

**THE ROLES OF MIND MAPPING AND DRAWING TECHNIQUES IN
ENHANCING STUDENTS' COMPREHENSION OF READING PASSAGES**



**INSTITUT PENGURUSAN PENYELIDIKAN
UNIVERSITI TEKNOLOGI MARA
40450 SHAH ALAM, SELANGOR
MALAYSIA**

PREPARED BY:

**NOOR LAILI MOHD YUSOF
ROFIZA ABOO BAKAR
RAIHANAH MOHAMED**

MAY 2010

Tarikh : 30 MAC 2010

No. Fail Projek :

Penolong Naib Canselor (Penyelidikan)
Institut Pengurusan Penyelidikan
Universiti Teknologi MARA 40450
Shah Alam

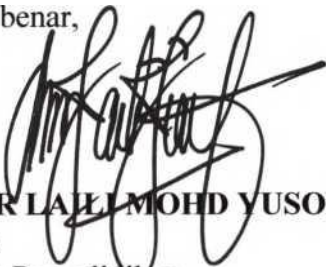
Ybhg. Prof.,

**LAPORAN AKHIR PENYELIDIKAN “THE ROLES OF MIND
MAPPING AND DRAWING TECHNIQUES IN ENHANCING
STUDENTS’ COMPREHENSION OF READING PASSAGES”**

Merujuk kepada perkara di atas, bersama-sama ini disertakan 4 (empat) naskah Laporan Akhir Penyelidikan bertajuk “The Roles of Mind Mapping and Drawings Techniques in Enhancing Students’ Comprehension of Reading Passages” oleh kumpulan penyelidik dari Akademi Pengajian Bahasa untuk makluman pihak puan.

Sekian, terima kasih.

Yang benar,



NOOR LAILI MOHD YUSOF
Ketua
Projek Penyelidikan

LIST OF CONTENT	PAGE
Acknowledgement	ii
List of Content	iii
List of Tables	v
List of Graphs	vi
List of Figures	vii
Abstract	viii
CHAPTER 1: PROBLEM STATEMENT AND BACKGROUND OF THE STUDY	
1.1 INTRODUCTION	1
1.2 PROBLEM STATEMENT	2
1.3 RATIONALE OF THE STUDY	3
1.4 STUDY HYPOTHESIS	3
1.5 LIMITATION OF THE STUDY	4
CHAPTER 2: LITERATURE REVIEW	
2.1 INTRODUCTION	5
2.2 MIND MAPPING TECHNIQUES	6
2.3 DRAWING TECHNIQUES	7
2.4 CONCLUSION	9
CHAPTER 3: METHODOLOGY	
3.1 INTRODUCTION	10
3.2 RESEARCH DESIGN	10
3.3 SAMPLE OF STUDY	11
3.4 INSTRUMENTATION	12
3.5 RESEARCH PROCEDURE	13
CHAPTER 4: DATA ANALYSIS	
4.1 INTRODUCTION	17
4.2 RESPONDENTS' BACKGROUND	17
4.3 HYPOTHESIS TESTING	20
4.4 CONCLUSION	22

CHAPTER 5: DISCUSSION AND CONCLUSION

5.1	INTRODUCTION	23
5.2	SUMMARY OF FINDINGS	23
5.3	RESEARCH IMPLICATIONS	25
5.4	RECOMMENDATIONS FOR FUTURE RESEARCH	26
5.5	CONCLUSION	27

References

Appendices

ABSTRACT

The objective of the study is to evaluate the effectiveness of mind mapping and drawing techniques in improving students' comprehension of reading passages. A theoretical framework is presented in which mind maps and drawings are deemed useful for students learning English. Within the background of this theoretical framework, an empirical study is presented in which Semester Three Diploma students in a university received English reading texts in various topics. The subjects were divided into two groups: the control and experimental group. Both of the groups had to sit for a pre-test on a reading comprehension text entitled "Spare the Rod". Marks from both groups were taken and analysed to see whether there was any significant difference in their comprehension level. After the pre-test, the experimental group was exposed to making notes in mind maps and drawings, and was asked to summarise the important points of reading comprehension texts in both techniques. Students in the control group, though, were not to choose their own preferred styles of summarizing the key points of reading comprehension texts. By means of a post test, it was found that there was a significant difference between the two groups. The comparison indicated that the experimental group scored significantly higher than the control group. The possible reasons for this result are discussed.