

**THE EFFECT OF MIND MAPPING AND  
PRE-QUESTIONING ON THE  
STUDENTS' READING  
COMPREHENSION**

**A THESIS**



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2015**

# **The Effect of Mind Mapping and Pre-questioning on the Students' Reading Comprehension**

## **A Thesis**

Presented to Widya Mandala Catholic University Surabaya  
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the Degree of  
Magister in Teaching English as a Foreign Language



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## **Thesis Advisor's Approval Sheet**

This thesis entitled "The Effect of Mind Mapping and Pre-questioning on the Students' Reading Comprehension" prepared and submitted by Maslakhatin 8212712033 has been approved to be examined by the Thesis Board of Examiners.



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## Statement of Authenticity

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, 8<sup>th</sup> April 2015



  
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## ABSTRACT

Maslakhatin. 2015. The Effect of Mind Mapping (MP) and Pre-questioning (PQ) on the Students' Reading Comprehension. Thesis. Master's Program in Teaching English as Foreign Language. The Graduate School of the English Education Department. Widya Mandala Surabaya Catholic University.

This study was conducted for two purposes: (1) to investigate the effects of mind mapping (MP) and pre-questioning (PQ) on the students' reading comprehension, (2) to investigate the effects of mind mapping and pre-questioning on the students' reading comprehension levels: literal comprehension, inferential comprehension, evaluation, and appreciation. This study was a quasi-experimental design. The subject of this study was 52 senior high school students grade one at a senior high school in Surabaya. They were given different techniques: mind mapping was for the experimental group and pre-questioning was for the control group. The research instrument was 25 reading comprehension questions incorporating the four reading comprehension levels based on Barrett Taxonomy. It was in the form of multiple choice questions with four options for each question. The data of this study were analyzed using Independent Sample t-test and Manova test. The Independent Sample t-test revealed that there was no significant difference between the students who received mind mapping and those who received pre-questioning in their overall reading comprehension. Three factors might influence this finding. First, the students in the control group had better reading comprehension ability than those who were in the experimental group before the treatment was implemented. Second, the students in the experimental group were probably less familiar with the story of "The Legend of Tangkuban Perahu." Third, the students in control

group had better vocabulary mastery than those who were in the experimental group. Meanwhile, the Manova test revealed that there was no a significant difference between the students who received mind mapping and those who received pre-questioning in their literal comprehension, Evaluation, and Appreciation level. However, there was a significant difference between the students who received mind mapping and those who received pre-questioning in their inferential comprehension.

Key words: Reading comprehension, mind mapping, pre-questioning, literal comprehension, inferential comprehension, evaluation, and appreciation.