



# **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 ELTE Journal invites original, previously unpublished, research and survey articles, on both practical and theoretical aspects of language learning and teaching as well as research.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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**Published by:**  
**ENGLISH STUDY PROGRAM**  
**GRADUATE SCHOOL OF PGRI UNIVERSITY OF PALEMBANG**  
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## IMPROVING THE TENTH GRADE STUDENTS' READING SKILLS BY USING MIND MAPPING TECHNIQUE

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### ***Abstract***

This study was a classroom action research which concerned with the inquiry on how mind mapping technique could improve the reading skill of the tenth-grade students' of State Senior high School 1 of Ujanmas. This research was conducted into three cycles (cycles 1,2, and 3) and the preliminary stage was initiated before the study was conducted. Each cycle had four steps: plan, action, observation, and reflection. The subjects of the research were thirty-five tenth grade students. The technique for collecting qualitative data employed was an observation, to know the improvement of teaching and learning activities, whereas quantitative data were obtained through a reading test. The research result showed that (1) mind mapping technique could improve the students reading skill, (2) mind mapping technique could enhance students' motivation in the teaching and learning process, (3) mind mapping technique could increase students' attention to understand and students were encouraged in asking and answering a question. In conclusion, the tenth-grade students' reading skills could be improved by using the mind mapping technique.

*Keywords:* Technique, mind mapping, reading skill