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From the observation, researcher has insight about the understanding of teacher B in concept of mind mapping. From the explanation during make mind map, teacher B do not explain clearly and she missed some procedure of making mind map, teacher B only demonstrate the process of making mind map to the students but not describe and explain it. Teacher B present the central concept/material that the students must graph, for confirmation about students' understanding teacher B ask the students to brainstorm, writing a list of terms and phrases that express core concepts and supporting details, even though during that process there are students who do not understand what to do because lack of explanation from teacher B. Teacher B also ask the students to start make the mind map as she has made in the blackboard, and for reinforcement, teacher B gift necessary suggestions to the students while they are making mind map. Teacher B missed another procedure that should be done which is create group, crate group is needed to facilitate students share idea with more friends. In making mind map, teacher B apply principle that proposed by Tony Buzan and Bary Buzan. She emphasize the main idea by write it in capital letter, to show association between ideas in the mind map, she used arrow. By asking to students to brain storm about the topic, teacher B wanted to arrange students' idea into suitable position so the mind



















problem, which is assumed to have been caused by the usage of the technique for the first time, is believed to be minimized in the next applications depending on the experience that students will gain. When the students cannot explain the situations with visuals, the choosing the best key words that explain the topic and its connotation with various colors can be options to try. Besides, in relation to the inability of mind mapping, it is possible for the students to compensate for this lack by asking to their teacher or friends or looking the words from dictionary.

Teachers think Mind Mapping guidelines should be used mostly in writing classes as they make abstract expressions concrete. In the formation of these views, it can be said that this technique is effective in terms of its efficiency in explaining how the abstract concepts (idea) forms in the minds of the students. However, mind mapping guideline is an entertaining technique that can easily be applied to all classes. Applying different techniques for each topic prevents monotonous in classes and makes students more active by appealing to their different aspects.

Teachers think that the mind mapping technique will generally develop creativity. Moreover, it has been observed that they think students with this technique will discover their potentials better, understand themselves (qualifications, intelligence) and will develop their imagination and thinking differently. It is assumed that formation of this view has been affected by the assumption that the mind mapping technique activates the imagination by

operating the both hemispheres of the brain. the mind mapping technique help two hemispheres of the brain communicate each other so that the students can express the concept, topic or material with the visual, so the students can imagine the figure or word which associates with that concept and these all help the students develop his/her imagination and creative thinking. The student thinks in mind in order to find the visuals related to given concepts, topic or material and try to imagine the best visual or word that represent it. While doing this, he/she can develop his/her creativity by coming up with hundreds of different concepts, visuals or idea.

Mapping was valued as a pedagogical strategy by all of the teachers who participated in this study. Additionally, many shared the view that this perception extends to their pupils. Teachers were similarly enthusiastic about the new possibilities that mind mapping brings to the classroom. Beyond their efficacy in categorizing information, teachers noted that pupils can literally see or predict what is going on within their own thought processes as they complete a map. Teachers A highlighted that mind mapping provides opportunities for them to model their effective thinking for pupils, rather than students simply receiving the linear products that result from teachers' effective thinking.

The point of view of the teacher A about the contribution of mind map to the students in SMAN 2 Sidoarjo and teacher B in SMA Islam Sidoarjo can be evaluated positively as in general order; providing continuance in knowledge and skills obtained, developing interpretation skill, providing opportunity to visualize

and generate idea. The opinion that the mind map is effective in terms of learning by fun, and that the visuals, colors and key words will increase the permanence of the knowledge and the consistent functioning of the brain will develop the interpretation skill can be said to be effective in the formation of this positive point of view. Based on the opinions of the teachers, the usage of the mind mapping technique in writing at SMAN 2 Sidoarjo and SMA Islam Sidoarjo can be said to bring to a successful conclusion in creating active and creative individuals.

Discussion on teachers' perception about mind map showed that teachers think positively about mind map. Teachers' positive perception on mind map appear because the environmental inputs they receive through experience when using mind map in teaching learning process. In other words, that positive perception is the result of process where teacher becoming aware of mind map positive impact to students through teaching and learning process.