

Chapter One

Introduction

This chapter provides the reason why the researcher chose this research topic. The chapter is categorized into several sections, namely background of the study, statement of the problem, delimitation of the problem, research question, the purpose of the study, and the significance of the study. The explanation is discussed below.

Background of the Study

Teachers have an important role in the teaching and learning process. It is because teachers do not only teach and give materials, but also make sure that their students really understand what they have taught. According to Radovan (2011) in the best use of teaching and learning strategies, teachers must build a learning atmosphere that encourage students. It means that teachers need to know the right strategy to delivering materials for students. Then, students can acquire any materials easily. As stated by Poom-Valickis et.al (2012) a teacher is defined as someone who oversees planning and controlling students' learning experience. Besides that, teachers also have responsibilities to choose and plan the right strategies to reach the goals of teaching and learning process.

In learning English, there are four language skills namely listening, reading, speaking, and writing skills. These language skills should be mastered by learners in learning English. Reading and writing are two important skills in learning English. reading is the basic skill that is needed to be mastered by the students which is included in receptive skills. If learner has good reading skills, they can easily understand any written materials from the easiest materials such as books, magazines, newspaper, article,

and journal. It is in line with Nasri and Biriya (2016) who stated that reading has an important role in language learning, and it is crucial for EFL learners in any level of education. Meanwhile, writing skill is a productive skill by which learners produce what they already know about the materials. Writing skill is one of language skills that need to be mastered by students because it requires students to understand how to spread out their ideas that they already get before into words and sentences. Umar and Rathakarishnan (2012) stated that writing is one of difficult language skills for second and foreign language students to master. It is because in writing skills students need to arrange their ideas, use good grammar and vocabularies.

Unfortunately, teachers might face challenges in teaching process. According to Ahmed (2010) not only do students struggle when learning to write, but teachers also face challenges when teach students to write. Because both teachers and learner know that writing skills quite complicated than other skills. Besides that, teachers need to know any strategies that are suitable for students writing materials. Also reading skills play a key role in enhancing reading comprehension in language learning (Anderson, 2003; Cohen, 1998). Because teachers can give students' reading materials from books, literature, or books. Which mean that students should get any information in the reading materials to understand the materials.

There are many strategies that can be implemented to support teaching and learning process. Mind mapping is one of the right strategies that can be implemented by teachers. According to Buzan (2010) Mind mapping is created using radiant thought, which is a philosophy that explains how the human brain processes different ideas and knowledge that are linked by relationship hooks. Besides that, mind mapping can help

students in learning process. Buzan (2010) explained that mind mapping helps students to link ideas, think creatively, and make connections.

Through mind mapping strategy, students can organize their ideas better to understanding the materials. In addition, Siriphanic and Laohawiriyano (2010) added that the use of mind mapping is successful in teaching and learning process because through mind mapping, students can organize their ideas better to understanding the materials. They added that mind mapping is a language teaching tool that assists the teacher in incorporating or putting together multiple words related to a single topic or theme.

The previous studies have almost exclusively focused on the success of mind mapping strategy for students in enhancing some skills in English teaching and learning. But not exploring how mind mapping is implemented by teachers. Besides that, previous studies do not mention the benefits of mind mapping strategy for teaching reading and writing. Also, it is important to know how mind mapping strategy is implemented and what the benefits of mind mapping strategy for teaching reading and writing are. Thus, this research focused on exploring teachers' experiences in implementing mind mapping strategy and the benefits for teaching reading and writing.

Mind mapping strategy were implemented in some courses at English Language Education Department in a private University in Yogyakarta. Mind mapping strategy were implemented in courses that covering teaching reading and writing. There are many perspectives from both teachers and students regarding the implementation of mind mapping strategy. Where some students said it can be very helpful for them. In other side, some students said it is difficult to be understood. Unfortunately, not only students have

this perspective. Teacher also said they should know how to elaborate mind mapping strategy in teaching reading and writing. Teachers need to understand that through mind mapping can support teaching and learning process.

Statement of The Problem

Mind mapping strategy was used by some teachers in English Language Education Department (ELED) at a private University in Yogyakarta. The lecturer uses mind mapping strategy to cover teaching reading and writing skills. Mind mapping strategy was implemented for learning activities. The materials that given by teachers cover English skills. For example, reading and writing skills that need to be mastered by learner. Mind mapping strategy were implemented in some courses. Such as are basic reading and writing, interpretative reading, argumentative reading and issues in teaching and learning

However, the lecturers need to know how implementing mind mapping strategy in teaching process. Because implementing teaching strategy should be supported by organizing the activities in the classroom. Which mean that teachers need to know and consider how organizing and handle any kind of activities that related with mind mapping strategy.

Also, teachers need to know the right time when implemented mind mapping strategy in the proper way to make students understand the materials. Which mean that teachers need to understand situation in the classroom in the teaching and learning process. Teachers should understand when they used mind mapping strategy for students' activities.

Besides that, the experience and perception from teachers regarding the implementation of mind mapping strategy. It is important to considering lecturer's experience and point of view in implementing mind mapping strategy in teaching process. Because each lecturer's side and point of view might be different each other.

Delimitation of The Problem

In this research, the researcher focused on lecturer's experience and perception of implementing mind mapping strategy for student's reading and writing skills. To make the discussion in-depth, the researcher limits the problem. Firstly, the researcher explored how teachers use mind mapping strategy as perceived by EFL teachers to enhance teaching reading and writing. Secondly, the researcher explored the benefits of mind mapping strategy in teaching reading and writing as perceived by the teachers. The researcher conducted this study at ELED of a private University in Yogyakarta.

Research Questions

Based on the issues above, the researcher conducted the research to answer the following questions:

1. How do EFL teachers use mind mapping strategy used in reading and writing class?
2. What are the benefits of using mind mapping strategy as activities for teaching reading and writing as perceived by EFL teachers?

Objectives of the Research

Based on the research questions, there are two objectives of the research. These are:

1. To explore how EFL teachers use mind mapping strategy to enhance the process of teaching reading and writing.
2. To explore the benefits of implementing mind mapping strategy as activities for teaching reading and writing as perceived by EFL teachers.

Significance of the Study

This research has a purpose to give some positive impacts for other groups such as the researcher, the teachers, the students, and other researchers.

Students

The findings of this research can be used for students to know the implementation of mind mapping strategy. Students might consider mind mapping for understanding materials. Also, students can elaborate their learning process using mind mapping strategy. Besides that, to give students explanation about mind mapping strategy for their learning process.

Teachers

The finding of the research can be used as the consideration for teachers to implement mind mapping strategy for teaching reading and writing. Also, teachers can understand the benefits of the implementation of Mind mapping strategy. Besides that, teachers can elaborate teaching strategies to help reaching goals teaching and learning process

Other researchers

The finding of this research can be used as the consideration for other researcher regarding the implementation of mind mapping strategy. Also, other researchers might be inspired to get any ideas and references regarding the implementation and benefits of mind mapping strategy. Besides, this research, might be the reference for future researcher.