

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

This chapter presents the result and discussion of research. The data collected from the observation and interview which are discussion based on the theory and concept from the previous chapter. The chapter is presented based on the research focus stated in the first chapter.

A. Result of Research

In the result of research, the researcher described about the difficulties writing argumentative essay by using mind mapping at the twelve grade of MA Darul Ulum Banyuanyar at Potoan Daya village, Palengaan, Pamekasan. The teacher use this argumentative essay by using maind mapping aims to easer in writing argumentative essay. Usually, the students when make argumentative essay feel difficult. In this learning the teacher try to use mind mapping to solve it, but the students still feel difficult to make it. This research, researcher try to observe how the teacher give a material about writing specially argumentative essay, then researcher try to observe what the difficulties of using mind mapping, what the method, and how to solve it.

1. The difficulties of student in writing argumentative essay by using mind mapping at twelve grade of MA Darul Ulum Banyuanyar

Based on the research focus that researcher wanted is that to identify what the difficulties of writing argumentative essay by using mind mapping. So in this below is the answer from the students based on the interview:

a. Confused in analyzing and describing

The statement above come from one of student of twelve grade of MA Darul Ulum Banyuayar. “I feel confused in some technique among of them are analyzing, and describing the concept in one paragraphs”¹

From the answer above, it can be known the difficulties in writing argumentative essay from some technique specially analyzing and describing about mind mapping. The difficulties become problems in making argumentative, although there are some students can overcome the problems. This difficulties already become problems for students and become the important thing to overcome it. Therefore, they try to continue their study about writing argumentative essay by using mind mapping. The result is students experience confusing in analyzing and describing a mind mapping framework various aspects on the grounds that they not understand their own weakness.

b. Difficult in arranging an idea to the mind mapping

Fauzan stated that there is a difficult thing in arranging an idea, such below: “I have a little bit difficult in arranging an idea and put that idea into

¹ Habiburrahman, The twelve grade student of MA Darul Ulum Banyuayar (Direct Interview on Monday 16th May 2022)

the mind mapping, so that this is a problem for me in writing argumentative essay by using mind mapping”.²

Indeed sometimes, students feel difficult to determine which idea that should be put in the framework in order that those mind can be a discussion paragraph. Therefore, there must be a way on how the student can map their mind to become a good argumentative essay.

2. The factors of difficulties in writing argumentative essay by using mind mapping at twelve grade of MA Darul Ulum Banyuanyar

This case is a result of interview to the students of MA Darul Ulum Banyuanyar from factors in writing argumentative essay by using mind mapping.

Based on the interview results, so here are:

a. The first factors in difficulties of writing argumentative essay by using mind mapping

The statement above comes from student of MA Darul Ulum Banyuanyar:

“ the difficulty factor in making argumentative essays by using mind mapping that is in accordance with what I experienced is the difficulty of thinking critically or how to find ideas to develop a framework in making it. So I feel it will be more difficult when constrained by that framework”.³

From the answer above, it can be known that the factor is weak in framing because they feel confined by framework in compile the

² Fauzan, The twelve grade student of MA Darul Ulum Banyuanyar (Direct Interview on Monday 16th May 2022)

³ Habiburrahman, The twelve grade student of MA Darul Ulum Banyuanyar (Direct Interview on Monday 16th May 2022)

argumentative essay by using mind mapping. In making argumentative essay by using mind mapping is indeed very important to create a framework. The elaboration in formulating the opinion depends on the framework that is prepared, as long as the framework that is compiled has good object it can provide a good discussion too, on the contrary if the framework is not very elaborate or broad then the discussion will also become an argument that lacks explanation. So that, if students have difficulties in compiling the framework so as to produce a good critical thinking they never get convenience in writing argumentative essay.

b. The second factors of difficulties in writing argumentative essay by using mind mapping.

The second statement also comes from student that have difficulties In making argumentative essay by using mind mapping, namely:

“I have never known how to write an argumentative essay. Even though, I already know the concept of mind mapping. There are several factors that I don’t know how to make mind mapping including that I am not very good at drawing and arranging discussion the topics. It is because of lack of literacy or other problem, and I also don’t really like drawing so it might be easier if just writing freely”.⁴

According to the answer above, it can be seen that the answer above is having weaknesses in literacy are factor in constructing an essay. Especially with regard to the concept of mind mapping. In addition, these students dislike and are not good making pictures so that it becomes a factor in their difficulty in making argumentative essays. It means that these factors will become

⁴ Fauzan, The twelve grade student of MA Darul Ulum Banyuayar (Direct Interview on Monday 16th May 2022)

obstacles in their effort to make arguments. They need methods and concept adjustment in making an argumentative essay that makes it easier for them to understand especially in literacy.

c. The third factors of difficulties in writing argumentative essay by using mind mapping

The last factor is a factor that is rarely encountered in the case of difficulty. But this is actually a reference to analyze the problem:

“My difficulty factor in making argumentative essays by using mind mapping is my own lack of understanding in mind mapping. The mind mapping will relate to the draft or the root of framework of discussion, but in my opinion it is even more difficult if I still have to compile it. In addition, I sometimes rarely make argumentative essays because making an essay requires frequent practice also using mind mapping which must understand all references”.⁵

The last factor actually has a little bit similarities with the second factor. The same reason they find it more difficult to use mind mapping. because they have to develop a framework and draw a concept and the author will be limited in his discussion based on the existing concept.

It can be understood from several factors that these difficulties will affect the analysis, description, and concept of using mind mapping.

3. Teacher in overcoming the difficulties writing argumentative essay by using mind mapping at twelve grade of MA Darul Ulum Banyuanyar.

In this result of research asked about how the teacher overcome the difficulties and the existing factors. In overcoming these difficulties the teacher

⁵ Khotibul Umam, The twelve grade student of MA Darul Ulum Banyuayar (Direct Interview on Monday 16th May 2022)

tries to find several solutions. These difficult cases are certainly a common occurrence which is basically caused by several factors and following is a way how the teacher overcomes these difficulties, among others are:

“To overcome these difficulties, of course, you must first know what the difficulties. But after knowing the difficulties what should be prioritized in this lesson is to increase students’ interest in literacy. Then, when talking about difficulties in analyzing and describing a concept, that is by continuing to train them to broaden their horizons. While based on existing factors such as how to find critical ideas, weakness in drawing, and the difficulty of compiling a framework. The teacher should pay more attention how students learn. They understand better on the concept of images or visual or even they only understand more on simple concepts. And they have to continue to train their writing including how to use mind mapping which might make it easier for them, because basically it’s not just a matter of difficulty in mind mapping but as long as they continue to practice their literacy skills it will be easier”.⁶

The response from the teacher above stated that the way to overcome this difficulty is to improve literacy skills and increase practice. In this difficulty the teacher also mentions the factors that exist. That indeed students have difficulties in using mind mapping, but it also needs to be mentioned about how to analyze and develop a mind mapping framework. Some of them find it more difficult and complicated if they use the concept. Not knowing how to draw is also part of the difficulties they experience, but behind it all as long as they keep practicing and making argumentative essays. And the teacher response all depend on the extent of their literacy skills. So that their possibility will be easier to understand. Some conclusions can be drawn that continuing to practice and test literacy skills will make it easier for them to make argumentative essays by using mind mapping.

⁶ Moh. Imron, The English teacher of MA Darul Ulum Banyuayar (Direct Interview on Tuesday 17th May 2022)

a. The research result of observation

1. The first observation

The researcher made the first observation on May 14, 2022. The teacher told to research the superior twelve grade in language department, which was carried out by 19 students as a learning subject. At the time student were present at the first meeting. In this morning, the teacher explains the material about writing argumentative essay by using mind mapping.

a). Opening

When 07-30 o'clock rang, the teacher start the learning process. To start the lesson, teacher start with greetings. After that he says the special jargon to attract students enthusiasm such as "Hello.!", "Are you ready for today.?!". And even "Are you still spirit?!". and then the teacher attend students to find out who is not logged in because of permission, or those who are not attending for some reason. From that, the teacher starts learning by asking some material that has been previously delivered with the aim that students remember the past material and can connect with the material that will now be taught.

Teacher: Assalamu'alaikum wr.wb

Students: Wa'alaikumsalam wr.wb

Teacher: Good morning students..?

Students: Morning sir..?

Teacher: How are you..?

Students: I am fine sir, and you..?

Teacher: I am well so thank you, are you ready for today..?

Students: I am ready and must be ready

Teacher: who is not present today ?

Student (*captain*): only Baihaki and Rofiq sir

Teacher: Baihaki and Wahyudi !?, why they not present ?

Student: I don't know sir, they not allowed

Teacher: okay, thank you

The activities in this section are always the same greeting in every first meeting until the second meeting. The teacher explained to the students why the researcher joined the class, "Well, he from IAIN Madura want to take some research here, so he will join the class today". That way, their conversation took place to provide further understanding with the researcher assignment in the class. After introducing the researcher, Teacher asked the class leader to lead the prayer together.

b). The main activity

The researcher observed how the teacher explained the lesson about argumentative essays with using mind mapping explanation. To enter the material to be presented, the teacher first asks about the extent of students' knowledge about the material, such as asking students about:

1. Have you made an essay, before?
2. What do you know about essay?
3. Any one of you don't know how to write essay?

The next, after the teacher knew beforehand about essay itself, then the teacher explained to them the meaning, using, benefits of essays and even how to make it. With some questions and explanations. After that the teacher

began to provide special understanding in understanding the argumentative essays by showing some examples in the book as a reference. And in the end to make it easier for students to make argumentative essays the teacher began to introduce the method of using mind mapping by starting some questions related to mind mapping itself such as:

1. Have you ever made kind of discussion framework?
2. Do you know how to use it?

Continuously, the teacher explains it with some references and examples from the handbook. From some of the questions above, few students can answer them, but some of them mostly have not made or have not been able to answer the question. So it is continue with some explanations from the teacher. Most of students do not know and can answer these questions because they have never studied specifically related to argumentative essay writing plus using a discussion framework, this is known when the teacher asks it to the students whereas, some already know because they have studied before. The discussion lasted a few minutes. Next, the English teacher continue to explain the lesson about the intent, purpose, and the benefits of argumentative essays. The teacher explain there are three organization of argumentative essays. The first is introduction, the second developmental paragraphs, and the last conclusion. These three components are the basis of writing an argumentative essays. Teacher explain one by one of the function from it. As like the function of first components is discussed

the central idea or explain the one of meaning in the topic. After explaining all these components, the teacher opens questions before continuing on the next explanation. Some students ask about explanations that have not been understood and teacher immediately answered the question. And then continue with an explanation of mind mapping and its uses. He explain that mind mapping is a way to make argumentative essays easier to draft. He also show example of mind mapping that made in framework. The example given by the teacher is an example of using the discussion framework. The explained how to make the framework, namely by breaking down several discussion of topic. For example, there is one title that will be discussed continuously. From that title, several good explanation criteria emerge several sectors such as definition, positive/ negative impact, benefits, and part of the object of discussion. After finishing explaining the material about the use of mind mapping the teacher as before opened questions for students who did not understand.

c). Closing

At the end of the first meeting, the teacher asked the students are you understand what is being explained?. To test their understanding, the teacher asks them to ask again from all the explanations that have been delivered. And to find out how well they understood the teacher gave the task to make an argumentative essay by including mind mapping.

2. Second Observation

The second observation was made on May 17, 2022. This was the last observation made by the researcher to collect data.

a). Opening

At 07-00 o'clock rang, as usual class activities begin with greeting. Ask a condition, and like the previous material the teacher uses special jargon to raise up students, enthusiasm. To remember some of the material that has been presented previously. The teacher asks several questions aimed at repeating the material so that they remember what has been conveyed. The question is:

1. What is argumentative essays?
2. What are the parts of it?
3. How to use mind mapping?
4. What are the function of it?

The questions above aims to provide understanding again so that they do not forget about the material that has been taught.

b). The Main Activity

For this activity, the teacher asks the tasks that have been ordered previously by putting the task forward in an effort to correct some of the task and return to discussing what is still not understood. After being given instructions to collect their assignment. Student deposit them to the teacher. There are some students who do not deposit for some reason and some others deposit each student one sheet. The teacher begins to check the

assigned assignments. There are some corrections from the teacher to the students. Especially in using mind mapping among what was conveyed that use of mind mapping still not very widespread. The meaning that the division of the framework had not been explained specifically and that some of students' argumentative writing had several explanations that did not represent the various components that had been studied.

There is one error that may be common in the case of argumentative essay learning, namely in the content and conclusion sections. In that sections sometimes the discussion does not match what happened at the root of the writing. For example in the framework of discussion in mind mapping. It refers to the content of the topic, such as part and benefits, but what is in the title of the argument is more focused on impact. In the title of one of student namely "The Impact of Internet on young learners" explanation should bring an understanding of its uses and impact for young learners. But in particular the explanation the advantages and disadvantages of the internet. While the impact on students is rarely or even almost non-existent in certain paragraphs. That error obviously others do not include solutions to the problems discussed.

The error above is basically not from the difficulty of mind mapping, but from it also become a big mistake. Without mind mapping we might generally be able to justify it, but because with mind mapping all discussion components have been structured neatly. And clear, when the teacher associates mind mapping with argumentative essays, the results are very far

away. So that the difficulty of using mind mapping is also a concern in this incident.

Next, after knowing some mistakes from the writing, teacher returned explain by conveying another method in a simple way so that, letter students better understand a concept. But on the other hand there is also nothing wrong with what the teacher said that it does not only depend on methods or concepts. As long as you are diligent in reading and practicing it will be easier to make.

c). Closing

At the end of the meeting the teacher asked again things that had not been understood by opening questions to students. There are two to three student asking questions whose questions are still in the context of using mind mapping and their weakness in literacy. Then the teacher again gave the task to the students to correct the error. But this time is not require to fix everything, but is offered with a reward. For those who improve then there will be additional value for them. None other than the teacher's efforts to provide lessons for students to keep trying and practicing.

3. The result of Interview

The use of mind mapping in writing argumentative essay as basically to help students create correct and interesting discussion of topics. Among other as well as a method for developing the argumentative framework itself. However there are some difficulties to be solved. Among them is the difficulty of compiling a framework, growing ideas and so on. These difficulties do not

specifically describe the difficulties of mind mapping. But instead become a barrier to making argumentative. So the teacher must have a way to overcome these problem. In the fact is teacher stated that not all difficulties are based on mind mapping. However there must be effort and literacy skills to support argumentative writing. It can understood that the difficulty does exist with various problems of students understanding. On the other hand to train in their effort to understand a method or concept. As a teacher must also understand from various aspects that exist including the difficulties of students in understanding.

B. Discussion of Research

The researcher would like to present about the difficulties writing argumentative essays by using mind mapping at twelve grade of MA Darul Ulum Banyuanyar. In MA Darul Ulum Banyuanyar schools especially in the twelve grade in making argumentative essays using mind mapping as the basic concept of compiling a topic of discussion. Mind mapping itself is a concept of compiling a topic of discussion using framework. It contains the components of an essay with the framework part arranged in the author's discussion plan. While difficulties came to the students at that school. In accordance to opinion in a book, the mind map is an expression of radiant or critical thinking and is therefore a natural

function of the human mind⁷. By expressing the contents of the author's thoughts as a description of the results in framework to discussion.

The difficulty referred to a widespread lack of understanding in using the concept of mind mapping. The reasons that are most often mentioned are the lack of literacy, weakness of growing ideas in developing the framework or even some students who dislike the term picture. So here are the result of discussion that would be presented by the researcher according to the answers from the research focus of this research.

1. The Difficulties of Student in Writing Argumentative Essay by Using Mind Mapping at Twelve Grade of MA Darul Ulum Banyuanyar

Based on the observation guideline used by the researcher, there were two meetings that researcher observed done in twelve grade of MA Darul Ulum Banyuanyar. In the process of observation the researcher found several problems or difficulties in the ongoing teaching and learning activities. Including students lack of understanding in using mind mapping marked by question from sharing students. Most of students listened well to the teacher's explanation. The teacher can also convey the material well, with the basic and common methods used by other English teachers.

In examining this difficulty, it is very evident when teaching and learning activities take place. Starting from the confusion of those who mostly fell it.

There are still other students who understand the concept. But there is a

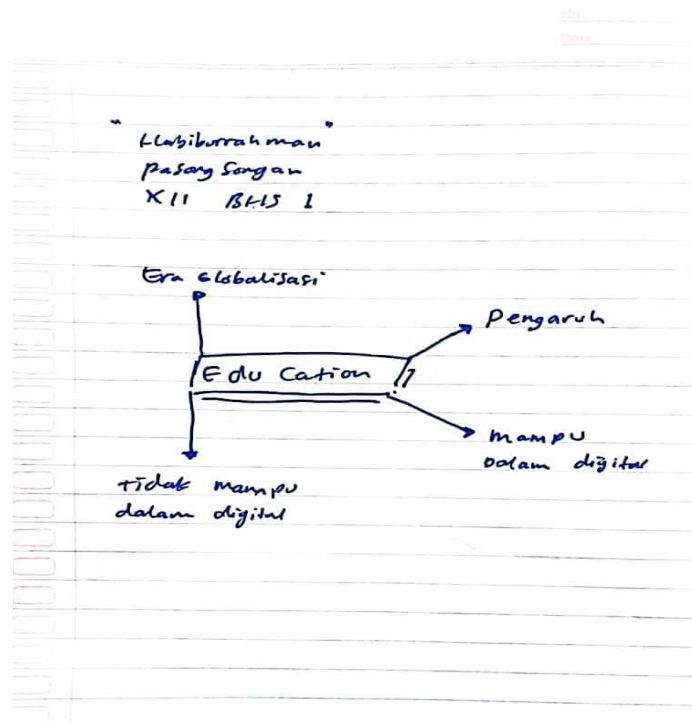
⁷ As'ari "*Using mind mapps as a teaching and learning tool to promote student engagement*" (Jakarta : Rineka Cipta, 2012) 2.

common reason for them to understand it, namely for those who previously had literacy skills. After seeing students with various abilities it really became different responding to this research. Because this is difficulty, there will be difficulties for those who do not understand the basic concept of mind mapping. Based on the research focus that researcher wanted is that to identify what the difficulties of writing argumentative essay by using mind mapping. So in this below is the answer from the students based on the interview and observations:

a. Confused in Analyzing and Describing

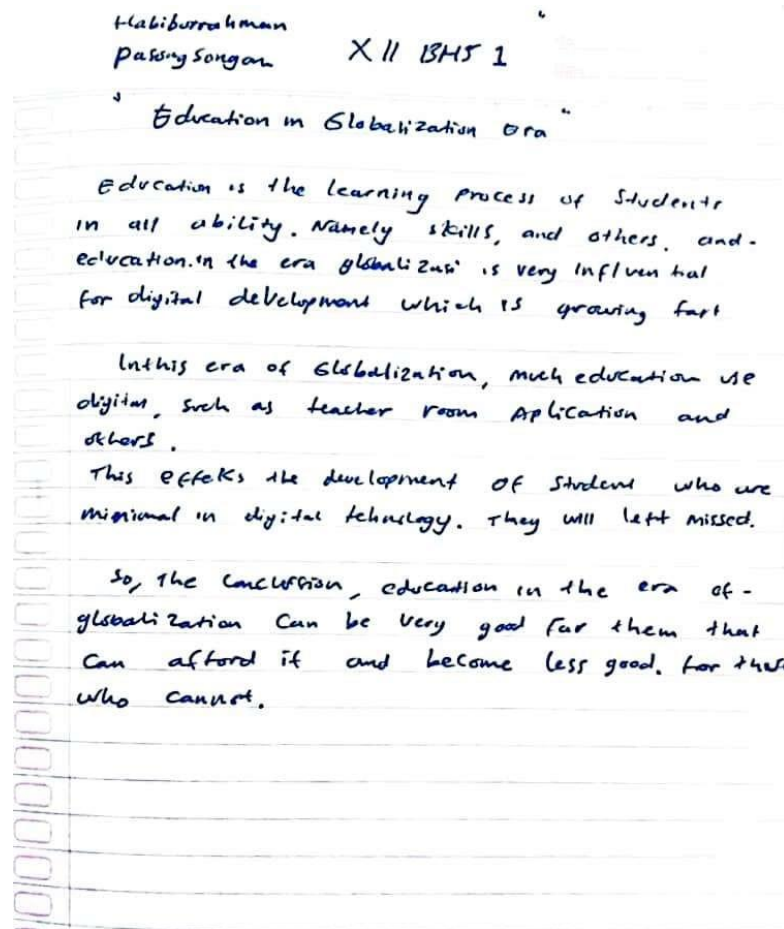
Based on the observation, researcher have found these difficulties after second meeting. When students are trained to make argumentative essays using mind mapping. They have experience a confusion in analysis and description. At the first meeting the teacher gave an assignment so that the students could find out the extent of their understanding for mind mapping. After the teacher gave an explanation about the argumentative and the use of mind mapping. The result found at the second meeting that students were still confused in analyzing and describing it. And as for the result that researcher found, it looks like the mind mapping picture bellow.

Picture 1.1



The picture in above is an examples of depicting a mind mapping of students who have confusion in analysis and description. What happened to the mind mapping framework showed that students were difficult or confused in determining ideas to analysis and draw framework. In the mind mapping, it is also seen that students do not know how to explain an analysis. Evidenced by the form of the simple framework and less extensive description. As well as the form of unstructured and messy mind mapping.

Picture 1.2



While the picture above is the result of students who do not understand in analyzing and describing mind mapping. As for his essay, it is less structured, it can be seen from his explanation which is less extensive. As for the content of the argumentative essay, students only explain the definition of the essay is not in accordance with the title and mind mapping that has been made previously. Looking at the format of the structure of the making of an argumentative essay is still not complete. While in argumentative essay there are several formats that

have not been completed. According to Basturihasan developmental paragraphs has various aspect of the topic in the central idea, they may discuss causes, effect, reasons, example, process, classification, or points of comparison and contrast.⁸ From the explanation above, it proves that students' argumentative essay writing still has several shortcomings including, there are no causes, effects, reasons, examples, classifications, and points of comparison.

The teacher tries to give others meaning so that they can understand easily. According to Utul Azkiya said that some students were confused to express ideas into paragraphs using mind maps in target language because they were hesitant to do it, more over did not know the tenses should be used⁹. There are several reasons for the student's confusion. It can come from did not understand or doubting the use of tenses as far as the statement goes there is match between the result of the study that confusion in students will occur at any time according to the conditions of each students.

The result of statement above come from one of student of twelve grade of MA Darul Ulum Banyuayar. In this case what happened to students was the problem of confusing in analysis and description. The confusing arises in students who basically do not understand about mind

⁸ Basturihasan, *“Organizing Essay Writing for Academic Purpos, a process approach”* (Yogyakarta: 2017), 31.

⁹ Utul Azkiya *“ The effectiveness of Mind Mapping technique in learning writing descriptive text”* (Jakarta: 2016). 4

mapping discussion. Confusing is a form of difficulty that has occurred is about analysis. The analysis is student's effort to find idea or reasoning that basically deepens a certain object, so that when it is linked to mind mapping it will be difficult. Example of analyzing a theme object related to education. How to analyze an education is difficult to map in the form of mind mapping. Apart from not understanding about education, it is also added by mapping the concept of mind mapping. In this study, of course there is point that is still unanswered, such as why did the difficulty occur. Mind mapping is technique that allows students to understand the relationship between ideas by creating visual map of the connection¹⁰. From this statement it can be understood that an idea that will be created using the visual method will be difficult to understand for student who are not in accordance with the visual style. In this theory is often found in the student learning process.

The confusing arose from some of the students' reasons from the interview result. The researcher started the interview which resulted in the answers above. Confusing in analyzing and describing the deep reason for the twelfth grade. From that difficulty emerged several answers to overcome it, how does teacher question it all. From the answer above, it can be known the difficulties in writing argumentative essay from some technique specially analyzing and describing about mind mapping. The

¹⁰ Nurul Hikmah Ramadhani “ *Using Mind Mapping Method to Increase Students' Speaking Ability* ” (Makasar: 2020). 14

difficulties become problems in making argumentative, although there are some students can overcome the problems. This difficulties already become problems for students and become the important thing to overcome it. Therefore, they try to continue their study about writing argumentative essay by using mind mapping. The technique in analyzing and describing the topic is the important part of making argumentative essay by using mind mapping because the technique would be the determinant of the quality of the essay. When student can analyze the topic and try to make a good describing so that, argumentative essay would be easier to write. Hence, the difficulties itself arise from some technique especially from analyzing and describing the topic in argumentative essay by using mind mapping.

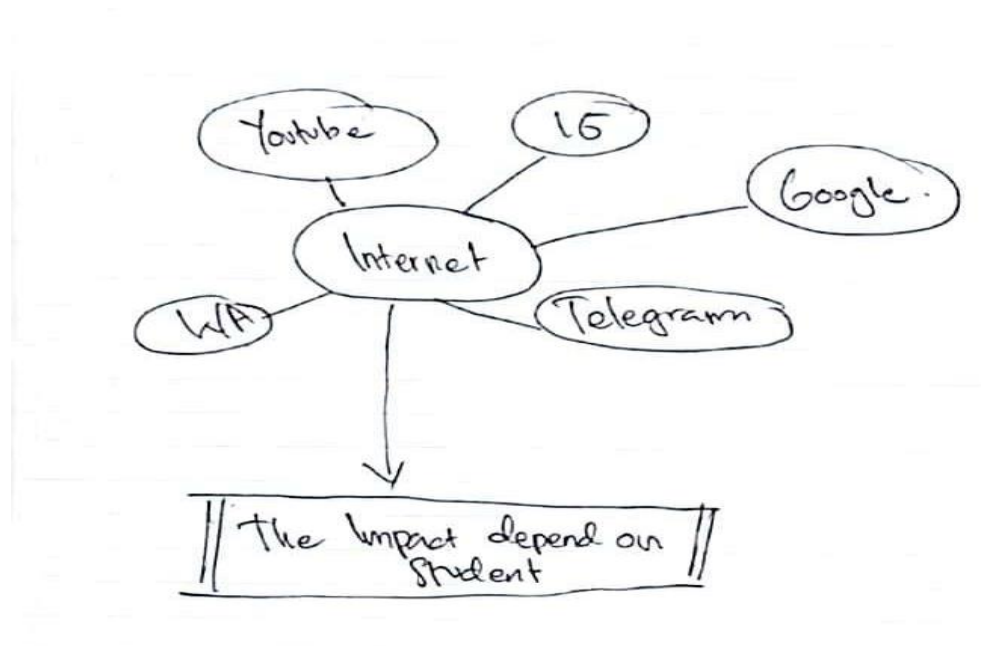
b. Difficult in Arranging an Idea to The Mind Mapping

From the result of observations the second difficulty was experienced by twelve graders, namely compiling an idea and making a mind maps. The student's subsequent statements have little in common in others factor. Indeed sometimes, students feel difficult to determine which idea that should be put in the framework in order that those mind can be a discussion paragraph. Therefore, there must be a way on how the student can map their mind to become a good argumentative essay.

In the teaching and learning process at the second meeting. The teacher also asks students to re-read and ask what if they have not understood. Including questions from students, namely about the

difficulty of compiling ideas and how students make the idea into a form of argumentative essay. Argumentative itself is a writing that compiles a topic of discussion by seeking and finding appropriate opinions in order to solve a problem. Argumentative essay is a form of writing in which the writer argues for a certain idea and try to persuade to adopt the writer's point of you¹¹. This is in accordance with what is the result of the research that the making of an argumentative essay is developed by an idea that discusses a problem topic so that it finds the correct solution. While the difficulty that occurs in the twelfth grade of MA Darul Ulum Banyuanyar is the difficulty of developing the idea to become a mind map.

Picture 1.3



¹¹ Bayu Ramadhan “Writing Argumentative Essay: How Far They Can Go?” Vol.1, No.2 (August 2019) 61

Picture 1.4

Name - Fauzan, Kasean.

Class - XII Bahasa I

The Impact of The Internet on Students

The Internet ~~impact~~ is now widely used by the public. Starting from children to adults. Especially among students it is very often used. Because on the Internet we can find out a variety of things that were not know before. Many Internet applications are often used.

Students use the Internet very often. Internet applications that are often used by students include like this. Like google, Youtube, WhatsApp Messenger, Telegram, IG, etc. Work is easier with the Application.

However many people misuse the applications when learning. Instead use to play. In my opinion it depends on the students themselves. If you want to use it for learning fine. But if in the learning proses you play instead, that the wrong.

The evidence from the results of making mind mapping and argumentative essays above is the result of students' difficulties in compiling ideas and putting the results of these ideas into mind mapping form. Then the students in compiling an idea have a difficulty based on the result of argumentative essay that student in conveying ideas on mind mapping are not suitable in accordance with what is written. An example as in the essay above is conveying the idea in the mind map about the internet and descriptions. But the result of the mind mapping ideas are still lacking in mind mapping a discussion like a part of internet itself,

without explaining each part of it. Plus the impact written on mind mapping is only the name without the side effects of the internet. It clearly illustrates that composing an idea is easy when presented in a mind map which eventually becomes an argumentative essays.

After the students asked about the difficulties, the teacher finally answered that the difficulties started from them who rarely made and developed their ideas into written form including the use of mind mapping¹². The teacher continues to explain and then trains the students to keep trying to train how to develop ideas in the form of discussion framework into an argumentative essay. Because of course the idea will no develop unless it is trained to develop better.

Therefore, to end what has been explained by the teacher regarding questions from students, it is recommended to always practice and write an essay often in order to convey ideas in the end the students understood that the difficulties had to be solved by their own abilities, until finally the English teacher applied greetings.

2. The Factors of Difficulties in Writing Argumentative Essay by Using Mind Mapping at Twelve Grade of MA Darul Ulum Banyuanyar

This case is a result of interview to the students of MA Darul Ulum Banyuanyar from factors in writing argumentative essay by using mind mapping. During the observations and also interview to the students of MA Darul Ulum Banyuanyar at twelve grade. The researcher can conclude that the

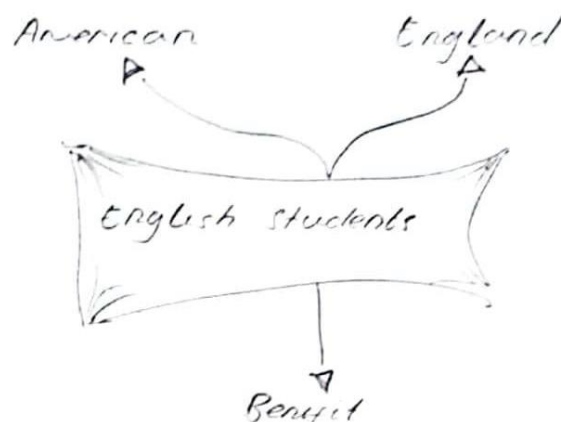
¹² See Appendix III

students that consist of ninety students. The factors of difficulties in writing argumentative essay by using mind mapping came from the result of interviews researchers to students. Seeing from the difficulties of students in class, the researcher finally asked the factors that could influence these difficulties until finding the result, those factors are:

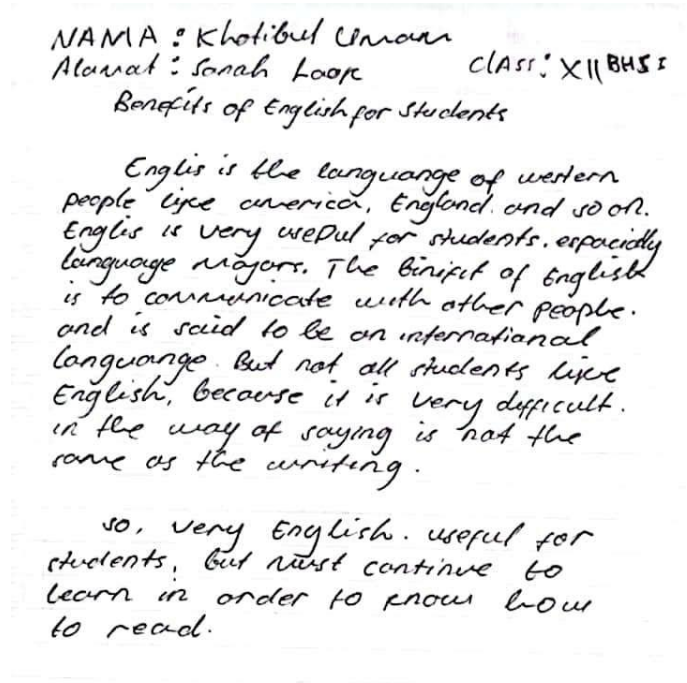
a. Thinking Critically or How to Find Ideas to Develop a Framework

Base on observations and also the interview to the students, thinking critically or how to find ideas to develop a framework is a factor from students. In the first meeting, they explained about the use of mind mapping and how to develop it. From the result of the explanation there are some students who basically understand the concept. Although some are still asking about it, if it related to the result of the interview. It turns out that it is still a factors for them to come up with a difficulty. The answer from the student stated that based on the experience of making an argumentative essay, the student felt it was easier when student made an essay without using mind mapping first.

Picture 1.5



Picture 1.6



Based on
the result of
writing
argumentative
essays,
students
provide an
explanations
that it is

difficult to think broadly or brilliant. Based on the student who have written, students state that it is difficult to think with bright ideas and how students develop ideas from a framework into mind mapping, it is suitable with in interview result. When the researcher saw an incident in the learning process about developing an idea into a mind mapping from the students asked the question. Until the researcher raises a question about what factors happened to the student. The results of the answer

from these students have something to do with how to develop the idea of mind mapping framework into an argumentative essay.

In the end of the answer become a problem for English teacher to be able to overcome it. According to As'ari the mind map is an expression of radiant or critical thinking and is therefore a natural function of the human mind¹³. From the result of critical thinking that later became the problem of these difficulties, this is also in accordance with the teacher's statement. The teacher once conveyed in class at the second meeting, that critical thinking as well as brilliant is indeed needed so that in developing ideas it is better and correct based on the fact¹⁴.

In the point of this discussion discusses the factors. This factors occurs in the twelve grade of MA Darul Ulum Banyuwang about critical thinking or how to find ideas to develop a framework. From the answer in the interview result, it can be known that the factor is how to find ideas to develop a framework because they feel confined by framework in compile the argumentative essay by using mind mapping. In making argumentative essay by using mind mapping is indeed very important to create a framework. The elaboration in formulating the opinion depends on the framework that is prepared, as long as the framework that is

¹³ As'ari "*Using Mind maps as a Teaching and Learning Tool to Promote Student Engagement*" (Jakarta: Rineka Cipta, 2012). 2

¹⁴ Moh Imron. The English teacher in subject writing Argumentative Essay (on Tuesday 17th May 2022, in learning process)

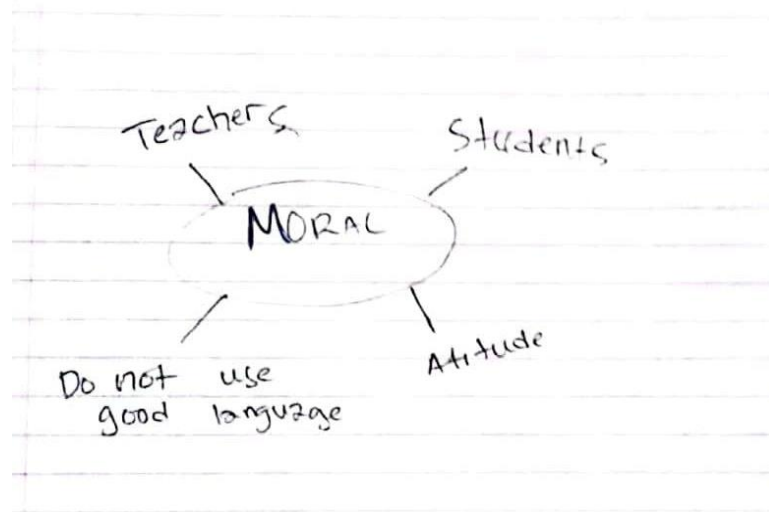
compiled has good object it can provide a good discussion too, on the contrary if the framework is not very elaborate or broad then the discussion will also become an argument that lacks explanation. So that, if students have difficulties in compiling the framework so as to produce a good critical thinking they never get convenience in writing argumentative essay.

At the end of the student observations, the English teacher suggested how to think brilliantly and critically in managing words in the form of an argumentative essays. It is based on existing learning that in making an argumentative essay will forever require a thought.

b. Drawing and Arranging Discussion The Topics

In the next interview process regarding the factors that occur in students are in drawing and arranging discussion. In the first observations, students did not feel that drawing was an activity that also depended on the extent of their understanding of mind mapping. They receive and do homework. But during the second meeting a few of them also had problems with drawing and arranging the topic of discussion. From the task there are many things that might be difficult for them. Including this second factor. Unexpectedly by students that it is also important, because it relates to how their brains respond to drawing problems.

Picture 1.7



Picture

1.8

NAMA: SYAMSUL ARIFIN
ALAMAT: RUBARU SUMENEP KELAS: XII BHS 1

Students moral to teachers

Ethics is an act of kindness to others. The teacher is a teacher and an example of good morals for all his students while the ethics of students to students there are rules such as having to use good language.

In today's era, many students do not have ethics towards teachers, even they do not use good language. In today's era, also many students who violate the rules of parents and teachers. So students need guidance from teachers become good students.

So in conclusion, students must have an awareness of ethic in order to become good and useful students for their teachers.

So that, Draw and arrange discussion topics as a student obstacle. The result of the interview answered that they were actually not very proficient in drawing and compiling an idea. Mind mapping is an effective tool to generate idea and draw it into a paper or express it

orally¹⁵. Drawing is very fun activity, but in the case of learning students feel they do not understand and bored with the pattern of discussion using pictures. Add more students who have difficult in that field especially in literacy. Teacher must consider that. It can be seen that the answer above is having weaknesses in literacy and difficult in drawing are factor in constructing an essay. Especially with regard to the concept of mind mapping. In addition, these students dislike and are not good making pictures so that it becomes a factor in their difficulty in making argumentative essays. It means that these factors will become obstacles in their effort to make arguments. They need methods and concept adjustment in making an argumentative essay that makes it easier for them to understand especially in literacy.

c. Lack of Understanding in Using Mind Mapping

Based on the interview, the last factor is the lack of students in understanding the use of mind mapping. Answers from students this time more generally understanding, because this relates to the extent of their understanding in using mind mapping.

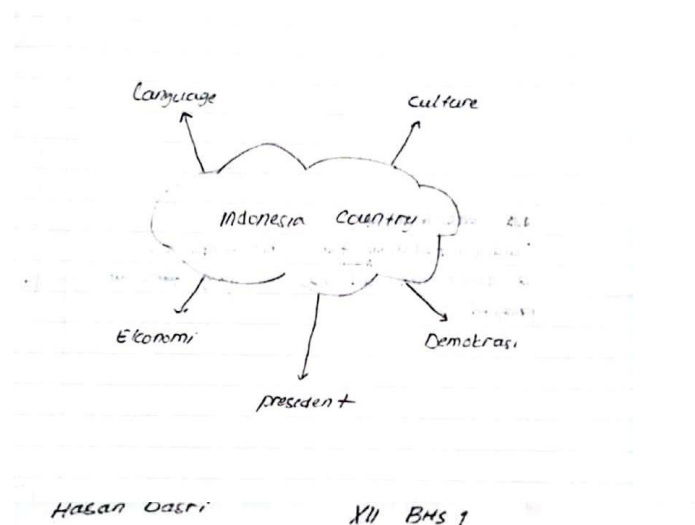
At the first meeting in the teaching and learning process, the English teacher explained in detail about the definitions, benefits, methods, and even based on the example¹⁶. The result of the explanation that most students basically understand the meaning of argumentative essay and the

¹⁵ Nurul Hikmah Ramadhani “ *Using Mind Mapping Method to Increase Students’ Speaking Ability* ” (Makasar: 2020). 15

¹⁶ See Appendix III

use of mind mapping. Only a few students who do not understand it. But of course all of that is also a factor in their difficulty in making argumentative essays by using mind mapping.

Picture 1.9



Hasan Dastri

XII BMS 1

What's wrong with Indonesia

Picture

Indonesia is a country with many islands. There are many cultures and languages in Indonesia, such as madura and it's culture. What is happening in Indonesia is now very declining like the economy and government in Indonesia. All of this requires awareness from the government in order to become a developed and good country. Such as developing the existing culture, use the local language well. Indonesia is also a democratic country. So this country has a way of choosing a president, and the condition of Indonesia depends on the elected president. So, what is happening in Indonesia now is the declining economy and society needs a good and honest president.

1.10

Based on the result above, about the lack of students understanding of mind mapping. It means that the last factor actually has a little bit similarities with the second factor. The same reason they find it more difficult to use mind mapping. Because they have to develop a framework and draw a concept and the author will be limited in his discussion based on the existing concept. It can be understood from several factors that these difficulties will affect the analysis, description, and concept of using mind mapping.

The results of this study are important because it relates to extent to which student understand the concept of mind mapping. There are many reasons students do not understand the concept. They think that first, they may be aware of their own negligence in understanding it or secondly they find it increasingly difficult when they use mind mapping because it makes their writing too complicated and dizzy.

At the end of the researcher interview, the student must understand the explanations of mind mapping first. Also based on observations, the

teacher states how students understand the definitions, benefits, and the use. Because it is the first and main step in learning this time.

3. Teacher in overcoming the difficulties writing argumentative essay by using mind mapping at twelve grade of MA Darul Ulum Banyuanyar.

During the observations and also the interview to the English teacher, how to overcome the difficulties itself. One answer from the English teacher was actually a representative of several difficulties and factors that occurred to students. This interview was carried out after completing the interview process with student. So that from these difficulties the teacher can find out¹⁷.

In this result of research asked about how the teacher overcome the difficulties and the existing factors. In overcoming these difficulties the teacher tries to find several solutions. These difficult cases are certainly a common occurrence which is basically caused by several factors and following is a way how the teacher overcomes these difficulties. The response from the teacher stated that the way to overcome this difficulty is to improve literacy skills and increase practice. In this difficulty the teacher also mentions the factors that exist. That indeed students have difficulties in using mind mapping, but it also needs to be mentioned about how to analyze and develop a mind mapping framework. Some of them find it more difficult and complicated if they use the concept. Not knowing how to draw is also part of the difficulties they

¹⁷ See Appendix III

experience, but behind it all as long as they keep practicing and making argumentative essays, so that their possibility will be easier to understand.

In making argumentative essays by using mind mapping some student find easier but some of them still find it difficult. Even more appropriate and comfortable if they use the usual method on the grounds that their thinking space is wider. But the teacher's response all depend on the extent of their literacy skills. Some conclusions can be drawn that continuing to practice and test literacy skills will make it easier for them to make argumentative essays by using mind mapping.

All research focus has been answered. The several contents, both about difficulties, factors and how to overcome these difficulties. This is certainly an object of study that needs to be understood by the reader as a reference to find some answers in teaching and learning activities. With that, the researcher tries to solve a problem so that the teaching and learning process becomes better.