



# **ELTE** *Journal*



***(Journal of English Language Teaching & Education)***

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***(Journal of English Language Teaching & Education)***

ELTE Journal is published twice a year in the months of February and September. It presents articles on the English Language Teaching and Education. The contents cover analysis, studies, application of theories reports, and material development.

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ELTE Journal invites articles that have never been published before anywhere else. Manuscripts should be type-written, one and a half-spaced on quarto (A4) sized paper 9 - 20 pages in length; preferably on a standard floppy diskette with one hard copy. The article format should comply with the standard form of scientific writing. Articles will be reviewed by the Editors and/or Subject Reviewers. The Editors reserve the right to edit articles for format consistency without altering the substance.

## **Preface**

Welcome to the Journal of English Language Teaching and Education (ELTE Journal) Volume: 8 Number 2, September 2020. This journal presents some articles on the English Language Teaching and Education. This journal is intended to provide a platform both for established and early-career researchers. ELTE Journal provides a high profile medium for academics, professionals, educators, practitioners and students in the field to contribute and disseminate innovative works on language teaching and education. The contents include reports based on analysis, studies and application of theories from junior and senior high school teachers, lecturers and students of Graduate Program PGRI University of Palembang.

The journal is published twice a year and accepts research papers and forum articles from the field of English Language Teaching and Education. ELTE Journal invites original, previously unpublished, research and survey articles, on both practical and theoretical aspects of language learning and teaching as well as research. Research papers and forum articles are all subject to peer review before being accepted for publication.

In this September 2020 edition, the editors received 12 articles from teachers, lecturers and students not only from Graduate Program PGRI University of Palembang but also from other schools, and universities. Furthermore, in selecting the articles for this volume, the reviewers analyzed and selected them based on the requirements for journal writing publication.

Finally, the editors would like to thank several people and parties for their help, support and contribution. Any constructive comments, suggestions, criticisms and contributions for future editions are welcome.

**Editors**

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# THE INFLUENCE OF THE APPLICATION OF MIND MAPPING TECHNIQUE AND READING ATTITUDE TOWARDS THE FOURTH GRADE PUPILS' READING ABILITY OF ELEMENTARY PALM KIDS SCHOOL PALEMBANG

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## ***Abstract***

The research was concerned with the inquiry on the influence of mind mapping and reading attitude on the fourth-grade pupils' reading comprehension of Elementary School Palm Kids, Palembang. The problem of this study was to find out whether or not there was a significant effect of mind mapping on the fourth-grade pupils' reading comprehension of Elementary School Palm Kids, Palembang. Mind mapping is a visual communication tool that uses visual symbols to express ideas and concepts, to convey meaning. Data collection employed pretest and posttest for experimental and control classes. Data analysis was undertaken by using paired sample t-test, independent sample t-test, and Two-way ANOVA. Findings showed that there was a significant effect of mind mapping and reading attitude on the fourth-grade pupils' reading comprehension of Elementary School Palm Kids, Palembang. The conclusion suggests that the alternative hypothesis ( $H_a$ ) was accepted while the null hypothesis ( $H_0$ ) was rejected. It means that mind mapping was effective to improve pupils' reading comprehension.

**Keywords:** Mind mapping, conventional teaching strategy, reading attitude.