Chapter One

Introduction

This chapter discusses the introduction of the research. Several important points are mentioned in this chapter. The first part is the background of the research which explains the reason why the researcher wants to conduct this research. Besides, the statements and delimitation of the problem explain the limit of this research. Then, the research questions are used as a guideline of the research. In this research, it also describes the specific objectives of the research. The following section of this research explains the significances of the research which presents the benefits of this research towards particular parties.

Background of the Research

Learning strategies become the highlight in the field of education. As the reason, those are needed in the teaching and learning process. According to Saefudin and Berdiati (2016), learning strategies are ways facilitated by the teacher in learning by preparing everything which can support the success of learning objectives effectively. In addition, the teacher has an essential role in which he or she facilitates the ways to support the goals of learning. Moreover, learning strategies have a goal to achieve the students' desire towards the learning outcome. Besides, learning strategies also come as the function to achieve the components which exist in teaching and learning process.

Learning strategies have an important role in the lives of students. For the reason, learning strategies can be beneficial for the students by assisting them to focus on learning more. When the students know their learning strategies, they

will incorporate them into the process of learning so that they will be able to be fast and successful learners. Besides, having appropriate learning strategies will assist the students to become the effective problem solvers. Therefore, learning strategies are necessary for the students in which those will be able to increase the educational success.

The teacher can help the students to identify their learning strategies. Besides, the teacher can incorporate learning strategies into the classroom activity by giving the tasks. Additionally, the teacher can strengthen the learning strategies which are appropriate for the students. Following this, the students have the multiple learning opportunities by using learning strategies which they want to use. In other words, the aim of using learning strategies is to find out the best way both for the students to learn successfully and the teachers to teach efficiently.

In learning strategy, there are various learning techniques which can be utilized for learning English. One of alternative learning techniques which can be applied by the students is mind mapping. Buzan (2010) argued that mind mapping is a note-taking technique designed to meet the needs of the whole brain which must include the learning items such as words, colors, images, symbols, and visual. Also, those involve thought, memories, and creativity. Moreover, Trianto (2009) stated that mind mapping is an innovation which is important to assist the students to produce meaningful learning in class. Likewise, the students can learn the material more clearly and meaningfully by using mind mapping. Hence, mind mapping can also be interpreted as a creative writing method which allows the students to remember a lot of information.

Furthermore, mind mapping in English learning can be used for various activities such as preparing assignments, presentations and writing essay especially if the students want to start their writing which is an appropriate strategy to use for developing ideas (Cantetore & Stevens, 2016). Moreover, mind mapping can also be used for note-taking, visualizing, decision-making, problem-solving, generating, revising, and clarifying a topic (Adodo, 2013).

In addition, using mind mapping has been proved to increase English skill. Some English skills such as writing and reading skills have been improved successfully by using mind mapping. Bukhari (2016) argued that the learners can enhance their writing abilities through mind mapping techniques. As the result, it showed that mind mapping has effective outcomes when it is applied in the pre-writing process of teaching writing. Following this, Male and Tias (2015) stated that reading comprehension skill is successfully enhanced by using mind mapping. Moreover, the results showed that the students' views on reading English text could change through the implementation of mind mapping which is from the unpleasant learning to be fun learning.

As explained previously, the use of mind mapping gives positive impact for learning, but it also has weaknesses in its application. Mind mapping takes time in learning. As the reason, the students need more time to search for keywords which they need to be included in mind mapping (Nurlaila, 2013). Furtheremore, mind mapping has a limited word, so it can only be involved some of detailed information (Davies, 2011).

Mind mapping technique has been implemented at one of Private Universities in Yogyakarta especially at English Language Education Department (ELED). Mind mapping has been used in Teaching English as a Foreign Language (TEFL) course in which the lecturer asks the students to create a mind map for their assignment. Then, the mind mapping includes the material which they have read. Furthermore, the researcher had interviewed some students at that department. They argued that creating a mind map had took their time which they had to draw many things related to the material. Also, the students did not like creating a mind map because they had to read the text repeatedly.

Regarding the phenomena mentioned, the researcher is interested in investigating the students' perception on the use of mind mapping in English learning. The researcher aims to find out the strengths and weaknesses of using mind mapping based on the ELED students' perceptions. Therefore, this research is essential to be conducted in which the researcher can find out whether mind mapping can still be used in the future as the learning technique or not.

Statements of Problem

The educational process requires change because there are still many problems faced by teachers and students in the language learning classroom. A lot of efforts have been tried for the successful implementation of different techniques in teaching and learning English. Using mind mapping can be one of the techniques to solve that problem. According to Buran and Filyukov (2015), mind mapping is an effective, creative, and adaptable techniques in teaching and learning languages. Besides, mind mapping is important and useful for the students' understanding (Buran & Filyukov, 2015).

Even though mind mapping can be beneficial for teaching and learning in the classroom activity, only some students feel satisfied while using mind mapping. Muhib, Anggani, and Hartono (2014) asserted that sometimes, the students find the difficulties to create a comprehensive mind map. For the reason, the process of creating a mind map needs a lot of time in organizing and finding the significant keywords.

In addition, mind mapping can take the students' time, and it can make them feel boring in learning activity. Yunus and Chien (2016) stated that mind mapping is considered as time-consuming owing to the fact that not all students have a good skill in drawing. Besides, mind mapping has a lot of items which should be created. The students who cannot draw will prefer to make a simple note. In addition, the students sometimes feel bored because mind mapping is too colorful (Yunus & Chien, 2016). Thus, the use of mind mapping has strengths and also weaknesses in learning process.

Delimitation of the Research

In this research, the researcher focuses on ELED students of batch 2017 at a private university in Yogyakarta and those who have used mind mapping more than five times. The researcher also focuses on finding out the strengths of using mind mapping based on their own perceptions. Following this, the researcher also focuses on finding out the weaknesses of using mind mapping based on their perceptions as well.

Research Questions

Based on the explanation above, there are two research questions in this research. This research is intended to answer the following questions:

1. What are the strengths of using mind mapping as perceived by ELED students?

2. What are the weaknesses of using mind mapping as perceived by ELED students?

Objectives of the Research

Based on the research questions, the objectives of the research are:

1. To find out the strengths of using mind mapping based on ELED students' perception.

2. To find out the weaknesses of using mind mapping based on ELED students' perception.

Significance of the Research

The result of the research is expected to give benefits and contribution to some parties. The research significance is addressed to the teachers or lecturers, the students and other researchers. For more detailed information, each significance related to this research is explained in the following paragraphs.

For the teachers or lecturers. This research can provide essential information for some teachers or lecturers about the strengths and weaknesses of using mind mapping based on students' perception. After knowing the strengths of mind mapping from this result, the teachers or lecturers are able to consider on using and implementing mind mapping in teaching-learning process. Then, after knowing the weaknesses of using mind mapping, the teachers or lecturers can more give explanation and example of a mind map.

For the students. The existence of this research is expected to help the students to gain knowledge about the strengths and weaknesses of using mind mapping for the students' learning process. By reading this research, the students can understand the use of mind mapping as one of learning technique in learning process. Additionally, after knowing the strengths of mind mapping, the students are expected to get the positive impact and can be interested in using mind mapping. They can also be motivated to use mind mapping in learning English. Then, after knowing the weaknesses of mind mapping, the students can learn and practice more to use a mind map to anticipate the weaknesses of mind mapping when they apply it for their learning.

For other researchers. By conducting this research, other researchers can understand the use of mind mapping as learning technique in their learning process at the classroom activity. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches towards the strengths and weaknesses of using mind mapping as learning media deeply related to the same area of this research.