THE IMPLEMENTATION OF USING MIND MAP TO TEACH
ENGLISH TO ELEMENTARY STUDENT

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan

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The Implementation of Using Mind Map to Teach English to Elementary Student

ABSTRACT
Mind map as one of creative teaching techniques in the form of note taking that offers teachers a solution to create an enjoyable classroom activity assisted by pictures, colors, and clustering collaboration. Since few years ago mind map has been used and known both to teach and self note-taking. Therefore, this study aimed to find out the way teachers implement mind map as a teaching technique. The participants were two English teachers from a private school in Salatiga. The teachers were observed when they implemented mind map and were interviewed to explore more about the clarity of every action. The data showed that the teachers used simple designs of mind maps and used display question and answer activities to support the mind map technique. The last, the technique was to utilize the function of colors as the decoration of the mind map.

Key words: mind map, note-taking, young learner, shapes, color

INTRODUCTION
Mind map, a visual organizer tool developed by Tony Buzan in 1961 that functions either to improve memory or the ability of classifying many ideas into one major topic. Through a visual tool, individuals can be assisted to be more “engaged, enthusiastic, and better thinker” according to Caviglioli et al., (as cited in Tee, et al., 2012; Tee, et al., 2014). It is also considered as one of note-taking techniques that has been applied at schools because its flexibility and simplicity in managing the forms or steps. Therefore, for teachers, mind map could help them to be more focus toward the topic that they explain during the lesson because they could classify a lot of ideas into one big topic only (Keleş, 2012, p. 94). Whereas,
for students, it could help them “assimilate new information, to think, and to develop their conceptual schema” (Keleş, 2012, p. 94).

The use of mind map as one of teaching techniques in the form of note-taking combines both writing and clustering concepts that later produce a good assistance for young learners in their learning process (Celce-Murcia, 1991; Tee, et al., 2014, p. 28). Mind map itself offers a non-linear note-taking which cooperatively works with the functions of graphics and colors as well (Budd, 2004). The functions of colors itself as a highlighter for certain ideas or topics help students to easily understand the whole concept of a lesson and make learning process becomes more enjoyable (Tee, et al., 2014, p. 28-29; Keleş, 2012, p. 94). It is important to distinguish this from the traditional note-taking that only uses linear writing without any additional decorations or colors that may cause our brain to atrophy or a reduction of a part of body that will weaken the brain itself (Şeyihoğlu & Kartal, 2010). However, this method is still less interesting for the teacher to be used and only a few schools implement this because the lack of knowledge and practice in applying mind map as their teaching strategy (Keleş, 2012, p. 94).

This research involved one elementary school in Salatiga, which was SD Anak Terang. The aim of this paper was to analyze the way English teachers in SD Anak Terang implement mind map to teach English to their students. Therefore, the researcher involved two English teachers of grades 2, 4 and 5 as the participants. Further, the results of this study will give richer information and ideas for English teachers who are dealing with elementary students and need
more effective methods in teaching English also to provide data for those who are interested in using mind map as a teaching technique in elementary school especially in teaching English subject. Hence, the question in the study is, “How do the Elementary English teachers implement mind map as a tool to teach English to the students?”

**LITERATURE REVIEW**

**Young Learners’ Development and Characteristics**

Children is a term that often sticks to a particular age span around 3-15 years old (Nunan, 2010, p. 2). As children grow up they definitely learn something, then they will automatically become leaners. Pinter (2006) proposed to separate the term “children who are learning” into *younger learners* and *older learners* based on their abilities in learning a language instead of a strict description based on the age only (p. 2). In short, both are explaining about young learners, but it goes deeper by differentiating perspectives of abilities. Below is a table that provides seven points of young learner’s characteristics (Pinter, 2006).

*Table I. Young learner according to Pinter*

<table>
<thead>
<tr>
<th>Younger Learners</th>
<th>Older Learners</th>
</tr>
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<tbody>
<tr>
<td>Children are at pre-school or in the first couple of years of schooling.</td>
<td>These children are well established at school and comfortable with school routines.</td>
</tr>
<tr>
<td>Generally, they have a holistic approach to language, which means that they have growing interest in analytical approaches, which means</td>
<td></td>
</tr>
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they understand meaningful messages but cannot analyze language yet. | that they begin to take an interest in language as an abstract system.

| They have lower levels of awareness about themselves as well as about the process of learning. | They show a growing level of awareness about themselves as language learners and their learning.

| They have limited reading and writing skills, even in their first language. | They have well-developed skills as readers and writers.

| Generally, they are more concerned about themselves than others. | They have a growing awareness of others and their viewpoints.

| They have limited knowledge about the world. | They have a growing awareness about the world around us.

| They enjoy fantasy, imagination and movement. | They begin to show an interest on real-life issues.

Another notion comes from Scott & Ytreberg’s (1990) who classified young learners into fourteen characteristics below.

1. Young learners can talk about what they are doing.

2. Young learners can argue for something.

3. Young learners are very logical.

4. Young learners love to play.

5. Young learners have very short attention and concentration span.

6. Young learners are often happy, playing and working alone.

7. Young learners are able to work with adult.

8. Young learners’ own understanding comes through hand, eyes and ears.
9. Young learners sometimes have difficulty in knowing what fact is and what in fiction. The diving line between the real world and the imaginary world is not clear.

10. Young learners ask question all the time.

11. Young learners rely on the spoken word as well as the physical world to convey and understanding the meaning.

12. Young learners are able to make some decision about their own learning.

13. Young learners have a developed sense of fairness about what happens in the classroom.

14. Young learners are able to work together and learn from other.

These characteristics will be slowly passed when children grow up and start to learn their languages. Piaget (as cited in Woolfolk, 2009) clearly stated the cognitive development of young learners during primary school age level has been logically improved because they enter a concrete operational stage. It means young learners are able to think more abstract while their logical thought is developing. Besides, they can also do a seriation or the ability to arrange something in a logical progression during this step (p. 55-57).

Bruner (as cited in Yelon & Weinstein, 1977) also had similar stages to Piaget’s concrete operation called “representation through imagery or iconic representation” that supports the learning process of young learners through the demonstration or pictures (p. 56). Therefore, using mind map to teach English subject also will be suitable for primary school students.
The Definition of Mind Map

According to Buzan and Buzan (as cited in Mento, Martinelli & Jones, 1999), mind map is “an expression of radiant thinking” and “an outline with ideas and pictures radiating out from a central concept” noted by Wycoff (as cited in Budd, 2004) and Buzan and Buzan (as cited in Şeyihoğlu & Kartal, 2010). Mind map also can be used as a visual organizer for both thoughts and ideas (Rustler, 2012, p. 1) or “a creativity- and productivity-enhancing technique that can improve the learning and efficiency of individuals and organizations” (Mento, Martinelli & Jones, 1999). Mind map is also included as an interesting note-taking technique for students (Tee, et al., 2014).

During the study conducted by Jailani and Tee on 2011 (Tee, et al., 2014, p. 29) investigated 384 secondary schools teachers’ opinion in Malaysia about the use of Buzan mind mapping module. The result showed around 90% teachers experienced that the use of mind map as the note-taking technique affected their students’ learning performances. It happened after the mind map helped reducing the misconception of students’ pre-knowledge and latter guided the students to have a correct concept. Moreover, they assured that the mind map could be used to teach learners even from the lowest level students because of its positive results toward the students’ performances.

The Characters of Mind Map

The character of mind map that usually radiates ideas from its central produces the writing products that are not in a horizontal form. Moreover, mind map only requires a word to represent many ideas. Buzan (as cited in Mento,
found inside a mind map there should be “imagination” and “association”, similar with how our brain works. Since our brain works by having a lot of connection from one living cell to other billion living cells called neuron or brains’ brain (Buzan, 2005, p. 37; Woolfolk, 2009), mind map imitates the concept and brings it out in form of radiate note-taking concept that is suitable for any levels of age.

By having writing technique in form of mind map note taking definitely will support the brain potential of children in the way they collect the ideas that are needed to produce a good writing result. They can develop critical thinking skill as well since they are able to add extra ideas inside their mind maps.

**The Use of Mind Map in Teaching Elementary School**

In teaching and learning process, the use of note-taking has been familiar for both teachers and students. And note-taking has been developed into many forms, styles and concepts. Note-taking itself is also one of the techniques that offers not only writing skill, but also listening (Raimes, 1983, p. 78). Thus, the utility of note-taking has been useful as teaching techniques in various learning skills and aspects. Meanwhile, for elementary students or young learners note-taking also gives them “a skeleton outline” that they can develop latter (Raimes, 1983, p. 78).

Mind map itself is one of the note-taking machines that is fit for both teachers and students (Tee, et al., 2012; Tee, et al., 2014). Teachers could sum up their materials in one compendium presentation (Rustler, 2012, p. 15), whereas students could easily re-organize their teacher notes on their book because there is
no strict rule related to the forms or styles of mind map. Meanwhile, a bunch of creativities are needed during the making process of mind map so that it will give a bigger chance for students to create a unique presentation on their mind maps (Mento, Martinelli & Jones 1999; Buzan, 2001; Buzan, 2005).

**Benefits of Mind Map**

“Images have long played an important role in language teaching” (Goldstein, 2008, p. 1). Caviglioli et al., (as cited in Tee, et al., 2012) stated that the use of images will make the students become “more enthusiasts and being engaged” as well. Buzan and Buzan (as cited in Budd, 2004; Buzan, 2001; Buzan, 2005) stated the existences of images or pictures in learning work side by side with our great brains that also work best by capturing and recognizing pictures more than words.

Mind map can also engage learners easily through the colorful presentation (Budd, 2004; Şeyihoğlu & Kartal, 2010; Rustler, 2012). Color has been useful to bring the ideas out (Tee, et al., 2014) so that young learners will not feel underpressure when they need to start any writing activities. Learning without burden is also one of the teacher’s main agendas so that by having this activity will make students be more excited in doing any tasks.

Then, mind map also helps young learners to develop their cognitive skills during their concrete operational stage. Using mind map does not only make young learners become more creative, but also capable in clustering the words based on its similarities. Clustering itself means a technique to find a lot of ideas quickly by having the main topic at the center of a page or any places to write
(Celce-Murcia, 1991, p. 253). Then, it is useful for learners to do the brainstorming as well before they start to make a bigger writing project stated by Michelco (as cited in Şeyihoğlu & Kartal, 2010).

**THE STUDY**

**Context of the Study**

The study was conducted at SD Anak Terang, Jl. Kalipengging 4a since English is taught as a foreign language and the teachers have been familiar and use mind map as one of their teaching techniques. Mind map itself has been applied in 2-5 grades because they have been able to organize and classify topics so that teachers could easily use mind map during the lesson.

**Participants of the Study**

The participants of this study were two elementary school teachers. These participants were selected because both teachers had been teaching English more than one year and already accustomed and used mind map before. Ms. M was a teacher for grade 4 and 5 students, whereas Ms. N was a teacher for grade 2 and 3. The educational background of Ms. M was Magister of English Education degree, whereas Ms. N was Bachelor of Education.

**Instrument for Data Collection**

To answer the research question, the researcher conducted observations combined with semi-structured interviews. The goal of having observations was to capture broader view about teachers’ performance while implement mind map inside the classroom. Moreover, in order to get more data and information, the
researcher conducted interviews. The questions that the researcher asked mostly about following up the unclear actions taken during the observations. The results of the interviews can be used to support the observation data.

Observations were done using real-time observation and video-recording. The goal was to describe the steps and teachers’ performances while implement mind map to their students in English lessons. Through observation the researcher attempted to analyze teachers’ performances when teaching English using mind map by writing field notes and video recordings the teaching process inside the classrooms.

Table II. Observation Protocol

<table>
<thead>
<tr>
<th>No.</th>
<th>Time</th>
<th>Teacher Performances</th>
<th>Students’ Behavior</th>
<th>Notes</th>
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Meanwhile, for the interviews, the researcher conducted it after one or two observations had finished. The aim was to confirm about the unclear action related with their previous teachings. Table II above shows the form of the observation components that were filled by the researcher during the lessons.

The Data Collection Procedures

Firstly, the researcher conducted descriptive observations by means researcher observed the teachers’ performances by describing all of the actions in a detail and specific way while observed the teachers. It was held in 7 teaching
activities in total. Meanwhile, it was taken during English lessons in 3 different classes which were 3 times in grade 2, twice in grade 4, and twice in grade 5. And all of them were done at SD Anak Terang. The video recording was done inside the classrooms by the researcher at the same time with writing a field note. The video recorder was the researcher’s smart phone, was held by the researcher and started after teachers began to open the lesson. Afterwards, the researcher recorded and took notes about the steps of teachers’ performances while they applied mind map during the teaching process. Then, the researcher transcribed the observations to gather the information needed.

Next, the researcher proceeded to do semi-structure-interviews in order to gain more explanation from the teachers. The interview questions were made based on the observation results after the researcher transcribed it. English was used during the interview sections because the target participants were English teachers, hence the researcher preferred to do the interviews in English as well. The researcher recorded the interviews using a smart phone. Afterwards, the researcher transcribed it for further analysis. Because it was about semi-structure-type, so the researcher was freely to re-arrange the questions sequences and did follow-up questions in order to get more information or confirmation regarding with the unclear action or explanation before. Table III below shows the date and also time of observations and Table IV describes the details of interviews.

*Table III. Observation Detail*

<table>
<thead>
<tr>
<th>Observation</th>
<th>Ms. M</th>
<th>Ms. N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Duration</td>
<td>Date</td>
</tr>
<tr>
<td>I</td>
<td>Wednesday, 24th January 2018</td>
<td>35’</td>
</tr>
</tbody>
</table>
The Data Analysis Procedures

The data analysis involved the result of observations and interviews in form of video and audio recording. For the observations and interviews analysis the researcher used the same procedures. Firstly, the researcher recorded the observations and interviews using a smartphone. Next, after the researcher collected the raw data, then it was transcribed into written dialogues. Afterwards, the researcher classified it into several different points of techniques used during the lesson. Lastly, the researcher interpreted the data as the material for writing the finding and discussion. The results were analyzed and presented qualitatively.
in order to identify teachers’ techniques when implement mind map as their teaching technique.

FINDINGS AND DISCUSSION

The following section presents both of findings and discussions of the study which aimed to answer the previous research question. After analyzing the data, the researcher presented the discussion of the study into four major points: 1. Teachers only use simple designs of mind map; 2. Teachers provide examples; 3. Teachers use display question and answer activity; 4. Teacher asks the students to decorate their mind map. Below are the details of findings and discussions.

Teachers Only Use Simple Designs of Mind Map

The observation data shows that Ms. M and Ms. N only gave the students very simple design by using few shapes, such as rectangles, squares, ovals, circles, and clouds as the substitution of pictures or photos. Both teachers preferred to use some of the shapes on a white board during their explanation. The teachers’ drawings are available in Appendix A and B.

During her teaching in grade 4 and 5, Ms. M only drew four shapes, which were circles, ovals, squares and rectangles instead of using pictures inside her mind map. The specific topics mentioned were “Thank You Letter” in grade 4 and “Adverb of Time” in grade 5. She used a mind map on the white board because she wanted to simplify her topic that contained a lot of materials to be taught. By having this drawing she also could explain and engage the students to be more focus during her lesson because the mind map interested them much.
Though she realized if her shapes had no relationship with those topics, but she kept using it because she could not find any pictures that were fit with her topics at that time. Thus, she chose shaped randomly that the students had been familiar with. The point above is explained on below extract.

At that time in grade 5, if I use pictures, I get no idea how to translate past with picture and present with picture. How to make it different, how to make the students understand with the picture. This is past and this is present and this is future. It’s difficult. So, not all material I use with picture, because sometimes it’s difficult… (Ms. M Interview section – Thursday, April 5, 2018)

Meanwhile, she considered having wondrous pictures as the AVA did not simply mean if the message of the lesson would be easily understood by the students. Therefore, she preferred to hinder the visual presentation as long as her students were able to understand her meaning. Below is Ms. M’s statement that explains this point.

…If I already make a good A.V.A or spectacular A.V.A that interact them, but it’s nothing when they don’t understand… (Ms. M Interview section – Thursday, April 5, 2018)

Similarly, in her class, Ms. N also drew very simple shapes in form of cloud shapes and some circles as substitution of pictures or photos. The teachers’ drawings are available in Appendix C and D.

She directly drew the shapes on a white board in order to grab her students’ attention from the very first of the lesson. The drawings also could make her explanation became easier and smoother since the students also interested with the shapes. Ms. N interview statement illustrates on below point.

Well, sometimes in my teaching I use mind map to review the material with the students since by using mind map we can like simplify and then,
we can make, make it clearer for the students to know about what we are going to explain to them and what they have learnt before.

(Ms. N Interview section – Thursday, February 22, 2018)

However, she vigilantly chose the shapes as her representative that actually related with her topic because she hoped that the shapes could “speak up” or “communicate” for that topic since in the beginning of the lesson even without any words used before (Buzan, 2001; Buzan, 2005; Goldstein, 2008). Therefore, the shapes of sun and cloud were chosen to represent her “Hot and Cold Weather” topic in order to make her explanation became smoother since the students could understand the concept of mind map and the purpose of having those shapes written on the white board. One statement below depicts the interview.

Ok, well since they now learning about clothes for cold weather and hot weather, so I chose the shapes that I think its, what is it, related to the topic, right? Like the clouds and then, the sun, like that to represent the weather itself, like that. That’s why I chose clouds for cold weather and then, sun or circle and some triangles around the circle to represent hot weather.

(Ms. N Interview section – Wednesday, March 28, 2018)

The reason why she did not use any pictures or photos was the limitation of time so that she felt difficult to prepare sophisticated pictures or AVA though she wanted to. Therefore, she chose simple drawing on her mind maps because she only had 35 minutes for preparing and explaining everything. Below is the interview data that points out the point.

Well, for using the mind map may be, to get their attention for grade 1 and grade 2, especially, we can use power point or colorful paper if we have time to prepare for it, then it will help us and help the students especially to get the point since a color can help them to, what is it, to be more focus and to pay more attention to us and. But, if we don’t have much time to prepare for that, I think we can just use the whiteboard and may be, with some shapes, like that. I think that can help the students to know the most important points and additional point, like that.
Meanwhile, Buzan proposed inside a mind map there should be many pictures or photos (as cited in Mento, Martinelli & Jones, 1999; Buzan, 2001; Buzan, 2005). Somehow, in this case the teachers could not really follow it and some adjustments were made because of some technical limitations like the teaching duration and the topics itself. Therefore, with the characteristics of a mind map which are adjustable and flexible, both of teachers could easily recreate or redesign the mind map display in order to make the lesson run effectively.

**Teachers Provide Examples**

In order to simplify their explanations and as a guidance for their students, Ms. M and Ms. N provided examples of a mind map by drawing the pictures on the white board from the beginning. Later, the examples that already made were explained to the students and then they were asked to develop their own mind map, though it did not exactly their original works.

In Ms. M class the examples were directly given after the teacher opened the lesson while she did a brief review about previous lesson. She drew a mind map first as the example for the students and as an assistance so that they would have the same patterns or drawings like hers. She tended to draw each branch of mind map one by one randomly based on the answer of her students. Therefore, for the orders of the branches between two classes were different, however she did not change anything related with the design. The teacher’ photos are available in Appendix E and F.
Afterwards, Ms. M directed her students to directly copy her mind map on their work books. She did it in both grades, 4 and 5, during her explanation. The mind map should be copied by her students exactly what she had, nevertheless students were free to add more branches in form of extra examples or idea later. Extract 1 and extract 2 depict the above explanation.

**Extract 1**
Teacher (Ms. M): “Now, you already have this mind map and now open your book first. Please draw and write this on your book.”
*(Ms. M Observation section – Wednesday, January 24, 2018)*

**Extract 2**
Teacher (Ms. M): “Now, please open your notebook and write this one and you can add more examples as many as you can. Write more examples. Write more examples. More examples.”
*(Ms. M Observation section – Tuesday, March 27, 2018)*

Meanwhile, she realized if she was dealing with elementary school students who still need more input before they could create a correct and good output, especially in writing. Therefore, giving them examples would be very useful and helpful. By having the examples students also could learn how to make a mind map.

My purpose is to make they write something, right on the track, right? Because, as we know that the students for grade four and grade five on elementary level, I think writing is a big deal for them. So, I need to guide them and make them the track. What are they going to write actually, like that. So, I need to guidance, simple guidance for example, mind map, so they can follow the pattern, they can follow, and they know what they write.
*(Ms. M Interview section – Saturday, February 3, 2018)*

Therefore, first she provided the mind map example and let her students to imitate so that she could maintain her students’ understanding to be similar with
hers. Latter, students were given a freedom to add more ideas in form of extra branches on their own mind maps. The aimed was she wanted to direct the students to have the same perception with her by giving the example before she gave bigger and more sophisticated concept because of consideration of age level.

The interview statement presents on below statement.

Because I believe my mind map, the mind map that I write on the board is their guidance. So, they will make the same pattern on a letter. They don’t have different. But, why I asked to paste it on their notebook, so then, they can create and write what is in their mind. For example to who they will send the letter to, like that. Ok, they think of it and they write it on their mind, mind map themselves. So, actually, they, they explore their mind map themselves in their book, like that.  
(Ms. M Interview section – Saturday, February 3, 2018)

Similarly, during her teaching, Ms. N always started the mind map by directly drawing examples of the mind map for students. The students also needed a path before they created their own mind maps. Moreover she was dealing with grade 2 students that definitely needed simpler and easier explanation. The teacher’ photos are available in Appendix G and H. Therefore, Ms. N tended to open the lesson by giving an example of mind map. afterwards, she gave her students a paper that had a mind map picture on it and let her students to fill the mind map by themselves after she finished explaining. The handout photograph is available in Appendix I. The observation data is shown on Extract 3 below.

**Extract 3**
Teacher (Ms. N) : “... And now, everybody please look at the whiteboard. Miss Nancy will draw some shapes. Ok. Miss will draw some shapes. So, here we have cold weather and hot weather. And Miss will draw another shapes, pretend it’s the cloud. Right? Ok. Some shapes. I have six clouds here. And each cloud is connected with a line. Ok. So, what will we do with the empty shapes? Since now we are
learning about clothes, we can? We can write in the empty shapes. We can write over here with the name of clothes that we can wear in cold weather. And we will do the same with hot weather. Like this. Ok. So, we can write the name of the clothes in the empty shapes. Is it clear?"

(Ms. N Observation section – Tuesday, March 27, 2018)

Ms. N modelled her mind maps by having it written on the white board as students’ examples. Wood, Bruner & Ross (as cited in Nordlof, 2004) noted that examples were used as scaffolding for students who had limited understanding about the concept of mind map so that the topic would not be beyond their range of comprehension. Latter, it would help students to know the right procedures to make their own mind map after they understood the teacher’s examples.

Ms. N also gave the so called “supporting framework” (Nunan, 2004, p. 35) while she provided the examples of mind maps written on a paper. She hoped by giving the mind map already written in a piece of paper, it would prepare students to be ready for the next mind map session. Below is the statement for above point.

… and it’s also because it’s the first time for them to do it, that’s why I give it to them first …

(Ms. N Interview section – Wednesday, March 28, 2018)

The aimed of giving the examples in Ms. N class was simply because elementary students, especially in lower grade still needed their teacher’s guideline. They tended to follow the examples that had been provided by the teacher because the limitation of their knowledge and input. Therefore, Ms. N chose to have the example at first for guiding her students stay on the track. The statement below represents the above point.
Ok, especially for grade 2 students, they still need our guidance. So, it's like we give them a freedom to may be, color it with whatever color that they want to use, but as a teacher we have to guide them too if because some of the students they sometimes, we have give the example just like using power point or on the whiteboard, but they may be, some of them just don't understand and, so we have to repeat once again for certain students, like that.

(Ms. N Interview section – Wednesday, March 28, 2018)

Furthermore, a study conducted by Jaelani & Tee in 2011 (Tee, et al., 2014, p. 29) showed that mind map could be used as a teaching technique for every level of age in elementary school level. And it was also worked in Ms. M and Ms. N, but some adjustments were used considering the level of students’ age and the types of instructions and A.V.As that should be provided during the lesson in order to make the topics well delivered. Therefore, mind map could be effectively applied in elementary school, but some adjustments were needed depending on school conditions and students’ age that knowledge as well.

Teachers Use Display Question and Answer Activity

In order to smooth the absorption of each topic using mind maps, Ms. M and Ms. N always tried to engage students by giving the so called display question and answer activity by means they, as questioner, had already predicted students’ responses caused by the limitation of the answer options (Celce-Murcia, 1991, p. 52) or they already matched between specific questions and answers. The questioning method called “display question and answer” was used when questioner could predict the answers as it was displayed directly in front of them. By having this activity teachers could also easily control the options of students’ answers and prevent materials or topics became broader since they had already decided the material before and it could be used either to review or check
students’ understanding related with the topic (Linse, 2005, p. 86; Celce-Murcia, 1991, p. 52). This activity also can be done for doing a request recalling or observation about students’ understanding related with the previous topic in order to refresh student’s memory (Wragg & Brown, 2001, p. 21). After students mentioned the answers, both teachers used it to fill in branches around the mind maps so that students could aware what the components of mind map’s branches were.

During her teaching in grade 4, Ms. M asked questions randomly or by mentioning the students’ name one by one. All of the styles were fit with mind map techniques because Ms. M still could deliver her lesson smoothly while she explained and filled the mind map on the white board based on students’ answers. Meanwhile, students in each class could actively engage in both of styles as well. Extract 1 and 2 explain about above point.

**Extract 1**
Teacher (Ms. M) : “Now, do you still remember what are inside the thank you letter?”
Student A : “Date.”
Teacher (Ms. M) : “Yeah, the date. What else.” (*Ms. M is writing the answer on the white board*)
Student B : “Closing.”
Student C : “Signing off.”
Teacher (Ms. M) : “Yeah, the closing. What else.” (*Ms. M is writing the answer on the white board*)
Student D : “Writer’s name.”
Teacher (Ms. M) : “Writer’s name.” (*Ms. M is writing the answer on the white board*)

(*Ms. M Observation section – Wednesday, January 24, 2018*)

**Extract 2**
Teacher (Ms. M) : “Now, do you still remember what are inside the thank you letter? Jossie? (mentioning student’s name)”
Jossie : “Closing.”
Teacher (Ms. M) : “What again? Yes, Bebe (mentioning student’s name)?” (Ms. M is writing the answer on the white board)

Bebe : “Greeting.”

Teacher (Ms. M) : “Greeting. Good. Evan (mentioning student’s name)?” (Ms. M is writing the answer on the white board)

Evan : “Signing off.”

Teacher (Ms. M) : “Signing off. Good.” (Ms. M is writing the answer on the white board)

(Ms. M Observation section – Wednesday, January 24, 2018)

Besides, Ms. M explained the only reason why she differentiated the styles simply because she faced different teaching durations at that time. Where the first class only had 1 hour meeting which was around 35 minutes, the second class could have more time which was 2 hours meeting approximately 70 minutes for one meeting as well. Therefore, she used to differentiate the styles in order to adjust with the provided time. Below is the statement for above point.

Yeah, because when doing that class I have different hours. On the 4 Glowing I have only 1 hour to do that. So, I cannot be really flexible with the students also at that time. That’s the limitation. But, when I can do it in 4 Sparkling, I have 2 hours, so, I think that’s enough for me to be flexible with the students. Answer students’ questions and also I can guide them and also I accompany them how to make the letter.

(Ms. M Interview section – Saturday, February 3, 2018)

The display question and answer activity was also done in grade 5 while she taught using mind map. She asked students randomly instead of appointing them. This extract below depicts the data result.

**Extract 3**

Teacher (Ms. M) : “Now, if you are done drawing this mind map, now you can guess and what is the adverb of time, for example when you use it to show, in in the past?”

Student A : “Yesterday.”

Teacher (Ms. M) : “Yesterday. And then?” (Ms. M is writing the answer on the white board)

Student B : “Last night.”
Teacher (Ms. M) : “Last night. And then?” (Ms. M is writing the answer on the white board)
Student C : “Last week.”
Teacher (Ms. M) : “Last week.” (Ms. M is writing the answer on the white board)

(Ms. M Observation section – Wednesday, March 28, 2018)

Meanwhile, Ms. N always appointed or asked the students one by one while she gave the questions, yet still used the display question and answer activity as well. Then, she wrote the answers on the white board as the mind map branches. Ms. N also involved students in her mind map teaching sections in order to make students became more focus and aware with the concepts of mind map.

Extract 4 and Extract 5 show the data display.

**Extract 4**
Teacher (Ms. N) : “Ok. We are going to do this together. Number one. Clothes that we can wear in cold weather is?”
Student A : “Jacket.”
Teacher (Ms. N) : “Jacket. Next. What else?” (Ms. N is writing the answer on the white board)
Student B : “Woolen hat.”
Teacher (Ms. N) : “Woolen hat.” (Ms. N is writing the answer on the white board)

(Ms. N Observation section – Monday, March 26, 2018)

**Extract 5**
Teacher (Ms. N) : “Who knows the name of this picture or shapes? Jeje (mentioning student’s name)?”
Jeje : “T-shirt.”
Teacher (Ms. N) : “T-shirt. Ok. Later, we can write a t-shirt in where cold or hot weather, Jeje (mentioning student’s name)?”
Jeje : “Hot.”
Teacher (Ms. N) : “Hot. Yes. We can wear t-shirt in hot weather. Ok. So, Miss Nancy will write t-shirt. Melati (mentioning student’s name)?” (Ms. N is writing the answer on the white board)
Melati : “Scarf.”
Teacher (Ms. N) : “We can write scarf over here. Ok. That’s for the example for this one.” (Ms. N is writing the answer on the white board)
By having the so called display question and answer teacher could recall and build more interaction with the students to have an enjoyable learning process, especially when they applied mind map that would be match with this activity.

**Teacher Asks the Students to Decorate Their Mind Map**

Color is one of the most important components of a mind map (Buzan, 2001; Buzan, 2005; Şeyihoğlu & Kartal, 2010; Doss, et al., as cited in Tee, et al., 2012; Tee, et al., 2012). By giving color will make learning process becomes more alive and enjoyable (Buzan, 2001; Buzan, 2005). This belief was something that also be considered by Ms. N during her teachings used mind maps. Therefore, when she taught her 2 grade students, she gave her students a freedom to decorate by coloring their mind maps after they were finished filling the mind maps.

Extract 1 and extract 2 below will represent the data observation.

**Extract 1**

Teacher Ms. N : “Ok. Now, you can color it or decorate it. Ok. You can use your color pencil and color the mind map. You can color it.”

*(Ms. N Observation section – Monday, March 26, 2018)*

**Extract 2**

Teacher Ms. N : “And after this finish write the name of the clothes, later on you can decorate or you can color. Ok. The shapes. Ok…”

*(Ms. N Observation section – Tuesday, March 27, 2018)*

Moreover, Ms. N’s also had a personal experience about the use of color during her own learning moment that fortunately brought a huge impact for her. She realized that even adult also found a good implication of colorful objects in
form of raising their anxiety while they met it compared with black and white color only. Moreover, when this was also applied in her 2 grade students who easily attracted with creativity and imagination (Pinter, 2006), she hoped that the result would be better. Therefore, she chose to teach her students to use many colors as well during her mind map sections.

Ok. Well, may be, it’s like personal reason yes. Since me, myself, I find it easier and more attracting for me to learn from a paper from colorful paper rather than just plain or white paper. So, I think it will work for them too since grade 2, they like to use many colors and that will, what is it, make, will, attract or gain their attention to read or to study that part. Yes, like that, Miss. (Ms. N Interview section – Wednesday, March 28, 2018)

This also made the learning became more fun for the students and prevented the tediousness during the lesson. She aimed by applying color in her mind map steps the students would be happier in learning the material. Further, she recognized if lower grade students also needed something that was attractive and creative so that the use color probably would bring good impacts as well.

Yes, I feel like I am, I hope too by doing so they will, what is it, not only they can learn, but they have fun too, Miss. So, that’s why I asked them to you can color it or may be, draw some pictures about clothes that can make them happy too. Because not only they understand the material, but to, what is it, to make them happy, to see them happy, so that they will be, what is it, like bersemangat ya, to learn that is my goal, yes. (Ms. N Interview section – Wednesday, March 28, 2018)

Decorating the mind maps became the latest step of making a mind map that Ms. N had done. She gave students a chance for coloring the mind maps using any colors or drawings that they like after they finished their works.
CONCLUSION

This study is aimed at describing the way teacher in elementary school implement mind map as one of their technique in teaching English. The instruments of the data collection were observations and semi structure interviews. The participants were two elementary school teachers from a private school in Salatiga.

The findings showed several actions that teachers often did during their teachings using mind maps. Firstly, the functions of pictures or photos that supposed to be used inside a mind map were replaced by simple shapes, like rectangles, squares, circles, ovals and clouds. Teachers found several difficulties if they should use pictures or photos in form of limited time and indefinable topics so that they preferred to change it with shapes that had been familiar to the students. Secondly, teachers also needed to give the examples first by drawing the mind maps on the white board as the guidance for students so that they became familiar with the concepts of mind map and by providing mind maps in a piece of paper. Thirdly, during their teachings both of teachers used the so called display question and answer activities as their techniques to fill in the mind maps. They engaged the students to fill the mind map together by answering teachers’ questions so that students could be more focus to the explanation during this activity. The last step, one of the teachers also asked her students to decorate by freely coloring or drawing mind maps at the end of their work. The purpose was to make the learning process became enjoyable and hoped by having colorful
paper would make the students easily to remember the lesson better like what Buzan had suggested.

This study is expected to find out some actions while implement mind map to teach English to elementary students. By having this study could give elementary English teachers broader options to modify their English techniques into something that are enjoyable for the students by considering the use of mind map. Latter, teachers also could learn and follow the ways the participants presented their ideas through a mind map and developed the steps of a mind map into something that are more suitable for teaching young learners.

However, this study also has its own limitation in the way the researcher collected the data because the limited numbers of elementary school that already applied this technique and restricted teaching skills that could be applied using this technique, except writing. For further studies, on the same field are expected to observe more than one school as the sources of the data collection so that the results will be varied and it will be better to broaden the options of teaching skills included the other 3 skills, listening, speaking and reading.
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REFERENCES


APPENDIXES

Appendix A

Ms. M’s mind map in grade 4.

Appendix B

Ms. M’s mind map in grade 5.

Appendix C

Ms. N’s mind map in grade 2S.

Appendix D

Ms. N’s mind map in grade 2G.

Appendix E

Ms. M gave an example in grade 4S.

Appendix F

Ms. M gave an example in grade 4G.
Ms. N gave an example in grade 2S. Ms. N gave an example in grade 2G.

The photo of the mind map task.