Abstract

The use of mind map in the learning activities somehow is very important. This study aims to define the students’ comprehension and conception toward the use of mind map to improve students’ ability in reading comprehension. Fifteen students from two different classes which implemented Mind Map in their class activities participated in this study. Semi-structured interviews were conducted to know deeper about their perception towards this Mind Map strategy. To analyze the findings, a descriptive qualitative method was used. Before asking about the mind map, some questions were also asked to understand the participants’ background knowledge in reading activities. The result shows that the students’ difficulties in reading are in defining new or unfamiliar vocabularies. The participants also explained their understanding about mind map which were as a visual way, an ideas connector, and a tool to simplify a text. Moreover, it was found that the way the mind map was implemented were quite various. Before the participants worked on the mind map, scanning and skimming strategies were used to help them understand the mapping. Some participants also considered Mind Map as useful, but some others think that it was not very effective.

Key words: students’ perception, reading comprehension, mind map