

THE LANGUAGE RELATIVITY ON STUDENTS' ESSAY WRITING BY UTILIZING MIND MAPPING TECHNIQUE IN EFL LEARNING

Moh. Hafidz¹, Siti Maria Ulfa²

mohhafidz@stkipgri-bkl.ac.id, sitimariaulfa@stkipgri-bkl.ac.id

^{1,2}STKIP PGRI Bangkalan

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ABSTRACT This article discusses essay writing techniques, preposition and transitional words, and terms that cannot be lexically or syntactically comprehended but can be culturally understood. The purpose of this study is to discover language relativity in students' essay paragraphs utilizing a mind mapping technique in EFL learning. The researcher employed a descriptive strategy, observing and documenting the writing process in class. The participants were distinguished by their diverse living, educational, and professional backgrounds. These writings were descriptively assessed using appropriate literature, and observations were also undertaken to arrive at a reasonable interpretation. As a result, mind mapping with language relativity integrates meaningful students' knowledge such as history, linguistics such as preposition and transition word usage, and Indonesian cultural types and values such as *Sarabi*, *Gempol Ice*, and *Rujak Cingur* are Indonesian iconic culinary to organize and structure into essay writing fluently in EFL learning.

Keywords: language relativity, mind mapping technique, English essay writing

INTRODUCTION

The linguists Sapir and Whorf introduced the idea of language relativity, which is used in applied linguistics with the theory that a language serves as a model to "social reality" (Davies & Elder, 2004), particularly in the academic setting, which uses language in a variety of ways in several universities in North America, including English departments, departments of modern languages, departments of education, departments of linguistics, and departments of This application of linguistics is concentrating on a specific viewpoint of teaching and learning in text writing (Grabe & Kaplan, 2006), allowing linguists to broaden the perspectives of numerous linguistics researchers.

Theoretically, the perspective of cultural case sees that social context of student's sequentially and systematically is associated language in distinctive language skill and ability (Sharifian, 2017), and the cognitive perspective views that time may determine the language mastery, which means that the students who have spare time to convey and yield some spoken utterances automatically own the good proficiency. In other words, written language expresses one's own ideas while taking into account social standards in well-organized sentences. The students' diverse backgrounds and experiences are clearly reflected in their original thoughts and written work (Davidson, 2018).

The use of argumentative essay writing by students learning English as a foreign language has been studied by researchers in various earlier papers. This study focuses on how much time students spend generating between words, between sentences, and between paragraphs. It is preferable to give students a break from writing their ideas continually while utilizing the KL program (Zarrabia & Bozorgianb, 2020), and this break also helps students integrate their existing background knowledge to the different types of essays they are writing (Uysal, 2008). Students instinctively create the indexical context into the proper arrangement of phrases while spending more time and space composing an essay paragraph (Sharifian, 2017), and this has mostly assisted students in their writing (Uysal, 2008). Additionally, the students' propensity for writing essays is typically based on linguistic structure, grammar, mechanics, prepositions (Lee et al., 2020), and organization of essay (Uysal, 2008), rather than on the discourse-semantic feature to provide a relevant context (Su & Zhang, 2019).

The study depicts the students' prose to exploit their ideas in writing, which demands not only space, pause or time (Zarrabia & Bozorgianb, 2020), but also an coordinated thinking of concept (Hogue & Oshima, 2007). On the other hands, language relativity is descriptively considered in EFL Learning. Even though the lecturer's actions do not have a dominant impact on the students' abilities because of the different levels of producing written texts with the students' choices (Vieluf & Gobel, 2019), the lecturer's engaging guidance also aids students in writing skill by using the brainstorming technique (Akyıldız & Çelik, 2020). According to Fu, et al. (2019), using the mind mapping technique before writing down a concept truly helps students generate writing fluently. In order to unite some ideas with the concrete environment of learning, the linguistics pattern is likely used to promote the students' use of the correct word order in both sequential sentences and paragraphs (Chang, 2018). The most notable difference between this study and earlier works on language relativity is the emphasis on the cultural values context of the students, which is linked to prior knowledge and writing ability to produce a good essay (Fu et al., 2019). Additionally, in order to understand particular sentences in different references, it is necessary to have a factual understanding of the local culture (Mahadi & Jafari, 2012).

LITERATURE REVIEW

Linguistics relativity firstly promoted by American anthropologist to test the hypothesis of Sapir-Whorf, language as a world view to guide a social reality, human uses a language to solve the social problem which require to think the process of social interaction (Davies & Elder, 2004). Hence, social interaction become an interesting issue to be investigated how the language shaped. There are some perspectives of language construction, but two perspectives tried to explain a language relativity including cultural and cognitive linguistics perspective, human interaction appears on shaping the language process which the culture and cognition integrated in a language (Sharifian, 2015).

In learning context, the classroom interaction makes learning to fulfil and associate the students' demands, hope and desire based on the learning outcomes of writing skill, which the students' language construction influenced from culture (Uysal, 2008). According to cognitive theory viewed that the process of learning naturally direct the students' linguistic problem with goal directed reflection, it performs linguistic mastery with pause between words, sentence, and paragraph (Zarrabi & Bozorgian, 2020). The EFL students' problems mostly conducted in limit expressions relates with unfamiliar words such as idiomatic expression or words without lexical meaning in academic book, these occasionally faced by L1 writer to communicate in second language or English (Lee et al., 2020) because written language is more complicated than spoken language (Davidson, 2019).

In this case, mind mapping strategy alternatively breaks out the students' problems of language construction in second language learning especially in written expression. Instead, it enable to help students to express thoughts and feelings, generate diverse ideas, create a sense of exoticism and express actions or culture in learning (Fu et al., 2019).

RESERACH METHODS

Research Design

The researcher developed certain study questions and used a descriptive research strategy during the Covid-19 pandemic. To start, how do the students research their ideas for essays? How do the students use linguistics when writing essays is the second question. The final question is: How do students express particular cultural values in their essays? The importance of this research lies in its incorporation of historical information and some cultural values into written language.

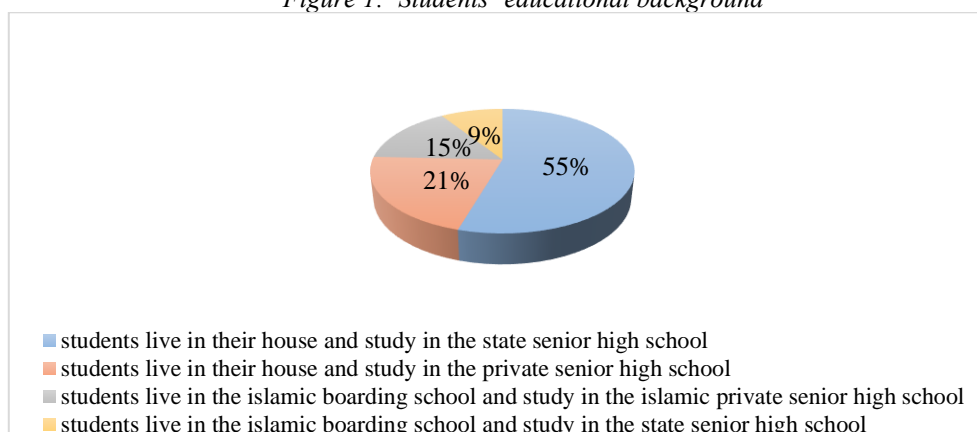
While obtaining the purpose data, the researcher also looked into the essay writing instruction that took place over the course of twelve weeks of meetings using the What's App platform. The WhatsApp group for the writing essay class was adopted by both the lecturer and the students due to its suitability as a platform and the students' domestic borders. The researcher has been fully immersed in this group. Some students had issues with their smartphones' poor storage capacity, with synchronous platforms like Google Meet and Google Classroom still needing adaptation, and with their limited network access due to the majority of them living in rural areas.

Due to the students' apparent performance in oral and written language, the researcher had trouble observing how the lecturer and students interacted. The students' communication, the process of composing their essays, the outcomes of their essays, and an interview that served as supplemental data comprised the study's primary data. Twelve essays were chosen based on the proper criteria, and they were divided two categories of data namely outlined essays and essays that were acknowledged for inclusion in tables, figures and analysis shown in this study.

Participants

One of the primary sources of this information is students; there were 33 participants. The subsequent interview reveals that the participants come from varied environments but share the similar background of education. The students in the senior high school essay writing class have the same educational background. Based on the curriculum used in that school, most of the students learned English well, especially in writing skills, and the varied learning environments mean that students have four different types of experiences based on their way of life while they have been studying, namely students who live in their house and study in the state senior high school, students who live in the Islamic Senior High School, and students who live in the Islamic Senior High School.

Figure 1: Students' educational background



Additionally, each participant gained knowledge of pre- and post-intermediate English skills, particularly those related to writing, such as an introduction to paragraph writing and English paragraph writing.

Data Collection and Instruments

Using relevant earlier research, such as planning, arranging, and producing a written text (Zarrabia & Bozorgianb, 2020) and (Hogue & Oshima, 2007), the instrument was utilized to collect some data from students in order to examine their ideas about written language. The method for gathering data is to watch the students as they work on their essays.

Table 1: Method in gathering data

| | |
|-------------------|---|
| Planning | Sharing the outline technique |
| | Determining the topic of essay writing topic |
| Organizing | Outlining the topic into a thesis, introduction, body (reasoning), and conclusion |
| | Sequencing the transitional words into essay paragraph |
| | Guiding |
| | Revising |
| | Submitting |
| Producing | Giving feedback |
| | Exercising |
| | Reporting the result of essay writing |

The researcher had adjusted this tool to fit the items with the study topic. Additionally, the tool "How do the students apply the linguistics on written language?" is documentation to obtain prepositional, lexical, and transitional word data in the outcome of essay writing (Lee et al., 2020).

Table 2: Students' Preposition, lexical, and transitional word data

| Preposition | |
|---|---|
| Error prepositions | Preposition usage |
| <i>In addition to</i> being rich in natural beauty and diversity | <i>In addition,</i> |
| wet noodles, <i>to</i> favorite meatballs | <i>and</i> favorite meatball |
| being eaten by plants that <i>grow on</i> them | <i>grow up</i> |
| <i>In addition to</i> the beauty | <i>In addition,</i> |
| <i>In addition to</i> the beach | <i>In addition,</i> |
| on the <i>great hike to</i> Mount Rinjani | <i>great hike of</i> Mount |
| places <i>to visit in</i> my country | <i>visit to</i> my country |
| <i>flood until</i> to her husband place | <i>flood until</i> her |
| <i>In my city to</i> my country have fascinating places to visit | <i>my city and</i> my country |
| their activities <i>to cause</i> the effects of depression and depression | <i>activities that effect (effecting) on</i> depression |
| | <i>I will give tips for</i> whom have problems |
| | <i>impact also on</i> |
| | <i>advantages of</i> reading |
| I will give <i>tips for</i> those of you who have problems | <i>located in</i> the foot |
| has a good impact also <i>to</i> forget | |
| there are still many <i>advantages to</i> reading | |
| <i>located on</i> the foot of the majestic Mount Rinjani | |

Table 3: Students' preposition

| Transition words |
|--|
| In addition, and these are |
| The first, the next, then, these are |
| In other hand |
| Besides |
| The first, beside |
| No transition |
| No transition |
| The first genre that, Besides entertaining |
| First of all, besides, furthermore, concluding |

The documentation, which is the final one, helps pupils by elucidating various cultural norms relating to written language. Human behavior in oral and social communication is frequently the subject of cultural inquiry. In this instance, the researcher gathers information about cultural studies from written sources, such as promoting respect and tolerance right away (Vieluf & Gobel, 2019).

Table 4: Cultural value on students' essay writing

| Cultural values | | | |
|--------------------------------|-----------------------|---------------------------|-----------------------------|
| Architectures | Culinary | Arts | Social |
| Prambanan temple in Jogjakarta | Meatballs from Malang | Pandava sculpture in Bali | Appreciating each other |
| Borobudur temple in Magelang | Sarabbi | Kunti sculpture in Bali | Giving opinion in public |
| Makam Aer Mata Ebhu in Madura | Gempol ice | Kerapan Sapi from Madura | Healthy life |
| Baiturrahman mosque in Aceh | Rujak Cingur | | Care to others |
| | Satay from Madura | | Tolerance to other culture |
| | | | Pluralism |
| | | | Democratic |
| | | | Obeying the traffic light |
| | | | High motivation in learning |

Data Analysis

The acquired data is presented and recognized in the belief in an untruthful manner with the intention of obtaining meaningful data. Then criteria, such as researching the concept, using linguistics, and expressing cultural values in essay writing, are actually organized in each category of research questions. Next, it is made sure that the narrative coding limits the nonsensical data. The final step is to analyse the literature and draw a conclusion (Schwarz & Ortiz, 2020).

FINDINGS AND DISCUSSION

This study is provided in a thorough analysis of the data collected and particular conclusions of various integrative characteristics of concept structuring, use of preposition and transitional words, and cultural values within the texts are identified. As a framework for the analysis, several prior references are judiciously incorporated depending on the study goal. The following are a few of the main aspects of essay writing that should be examined:

Through the use of transitional words like first, next, then, these are, and prepositional phrases like to, in and on in sentences and paragraphs, linguists have broadly disseminated their theories in academic writing to improve readers' linguistics proficiency. Additionally, additionally, additionally, on the other hand. Knowledge about the history of the *Sarabi*, *Gempol Ice*, *Rujak Cingur*, and Indonesia's cultural identity are some examples of knowledge that enhances students' knowledge. A linguistic relativity perspective is then used to associate them with written texts (Davies & Elder, 2004; Grabe & Kaplan, 2006). As a result, the time and place where students explore their ideas are very crucial to the writing process, and they also have an impact on writing fluency (Zarrabia & Bozorgianb, 2020). The introduction, body, and conclusion of the written text are produced in a clear and organized manner overall, but his research doesn't especially point to a method for allocating time while writing a text (Hogue & Oshima, 2007). In order to choose the appropriate notion given the provided context, students who have the time and mechanical aptitude to do so should be assisted in using the mind mapping approach (Fu, Lin, Hwang, & Zhang, 2019).

Importantly, the researcher suggests the mapping technique, which can be broken down into three parts: planning, organizing, and generating, as a way to explore ideas using the synthesis of those earlier studies and the data gathered. First, planning by teaching the outline technique can be defined that students get ready to grasp the idea of outlining (Hogue & Oshima, 2007). Next, choosing the topic for the essay, students who have started to grasp the earlier concept, are currently considering their various social experiences aspects of knowledge that need to be specified and categorized in some detail (Davidson, 2018). When the thesis is, "My city has a number of interesting places to visit," for instance, the pupils immediately recall certain tourist attractions having come. Second, structuring involves creating an outline, placing transitional words between essay paragraphs, directing, editing, submitting, and providing comments (Akyıldız & Çelik, 2020; Schwarz & Ortiz, 2020). In this instance, the

lecture and the students' own ideas are simultaneously stimulated and communicated through the use of linguistic patterns, such as when the students organize particular tourist attractions into sentences and paragraphs for an essay (Uysal, 2008; Chang, 2018). The final step involves producing work by testing and presenting essay-writing results (Vieluf & Gobel, 2019). To do this, students must rewrite an essay on a different topic and then reinternalize the mapping process into a topic they have chosen for themselves and will submit to the lecture.

Additionally, linguistic patterns that emphasize prepositional and transitional terms are the next part of language relativity. Prepositions like in, at, on, and of were most commonly used, as were phrases like visiting my nation and also has a positive impact. These two sentences should read visit to my nation and has a favorable impression also on since the verbs visit and affect both require a particular preposition. The amount of these errors is twelve lexical words, and there are fourteen incorrect prepositions that students have used throughout all of their essay writing. Numerous advantages of reading and the great climb up Rinjani Mountain are the two wrong prepositions; they should be changed to advantages of reading and the fantastic hike up Rinjani Mountain. Even though just 5% of prepositions are incorrect, this result demonstrates that students struggle with linguistics when writing essays (Lee et al., 2020). Additionally, a pupil can be seen using transitional words like "The first genre that" and "and" while omitting to use other ones. In addition to being interesting, it can negatively impact the coherence and cohesion of an article (Uysal, 2008). The differences of this study are distinct enough to show that faults in essay writing involve the usage of prepositions and lexical verbs with a particular preposition.

Additionally, this data doesn't describe how cultural diversity manifests itself in daily behavior; rather, it focuses on the teacher's innovative teaching methods that help students learn about their culture and incorporate its patterns and values into their essays. The teacher doesn't differentiate between teaching grammar, students' knowledge backgrounds, and their cultures separately (Akyıldız & Çelik, 2020). Before organizing the essay, the teacher selects a multi-literal topic, such as "My city or country has several interesting places to visit," which may involve having the students brainstorm their own experiences related to their social context or prior knowledge of culture (Vieluf & Gobel, 2019). The majority of pupils are proficient communicators in terms of cultural patterns and values, which can be categorized into social, gastronomic, and architectural aspects. Furthermore, those terminologies are symbols of Indonesian identity, making it necessary to observe them in order to comprehend their culinary significance (Mahadi & Jafari, 2012). Even though only 15% of students attend Islamic senior high schools that are private and reside in Islamic boarding schools, they demonstrate high levels of indulgence, pluralism, and other social values in their essay writing by citing K-Pop, the Baiturrahman Mosque, and the Borobudur Experiment (Vieluf & Gobel, 2019).

CONCLUSION

The results of this study suggest that linguistic relativity not only looks at what pupils say when speaking, but also at the essay writing of the author when learning a foreign language. An planned and ordered essay can incorporate important student knowledge, linguistics, and cultural values using language relativity mind mapping. Many Indonesian food-related terms, such "Sarabbi," "Gempol Ice," and "Rujak Cingur," are lexically and syntactically impenetrable.

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