

Table 7 based on the Levenes test of equality of error variance show that F = 1.68 isn't meaningful in confidence level of 95%. So it's clear that the error variance of the dependent variables is equal across groups and there isn't any significant difference between them.

Table 8: Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2436.338[a]	3	812.113	106.589	0.000	0.808
Intercept	24255.613	1	24255.613	3183.536	0.000	0.977
Group	2436.337	3	812.113	106.589	0.000	0.808
Error	579.050	76	7.619			
Total	27271.000	80				
Corrected Total	3015.388	79				

The result of covariance in Table 8 show that there is a significant difference in post-test of accuracy variable between control group and experimental group with F = 106.58 in 99% of confidence level (P 0.01). As the average in experimental group is higher than control group, it is conclude that concept mapping has a significant effect on writing descriptive text based on accuracy variable.

III. Are there any differences between students writing fluency and accuracy in descriptive text?
For analyzing this question Paired Sample T Test was used and its results are shown in Table 9.

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Table 9: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score.Precision	26.70	20	2.273	0.508
	Score.Psychedelic	26.50	20	3.348	0.749

Results of Table 9 show that the fluency variable has mean and standard deviation (26.70, 2.27) respectively, and accuracy variable has (26.50, 3.34).

Table 10: Paired Samples Test

		Paired Differences					T	df	Sig. (2-taile
		Mean	Std. Deviatic	Std. Error Me	95% Confidence Inter of the Difference				
					Lower	Upper			
Pair 1	Score.Precision - Score.Psychedelic	0.200	3.665	0.819	-1.515	1.915	0.244	19	0.810

Results of Table 10 show that T=0.244 with df = 19 in confidence level of 99% isn't meaningful (P = 0.01). So it is concluded that there isn't any significant differences between fluency and accuracy of students in writing descriptive texts.

Discussion
Based on first question, to what extent does concept mapping influence students' writing fluency in descriptive text?, means and standard deviations of the experimental and the control groups′ results were computed. And the result showed that concept mapping has a high influence on learners writing fluency in descriptive text.

The findings of the study were limited to the experiment "concept maps strategy "since all variables such as age, and general proficiency in English language were controlled for before the experiment.
The results of this study show that there were significant differences in favor of the experimental groups due to the concept maps strategy.

This result agreed with the results of almost all the previous studies like:
Pankratius (1990), Willerman and Harg (1991), Esiobu, and Soyibo (1995) and Pegg (2007), that revealed the effect of using concept mapping on achieving in different subjects. Ahangari and Behzadi (2011) revealed that the explicit teaching of computer-mediated concept mapping had a positive effect on the writing skill. Talebinezhad (2007) revealed that students gained higher self - regulation as the result of concept maps strategy.
The second question is as follow:

To what extent does concept mapping influence students' writing accuracy in descriptive text?, again means and standard deviations of the experimental and the control groups′ results were computed.

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And the result showed that concept mapping has a high influence on learners writing accuracy in descriptive text.

And third question

3) Are there any differences between students writing fluency and accuracy in descriptive text?

For analyzing this question Paired Sample T Test was used and its results showed that there isn't any significant differences between fluency and accuracy of students in writing descriptive texts.

CONCLUSION

This study intended to investigate the effect of concept mapping strategy training on the development of EFL learners' writing. The research questions dealt with the effect of concept mapping strategy on EFL learners' writing ability in general and in terms of difference between fluency and accuracy in particular. The findings of the study revealed that explicit teaching of concept mapping strategy was influential in the improvement of the EFL learners' writing. It also showed that there isn't significance difference between Learners' fluency and accuracy after training concept mapping. However, the expansion of the studied statistical society can provide more accurate results.

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