

ABSTRACT

RAHMAH HASTUTI

The effects of intervention of mind map toward the ability of reading comprehension in the fifth grade elementary school. (Prof. Dr. Samsunuwijati Mar'at and Sri Tiatri, M.Si., Psi, Ph.d. Cand); Magister degree, Psychology Programme, University of Tarumanagara. 90 pages, R1 – R3.

The purpose of this study was to examine the effects of mind map on reading comprehension in the fifth grade elementary school. The text they are reading are becoming more complex. As readers, they will be asked to think through complex themes. They need strategies that they can use on their own as they read and guide them through the reading process. Mind map allow individuals to create meaningful learning, which is critical to the learning process especially in reading comprehension. Mind map is a note-taking, organizational technique, which allows individuals to organize facts and thoughts in a map format. This study evaluated unit test scores, pretest, intervention, posttest scores, and evaluated attitudes of students toward the intervention. Permission was obtained from the Yayasan Pembina Bhakti Karya Schools to conduct this study. Consent was received and each participant assigned to one of two groups (control and experiment). The sampling technique used is simple random sampling. Results of the study demonstrated no difference existed for students who used the mind map intervention when compared to the control groups. The result of test, $Z = -1,224$ and $p = 0,221 > 0,05$. The hypothesis is not accepted. So after that, mind map does not influence of reading comprehension in the fifth grade elementary school.