The Effectiveness Of Using Mind Mapping To Students' English Reading Comprehension Achievement Of Analytical Exposition Text At MAS YP. Haji Datuk Abdullah In Academic Year 2021-2022

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	ABSTRACT
	The objective of the research was to find out whether there is any significant effect of using mind mapping technique on students' achievement in reading comprehension. The type of research was quantitative research and it was conducted by using experimental design with two classes, in experimental class consisted to 30 students and control class consisted to 30 students. In technique of collecting data, the researcher conducted pre-test, treatment and post-test by giving reading comprehension test which consist of 10 multiple choice items for each test. The result of this research show that there was a significant effect of using partner reading strategy. It can be seen from the difference between student's mean score of pre-test and post-test in experimental class which improve from 48 to 73. The mean score of post-test control class was 52 while, the mean post-test in experimental class was 73 was higher than control class. It means, mind mapping technique can be applied to improve students' reading comprehension.
Kata Kunci	*Mind Mapping Technique, Reading Comprehension, Analytical Exposition Text*

PENDAHULUAN

English is an international language that has been used all over the world in recent years. Language has an crucial function in human life due to the fact it is far the primary verbal exchange device in terms of expressing thoughts, emotions, and to get information. English in Indonesia has a completely essential characteristic because a side from being an worldwide communication tool, English is likewise a way of growing knowledge. English is taught and studied as a pressing problem within the curriculum on the schooling degree in Indonesia. From the lowest stage to the highest stage, the use of English is unavoidable.

The Ministry of National Education in Kepmendiknas No. 22 of 2006 quoted by Wells: English is a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture by using the language. Therefore, English subjects are directed to develop these skills so that graduates are able to communicate and discourse in English at a certain literacy

level. English has four language skills, they are: listening, speaking, reading and writing. Among these four skills, reading is one language abilties that should be mastered by using students because there are many supplemented books written in English.The purpose of teaching reading is for students a good way to read texts efficiently, efficaciously and allow them to interpret what they read, and also to achieve data or upload perception and current expertise, or to criticize an idea or the author's writing style. In studying text, students regularly locate some hard words which they do no longer know the meaning. So that they discover it difficult to advantage expertise and issue describing thoughts or can not give conclusions from the English texts they read for this reason, before they translate phrases or sentences in a reading text, they have to be able to understand the that means written within the textual content first. The improvement of the times and technological advances have a high quality impact on enhancing education within the teaching and studying system, so that the coaching device is always converting to be whole, specifically in regards to the way they educate.

According to Dalman (2013: 5), "Reading was the heart of education. In this case, people who often read, the education will advance and he will have a broad insight". Reading is an activity in which the reader has to obtain both explicit and implicit information from the text (Kim and Piper, 2019). Reading is the process of thinking to build meaning (Yu-hui, Li-Rong, and Yue; 2010). Grabe and Stoller (2002), "Reading is an ability to draw meaning from the printed page and interpreted the information appropriately".

Reading becomes very important in the educational field because students can get more information widely and it can increase their knowledge without going anywhere. It means that reading can involve the reader, the written material, and the interaction between the reader and that written material.The difficulties in comprehending English reading text should be known and solved by the students' and the teacher because comprehending reading text is an important skill and as an achievement indicator in reading that should be achieved by the students. If the students find difficulties in comprehending the text, it affected their study.

The problem of reading comprehension is also faced by students' at MAS. YP Haji Datuk Abdullah. Nowadays, for most students, reading is a difficult subject to learn, because they need more skills to understand the text, to get ideas from the text, to know new words in the meaning of the text. That's why many students are able to read, but sometimes still have difficulty understanding the contents of the reading. There were several problems found, such as: First, the students did not understand the English text well. Second,

tudents do not have sufficient knowledge of vocabulary. Another problem in reading is that some students do not pronounce words well in reading. Based on these problems, it is difficult for students to understand the text of reading material according to the level and interest of certain students.

At the senior high school level, the students are expected to master some types of text like narrative text, description text, report text, exposition text, explanation text, discussion text, procedure text, review text, spoof, anecdote, news item, and recount text. But here the researcher will be use the analytical exposition text as the teaching material for students. Analytical Exposition is a type of text in English that is used to explain the author's view on an issue. In other words, this text is an argumentative text. This type of text is very popular among academics and can be found in scientific books, journals, magazines, newspaper articles, academic speeches, and so on. The purpose of this text is only to make the reader or listener aware of an issue raised by the author or speaker. Analytical Exposition has its own generic structure. In this text there are three important parts that must be owned, namely: Thesis, Arguments and Conclusion.

Therefore, the researcher believes that it is important to do research based on this topic with the assumption that every students may have different difficulties in comprehending English reading text. By knowing students' difficulties, it helps teachers to find appropriate teaching techniques to help students improve their reading achievement. In order to improve the students' ability in learning reading, the researcher tried to find interesting and effective way for the students and teachers so that they can do their reading activity well. One of techniques which are available is the mind mapping technique. According to Buzan (2005:5), "Mind mapping is a technique used with the aim of developing thinking activities for each individual which initially only leadsto one direction, then develops into various directions, and is able to accept various idea from various of view. Mind mapping itself developed a branched and more creative thinking concept. By using this technique, the students were able to communicate information because it can be clarify complex concepts into simple, meaningful display so that the students develop holistic understanding of the content to be learned".

So, based on the background above, the researcher is interested to carrying out a research study on reading comprehension under the tittle: "*The Effectiveness Of Using Mind Mapping To Students' English Reading Comprehension Achievement Of Analytical Exposition Text At MAS. YP H. Datuk Abdullah*".

METODE PENELITIAN

In this research, the researcher used quantitative through experimental design. According to Sugiyono (2013:148), "Quantitative research method is a method to test certain theories by testing the relationship between variables. These variables are measure so that data consisting of numerical figures can be analyze based on statistical procedures". Therefore, this research used experimental research, because researcher want to know the effect of applying mind mapping techniques on students' reading comprehension.

Researcher took two groups as samples of this research, namely the experimental class using mind mapping techniques and the control class without using mind mapping technique. Before doing treatment, both group given pretest in order to know their ability in reading comprehension. Then researcher gave treatment by using mind mapping technique for the experimental class, while the control class does not. At the end, both group gave a post test. In this research, the pretest and posttest would compare to determined the effect of using the mind mapping technique on students' achievement in reading comprehension.

Table 1. Design of the Research

Group	Pre-test	Treatment	Post-test
Experimental	√	Using Mind Mapping Techniques	√
Control	√	Without Using Mind Mapping Techniques	√

HASIL DAN PEMBAHASAN

In this chapter that in collecting the data, the researcher used the instrument, it was the multiple choice test. The highest total score is 100. The test namely pre-test and post-test were conducted to both experimental class and control class.

The research was held to answer the question whether using mind mapping is effective for improving students' reading comprehension achievement in identify the supporting details of the analytical exposition text at MAS YP. Haji Datuk Abdullah. In order to provide the answer for the question above, the Alternative Hypothesis (H_a) and Null Hypothesis (H_0) were proposed as follows:

1. H_a : Mind mapping is effective for improving students' reading comprehension achievement in identify the supporting details of the analytical exposition text.
2. H_0 : Mind mapping is not effective for improving students' reading comprehension achievement in identify the supporting details of the analytical exposition text.

To prove the hypothesis, the obtained data from experimental class and control class were calculated by using t-test formula with assumption as follows:

1. If $t_{observed}$ more bigger than t_{table} on significance level of 0,05%, it means: "There is a significant effect of using mind mapping techniques on student achievement in reading comprehension", H_a is accepted and H_o is rejected.
2. If $t_{observed}$ more less than t_{table} at a significance level of 0,05%, it means: "There is no significant effect of using mind mapping techniques on student achievement in reading comprehension", H_a is rejected and H_o is accepted.

Based on the data analyzed above, research result was as follow: the result of computing the t-test shows that $t_{observed}$ is higher than t_{table} of the level of 0,05 with 58. $T_{observed}$ was the result of calculating t-test formula, where as t_{table} was that taken from the table. $T_{observed} > t_{table}$. $T_{observed}$ with 4,93 was higher than t_{table} with 1,67.

From the result of the t-test above, it could be concluded that the H_a was accepted. It means that Mind Mapping technique had significant effect on students' reading achievement in XI grade students of MAS YP. Haji Datuk Abdullah. In other word, with the Mind Mapping technique in students' achievement in reading comprehension is better than conventional teaching technique.

KESIMPULAN

This research was conducted by using quantitative through experimental design which is aimed to find out whether mind mapping is effective to improve students' reading comprehension achievement. Researcher took two groups as a sample of this research, namely the experimental class using mind mapping technique and the control class without using mind mapping technique. Before doing treatment, both group given pretest in order to know their ability in reading comprehension. Then researcher gave treatment by using mind mapping technique for the experimental class, while the control class does not. At the end, both group gave a post test.

Based on the result of the analysis, the researcher got the concluded that of reading comprehension by using mind mapping technique in post-test of

experimental class showed that highest score was 100 and pre-test of experimental class lowers score was 30. It concluded that using mind mapping technique is effective to enhance to learners reading skill, using mind mapping technique has a great and positives influence in teaching reading. The students who are taught by using mind mapping technique have higher score than the students taught without mind mapping technique, so it shows that the value of t-observed is higher than the value of t-table or 4,93 > 1,67.

It was seen from the difference between the experimental and control class from the result of the post-test where the mean of the experimental class (X) is 24,33 meanwhile, the mean of the control class (Y) is 20,33 that hypothesis (Ha) of the research was accepted. It means there is significant effect of using mind mapping technique in reading comprehension.

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