

The Use of Mind Mapping Model in Learning Argumentative Essay Writing

Nanda Saputra¹, Dwi Setiyawan², Sumarlam³

^{1,2,3}Universitas Sebelas Maret, Surakarta, Indonesia

nandasaputra680@gmail.com, dwisetiyawandwi@yahoo.com, sumarlam@staff.uns.ac.id

Abstract

Students sometimes struggle with writing argumentative essay. To address this obstacle, this study attempts to include the Mind Mapping approach into the writing learning process. The objective of this study was to ascertain the procedure and outcome of argumentative essay writing. The writing process was elicited through interviews and open-ended questions; the writing results were elicited via a written exam. The approach employed is one of descriptive qualitative analysis. The results of post-test study indicate that students' comprehension of the generic structure of argumentative essays has considerably improved. That is, the Mind Mapping style of writing instruction can help students enhance their ability to write argumentative essays. Additionally, student responses indicate that they find it simpler to create argumentative and more focused essays using the Mind Mapping approach since it enables them to develop ideas more solidly and coherently.

Keywords

mind mapping; argumentative essay; writing



I. Introduction

Writing is one of the abilities that learners in Indonesia must study and manage when learning English as a foreign language or English as a Foreign Language. Writing is an activity that involves the production of written works such as articles, short tales, and poems (Cambridge, 2008). Writing abilities, in this context, required learners to be capable of producing high-quality works such as tales and academics focused toward scientific writing. Meanwhile, writing is a need intellectually; activities that reflect several social facets and a culture of existence that may be passed down from generation to generation. (Alwasilah, 2001).

It is not possible to enhance one's writing abilities. Writing is regarded as a difficult talent due to the fact that it entails a number of intricate procedures (Rijlaasdam, 2005). When writing, students must be able to comprehend not only the material or concepts expressed in the writing, but also how to utilize the language, specifically phrasing from the word level, sentence level, and paragraph level. It is compilable. Additionally, Levine discovered the difficulty of learning English in the setting of EFL owing to the poor thoughts you wish to write, a limited vocabulary, a fear of criticism, and the need to avoid emotional disorientation when confronted with the issue to be written. In short, writing skills are a process that cannot be acquired overnight. They involve considerable understanding, critical thinking abilities, and technical proficiency in writing.

Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and

experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020).

"Academic Writing" is one of the terms that are often mentioned, usually in earnest, as if everyone agreed to his meaning, and thus used inappropriately but almost always for what users folded into the right destination Of course. For example, the teacher often uses it to explain what they expect from students. Writing that presents educational goals is referred to as "Academic Writing" (Buzan, 1989). This term refers to student writing for assignments, reports, essays, paragraphs, and other forms of professional writing required at the university level. Throughout the World Education System, all university-level students are obliged to write at a particular level that meets specific requirements for grammar, spelling, and relevancy to the topic on which they are assigned to write. All scholars are required to write at an academic level, with well-structured essays that adhere to standard grammatical structures and spelling. Writing may be a challenge for certain children since it requires and fosters a particular sort of deep and powerful learning (Biggs, 1987). Difficulty increases for second language students, as they must contend with a linguistic divide and an additional culture. Cultural ignorance and a lack of skill in target languages might jeopardize the growth and success of student groups (Entwistle, 1981). Academic writings should be focused on conceptual development, composition, and presentation, and should be revised in response to reader or professor feedback. The phrase "in the proper manner" indicates that students must finally be approved by the academic community in order to be acknowledged by it (Ramsdem, 1992). This requires students to distinguish between their prior expertise with academic writing and the standards now in place. However, the problem of academic writing encompasses psychological elements such as feeling of community, self-efficacy, and written anxiety, all of which can have an effect on academic writing. (Mento, Martinelli, & Jones, 1999). Students can arrange their thoughts for academic writing by using visuals, graphics, flow diagrams, diagrams, or other forms of mapping tools. Of fact, the graphic approach for representing intricate information is rather archaic. The flow diagram, on the other hand, was discovered in 1972 (Marto & Saljo, 1976), other graphics and graphics were form back to the past (Tufte, 1983). In recent years, the usage of graphical representations to elucidate complex philosophical topics has increased (Honn, 1998). The formal technique for complex "mapping" information - as opposed to surfaces, nations, cities, and other purposes - dates back at least 30 years, if not earlier (Farrad , Hussain, & Hennessy, 2002). This research studied academic writing, specifically whether students from poor nations improved their capacity to combine their own thoughts, both in terms of quantity and synthesis, before and after utilizing a technique called mind mapping. This study indicates that the appropriate information mapping tool is mostly influenced by the intended application (Larkin & Simon, 1987).

As is well known, writing levels or writing students in college are a form of essay writing. The essay is a type of writing that consists of a series of paragraphs and is composed of discussion of a single subject or central theme (Zemank & Rumisek, 2005). One form of essays learned by students in college is an argumentative essay. According to Ashford (2013), an argumentative essay is a type of essay that tends to have similarities with persuasion, but the difference is the author must make an argument to fight other perspectives described. An argumentative essay emphasizes how the author commented on the existing point of view to then be given an argument counter or idea of opposition so that the reader can be sure of the idea of the author presented.

In writing (writing) learning, especially argumentative essays, there are some differences compared to other essay forms. The difference is not only located in the statement but also on the body. That is, an argumentative essay has a different generic structure because these two components must have controversial issues. Thus, with the Mind Mapping method, it is expected to produce correct argumentative essays.

If associated with argumentative essay writing skills is to develop a thought / idea, information in the form of writing, it can be said that Mind Mapping is a method assumed to help learners in writing. Learners can mapping thinking by making diagrams or graphics through image networks where the idea or topic is in the middle to facilitate the reader to remember it. The following picture of an argumentative essay pattern in the form of mind mapping.

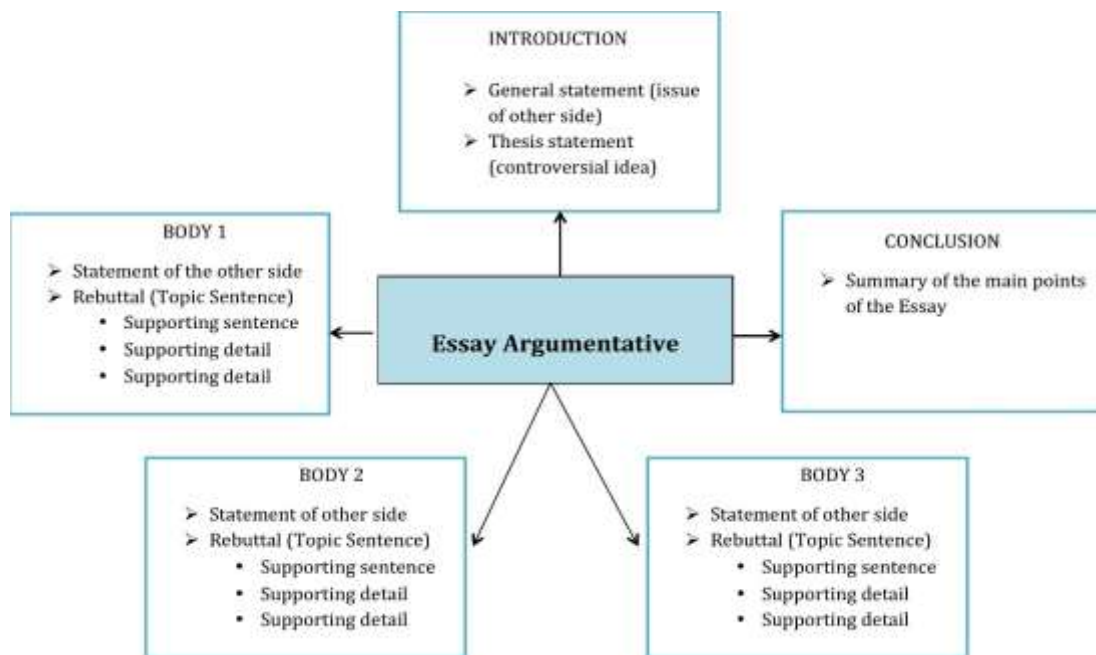


Figure 1. Mind mapping an argumentative essay pattern

By using the graphical network technique of the Mind Mapping method, it is expected to focus the attention of learners or students in writing an argumentative essay so that the ideas and thoughts as outlined are interrelated and the writing becomes coherent and solid.

In connection with writing is a process of thinking, then in learning learning activities using a process approach. Writing involves the process of thinking so that writing should be taught with a process approach starting from thinking, concocting writing, to finalize or the final results of writing. In the article, Onozawa & Chieko (2010) explained that until the 1980s, the focus of writing especially English US Second Language was accuracy (Grammar). For example until the early 1960s, the Lingual (ALM) Audio method emphasized practices, punctuation, and grammatical structures in writing. Until the beginning of 1980s, there was a shift in writing activity which tended to be on the process approach. Onozawa further explained that there were at least two main advantages in writing with a process approach, namely providing the opportunity to compile its own writing and develop comprehensive writing skills. It can be understood considering solely, the process approach in writing is starting on how the IDE is built, then make the draft needed, to revise and edit again, until finally finalize the results of writing.

The process of writing at least through five stages, namely prewriting, drafting, revising, editing, and publishing (Seow, 2002). Prewriting or planning focuses on the beginning and preparation in writing an argumentative essay that can begin by triggering ideas, gathering information, and making outline. Then at the drafting stage, ideas and information that has been collected are outlined in the form of writing in the form of an argumentative essay that is composed of sentences per sentence and paragraph per paragraph. Next is the revising stage, this stage as part of revising the argumentative essay that has been written to be more directed, accurate, and clear. Then, the editing stage where at this stage emphasizes the improvement or formulating argumentative essay writing again both grammatically and according to writing techniques. And finally it is publishing, namely the finalization of writing to be collected. In connection with what described above, it can be seen that the importance of the process of writing essays. From the results of researchers' observations in writing learning often students fail in applying to 5 (five) stages in the writing process so that argumentative essays are less successful and tend to be difficult to understand by the reader.

Based on the problems found in the field, researchers intend to conduct a study with a qualitative descriptive approach that seeks to know how the process and results of writing argumentative essays with the Mind Mapping method; That is, whether the Mind Mapping method can help students understand the generic structure of argumentative essays because this generic structure is the basis for making an essay.

Argumentative essays follow a distinct general pattern from other types of essays. The argumentative essay must have a challenging concept that is supported by logical and pertinent facts. Thus, success in writing an argumentative essay is decided on the student's knowledge of the essay's general form. Thus, academics seek to improve writing learning outcomes by enhancing instructional techniques, particularly producing an argumentative essay in English using the Mind Mapping method. Mind mapping can be viewed as a visual representation of the Tony Buzan-popularized concept. This approach is regarded the most effective for creating simple and succinct maps of thinking / ideas. According to Buzan T (2013), mind mapping is a graphical network approach for collecting and organizing ideas or information through the use of keywords or subjects to generate new ideas or thoughts. Creative ideas are served through diagrams or graphic (Ashford, 2013). The diagram is used to visualize ideas, thoughts, or facts that are placed in the center as keywords or themes to be developed and connected with the surrounding ideas, concepts. Furthermore, Newman (2013) noted that Mind Mapping is a straightforward, distinctive, and creative method of condensing an idea or thinking that enables readers to quickly recall and understand a notion or piece of information.

This study aims to find out how the process of writing students with the Mind Mapping method, and whether students do stages of writing argumentative essays such as prewriting, drafting, revising, editing, and finishing. Furthermore, this study also strives to explore the results of writing an argumentative essay whether with the Mind Mapping method makes it easier for students to understand schematic structures or generic structures so as to produce a good argumentative essay.

Based on the concept of Mind Mapping method, some English teachers as foreign languages are interested in conducting research in writing skills. (Shakoori, Parvin and Reza (2017) conducted experimental research on 28 students to see the effects of the map concept strategy (Effect of Concept Mapping Strategy) in learning essays. In addition, Syeda Saima F.B (2016) experiments to identify Mind Mapping techniques The most suitable in learning to write discursive essays (discursive essay). The two studies indicate that the Mind Mapping method has a positive impact on writing learning (writing).

II. Research Method

This research was done at the University of Muhammadiyah Prof. Hansel Hamka during the odd semester of 2017/2018. The purpose of this study is to examine the Mind Mapping approach as it relates to writing learning. To support the use of this study technique, researchers employ a variety of instruments or research tools to ascertain the process of writing an argumentative English language student, including classroom observations, an open questionnaire, and documentation (video recording device). Meanwhile, researchers will employ Susan Anker and Alice Oshima's approach to examine the schematic form of students' argumentative writings. The study's findings may be summarized by the following table, which depicts the schematic/generic structure of argumentative writings.

Table 1. Generic structure of argumentative essay

Component	Contents argumentative essay
<i>Introduction</i>	<i>General statements + thesis statement</i> The first paragraph has several phrases that serve as an introduction to the subject and are followed by comments from individuals; they are then countered by contentious authors.
<i>Body</i>	<i>Topic sentence + convincing reasons.</i> The author then opposes the principal in the form of thoughts or opinions of others and supports or reinforces it with arguments and evidence to persuade readers, which might take the shape of facts, statistics, examples, or expert opinions.
<i>Conclusion</i>	<i>Summary + Final thought</i> The conclusion summarizes the author's argument from the body and is followed by concluding comments that may include predictions, implications, solutions, or suggestions.

To determine if an argumentative essay meets the essay requirements outlined above, an evaluation rubric is required as a tool for assessing students' comprehension of the idea of an argumentative essay, which serves as the foundation for producing an argumentative essay. According to Anker and Oshima, the instrument is based on an aspect of the generic form of an argumentative essay. The assessment is conducted on a scale of 1 to 4 using the criteria outlined in the following table.

Table 2. Rubric Assessment of Generic Essay Argumentative Structures

	4	3	2	1
<i>Score</i>	<i>Essay in this category shows superior command of language.</i>	<i>Essay in this category shows an adequate command of language.</i>	<i>Essay in this category shows a less adequate command of language.</i>	<i>Essay in this category shows an inconsistent or bad in using a language.</i>
<i>Introduction</i>	<ul style="list-style-type: none"> • <i>The opening is engaging.</i> • <i>Idea or events are presented in an effective order.</i> • <i>The thesis statement is clearly stated.</i> 	<ul style="list-style-type: none"> • <i>The opening is engaging but the explanations are unsure.</i> • <i>Idea or events are presented in effective order but details not so clear.</i> • <i>The thesis statement is stated but not so clear.</i> 	<ul style="list-style-type: none"> • <i>The opening is trying to be engaging but the explanations are unclear.</i> • <i>Idea or events are presented in less effective order.</i> • <i>The thesis statement stated is confusing.</i> 	<ul style="list-style-type: none"> • <i>The opening is not engaging and the explanations are unclear.</i> • <i>Idea or events are presented in an ineffective order.</i> • <i>The thesis statement is not stated.</i>
<i>Body Paragraph</i>	<ul style="list-style-type: none"> • <i>Acknowledges or rebut the opposing argument.</i> • <i>Shows the evidence to support the argument.</i> • <i>Support the arguments with logical reasoning and relevant evidence.</i> 	<ul style="list-style-type: none"> • <i>Trying to acknowledges opposing argument</i> • <i>Shows a less evidence to support the argument.</i> • <i>Support the arguments with logical reasoning without evidence.</i> 	<ul style="list-style-type: none"> • <i>Acknowledges opposing argument unclearly.</i> • <i>Shows unrelated evidence to support the argument.</i> • <i>Supporting arguments are not logical reasoning and using irrelevant evidence.</i> 	<ul style="list-style-type: none"> • <i>Inconsistent with the argument.</i> • <i>There is no evidence to support the argument.</i> • <i>Not supporting arguments with logical reasoning and relevant evidence.</i>
<i>Concluding</i>	<ul style="list-style-type: none"> • <i>Provides a concluding statement that summarizes the main points of the argument presented.</i> 	<ul style="list-style-type: none"> • <i>Provides a short or incomplete concluding from argument presented.</i> 	<ul style="list-style-type: none"> • <i>Provides a concluding statement but it is irrelevant.</i> 	<ul style="list-style-type: none"> • <i>No concluding statement that supports the argument presented.</i>

Additionally, researchers will employ data triangulation procedures to assess the data's validity, namely by integrating various research instruments utilized to derive conclusions from the study findings.

Participants in this study were 28 semester students amounted to 28 people.

III. Results and Discussion

3.1 Pre-test Results Write Argumentative Essays

Table 3. Pre-test value frequency

Interval class	Frequency	Percentage (%)
8-11	1	4 %
12-15	12	43 %
16-19	10	36 %
20-23	4	14 %
24-27	1	4 %
28-31	0	0 %

3.2 Post-test Results of Argumentative Essays

Table 4. Frequency of Postes Values

Interval class	Frequency	Percentage (%)
16-18	7	25 %
19-21	9	32 %
22-24	8	29 %
25-27	3	11 %
28-30	1	4 %

3.3 Increased Argumentative Essay Writing Skills

To see an increase in student skills in writing an argumentative essay with the mind mapping method, the results of pretest and posts are presented in the form of a line diagram. The blue line shows the distribution of pre-test results, while the red line shows the distribution of the results of the post-test.

3.4 The Results of Interviews and Open Questionnaires

Table 5. Summary results of interviews and questionnaires

No	Questions	Answers
1	Explain the writing process that you did in writing an argumentative essay	<ul style="list-style-type: none"> • Determine the theme through the current situation, viral issues, thinking, references • Gather sources from articles related to Themes, Websites • Determine the topic of essay • Make an argumentative essay pattern with the Mind Mapping method • Write an idea / outline according to the pattern that has been made • Writing an argumentative draft essay • Revise the draft into a final essay

2	Explain the obstacle to writing an argumentative essay earlier	<ul style="list-style-type: none"> • Confused about making an essay pattern • There is no description like a Mind mapping pattern • It's hard to determine Ruttal, controversial ideas • It is difficult to develop ideas, as long as writing only • Sometimes grammar difficult • Difficult to develop ideas, not directed
3	Explain the ease of writing an argumentative essay with the Mind Mapping method	<ul style="list-style-type: none"> • Makes it easier for outline writing • More structured what will be discussed • Faster, structured, more comfortable in making essays because of the mapping pattern essay to the outline of the new outline writing essays • There are coherence ideas with other ideas

Based on student answers through open questionnaires and interviews can be seen that students really feel the impact of the use of the Mind Mapping method in writing an argumentative essay. In other words, the Mind Mapping method can help students understand the concept of an argumentative essay as a basis for developing ideas or thoughts and then pouring it in writing.

Students sometimes struggle with writing argumentative essays. Students must grasp two critical concepts: essay components and the basic form of argumentative essays. The essay component is composed of three sections: an introduction, a body paragraph, and a conclusion paragraph. Each of the three parts is defined by a set of criteria or objectives. The introduction begins with a basic description and is followed by the essay's primary concept or a contentious thesis statement. Second, the paragraph body contains a summary of the essay's arguments, backed up with logical and pertinent evidence. Finally, the author's thesis is summarized in the concluding section.

Students struggle with writing argumentative essays. Students must grasp two critical concepts: essay components and argumentative essay generic structures. The essay is composed of three components: an introduction, a paragraph body, and a paragraph conclusion. Each of the three components is defined by a set of criteria or objectives. The opening begins with a broad overview, followed by the essay's central argument or a contentious thesis statement. Second, the paragraph body provides a summary of the essay's arguments, backed up with logical and pertinent evidence. Finally, the author's thesis is summarized in Concluding.

The results of research, both experimental and non-experimental, indicate that the application of Mind Mapping techniques can assist students in producing argumentative essays. That is, students' abilities to write argumentative essays are improving. This is demonstrated by Pretes and Postes. Seven factors are used to evaluate students' activity when it comes to producing argumentative essays. Criteria (Introduction) improved from 68 to 91 points. In other words, the introduction's broad information / description has led to the essay's topic. Criteria B (controversial thesis) rose from 64 to 83, indicating that students now have a greater grasp of difficult problems from the author's perspective. Criteria C (Ruttal) has been enhanced from 64 to 88, indicating that the paragraph body already contains an author's argument against the problem with logical and significant arguments. Similarly, students' comprehension of criteria D, E, F, and G grew. That is, student writings already contain clearly stated concepts, logical and pertinent facts, and suitable conclusions. Thus, the findings of postings indicate that the Mind Mapping approach improves students' knowledge of the generic form of argumentative essays.

IV. Conclusion

According to the study's findings, students' writing abilities, particularly their ability to write an argumentative essay, improve when they use the Mind Mapping approach. The Mind Mapping Method illustrates mutually linked thought through the use of a branch. Each branch will be connected to the central concept / subject. Thus, argumentative essays may be classified into various branches having a central theme. According to the generic structure, each branch has distinct components. Thus, students may construct an argumentative essay by first depicting the pattern of an argumentative essay using Mind Mapping and then filling each branch with the relevant concept / thinking. Thus, the findings of research gathered through tests and non-tests demonstrate that using the Mind Mapping approach to learn to write argumentative essays may help students enhance their writing abilities.

References

- Alwasilah, C. (2001). *Language, Culture, and Education*. Bandung: Rosda.
- Ashford, K. (2013). *How to Write An Essay*. Ontario: Scribendi.
- Astuti, R.W., Waluyo, H.J., and Rohmadi, M. (2019). Character Education Values in Animation Movie of Nussa and Rarra. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. P. 215-219.
- Biggs, J. (1987). *Student Approaches to Learning and Studying*. Hawthorn: Australian Council for Educational Research (ACER).
- Buzan, T. (1989). *Use Both Sides of Your Brain, 3rd Ed*. New York: Plenum.
- Buzan, T. (2013). *The Skills Handbook*. London: BBC.
- Entwistle, N. (1981). *Style of Learning and Teaching: An Integrated Outline of Educational Psychology for Students, Teachers, and Lecturers*. Chichester: John Wiley.
- Farrad, P., Hussain, F., & Hennessy, E. (2002). The Efficiency of The "Mind Mapp" Study Technique. *Medical Education*, 426-431.
- Honn, R. E. (1998). *Mapping Great Debates: Can Computers Think?* Bainbridge Island, WA: Macro VU Press.
- Larkin, J. H., & Simon, H. A. (1987). Why A Diagram is (Sometimes) Worth Ten Thousand Words. *Cognitive Science*, 11(1), 65-100.
- Marto, F., & Saljo, R. (1976). On Qualitative Differences in Learning Outcome as A Function of The Learner's Conception of The Task. *British Journal Educational Psychology*, 115-127.
- Mento, A., Martinelli, P., & Jones, R. (1999). Mind Mapping in Executive Education: Applications and Outcomes. *The Journal of Management Development, Vol 18, Isu 4 ISSN 0262-1711*.
- Newman, K. (2013). *Mindmapping: A Complete Guide on How to Deal with Mind Mapping*. USA: Speedy Publishing LLC.
- Onozawa, & Chieko. (2010). *A Study of The Process Writing Approach: A Sauggestion for An Eclectic Writing Approach*. Kyoai: Kyoai Gakuen University Press.
- Pradana, D. A., et al. (2020). Nasionalism: Character Education Orientation in Learning Development. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)* Volume 3, No 4, Page: 4026-4034.
- Ramsdem, P. (1992). *Learning to Teach in Higher Education*. London: Routledge.
- Rijlaasdam, G. (2005). *Effective Learning and Teaching of Writing A Handbook of Writing in Education Second Edition*. Boston: Springer Science, Business Media.

- Saleh, A., Mujahiddin. (2020). Challenges and Opportunities for Community Empowerment Practices in Indonesia during the Covid-19 Pandemic through Strengthening the Role of Higher Education. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. Volume 3, No 2, Page: 1105-1113
- Seow, A. (2002). *The Writing Process and Process Writing in Methodology in Language Teaching*, editor Jack C. Richards dan Willy A. Renandya. UK: Cambridge University Press.
- Shakoori, M., Parvin, K., & Reza, S. (2017). The Effect of Concept Mapping Strategy as A Graphical Tool in Writing Achievement among EFL Learners. *International Journal of Information and Education Technology*, Vol. 7.
- Tufte, E. R. (1983). *The Visual Display of Quantitative Information (2 ed)*. Cheshire, CT: Graphics Press.
- Zemank, D. E., & Rumisek, L. A. (2005). *Academic Writing from Paragraph to Essay*. Thailand: Macmillan.