

## ABSTRACT

**Kusumah, Ririn Teja** (2024): Students' Experiences in Transferring Their Understanding to be Mind Maps in Pre-Reading activity.

The purpose of this study is to investigate students' experiences in transferring their reading comprehension into mind maps during pre-reading activities. To understand how students use mind maps as a pre-reading strategy in learning and to provide insight into the effectiveness of mind maps in improving reading comprehension, ultimately contributing to the development of more effective learning methods in the future.

This research used a qualitative approach with a case study method. The participants involved were fourth semester students at the English education department (EED) who took the TESOL Methodology class. The data collection technique was done through two ways, namely questionnaires and interviews.

The research indicated that the use of mind maps in pre-reading in Tesol Methodology class had a positive impact on students' learning experience. Mind maps effectively improve comprehension, confidence, and critical thinking skills, even though students face emotional, practical, and intellectual challenges. With strategies such as discussion, revision, and regular practice, students managed to overcome these challenges, thus improving the quality of their learning in the Tesol Methodology class.

**Keywords:** *Students' Experiences, Tesol Methodology Class, Mind Maps.*

