Chapter One

Introduction

This chapter presents the introduction of the study. Some important points are mentioned in this chapter. First, the background of the study describes the reason why the researcher is interested in discussing the use of mind mapping in learning English. This chapter also presents the research questions, which function as the guideline for the study. Furthermore, the objective of the study describes the specific objectives or purposes that were researched. In addition, the significance of the research describes the benefits of this research toward particular people. Finally, the organization of the chapter, which shows the explanation of each chapter, is presented.

Background of the Research

All students in the university are expected to understand the theories that they got during their learning process. Each student gets the theories related to the study they choose. For example, as medical students, they need to learn the theory about how to treat wound after surgery. It is very important because the theory is used as a foundation of their learning progress. Therefore, learning and understanding the theory is a must for student in university level because it can achieve the university goals and the curriculum as well. Craciun and Dumitru (2011) said that learning theory is efficient process to achieve the main goals. It is also important for a learner because the learner can master the material or content they explore. Thus, learning and mastering the theory can be useful for learners to face various situations and find appropriate solutions.

The theories of knowledge are generally given in several courses in university educational level. Similar case is also experienced by English Language Education students who are also required to learn and understand the theories that are related to English and education as well. One of the courses that gives the theory about English and education is Teaching English as a Foreign Language (TEFL). This course teaches some methods and approaches in teaching English as a foreign language.

There are many ways and techniques to help students in understanding English texts. One of them is mind mapping. Winarti (2014) said that mind mapping is the best way to put information into our brain and take them out of the brain effectively and creatively in taking note. Mind mapping is used as the strategy to assist in understanding the theories, especially when the theories and the texts are written in English. By using mind mapping, students can express their understanding in graphs, pictures, symbols, or colors that are more interesting forthem and easier to understand. From the paragraphs above, we know that both teachers and students must have a strategy to get maximum results in the learning process.

Students of English Language Education Department (ELED) have a course named Teaching English as a Foreign Language (TEFL). Based on the description about the course found in the website of PBI (Pendidikan Bahasa Inggris), it is stated that Teaching Language as a Foreign Language is one of the theory-based courses that aims to enable students to understand the various approaches and techniques of teaching English as a foreign language. The lecturer of this course uses a mind mapping as their weekly homework. A journal article or book chapter is part of academic text given by the lecturer to the students to read and summarize the reading text through a mind map. The lecturer assigned the students to use mind mapping to help them get the theory maximally. Using mind mapping in this course is an alternative way of learning. There

were some students who found it easy to make mind mapping with the text they had read. However, for some other students, they found it difficult to make mind mapping with the text they had read.

Statement of the Problem

Based on the researcher's observation, there were students who found it easy and there were also students who found it difficult when making mind mapping from the texts they had read. The phenomenon in which the teacher assists students to make mind mapping in order to understand the theories is interesting because it can reduce the boredom of students when learning theories about TEFL. It is then interesting to find out what steps of mind mapping are done by the students and how mind mapping can help students in understanding the English texts they have read. Therefore, this research is necessary to be conducted to find out students' voices about steps of making mind mapping by students and the use of mind mapping in assisting them in understanding theories in English texts.

Delimitation of the Problem

A lot of study about mind mapping has already been discussed especially in learning English. Mind mapping is useful for learning reading, writing and understanding the texts. To make this discussion more focused, the researcher delimits the problem. The researcher investigated the steps of mind mapping done by the students and how mind mapping can help students to understand English texts. This research applied the qualitative approach as the research methodology. An interview was used for the data collection method. The participants for this research were taken from ELED students who had taken TEFL course with the lecturer who applied mind mapping as one of the learning strategies.

Research Question

To conduct this research, two research questions are used. The followings are the research questions:

1. What are the steps of making mind mapping done by the students?
2. How does mind mapping assist students in understanding English text?

The Objectives of the Research

Based on the research questions, the purpose of this research is to find out what steps of mind mapping done by the students are and how mind mapping can help students in understanding English text.

The Significance of the Research

This research has several advantages and positive contribution. These advantages are as follows:

For the researcher

It is expected that the researcher can get knowledge about mind mapping techniques to help a learner in understanding English texts. The researcher also hopes that this research can help her in choosing the learning strategies to learn a language for her students in the future.

For the students

This research focuses on how mind mapping can help students to understand English texts. The researcher also hopes that this research can provide information or references for their learning strategy.

For the lecturer

This research discusses the mind mapping strategy for students in understanding theory that is written in English. The researcher hopes this research can provide information or references for lecturer in applying the strategy.

The Organization of the Chapter .

Chapter one discusses some reasons why the researcher was interested to conduct this research, the background of the problem, delimitation of the research, research question, objective of the research and the significance of the chapter.

Chapter two discusses deeper about some theories related to the how mind mapping can assist students in understanding English text. This chapter consist some points that related to the topic. Several experts from around the world are also support this chapter.

Chapter three explains what method is used by the researcher to get the data. There are several points in this chapter including the research design, the research setting, the research participants and the research data analysis.

Chapter four is provides the detailed information about the data gathering of the research that have been conducted and analysis of the data. Therefore, the researcher relates the findings of the research to the relevant theories provided in chapter two to support the data.

Chapter five presents the conclusion of the research that related to the objective of the research. Besides, the researcher also gives some recommendations for some parties related to the research.