

**EXPLORING THE ROLE OF CONCEPT MAPPING IN SUPPORTING
NOVEL COMPREHENSION: A STUDY OF ELESP BATCH 2023**

***SARJANA'S* THESIS**

ABDURRAHMAN

REG. NUMBER: 2110117210047



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2025

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NOVEL COMPREHENSION: A STUDY OF ELESP BATCH 2023**

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**Presented to Faculty of Teacher Training and Education as Partial
Fulfilment of the Requirements for Completing the *Sarjana*
Pendidikan Program in English Language Education Study Program**

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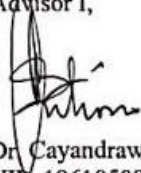
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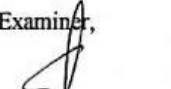
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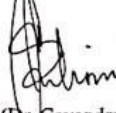
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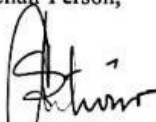
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ABSTRACT

Abdurrahman. 2025. *Exploring the Role of Concept Mapping in Supporting Novel Comprehension: A Study of ELESP Batch 2023*. SARJANA'S THESIS, English Language Education Study Program, Faculty of Teachers' Training and Education, Lambung Mangkurat University, Banjarmasin. first advisor: Dr. Cayandrawati Sutiono, M.A.; second advisor: Dr. Rina Listia, M.Pd.

Keywords: Concept Mapping, Novel Comprehension, Extensive Reading

Understanding novels in English as a Foreign Language (EFL) contexts presents significant challenges for students, particularly in Extensive Reading (ER) classes. Abstract themes, complex character relationships, and non-linear plots often hinder students' comprehension of long-form literary texts. Concept mapping, as a visual learning strategy, offers a potential solution by helping students organize ideas, clarify relationships, and build meaningful interpretations of literary narratives.

This qualitative descriptive study was conducted with students from the English Language Education Study Program (ELESP) Batch 2023 at Lambung Mangkurat University. Data were collected through classroom observations, documentation of students' concept maps, and semi-structured interviews. Participants were purposefully selected to represent different academic performance levels, providing a range of insights into the application of concept mapping in novel comprehension.

The findings indicate that concept mapping supports students in structuring their understanding of novels by helping them identify central themes, develop subtopics, and visualize character relationships, plot structures, and thematic connections. It fostered critical thinking, cognitive engagement, and deeper textual analysis. High-performing and low-performing students alike reported benefits, including increased clarity, better retention of complex ideas, and greater confidence in interpreting literary elements. However, initial difficulties in using the technique and limited training time were noted as common challenges that affected early implementation.

In light of these results, it is recommended that educators integrate concept mapping into ER classes with consistent scaffolding and explicit instruction. Using digital tools can enhance creativity and accessibility, especially for students with varying levels of proficiency. The study suggests that concept mapping not only improves comprehension but also nurtures a more interactive, student-centered learning environment in EFL literature instruction.

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The researcher acknowledges that this study, despite earnest efforts, remains open to enhancement and refinement. Constructive feedback and scholarly critique are therefore welcomed as catalysts for improvement. It is the researcher's sincere hope that this work, with its findings and insights, may contribute meaningfully to the advancement of educational practices, particularly in the domain of English language pedagogy and novel comprehension through concept mapping strategies.

Banjarmasin, 22 June 2025



The researcher,

Abdurrahman

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