



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
Hak Cipta Dilindungi Undang-Undang

**THE INFLUENCE OF USING OF MIND MAPPING ON THE  
STUDENTS UNDERSTANDING IN READING ABILITY AT THE  
EIGHT GRADE STUDENTS OF *SMP N 1 KADIPATEN*  
MAJALENGKA**

**A THESIS**

**Submitted to the English Education Department of *Syekh Nurjati* State Institute  
for Islamic Studies in Partial Fulfillment of Requirements for the Graduate  
Degree of English Education (S. Pd. I)**



**By:**

**NIDA JUMALIANA**

**Reg. Number : 58430765**

**ENGLISH EDUCATION DEPARTMENT OF *TARBIYAH*  
FACULTY OF *SYEKH NURJATI* STATE INSTITUTE FOR  
ISLAMIC STUDIES**

**2012**



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## ABSTRACT

### **NIDA JUMALIANA : THE INFLUENCE OF USING OF MIND MAPPING ON THE STUDENTS UNDERSTANDING IN READING ABILITY AT THE EIGHT GRADE STUDENTS OF SMP N 1 KADIPATEN MAJALENGKA**

Mind mapping are the one of many method in teaching especially in teaching of reading . By learning reading the students' will be able to add information and its very essential to improve the four language skill, but in fact they still have many problem about that. Most of the students are of the content reading text.

The aims in this research is to know the students' reading achievement becomes more understand about reading, besides that this aims also to know the positive and significant influence of using mind mapping on the understanding in reading ability.

In this research, the method which is used by researcher is quantitative method. The one of types of quantitative method is experimental research, so the researcher uses that. The place of the research in *SMP N 1 Kadipaten* and began to do research on may-july 2012. And the population of the students, researcher take all of eight class grade, there are 394 students and the sample of the students, researcher take one classes, it means the researcher divides the class VIII<sup>A</sup> consist 45 students. To know the students achivement, researcher presented the test to the students. To find out the data of the result of test on understanding in reading ability, the ressearcher use the formula product moment and the hypothesis of this research is  $H_0$  it means the hypothesis is accepted.

The result of comparison between the students' understanding in reading ability before and after using of mind mapping is using pre-tet and post-test, the score are 69.3 and 75.2, its means the value of  $r_{xy}$  that reaches 0.65 level. And the value of normality test obtain either at the Saphiro Wilks X and Y variable (sign. 0.156 and 0.142) and (sign. 0.141 and 0.091) all  $>0.05$ , it means are normal distributed homogeneous is  $0.667 > 0.05$  it means the data homogeneous. And the value  $DF = N - 1 = 45 - 1 = 44$  it means the value of  $t_{test}$  is 8.67 and  $t_{table}$  at the critical value of 5% is 2.04. So there is significant influence of using of mind mapping on the students understanding in reading ability at the eighth grade students of *SMP N 1 Kadipaten Majalengka*.



## PREFACE

*Bismillahirrahmanirrahim,  
Alhamdulillahirabbil 'alamin.....*

In the name of Allah, the most gracious and the most merciful. All praises and thank fullness are given to Allah SWT lord of all creatures and universe, because of HIS permission the writer has been able to finish this thesis. May invocation and safety always be given to the prophet Mohammad SAW (Peace be upon Him), his companions, his families, and his companions, and his followers up to the end of the world.

The Thesis entitled in **“THE INFLUENCE OF USING OF MIND MAPPING ON THE STUDENTS UNDERSTANDING IN READING ABILITY AT THE EIGHT GRADE STUDENTS OF SMP N 1 KADIPATEN MAJALENGKA”**. This thesis is presented to the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies (IAIN) *Cirebon* in Partial Fulfillment to the Requirement for the Islamic Scholar Degree in English Education.

Grateful acknowledgements are due to a lot of people who have taken a part helped, supported, and advised the writer in constructing this thesis. Therefore, the writer would like to convey her sincere gratitude to:

1. Prof. DR. H. Maksum Mukhtar, M.A, the Rector of *IAIN Syekh Nurjati Cirebon*.
2. Dr. Saefudin Zuhri, M. Ag, Dean of *Tarbiyah* faculty of *IAIN Syekh Nurjati Cirebon*.
3. Dr. Hj. Huriyah Saleh, M. Pd, the chairwoman of English Education Department of *IAIN Syekh Nurjati Cirebon* and also as the first superfisor who has given valuabel guidance motivation, suggestion, and helps the writer during the process of writing this thesis.
4. Dra. Hj. Amroh Umaemah, as the second supervisor who has given valuable guidance, motivation, suggestion, and helps the writer during the process of writing this thesis.
5. H. Maman Suparman, S.Pd,M.M,Pd, the headmaster of *SMPN 1 Kadipaten Majalengka*
6. Sri Budiarti, S.Pd, as the English teacher of *SMPN 1Kadipaten Majalengka*.
7. All of the teachers and school staff of *SMPN 1 Kadipaten Majalengka*.
8. The students at the first grade of *SMPN 1 Kadipaten Majalengka*.
9. My family who always give me support and motivation.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

10. All of my friends that cannot be mentioned one by one for their motivation.

The writer realizes that this thesis is still far from being perfect, so the writer is widely open to receive any critic and suggestion to make her thesis better for reference.

Finally, the writer hopes that this thesis would be useful for the readers and particularly for the writer and for English Education Department of the State Institute for Islamic Studies (IAIN) *Syekh Nurjati Cirebon*.

Cirebon, August 2012

The`Writer



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## TABLE OF CONTENT

<b>ABSTRACT</b> .....	i
<b>APPOVAL SHEET</b> .....	ii
<b>RATIFICATION</b> .....	iii
<b>OFFICIAL NOTE</b> .....	iv
<b>LETTER OF THE AUTHENTICITY.</b> .....	v
<b>DEDICATION.</b> .....	vi
<b>AUTHOBIOGRAPHY.</b> .....	vii
<b>PREFACE.</b> .....	viii
<b>TABLE OF CONTENTS.</b> .....	ix
 <b>CHAPTER I INTREODUCTION</b>	
A. The Background of the Problem .....	1
B. The Identification of the Problem.....	4
C. The Limitation of the Problem.....	5
D. The Questions of the Problem.....	5
E. The Aims of the Problem.....	5
F. The Use of the Problem .....	6
 <b>CHAPTER II THE THEORETICAL FOUNDATION</b>	
A. Learning Theoris. ....	7
B. Types of Learning. ....	8
C. Reading .....	10
1. The Definition of Reading .....	10
2. The Function of Reading .....	11
3. The Types of Reading.....	13
4. Reading Comprehension.....	16
5. Reading Difficulties in Foreign Language.....	22
D. Mind Mapping.....	23
1. The Definition of Mind Mapping .....	23
2. The Function of Mind Map .....	24
3. How To Make Mind Map. ....	25
4. Mind Mapping Technique Features and Functions. ....	26
E. Using Mind Mapping in Teaching Reading Comprehension. ..	30
F. The Frame of Thinking.....	31
G. The Hypothesis of The Research. ....	35



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perustakaan IAIN Syekh Nurjati Cirebon.  
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perustakaan IAIN Syekh Nurjati Cirebon.

### CHAPTER III METHODOLOGY OF THE RESEARCH

A. The Objectives of the Research.....	36
B. The Place and Time the Research .....	36
C. The Method of the Research.....	36
D. The Variables of the Research .....	37
E. The Population and Sample .....	37
F. The Techniques of Collecting Data.....	38
G. The Techniques of Analysis Data .....	41

### CHAPTER IV THE RESEARCH FINDINGS

A. The History of <i>SMPN 1 Kadipaten Majalengka</i> .....	44
B. The Condition of School Generally.....	44
1. The Identity of the School.....	44
2. The Principal Identity of the School.....	45
3. The Geographical Location of The School.....	46
4. The Objective Condition of thr Teacher .....	47
5. The Objective Condition of the Students.....	50
6. The Objective Condition of the School Facilities .....	51
7. The English Curriculum of the School Year. ....	52
8. The Analysis Data. ....	53
C. The Research Findings. ....	53
1. The student understanding in reading ability before using mind mapping.....	54
2. The student understanding in reading ability after using mind mapping.....	56
3. mind mapping.....	56
4. The Influence of Using of Mind Mapping on the Students Understanding in Reading Ability.....	61

### CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	66
B. Suggestion.....	67

### BIBLIOGRAPHY

### APPENDIXES

### CHAPTER I



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

## INTRODUCTION

### A. Background Of The Problem

Language helps students gain succes in every subject at school. By learning language Language plays an important role in improving students intelligence, social and, students are expected to be acquainted with themselves, other, their culture and other culture (Nurani: 2010)

English does not serve only as universal language but also as a tool to communicate in oral and written form to understand and figure out the information, mind, feelinf, science technology, and culture. English as a subject in school is directed to improve the four skills, writing, reading, listening, and speaking. Learning english at school is expected to solve daily problems in comminication and to continue their study to the next steps, to enter collage or to find a job. ([http://www.designtaxi.com/article\\_id=100657](http://www.designtaxi.com/article_id=100657)).

Teaching reading skill especially to young language learners is not an easy task to do. Indonesia students often encounter difficulties when trying to read an English text. Reading an English text requires them to have an adequate knowledge of the language and certain set of skill. The difficulty of reading happen because the lack of consideration in applying the appropriate technique in teaching learning process (Wood, 1988).

In some cases, reading in the first language is different from reading in foreign language. Indeed, reading in foreign language is more difficult than



reading in first language. (Cohen, 1994) states that foreign language reading is often slower and less successful because the reader has to deal with many unknown vocabularies and complicated sentence structure which make a reader difficult. In addition, it is found that Indonesia students face reading difficulties as foreign language learners as follows: inability to apply reading strategy, read slowly word by word, easily frustrated and dissatisfied especially when they meet some difficult words, read the text aloud in which it may inhibit comprehension, and they confuse to read authentic text in foreign (Nuttal, 1996).

Reading is an important factor in young children's development (Nuttal, 1996) but, teaching English in Junior and Senior High Schools in Indonesia particularly in reading are less effective (Shahab, 2001). One of the main reasons is the purpose of teaching reading in Junior and Senior High School is not directed to the improvement of students reading skill and abilities. As described by Shahab (2010), most of the teachers are not aware the importance of teaching reading. They just say "please open your book in page 25 and read the text carefully then answer the questions". Whereas, reading is crucial to a student's success in school, and further, to be coming a lifelong learner (Dolehanty, 2008). Children and young adults who struggle with reading comprehension will struggle with every subject in school and can develop their creativity, spelling, vocabulary, critical thinking and even writing skill.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

There are many ways and techniques to increase students reading skill. One of them is by using mind mapping. Mind mapping is the ideal tool for learning (Buzan, 2000). This involves combinations of images, colors and visual spatial arrangement for expressing related ideas and complex problems in simple way (Marguiles, 1991) which can be used by students different age groups (Careyus, 2000).

Teaching skill by using mind mapping actually is not a new issue in English language. Mind mapping technique has been applied in many studies. Bekti (2009) suggested that mind mapping technique is appropriate to improve students reading comprehension on a group of vocational school students. Furthermore, Asmiaty (2001) also stated that mind mapping is good to train students reading comprehension because it helps the students easier to understanding he story and make them more creative and imaginative in drawing pictures and symbols. Additionally, Moi & Lian (2007) proved that mind mapping helps the pupils showed better understanding of text passage as they were able to see the relationship of the content visually and search for keywords in an answer to question.

Reffering to those explanation above, the research is aimed to investigate the effectiveness of mind mapping technique to improve students ability in reading text. As the reason, nowadays, students of junior and senior high school in Indonesia often face genre in their language class, especially English.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## B. The Identification of The Problem

The problem in this research in this research is classified into the following sections:

### 1. The Field of The Research

The field of the reserch this thesis is reading.

### 2. The kinds of The Problem

There are many problems in teaching reading. The writer would like to mention the kind of the problems in teaching reading:

- a. The students are haven't understand content of the text.
- b. The students are haven't interest inreading.
- c. The students are less in reading ability.

Those are some kinds of reading problems. As an English teacher, the writer has to find out the way to solve those problems.

Firstly, the writer has to know what the students want. The writer give interesting method to students and the students will interest to reading, the students can understand content of the text.

### 3. The Main of The Problem

The main problem of this thesis is to describe using of mind mapping on the students understanding in reading ability.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

### C. The Limitation of The Problem

To limit the problem, the writer has divided it into three kinds of problem, they are students understanding in reading ability, students understanding in reading ability that using of mind mapping and analyzing the data.

### D. The Questions of The Reserch

1. How is the students' understanding in reading ability before using of mind mapping?
2. How is the students' understanding in reading ability after using of mind mapping?
3. Is there any positive and significant influence of the using of mind mapping on the students understanding in reading ability?

### E. The Aims of The Research

The aims of the research that will be obtained are as follows:

1. To know the data about the students' understanding in reading before using of mind mapping.
2. To know the data about the students' understanding in reading after using of mind mapping.
3. To know the positive and significant influence of using of mind mapping on the students understanding in reading ability.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Diindungi Undang-Undang  
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

## F. The Use of The Research

The research product hoped to be able to help students to understand in reading ability that using mind mapping.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

## BIBLIOGRAPHY

- Arikunto, Suharsimi. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2002.
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Asmiaty, Novita Sari. *The usage of Mind Mapping Method in reading*. 2010. [Online], <http://universityofibnkhaldunbogorindonesia.blogspot.com/2010/01/usage-of-mind-mapping-methode-in.html>. Accessed on April 12<sup>th</sup> 2012.
- Beare, Kenneth. *Reading-Identifying Skill Requirement*. 2009. [Online], Available at About.com Guide. Accessed on April 12<sup>th</sup> 2012.
- Bekti, Setyo. *Teaching Reading Comprehension Using Mind Mapping Technique*. 2009 [Online],. Available at <http://lib.unnes.ac.id/1884/>. Accessed on April 12<sup>th</sup> 2012.
- Bender, W. *Literal Comprehension*. 1992. [Online]. Available at <http://special.edschool.virginia.edu/information.uvald/litcomp.html>. accessed on May 20<sup>th</sup> 2012.
- Blom, Benjamin. S. *Bloom's Taxonomy of Cognitive Domain*. 1956. [Online] available <http://classweb.gmu.edu/ndabbagh/Resources2/bloomstax.htm>. accessed on May 25<sup>th</sup> 2012.
- Brown, H. Douglas. *Language assement: Principles and Classroom Practices*. New York: Addison Wesley Longman, inc, 2001.
- Buzan, Tony. *The Explanation of Mind Map*. 1993. [Online], Available at <http://www.mapyourmind.com/ebook.pdf>. accessed on April 12<sup>th</sup> 2012.
- Buzan, Tony. *The Power of Mind Mapping: "How to Use Mind Maps to Boost Your Creativity, Achieve Faster Succes, Greater Results, and Develop Winning Ideas at the Speed of Thought."* [Online]. Available at [www.FortuneWell.com](http://www.FortuneWell.com). Accessed on May 22<sup>th</sup> 2012.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

- Buzan, Toni. *The Power of Creative Intelligence (Translated in Indonesia by Susi Purwoko in the Title Sepuluh Cara Jadi Orang yang Jenius Kreatif)*. Jakarta: Gramedia Utama Jakarta, 2004.
- Buzan, Tony. *Learnign Skill: Mind mapping: Mind Mapping, whole brain note taking, uses both sides of your brain to study subject usually only studied with your left brain*. 2006. [Online]. Available at <http://digilib.unnes.ac.id/gsd/collect/skripsi/index/assoc/HASH5c22/06ecal76.dir/doc.pdf>. accessed on April 12<sup>th</sup> 2012.
- Buzan, Toni. *The Ultimate Book of Mind Maps (Translated in Indonesia by Susi Purwoko in the title Buku Pintar Mind Map)*. Jakarta: Gramedia Pustaka Utama, 2008.
- Careyus, Emma. *Teaching and Learning Mind Map Guide*. 2003. [Online], Available at from <http://universityfibnkhaldunbogor-indonesia.blogspot.com/2010/01/usage-of-mind-mapping-method-in.html>. accessed on April 13<sup>th</sup> 2012.
- Carnine. D, Silbert. J, and Kameenui. E. *Literal Comprehension Overvier*. 1997. [Online]. Available at [http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2008/literacy/reading/LR\\_DiLo/LR\\_DiLo\\_O.htm](http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2008/literacy/reading/LR_DiLo/LR_DiLo_O.htm). accessed on May 25<sup>th</sup> 2012.
- Cohen, Andrew D. *Assessing language Ability in The Classroom*. Heinley & Heinle Publishers: Boston, Massachusetts USA, 1994.
- Coolidge, F. L. *Statistics: A Gentle Introduction*. Wiltshire: SAGE Publication, 2000.
- Djuharie, Otong Setiawan. Genre: *Dilengkapi 700 Soal Uji Pemahaman*. Bandung: CV. YRAMA WIDYA, 2007.
- Dolehanty, C. *Concept Mind Mapping and Reading Comprehension*. [Online], 2008. Avalable at <http://www.paec.org/david/reading/general.pdf>. Accessed on April 13<sup>th</sup> 2012.
- Eppler, Martin J. *A Comparison Between Concept Maps, Mind Maps, Conceptual Diagrams, and Visual Methapors as Complementary Tolls for Knowledge Construction and Sharing*. [Online]. Available at [http://liquidbriefing.com/twiki/pub/Dev/RefEppler2006/comparison\\_between\\_concept\\_maps\\_and\\_other\\_visualizations.pdf](http://liquidbriefing.com/twiki/pub/Dev/RefEppler2006/comparison_between_concept_maps_and_other_visualizations.pdf). Accessed on June 9<sup>th</sup> 2012.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Foreman, Paul. *Mind Map Inspiration*. [Online], 2000. Available at <http://www.mindmapinspiration.com>. Accessed on April 12<sup>th</sup> 2012.

Fleming, Grace. *Critical Reading: What Does it Really Mean?*. 2000. [Online]. Available at <http://homeworktips.about.com/od/homeworkhelp/a/criticalreading.htm>. Accessed on June 9<sup>th</sup> 2012.

Graham, Philips. *A Course Guide to Literary Readings*. 2004. [Online]. Available at <http://www.themorningnews.org/article/a-course-guide-to-literary-readings>. Accessed on June 9<sup>th</sup> 2012.

Harmer, Jeremy. *The Practice of English Language Teaching: Fourth Edition*. Pearson: Longman, 2001.

Hobartswan. *Mind mapping; Learning and Teaching with Both Sides of the brain*. [online], 2010. Available at <http://www.thefacilitator.com/htdocs/Mind%20Mapping.pdf>. accessed on April 13<sup>th</sup> 2012.

Hofland, Carolien. *Mind Mapping in the EFL Classroom*. 2007. [Online] Available at <http://hbo-kennisbank.uvt.nl/cgi/fontys/show.cgi?fid=4166>. Accessed on June 11<sup>th</sup> 2012.

Kurland, Dan. *Critical Reading vs Critical Thinking*. 2000. [Online]. Available at [http://www.criticalreading.com/critical\\_reading\\_thinking.htm](http://www.criticalreading.com/critical_reading_thinking.htm). Accessed on June 11<sup>th</sup> 2012.

Kusumaningsih, Litani Wahyu. *The Effectiveness of Mind Mapping Techniques in Improving Students Narrative Text Writing Ability*. Undergraduate Paper Program at UPI: unpublished, 2008.

Marguelies, Nancy. *Mapping Inner Space*. [Online], 1991. Available at <http://www.text2mindmap.com/>. Accessed on April 13<sup>th</sup> 2012.

McClennen's, Dr. *How to Do A Close Reading*. 2003. [Online]. Available at <http://www.personal.psu.edu/users/s/a/sam50/closeread.htm>. Accessed on April 13<sup>th</sup> 2012.

McIntyre. Ellen, Hulan. Nancy & Layne, Vicky. *Reading Instructions for Diverse Classroom: Research-Based, Culturally Responsive Practice*. new York: The Guilford Press, 2003.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumunkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Moi, W-A. & Lian, O.L. *Introducing Mind Map in Comprehension*. Available at <http://www.IAN469.com/>. Accessed on April 14<sup>th</sup> 20112.

Murley. *Create Mind mapping*. 2007 [Online]. Available at <http://www.officialfengshuide.com/feng-shui/how-mind-mapping-can-aid-autors-in-creating-narratives>. Accessed on June 12<sup>th</sup> 2012.

Nuttal, Cristine. *Teaching Reading Skilla In A Foreign Language; New Edition*. Heinemann: Halley Courth, Jordan Hill, Oxford OX2 8EJ, 1996.

Shahab , Husein. *Latar Belakang Kesulitan Membaca Buku Teks Berbahasa Inggris Bagi Mahasiswa Bukan Jurusan Bahasa Inggris*. [Online]. Available at <http://www.angelfire.com/Journal/fsulimelight/baca.html>. accesed on April 13<sup>th</sup> 2012.

TanKersley, Karen. *Literacy Strategies for Grades 4-12, Reinforcing the Threads of Reading*. Alexandria, Virginia Utara: Association for Supervision and Curriculum Development, 2005.

Tarigan, henry Guntur. *Membaca Sebagai Suatu Keterampilan*. Bandung: Angkasa, 1979.

WestWood, Peter. *What Teachers Need To Know About Reading and Writing Difficulties*. Australia: ACER Press, 2008.

Wood, david. *How Children Think and Learn*. Oxford, UK: Brasil Black Ltd, 1988.

Depdiknas. *Kamus Besar Bahasa Indonesia*. Jakarta: Dirjen Pengembangan Bahasa, 2002.

Sugiyono. *Metode Penelitian Kuantitatif, kualitatif, dan R & D*. Bandung, 2006.

[http://www.designtaxi.com/article\\_id=100657](http://www.designtaxi.com/article_id=100657)

<http://www.respository.upi.edu>

<http://en.wikipedia.org/wiki/Observation>