THE USE OF MIND MAPPING IN IMPROVING
ARGUMENT-MAKING SKILLS OF DEBATERS
(A CASE STUDY AT SMAN 4 MALUKU TENGAH)

A THESIS

Submitted to the Faculty of Cultural Science of Hasanuddin University in
Partial Fulfillment of Requirement to Obtain Bachelor Degree
in English Literature Study Program

Written by:

MARIA ADELAIDA WATTIMENA
F041201067

ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY
MAKASSAR, INDONESIA
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LEGITIMATION

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BY

MARIA ADELAIDA WATTIMENA

Student ID Number: F041201067

It has been examined before the Board of Thesis Examination on Friday, 31 May 2024

and is declare to have fulfilled the requirements.

Approved By

Board of Supervisors

Chairperson   Secretary

Dra. Ria Rosdiana Jubhari, M.A.,Ph.D.   Dra. Marleiny Radjuni,M.Ed.
NIP. 196602071991032003   NIP. 196004091987032001

Dean of Faculty of Cultural Sciences   Head of English Literature Study Program
of Hasanuddin University

Prof. Dr. Akin Duli, M.A.   Prof. Dra. Nasmilah, M.Hum, Ph.D
NIP: 196407161991031010   NIP. 196311031988112001

i

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HASANUDDIN UNIVERSITY

AGREEMENT

On May 31ˢᵗ 2024, the Board of Thesis Examination has kindly approved a thesis by Maria Adelaida Wattimena (F041201067) entitled *The Use of Mind Mapping in Improving Argument-Making Skills of Debaters (A Case Study at SMAN 4 Maluku Tengah)* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, June 5ᵗʰ 2024

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<u>DECLARATION</u>

The thesis by Maria Adelaida Wattimena (F041201067) entitled *The Use of Mind Mapping in Improving Argument-Making Skills of Debaters (A Case Study at SMAN 4 Maluku Tengah)* has been revised as advised during the examination on May 31st 2024, and is approved by the Board of Undergraduate Thesis Examiners:

1. Dr. Abidin Pammu, M.A., Dipl.TESOL.   First Examiner   1. ....

2. Sitti Sahraeny, S.S., M.AppLing.   Second Examiner   2. ....

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<u>APPROVAL FORM</u>

With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 1339/UN4.9.1/KEP/2023 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Maria Adelaida Wattimena (F041201067) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

Makassar, June 5th 2024

Approved by

First Supervisor

Second Supervisor

<u>Dra. Ria Rosdiana Jubhari, M.A.,Ph.D.</u>
NIP. 196602071991032003

<u>Dra. Marleiny Radjuni,M.Ed.</u>
NIP. 196004091987032001

Approved by the Execution of Thesis Examination by
The Thesis Organizing Committees

On Behalf of Dean
Head of English Literature Study Program

<u>Prof. Dra. Nasmilah, M.Hum, Ph.D</u>
NIP. 196311031988112001

STATEMENT LETTER

The undersigned,

Name   : Maria Adelaida Wattimena

ID   : F041201067

Title of Thesis   : The Use of Mind Mapping in Improving Argument-Making Skills
of Debaters (A Case Study at SMAN 4 Maluku Tengah)

Department/Faculty   : English Literature Study Program/ Cultural Sciences

Hereby, the writer declares that this thesis is written by himself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

Makassar, June 5th 2024

Maria Adelaida Wattimena

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Makassar, June 10th 2024

Maria Adelaida Wattimena

ABSTRACT

Maria Adelaida Wattimena. 2024. *The Use of Mind-Mapping in Improving Argument-Making Skills of Debaters (A Case Study at SMAN 4 Maluku Tengah)* (Supervised by Ria Rosdiana Jubhari and Marleiny Radjuni)

This study aims to find out the improvement of debaters' argument-making skills and to analyze the debaters' perception of the mind mapping technique at SMA Negeri 4 Maluku Tengah. The research method used is a qualitative method utilizing questionnaires distributed to 19 students who are members of the English debate team, followed by analysis using Arikunto's theory, in addition to interviews and document analysis. The analysis results indicate a significant improvement for debaters in making arguments using the mind-mapping technique. This is also evident from the interview results and document analysis where students show a positive perspective towards the use of mind-mapping techniques. These findings suggest that the use of mind mapping helps debaters to make arguments quickly and enrich their ideas and opinions. The implications of this research highlight the need for periodic application of mind-mapping techniques to support debaters in making critical and evidence-based arguments. Further studies are recommended to conduct longitudinal studies observing how debaters who use mind mapping in their training progress over a long period.

Keywords: Mind-Mapping Technique, Perception, Debater, Argument-Making.

ABSTRAK

Maria Adelaida Wattimena. 2024. *The Use of Mind-Mapping in Improving Argument-Making Skills of Debaters (A Case Study at SMAN 4 Maluku Tengah)* (Dibimbing oleh Ria Rosdiana Jubhari dan Marleiny Radjuni)

Studi ini bertujuan untuk mencari peningkatan keterampilan pembuatan argumen pendebat dan menganalisis persepsi pendebat tentang teknik pemetaan pikiran di SMA Negeri 4 Maluku Tengah. Metode penelitian yang digunakan adalah metode kualitatif dengan menggunakan kuisioner yang disebarkan kepada 19 siswa yang menjadi anggota debat bahasa Inggris diikuti dengan analisis menggunakan teori Arikunto, selain itu juga melalui wawancara dan analisis dokumen. Hasil analisis menunjukan adanya peningkatan yang signifikan bagi pendebat dalam membuat argumen menggunakan teknik pemetaan pikiran. Hal ini juga terlihat jelas dari hasil wawancara dan analisis dokumen dimana perspektif positif pendebat terhadap penggunaan teknik pemetaan pikiran. Temuan ini menunjukan bahwa penggunaan teknik pemetaan pikiran membantu pendebat untuk membuat argumen dengan waktu yang singkat dan memperkaya ide serta gagasan mereka dalam menuangkan opini. Implikasi dari penelitian ini adalah perlunya penerapan teknik pemetaan pikiran secara berkala dalam mendukung pendebat untuk membuat argumen secara kritis dan benar. Studi lebih lanjut direkomendasikan melakukan studi longitudinal untuk mengamati kemajuan dari para pendebat yang menggunakanteknik pemetaan pikiran dalam pelatihan mereka untuk jangka waktu yang lama.

Kata Kunci: Teknik Pemetaan Pikiran, Persepsi, Pendebat, Pembuatan Argumen.

TABLE OF CONTENT

x

CHAPTER I
INTRODUCTION

1.1 Background

SMAN 4 Maluku Tengah is one of the high schools that regularly participates in LDBI (Lomba Debat Bahasa Indonesia) and NSDC (National School Debating Championship). This school has a special debate class or what is called extracurricular debate to prepare debaters to participate in those competitions. This extracurricular debate is taught by an English teacher. Generally, students who are recruited to enter the debate class are X and XI-grade students who have an interest in debating, while XII-grade students are not recruited because XII-grade students must prepare themselves as much as possible for the final exams that will be faced and students should not be preoccupied with extracurricular activities.

Extracurricular debate consists of 19 members and the learning process takes place once a week every Saturday. The material provided of course refers to the stages of the debate process by the national debate competition guidelines, namely the NSDC guidelines. All members of the debate class are prepared to take part in the debate competition, namely NSDC. Therefore, members of the debate class are trained to start from how to define the motion correctly, make arguments according to the team's position, good division of teamwork, present arguments well, how to do a buttal, and so on. To achieve a good and correct debate, a debater must be ole to convey logical arguments, think critically, speak with polite nguage, and provide accurate factual information. LDBI (Lomba Debat

Bahasa Indonesia) and NSDC (National School Debating Championship) are debate competitions organized by the Ministry of Education and Culture for secondary education students who have talent and interest in debate. This competition is an arena for demonstrating skills and creativity in debating in various fields of knowledge on global issues with the support of critical, analytical, and logical thinking skills and being able to improve overall and balanced potential in all aspects of intelligence.

In a debate process, there is a preparation or case-building stage. This stage takes place after the motion is shown to the debaters. The purpose of case building is to provide the debaters with an opportunity to discuss the motion being debated and write down ideas that will be discussed related to the topic. Debaters need to write down the ideas that will be conveyed so that debaters can write arguments in a structured manner and help debaters convey arguments correctly when debating. Since the construction of the case itself lasted 30 minutes, the debaters must be able to provide logical, accurate, and structured arguments quickly and precisely regarding the motion being debated based on the position of each team, pro or contra. Debaters have difficulty formulating arguments in 30 minutes, especially since they have to be able to strengthen each other's arguments in the team. This difficulty occurs because the techniques used in arguing are not effective, debaters need appropriate techniques to help them express their eas in argumentative points. There are several techniques used in making guments, including analytical exposition, blended exposure, discussion,

and mind mapping. From the several techniques above, researchers are interested in researching mind maps as a technique for improving argument-making skills because this technique is more creative and can be used by debaters when building cases quickly.

Mind mapping starts with the topic or motion in debating as the central thinking and the main branches of mind mapping appoint the main points of the ideas which are combined with eye-catching colors and pictures. The use of colors and pictures will help the debaters imagine the main topic and make the debaters keep focusing on the main topic or motion.

This technique will allow the debaters to create a structured argument by mapping out ideas related to the motion being debated. Making a line, illustration, and mechanism will make it easier to help debaters look for the best solution that can put them in a strong position for the motion that was debated.

This technique is usually used by teachers to teach vocabulary. Those facts can make the students work effectively and this is what they need to develop their learning way in gaining English knowledge, especially in learning vocabulary. This learning way will be useful for the students. Because this learning technique makes the students more active both in thinking and in moving. This technique can be applied too for debaters in making structured arguments.

The researcher believes that the use of mind mapping is not only for vocabulary, creativity, critical thinking, and writing but can also be applied

3

to making structured arguments. In debate motions, there are a lot of arguments that must be well structured to have AREL (Assertion, Reasoning, Example, and Link Back) which is one of the conditions for an argument to be called logical, strong, and correct.

1.2 Identification of Problems

The problems identified in this proposal are:

1. Debaters have a lack of argument-making skills

2. Debaters face difficulties in expressing ideas in writing arguments

3. Lack of the techniques used in writing arguments

4. Debaters have a lack of understanding of the mind map technique to write arguments.

5. Lack of debaters' communication skills and proficiency in expressing ideas.

6. Lack of literacy skills affects the data accuracy in arguments

1.3 Scope of Problems

The scope of this research is to improve debaters' argument-making skills using the mind-mapping technique at SMAN 4 Maluku Tengah. In this research, the researcher limits the problem as follows:

1. The use of mind mapping techniques for debaters' argument-making skills.

2. Debaters' perception on applying mind mapping technique for argument-making process.

1.4 Research Questions

Based on the problems above, in this proposal, the writer mentions some research questions that are:

1. How does the mind-mapping technique improve debaters' argument-making skills?

2. What is the debaters' perception of the use of mind-mapping techniques in the argument-making process?

1.5 Objectives of Study

Based on the questions above, the objectives of the research are:

1. To find out the improvement of debaters' argument-making skills.

2. To analyze the perception of the debaters about the mind mapping technique.

1.6 Significance of Study

This study will help the mentors to find techniques for making arguments to teach to debaters, and will help the debaters to find techniques to apply in making good and correct arguments, this study also help the debaters to overcome their difficulties and problems in making arguments.

CHAPTER II

LITERATURE REVIEW

2.1 Related Previous Studies

The first is a thesis by Azizah (2015) "The Use of Mind Mapping as a Technique in Learning Tenses at Aliah English Course", which described that there is a significant result between the class which is taught by mind mapping and it is not taught by mind mapping. The class that is taught by mind mapping technique got a higher mean score in the test than the class that is not taught by mind mapping.

The second is a thesis by Prayogo (2010) "Using Mind Mapping in Teaching Descriptive Writing", there is a significant difference between the class that teaches mind mapping and the class which not teach mind mapping. The students who use mind mapping are more active in class than the students who don't use mind mapping. So, using mind mapping could help the students become easier in understanding materials.

The third is a thesis by Fiktorius (2013) "The Use of Mind Mapping Technique in The EFL Classroom", which described that mind mapping is an effective way to take notes and brainstorm topics. Consequently, the mind mapping technique seems to be particularly suited to help student in planning their writing as the approach encourages them to reach for and adapt a deeper level of understanding of the writing topics. The best thing about mind mapping is that it is so simple to make that it is worth being ven a try.

The fourth is a thesis by Chairani (2015) "Improving Reading Comprehension Using Mind Mapping Concept, which describes that mind mapping is one of the techniques used to improve learners' reading comprehension. The results in her article prove that mind-mapping techniques can help learners understand and remember the contents of text easily.

The fifth is an article by Hazaymeh & Alomery (2022) "The Effectiveness of Visual Mind Mapping Strategy for Improving English Language Learners' Critical Thinking Skills and Reading Ability", which describes that students who use mind mapping are more likely to think critically and be effective in reading and mind mapping has been proven to be an effective strategy or making the student more active in the learning process.

The sixth is an article by Luangkrajang (2022) "Use of Mind-Mapping in Language Learning: A Cognitive Approach", described that mind maps are a learning tool that helps students understand vocabulary and grammar effectively.

The seventh is an article by Pribadi & Susilana (2021) "The use of mind mapping approach to facilitate students' distance learning in writing modular based on printed learning materials", described that there are 5 advantages of implementing mind mapping as a strategy in writing activities, such as assisting, supporting, permitting, guiding and giving them chance to improve their knowledge to develop the topic.

8

The eighth is an article by Cahyanti, Sudibyo & Rahayu (2021) in their journal article "Effectiveness of Insect Encyclopedia E-Book with Mind Mapping Strategy to Train Students' Creative Thinking Skills", described that insect encyclopedia e-book with a mind mapping strategy can train creative thinking skills, creative thinking skill can be used to solve the problems and develop the idea.

The ninth is an article by Hang-Zhou Wu & Qiu-Ting Wu (2020) in their article "Impact of Mind Mapping on the Critical Thinking Ability of clinical nursing students and Teaching Application", described that teaching using mind mapping can cultivate the critical thinking ability of Nursing students, help nursing students to acquire comprehensive skills and improve their initiative to learn.

The tenth is an article by Astriani, Susilo, Suwono, Lukiati, and Purnomo (2020) in their article "Mind Mapping in Learning Models: A Tool to Improve Student Metacognitive Skills", described that Mind mapping can be used as a strategy to train metacognitive skills through learning because it significantly influences the results of the metacognitive skills test, shown by improved metacognitive skills test results.

The eleventh is an article by Puspitasari (2020) "Mind Mapping in CLIL: How It Facilitates Students' Reading Comprehension", described that mind mapping has a positive influence on students' reading comprehension rough processes in making the map and helps students pass the decoding ocess in reading to gain both in a word level and text level comprehension.

The twelfth is an article by Wahid & Sudirman (2022) "The Effect of Mind Mapping Technique on Students' Writing Skills", which described that the mind mapping technique is effective in implementing in teaching writing in the classroom, it emphasizes students' critical thinking and creativity to organize ideas into real sentences.

The thirteenth is an article by Kamelia, Hiqma & Imam (2018) "The Use Of Mind Mapping On Improving Students' Writing Ability At Tenth Grade Of SMAN 7 Kota Tangerang In The Academic Year Of 2018/2019", which describes that mind mapping technique in teaching writing especially in biographical recount text makes the students' writing score improved.

The fourteenth an article by Miranti & Wilujeng (2017) "Creative Thinking Skills Enhancement Using Mind Mapping", described of mind mapping can develop students' creative thinking skills.

All these previous studies indicate that the mind mapping technique is effective in helping debaters' skills, such as content understanding, writing motivation, and critical thinking. However, there are no previous researchers that have focused specifically on the use of mind-mapping techniques on debaters' argument-making skills. Thus, this research focuses mainly on the use of mind-mapping techniques on debaters' argument-making skills. In addition, the researcher also focuses on students who are a debater in SMAN 4 Maluku Tengah as the sample of this research.

Theoretical Background

2.1 Debate

According to various experts, debate encompasses diverse viewpoints. Dipodjojo characterizes it as a process of oral communication utilized to defend opinions. Furthermore, it is perceived as a formal discussion within public or legislative forums, wherein opposing arguments are presented.

Contrary to the common misconception, debate isn't about reconciling differences but rather arbitrating between them. Tarigan (2013) highlights its role as an argumentative platform to ascertain the support or denial of a given topic, with one side affirming and the other opposing. While Hendrikus (2009) views debate as a competitive endeavor aimed at securing victory for one party. Similarly, Harvey (2011) sees it as a method for discussing and defending rival ideas or opinions, ultimately leading to judgment and support for one viewpoint.

Apart from several definitions of debate, there are two debate systems, namely the Asian Parliament and the British Parliament. Asian parliamentary is a debate system consisting of two teams (pro and contra) each consisting of three people who are assigned as the first speaker, second speaker, third speaker, and reply speaker (first or second speaker), this debate system is adopted by the NSDC. British Parliamentary is a debate system consisting of four teams (OG, OO, CG, CO) each consisting of two people who are assigned as the first speaker and second speaker, this debate ʼstem is adopted by the NUDC (National University Debating hampionship).

In a debate, of course, there is a topic or motion that becomes a statement being debated. The motions for a debate certainly vary and usually, these motions cover the fields of education, environment, entertainment, health, politics, science, and technology. The motion must be defined correctly. The definition of a motion is correct if it does not deviate from the actual debate motion and has room for debate by both the affirmative team and the negative team. For example, the motion is "This house regrets the rise of robots that replace human jobs", there are two words that must be defined: robot and human work. The robot is a set of mechanical devices created and developed by humans that can perform physical tasks, either with human supervision and control or using pre-med programs, human jobs are all jobs done by humans, both light and heavy. The defined motion is this house regrets the presence of mechanical devices created and developed by humans to replace humans doing light or heavy job. Another example, of the motion is "This house would mandate organ donation after death, there are two words that must be defined: mandate and donation. Mandate is an action that must be carried out on the basis of law and organ donation is an act of donating a functioning organ to a person in need based on health procedures and family permission. The define motion is this house would mandate organ donation after death to others in need with family permission.

When the debate begins and the motion is shown to the debaters, they ill work according to their respective duties, such as

1. First Speaker

First Speaker of the Affirmative Team

• Define the topic

• Convey the common thread of the Affirmative Team's arguments

• Explain the division of teamwork

• Present the first argument

• Deliver a summary of the speech

First Speaker Negative Team

• Respond to the definition submitted by the Affirmative Team (accept

or against)

• Refute the first speaker

• Convey the common thread of the Negative Team's argument

• Exposes negative team division of labor

• Present the Main Argument

• Deliver a summary of the speech

2. Second Speaker

The second speaker's role is to present the main argument to win the debate.

Second Speaker Affirmative Team

• Refuting the Negative Team's main argument

• Maintain the definition if the Negative Team challenges the definition

• Briefly reiterate the main argument of the Affirmative Team.

• Presenting arguments. Most of the time the 2nd Affirmative Speaker

used to put forward arguments and new material; not just repeat the first speaker's argument). The 2nd Affirmative Team speaker is on duty to present the main points of the Affirmative Team's arguments.

• Deliver a summary of the speech.

Second Speaker Negative Team

• Refuting the main argument of the 1st and 2nd Affirmative Speakers

• Briefly reiterate the Negative Team's main argument.

• Presenting arguments. Most of the time the Negative Speaker is second used to present arguments and material that is new or not just repeats the argument of the first Negative Speaker. The second

Negative Speaker was tasked with presenting the main points of the Negative Team's arguments.

• Deliver a summary of the speech.

3. Third Speaker

The third speaker's main task is to refute the opposing team.

Third Speaker Affirmative Team

• Respond to and refute the arguments of the first and second Negative Speakers, especially regarding matters that the Affirmative Team has not had time to respond to.

• Emphasize the rebuttal that has been conveyed by the second Affirmative Speaker.

• Reaffirm the arguments of the Affirmative Team that have been presented

first by briefly reviewing the common thread and second by argument

previous speakers.

• Summarize the main issues being debated

Third Speaker Negative Team

• Refute the arguments of the three Affirmative Team speakers

• Reaffirm the Negative Team's argument by briefly reviewing it common threads and arguments of the two previous speakers.

• Identify points of contention in the debate.

- Summarize the main issues being debated.

- May not present new subject matter

2.2.2 Argument-Making Skills

According to Giere(1984:32), an argument is a set of statements divided into two parts, the premises and the intended conclusion. Arguments have six elements, namely the basis (grounds), stance (claim), basic truth (warrant), support (backing), modality (modal qualifier), and rebuttal.

In arguing, several techniques can be used, including analytical exposition, blended exposure, and discussion. Analytical exposition is an argumentative technique that presents supporting ideas for why a particular author's opinion is important. Blended exposure is a technique for making an argument that begins with a statement of agreement or disagreement with the motion being debated and the opposing argument or rebuttal. Then proceed with making arguments according to the debater's position on the motion. Discussion is a technique used to solve problems or motions that are debated from various points of view based on the position of each team. These three techniques can be used separately but can also be used simultaneously.

There are many reasons why the debaters can't make a good argument. Composition error, this error occurs due to the mixing of collective and distributive terms. Division error, this error occurs because of the assumption that what is true for the whole, applies to individuals. So, this is the reverse of the composition fallacy.

The argument is the content of the debate assessment besides style and strategy. The argument that is the content of debate assessment itself has a big point. A correct argument must have AREL (Assertion, Reasoning, Example, and Link Back). Assertion contains a statement of agreement or disagreement, debaters must clarify their position at the outset, this is useful so that there is no confusion or misconception in determining alignments. Reasoning, debaters give a reason why they agree or disagree with the motion, the reasons given must be logical. Evidence can be in the form of official data, research results, research reports, scientific papers, views of experts, books, news, or other library sources. Link back, explanation of the relevance of the argumentation to the main issues discussed in the debate, this section emphasizes that the argument does not deviate from the topic of debate.

This part suggests that a debater must have the skills to make a good and correct argument so as not to deviate from the requirements of a correct argument.

2.2.3 The General Concept of Mind Mapping

Edward (2009; 64), defines that mind mapping is a very effective and efficient method for storing and retrieving data information from or to the brain.

Besides that Buzan (2004:4) the Mind Mapping method is an fective, creative way of writing and meaningfully "mapping" someone's

thoughts. A mind map is an easy step to put information into our brain and take information out of our brain.

According to Buzan (2010:4), "Mind Map is a creative way of taking notes and will literally "map" our thoughts". The conclusion is that the basic keyword is then connected to other related keywords connected by arrows where each keyword can be in the form of an image, word, number, or color.

Besides that Legowo, (2009: 5) stated that a Mind Map is an alternative way of doing comprehensive thinking activities in the brain towards linear thinking. Mind maps reach in various directions and assemble various thoughts from all sides. Mind maps are an easy way to put information into the brain or take information out of the brain.

According to Windura (2013:12), "mind mapping is the learning and thinking system that reflects visually what is happening in our brain when studying and thinking." Windura (2013) explains that mind mapping is a visual form otherwise called a picture, so that it is easy to be seen, to be imagined, to be followed, to be shared with other people, to be presented, and to be discussed together.

Olivia (2013) also states that mind mapping is one of the ways to balance the left brain and the right brain. Mind mapping is formed by words, lines, and pictures.

Mind mapping by the workings of the human brain, interlocked, connecting one concept with other concepts to create meaning in a concept. Mind mapping allows for gathering concepts about the main theme. Mind

mapping uses a technique of combining drawings with words to build memory links between a topic keyword and image, color, or other link, thereby highlighting the key point and level of the memory contents, allowing learners to effectively store and extract information. Visual mind mapping can be used as a tool to help learners discover, analyze, and share ideas and thoughts visually. Mind maps assist students or users in learning. The mind map represents the visual thinking tool that can facilitate the users in structuring information, helping them to analyze, comprehend, synthesize, recall, and generate new ideas better.

Based on these ideas concluded that mind mapping is the learning and thinking system that takes outside all the brain potency and capacity. Besides that, mind mapping is easy to use to present information in a structured manner, mind mapping looks more creative for designing ideas and allows debaters to think critically to solve a problem. Therefore, mind mapping can be the right technique to help debaters express all the potential and capacity of their minds to solve a problem in debate arguments.

2.2.4 The Steps to Make a Mind Mapping

There are several steps to making mind-mapping. According to Lucidchart (2013), the process of creating a mind map begins with establishing the main concept and identifying its purpose, followed by adding branches to organize information and exploring topics by further expanding branches until valuable insights are exhausted. It's crucial to maintain organization by positioning important details closer to the main

concept and less specific information further away. Additionally, incorporating images and colors helps visually enhance the mind map and categorize information effectively.

Expanding on this, Hazaymeh & Alomery (2022) elaborate on the steps, suggesting the creation of a core idea based on a cognitive question, followed by the addition of branches and sub-branches. They emphasize the use of colors, icons, images, and videos to enrich the map and suggest options for printing or sharing the final product.

Cahyanti, Sudibyo & Rahayu (2021) further contribute to the discussion by detailing the steps involved in creating mind maps, including the addition of readings to provide detailed information and the inclusion of vibrant images and colors to enhance visual appeal.

Similarly, Hang-Zhou Wu & Qiu-Ting Wu (2020) emphasize the importance of creating a main concept and expanding branches with detailed information, while also recommending the use of engaging images and colors to captivate readers.

Furthermore, Astriani, Susilo, Suwono, Lukiati, and Purnomo (2020) outline the steps for creating mind maps specifically focused on subjects like Ecosystem, Community, Food Chain, and Food Web. They ress the inclusion of detailed information along with colorful and iptivating visuals to make the mind map informative and appealing.

20

Lastly, Miranti & Wilujeng (2017) provide insights into creating mind maps for Media Pembelajaran, highlighting the importance of determining the main topic, identifying keywords for sub-themes, and incorporating illustrations or symbols. They also recommend using colors strategically to enhance comprehension and aesthetic appeal.

2.2.5 The Advantages of Mind Mapping

The mind mapping method has advantages that have a positive impact on learning, as stated by Warseno (2011:83). Some of the advantages of using Mind Mapping are can see the overall picture, and see the details without losing the common thread between topics, there is a grouping of information, attract the attention of the eye and not boring, makes it easier for us to concentrate, the manufacturing process is fun because it involves pictures, colors, etc, and easy to remember because there is a visual maker.

2.2.6 Improving Argument-Making Skills Using Mind Mapping

Argument-making skills are one of the much-needed skills apart from speaking while debating. Suprijono (2011), the problem-solving process is not a simple thinking process, through argument skills the debaters have a critical and logical thinking foundation in solving problems critically and gradually because arguments must be equipped with supporting data and evidence.

There are several reasons why argument-making skills are very important for debaters. The first reason is that in the process of knowing

argument skills, the debaters will learn to solve problems gradually. Second, with the ability to argue, the debaters can develop socio-cultural activities through presenting interpretations, criticism, and revisions of an argument. Third, according to Farida and Gusniarti (2014), it is easier for debaters to express their ideas because they are based on supporting evidence. Fourth, according to Handayani and Sardianto (2015), it is easier for debaters to understand concepts and reason because evidence to support claims must be sought. Fifth, the argumentation ability is to think critically and logically about the relationship between concepts and situations so that from the argumentation ability the debaters can explain the relationship of facts, procedures, concepts, and settlement methods that are interrelated with one another. Soekisno (2015), one hope is that the higher a person's argumentation ability, the better the ability to give reasons for a settlement or answer.

Tyas Sri Utami (2011) in her thesis "Penggunaan Metode Peta Pikiran (*Mind Mapping*) untuk Meningkatkan Kemampuan Menulis Argumentasi pada Siswa Kelas X.1 SMA Negeri 1 Slogohimo Tahun Ajaran 2010/2011, found that increasing process quality learning to write arguments using the mind mapping technique, the quality of the results of learning to write arguments increases with using the mind mapping technique. Improving the quality of processes and results can be proven by increasing the motivation and activeness of students following argumentative writing lessons.

The argument-making skills can improve if continue to be trained using the right techniques. One of the techniques that can be used is the mind mapping technique, which is a fun technique to apply in any learning and easy to understand. Based on some of the research that I mentioned before, it can be seen that mind mapping is a good technique to use in learning, including to improve argument-making skills.