

THE EFFECT OF USING MIND MAPPING ON THE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION**Ainun Farisah¹, Susi Masniari Nasution²**^{1,2}Pendidikan Bahasa Inggris, Universitas Asahanemail: ainunfarisah@gmail.com**Abstract**

This study aimed to increase the students' achievement in reading comprehension announcement text by using mind mapping technique at the tenth grade of SMK N 1 Setia Janji. This study uses quantitative method to collect the data. The result of this study shows that mind mapping technique can give the positive impact to students to increase students' achievement in reading comprehension announcement text. Based on the result above, it shows that the Mind Mapping Technique significantly effects on students achievement in reading comprehension announcement text at the tenth grade of SMK N 1 Setia Janji. The study's findings support the Mind Mapping Technique's effectiveness improve the students' achievement in reading comprehension announcement text. This study is concluded that the Mind Mapping Technique can make teaching and learning process exciting more than it based on the data analysis. The learning process will be enjoyable for the students and students do not feel bored. Students become interactive and enthusiastic more as a result of this technique. Reading is one of four skills of language acquisition which students must master in learning English. In learning reading, students should comprehend what students read so there doesn't misunderstand that reading cannot become effectively without reading comprehension

Keywords: *Mind mapping, students achievement of reading comprehension, announcement text*

INTRODUCTION

Reading is one of four skills of language acquisition which students must master in learning English. In learning reading, students should comprehend what students read so there doesn't misunderstand that reading cannot become effectively without reading comprehension.

These are some studies that focus on many difficulties in understanding reading comprehension that are mentioned by Daulay et al, (2021:61), that stated two factors internal and external are to blame for the low percentage of students who can grasp reading comprehension. The internal aspects include students' motivation, interest, and attitude to study, word recognition, comprehension, health, attitude, and level of proficiency with other language components including vocabulary, pronunciation, reading, listening, and others. Parental motivation, the physical surroundings, the media, and teaching methods are examples of external factors. Daulay et al, (2021:61), added that Students are less

interested in learning activities because the teacher is still not using engaging models and learning media attention and involving students directly in the learning activities.

Syahidah (2019:2) stated that the reading comprehension of the students was remained inadequate, especially for those from lower socioeconomic classes, and they found it challenging to identify the general written text structures, factual information, inferences, references, and vocabulary in the writing context. They were unable to achieve the required grade for the previous semester.

There is theory that can help students in learning reading comprehension. Mind mapping is a technique that can help students overcome difficulties in reading comprehension, especially in tenth grade students at SMK N 1 Setia Janji. By using the mind mapping technique, students' achievement in reading comprehension announcement text can improve better.

METHOD

Research Design

Quantitative research is a structure research and quantify the data to be generalizable. The true experiment is used in this study's experimental design. True experimental is a real experiment, according to Sugiyono (2012: 112), with this design, this study can control all external variables that influence studies. The essential feature of this experimental true is that both the experimental sample and the control group were randomly selected from a certain population. Thus, the feature is the presence of a group control, and samples were chosen at random. Arikunto, (2010:210), states that "If the subject is huge or more than 100 people, can take 10-15% or 20-25% or more. If the subject is less than 100 people, should be taken jointly so in this study.

According to Kurniawan Agung, W (2016:13), quantitative research is a structure research and quantify the data to be generalizable. The true experiment is used in this study's experimental design. True experimental is a real experiment with this design, this study can control all external variables that influence studies. The essential feature of this experimental true is that both the experimental sample and the control group were randomly selected from a certain population. Thus, the feature is the presence of a group control, and samples were chosen at random.

Sugiyono (2012:112), claims that in genuine experiment true experimental designs come in two different flavors: pre-test and post-test of control group design and post-test is only control design. Control design is also employed the post-test in this case by this study. The data of the pre-test and post-test utilize to determine if or not mind mapping is more efficient than the expository technique in developing the students' reading comprehension achievement. The data of the pre-test and post-test utilize to determine if or not mind mapping is more efficient than the expository technique in developing the students' reading comprehension achievement. There two variables in the experiment investigation that will be changed by this study namely:

The procedure of experimental in control and experimental group.

Groups	Types	Variables
Experimental Group	Independent	X
Control Group	Dependent	Y

Source: Sugiyono (2019)

Where:

X: Independent variables as elements that influence, result in, or come from dependent variables (tied). The facilities and word of mouth serve as the study's independent variables. In the case of the study is the reading comprehension of students in the tenth grade at SMK N 1 Setia Janji during the academic year 2022/2023.

Y: It is frequently referred to as a variable dependent in Indonesian. The variable that is impacted by or affected as a result of the independent variable is known as the dependent variable. Repurchase Intention serves as the study's dependent variable. In the case of study is the dependent variable which will use to assess students reading comprehension in the tenth grade at SMK N 2 Kisaran in the academic year 2022/2023.

Population

Sugiyono (2018:130), asserted that population is a territory in general make up of things and individuals with certain qualities that have been chosen to investigate so that can be drawn conclusions about it. In this study, the population consists of students in all classes of the tenth majoring in RPL at SMK N 1 Setia Janji and all classes of the tenth majoring in RPL at SMK N 2 Kisaran for the 2022/2023 academic year.

Classes of Tenth RPL at SMK N 1 Setia Janji for the 2022/2023 academic year

No	Classes	Number of Students
1	X RPL 1	30
2	X RPL 2	30
3	X RPL 3	30
4	X RPL 4	30
Total		120

Source : SMK N 1 Setia Janji

Classes of Tenth RPL at SMK N 2 Kisaran for the 2022/2023 academic year

No	Classes	Number of Students
1	X RPL 1	30
2	X RPL 2	30
3	X RPL 3	30
4	X RPL 4	30
Total		120

Source : SMK N 2 Kisaran

Sample

Sugiyono, (2001:57) in Khairunas, R (2019:39), states that sample is part of the population. The population is for example the population in a certain area, the number of employees in a certain organization, the number of teachers and students in a certain school and so on. Consequently, samples take from the general population sample can use to represent the complete representative. Sugiyono (2012:112), claims that the true experimental design uses random sampling which takes from a certain population because it can control all external variables that affect experiments. So that, this study uses true experimental sampling because the population only is taken by one major or a kind of of a group in a population and this study uses the random sampling.

Arikunto, (2010:210), states that "If the subject is huge or more than 100 people, can take 10-15% or 20-25% or more. If the subject is less than 100 people, should be taken jointly so in this study. The selection of subjects from each location is decided in balance with the number of subjects in each region due to the number of subjects investigated and the fact that each region is different in order to get a representative sample. The 30 students out of 120 make up a total of 25%. According to Gay (Alwi, 2012), at least 10% of the population is needed for descriptive method research, at least 20% for relatively small populations, and at least 30 respondents are needed for correlation method research. A sample of 30 respondents was needed for each group to be compared for experimental study. Borg and Gall later added their own proposal Alwi (2012), states that a sample of 15–30 responders per group is required for experimental and comparative research, specifically.

The value distribution will be more resemble the normal distribution. Because, the population between control group and experiment group are equivalent so that an experimental class can be employed with 120 population that divided into 25% and the result are 30 students. In order to serve as a comparison school or control class, another school is required. SMK N 2 Kisaran will be selected in consideration of some parallels between the school and the following student learning outcomes, which is school The majors are both completed in grade ten, and the school's amenities, including computer lab, infocuses, and academic centers, are similarly adequate. especially the level of reading and understanding the announcement text in English is low so that it cannot pass the minimum mark or KKM.

Sample of The study

Schools	Populations	Percentages	Samples	Variables
SMK N 1 Setia Janji	120	25%	30	Experiment
SMK N 2 Kisaran	120	25%	30	Control

Instrument of Collecting Data

The research instrument, according to Sugiyono (2013: 243), is a device used to measure observed natural and social phenomena. Observation, interviews, and test were used as research tools in this study.

1. Observation

An observation is a remark taken while observing students participating in literacy-related tasks Frank, (2010). In this instance, the researcher will gather data by observing student activity throughout the study.

2. Interview

One of the often utilized methods in qualitative research to gather data is the interview. As stated by Stainback in Sugiyono (2012:232), interviews give the researcher a way to learn more about how the participant interprets a phenomenon or circumstance than can be learned from simple observation. Interviews allowed the researcher to gather data in-depth and naturally.

3. Test

Multiple-choice tests will use in this study as a tool of this study. the test is very helpful. This test uses to see how far students understand what they read. This test contains 20 items and carry out twice, the two tests carry out before and after the implementation. The purpose of the pre-test find out the students' basic ability in reading comprehension, and the purpose of the post-test is to see whether the mind mapping technique or not can have an impact on their reading comprehension ability.

3.1. Test Validity

A measurement of a test's validity reveal the degree of validity Arikunto, (2010: 211). If a test can use to measure the desired outcomes, it may consider legitimate. The study employs content validity to determine the test's validity. According to Purwanto (1986:177), claims that a test can say to have a test which content validity if its scope and content are appropriate for the lessons, it is meant.

3.2. Reliability Test

An instrument can trust to utilize as a tool to collect data, according to Arikunto (2010:221). If the tools are decent. The data will trust if the instruments are reliable. According to Ary, Jacobs, Sorensen, and Razavieh (2010: 236), dependability is a method for gauging how consistently something was measured..

FINDING AND DISCUSSION

It can be seen that the students' scores in the post-test is higher than the students' score in pre-test. It means that students in reading comprehension announcement text by using Mind Mapping Technique which is effective. Meanwhile, the mean of differences score between pre-test and post- test

experimental group is 725. It means that the Mind Mapping Technique is effect on students achievement in reading comprehension announcement text.

The result can be seen that the students' scores in the post-test is higher than the students' score in pre-test. It means that students in reading comprehension announcement text by using Mind Mapping Technique which is effective. Meanwhile, the mean of differences score between pre-test and post-test experimental group is 725. It means that the Mind Mapping Technique is effect on students' achievement in reading comprehension announcement text. The result can be seen that the students' scores in the post test is higher than pre-test but there is no significant effect to the students' scores. Meanwhile, the mean of differences score between pre-test and post-test in control group is 320.

After doing this study, the data can be calculated that the score of experimental group is higher than control group, so the students have an ability to reading comprehension announcement text with knowing standard announcement format (language feature) is great. It is means that Mind Mapping Technique is effective to students' achievement in reading comprehension announcement text. There are several affected the successful of students as following below:

1. The Students' motivation to study is high
2. The students become more to school
3. The students are more interactive in the class
4. The students want to study again at home.
5. The students more focused in the class
6. The students give attention and listen to the advice from the teacher.

CONCLUSSION

The study's findings support the The Effect of Mind Mapping on the students' achievement in reading comprehension announcement text. This study is concluded that the Mind Mapping Technique can make teaching and learning process exciting more that it based on the data analysis.

The learning process will be enjoyable for the students and students do not feel bored. Students become interactive and enthusiastic more as a result of this technique. This study uses quantitative research methods, including the total sample approach for sampling such as pre-test and post-test for data collecting which students had been given the multiple choices test. In their achievement on their task papers, it shows that the students feel enjoyable when they reading the text in this case announcement text and this technique can provide encouragement in the teaching and learning process.

Based on the result of the previous chapter's data analysis, it shows that Ha is approved and Ho is refused which suggest that the Mind Mapping Technique significantly effects on students achievement in reading comprehension announcement text at the tenth grade students of SMK N 1 Setia Janji. The study's findings support the Mind Mapping Technique's effectiveness

Vol. I No. 2, Juli 2023, hlm. 157-163

Available online <http://jurnal.una.ac.id/index.php/jeeli/index>

improve the students achievement in reading comprehension announcement text. This study is concluded that the Mind Mapping Technique can make teaching and learning process exciting more that it based on the data analysis. The learning process will be enjoyable for the students and students do not feel bored. Students become interactive and enthusiastic more as a result of this technique.

REFERENCES

- Cahyani, (2012). Improving Students' Reasing Comprehension through Maind Mapping at Seventh Year Students of SMP N 3 Colomandu in Academic Year 2011/201. (A Thesis, University of Sebelas Maret, 2012).
- Damarsanti. (2018). The Effect Of Using Porepe Method On The Tenth Grade Students' Reading Comprehension Achievement At Announcemnt Text Of SMK 1 Arjasa. Thesis, 105.
- Daulay, et al. (2021). The Effect of Using Learning Star with A Question Model On Students' Comprehension In Reading Announcement Text To The Eight Grade. Journal, 4, 72.
- Hidayati, D. (2018). Students's Difficulties in Reading Comprehension at the First Grade of SMAN 1 Darussalam Aceh Besar. Thesis, 4(1), 42.