





applied almost all procedure and principles when teach using mind map. Meanwhile teacher B was missing some points of procedure and principles of mind maps. Those differences of understanding on mind map concept resulting different students' success on understanding about the use of mind map.

2. The result of the study showed that for teachers' perception, teacher A and teacher B perceive mind map as useful strategy for teaching English mainly in writing. Both teachers reported a number of benefits in using mapping. They felt positively about mapping. using mind map in the process of teaching and learning has increased effectiveness of learning and teachers were able to identify several areas of students' cognitive and affective development that had benefited from using the technique (including improved thinking skills, subject specific understanding, preparing for writing, confidence, self-image, and attitudes to learning). Teachers also believe that mapping has improved pupils': question and answering during class discussions, motivation, involvement, concentration and, consequently, behavior. Mapping makes thinking visible which promotes better understanding of subjects. 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 also report that maps are easy and inviting to look at, the structure is clear and things can be added here and there and in-between as people come to think of them. They believe them to be a robust, yet flexible, and highly



