





twice. It can be assumed that mind mapping technique is often used by teachers on those schools. The researcher only looks teachers' technique in teaching mind mapping. In learning process, the teachers teach students about narrative text through mind mapping. The researcher choose of narrative text in particular because the text belongs to the basic competence of senior high curriculum. In this research, the researcher only observes the teaching learning process in the class. The English teacher will ask the students about something related with narrative text. Then, the teacher lets the students to write their ideas into mind mapping in the whiteboard. Those ideas are used to ease them in understanding the text. After that, the students are instructed to do exercises. Yet, the teachers firstly ask them to look up for any difficult vocabularies. Afterwards, the teacher ordered the students to rewrite the narrative text at home, overseeing the urgency of providing further explanation regarding the text. This is worsened by the students' passive manner to ask question, therefore it is quite hard for them to understand the text.

Therefore, the writer conducts research entitled "*English Teachers' Understanding and Perception the Use of Mind Mapping Technique At SMAN 2 and SMA Islam Sidoarjo*" in order to know the teachers' understanding and teachers' perceptions about the use of mind mapping.





