ABSTRACT

THE IMPLEMENTATION OF I-THINK MAPPING
IN STUDENTS' READING COMPREHENSION

By

Aqila Oktavia Indriyani

Reading comprehension is a fundamental skill in English language learning, but many students struggle due to ineffective teaching methods. This quantitative research examines the implementation of I-Think mapping in students' reading comprehension. This study employed a one-group pretest-posttest design to examine the impact of I-Think mapping, a visual learning strategy, on students' reading comprehension. The research involved thirty ninth-grade students from SMP 3 Al Azhar Bandar Lampung. The students participated in a pre-test, three treatment sessions, and a post-test. The data were analyzed using the Wilcoxon T Test to evaluate improvements of reading comprehension. The findings show significant improvement, with the mean score increased from 57.88 to 63.01 and a normalized gain of 0.207. The results indicate that I-Think mapping improves students' reading comprehension and critical thinking skills, particularly in understanding descriptive texts.