CHAPTER I

INTRODUCTION

A. Background of Study

The mind mapping technique which aims to activate both hemispheres of the brain was developed by Tony Buzan toward the end of 1960. Buzan introduced mind mapping method to the world with his books and developed a system which would pave the way for many people. Basically, what he did was to give up insisting on using the traditional methods for creative minds, but instead he aimed to reflect the brain functioning of the human.

These maps allow us to reach the incredible potential of our brains easily. Mind maps allow us to group the concepts, re-group again and compare the concepts. The movement of the concepts and synthesizing them together in new clusters often reveal new ideas. The mind mapping is an organized brainstorming method. Mind map is a powerful graphic technique

Mind mapping is used to capture graphically thoughts around a central concept being discussed and/or explored. Their dynamic and fluid nature makes them particularly useful during brainstorming sessions, allowing contributions to be captured and linked into the concept as appropriate. As different thoughts are explored, the additional information can be intuitively added onto the mind mapping diagram. In "Buzan: mind maps make you smarter," he states that education was designed "for just recording the information and doing without

thinking". By using single words on curvilinear lines, color, and images, learners can map their learning.

In this research, a deep concern is to analyze the perception of English teachers' on mind mapping technique. The researcher wants to know how English teachers' technique using mind mapping, because surely every teacher has a different technique in the use of mind mapping. The teacher only explains what and how the application of the four skills of writing is, without further explanation about using specific techniques that can help students to be more stimulated in choosing their words or forming the correct structure of their writing. Generally there are many types of writing that can be used such as narrative, descriptive, explanation, recount, report, information, exposition, and argumentation.¹

The researcher tries to focus on perception of English teachers on mind mapping technique and to what extent the teachers' understanding about the use of mind mapping. In this observation, the researcher chooses two senior high schools as sample of the study. Those schools are SMAN 2 Sidoarjo and SMA Islam Sidoarjo. The researcher chooses those schools because the English teachers at both of those schools use mind mapping technique in teaching writing. The English teachers on SMAN 2 Sidoarjo and SMA Islam Sidoarjo use mind mapping technique in some teaching learning processes not only once or

¹ Meyers, Allan. 2005. Gateways to Academic Writing: Effective Sentence Paragraph and Essay.

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 reasearcher 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.

B. Statement of the Problem

Based on the background of the study, the problems of the study can be formulated as follows:

- 1. What is the teachers' understanding about the concept of mind mapping?
- 2. What are teachers' perceptions about the use of mind mapping in teaching learning process?

C. Objective of the Study

Related to the problem of the study, the objectives of this study are:

- 1. To describe teachers' understanding about the concept of mind mapping.
- 2. To describe the teachers' perceptions about the use of mind mapping in teaching learning process.

D. Significance of the Study

The results of the analysis are expected to be beneficial both theoretically and practically.

1. Theoretically

The results of the analysis are expected to enrich the study of mind mapping.

- 2. Practically
 - a. For teachers, this research shows their understanding about the concepts of mind mapping. Therefore, will help the teacher to increase the students' ability in English.

 b. For other researchers, the results of this analysis are expected to provide significant contribution in terms of using mind mapping, so this thesis can use as reference for another analysis.

E. Scope and Limit of the Study

The scopes and limitation of the study were limited to the subject and object investigated. In this study, researcher only focused on teachers' understanding about concept of mind map and teachers' perception about mind mapping. In this research, the researcher applied Tony Buzan classification about mind mapping as the base of analysis. The resessearcher's reason to choose this classification because it is enabled the researcher to obtain a practical way of understanding and evaluating the use of mind map.

In this research, researcher will focus on the teachers' perception on mind mapping. It will be conducted at two schools. Those are SMAN 2 Sidoarjo and SMA Islam Sidoarjo.

F. Definition of Key terms

To avoid multiple inappropriate interpretations, accordingly the definitions of key terms are:

Mind map: Mind mapping refers to a diagram used to represent words, ideas, tasks, or other items related to the topic and arranged radically around a central key word.² In the classroom activities, the researcher teaches the students with

² Tony Buzan and Bary Buzan, The Mind Map Book, (London: BBC Worldwide Limited, 2000),

mind mapping technique to make them easily put word from central word, which related to the learning materials.

Teachers' understanding: in this research, teachers' understanding means that teachers' ability in applying concept of mind map (both principle and procedure of teaching using mind map) during teaching and learning process.

Teachers' perception: Is the meaning a teacher attaches to the environmental inputs he or she receives through experience. In other words, it is the process of a teacher becoming aware (of something) through the senses.³ It is also the process through which a teacher gets information about the world around him or her using the senses.

³ Woolfolk, A. E. 1998. *Educational psychology*. 7th ed. Massachusetts: Allyn and Bacon.