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The Effect Of Using Mind Mapping In Student's Reading Comprehension At The Eighth Grade Of Mts Nurul Huda Koto-Baru

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Abstrak

Bahasa inggris adalah salah satu bahasa yang sangat penting untuk di pelajari. Dalam kurikulum sekolah di Indonesia, kemampuan siswa dalam berbahasa inggris merupakan salah satu keterampilan yang harus dikembangkan, karena dapat menjadi media pengantar dalam mencari ilmu secara global. Membaca merupakan salah satu dari empat keterampilan dasar dalam bahasa inggris yg harus dikuasai siswa dan memiliki peran penting di sekolah. Karena banyak ilmu yg di dapat dari membaca dan semakin banyak yg kamu membaca semakin banyak yg bisa kamu pelajari. Tidak hanya membaca tetapi membaca pemahaman. Bagi siswa belajar tentang pemahaman membaca adalah sebuah tantangan. Seperti yg terjadi di MTs Nurul Huda Koto-baru, ditemukan kondisi siswa kelas VIII MTs Nurul Huda dalam pembelajaran pemahaman membaca adalah siswa masih kekurangan kosa kata dalam bahasa inggris, sehingga mempersulit mereka untuk memahami makna dari teks. Siswa menjadi sulit untuk menemukan informasi dalam teks, dan kurang tetarik untuk belajar bahasa inggris. Penulis memutuskan memilih pemetaan pikiran untuk membantu siswa dalam pemahaman membaca. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan mind mapping terhadap pemahaman membaca siswa kelas VIII MTs Nurul Huda Koto baru. Penelitian ini merupakan penelitian kuantitatif, dengan menggunakan metode quasi-experimental design. Rata-rata nilai post-test kelas eksperimen dan kelas control siswa kelas VIII MTs Nurul Huda Koto baru adalah 81,41 dan 71,71, berbeda 9,7 poin. Dapat disimpulkan bahwa nilai rata-rata post-test kedua kelas, kelas eksperimen lebih tinngi dari pada kelas control. Hasil pengujian hipotesis didapatkan t-test sebesar 2,946, dan t-table sebesar 2,045, pada taraf signifikansi = 0,05. Itu menunjukan bahwa t-test > t-table. Artinya Ho ditolak dan Ha diterima, yg artinya " ada pengaruh signifikansi mind mapping terhadap pemahamn membaca siswa kelas VIII MTs Nurul Huda Koto-baru".

Kata kunci : *Membaca, Pemahaman Membaca, Pemetaan Pikiran*

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Abstract

English is one of the important language to learn. In Indonesian school curriculum, student's ability in English is one of the skill that must be develop, because it can be as an introductory medium in seeking knowledge globally. Reading is one of four basic skills in English language, that must be mastered by students, and have important role in school. Because a lot of Knowledge is gained from reading and the more you read the more you can learn. not just reading but reading comprehension. For students, learn about Reading comprehension is a challenge. As happened at the MTs Nurul Huda Koto baru, it was found the condition at Eighth grade students of MTs Nurul Huda in learning reading comprehension is the students still lack of Vocabulary, because of it, makes difficult for them to understand the meaning of the text. Students get difficult to find information in the text, and less interested in learning English. The writer decide choose mind mapping to help students in reading comprehension. This research aims to determine the effect of using mind mapping in student's reading comprehension at the eighth grade of MTs Nurul Huda Koto-baru. this study is a quantitative, using a quasi-experimental design method. The average of post-test score of experimental class and control class of students at the eighth grade of MTs Nurul Huda Koto-baru are 81.41 and 71.71, it differs 9,7 points. It can be concluded the mean score of post-test the both classes, experimental class was higher than control class. The result of the hypothesis found t-test was 2.946, and t-table was 2.045, at the level of significance = 0.05. it showed that t-test > t-table. It means that Ho was rejected and Ha is accepted, which saying " there was significance effect of Mind Mapping in student's reading comprehension at the eighth grade of MTs Nurul Huda Koto-baru".

Keywords : *Reading, Mind Mapping, Reading Comprehension*

INTRODUCTION

English is a foreign language in Indonesia. which is starting to be recognize and have use by many peoples in Indonesia, especially in this modern era, and has many connections with different aspects of life, such as education. In Indonesian school curriculum, student's ability to communication in English is one of the skill that must be develop, because it can be as an introductory medium in seeking knowledge globally. English is one of the languages which is taught in school in Indonesia and use as a subject that exists with inside the countrywide exam for school. In line with Mattarima & Hamdan, (2011) cited in Oktavia et al., (2021) explained that in Indonesian educational system, English is one of the compulsory subjects instructed at school. Students learn English for the first time formally when they are in their middle school and continues to study up to the university as a foreign language.

In learning English language at school, students must recognize four basic skill in English language, four basic language skills are listening, reading, speaking, and writing have employed in language teaching for long time. Reading is one of four basic skills in

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english language, that must be mastered by students, because Reading is a process where students get information, knowledge and help students understand about text in English and still many benefits for students. Reading is not just reading aloud, but also understanding the topic and the ideas. According to (Nunan et al., 2003)state that reading is a fluent process in which readers unify information from the text with their background knowledge to construct meaning. It means they have to integrate knowledge with information from the text. When they capture from reading to construct meaning. Not just reading in fluent but reading comprehension, reading to comprehend the text's contents, In line (Pang et al, 2003) comprehension is the process of driving meaning from related text. It includes knowledge of words (vocabulary) and thinking reasoning. Understanding is therefore an active process, not a passive one. Reader actively read and construct meaning. This active involvement includes the use of prior knowledge. Drawing conclusion from the words and phrases that the author uses to convey information, ideas, and points of view. Readers who understand everything they have read well can use it to learn new things, solve problems, or draw conclusion.

For students, learn about Reading comprehension is a challenge, Students often find it difficult because of several factors, one of them is students' lack of knowledge about vocabulary. And then Sometimes teachers teach reading comprehension only by reading text and translating text, so students feel bored and uninterested in reading comprehension. The other factors may be from the media or the method applied during the teaching learning process. So to increase reading skill, it must really start with the important element in class that is the teacher , in line with (Rohim, 2009) state that, it is very important to understand that the true aim of our teaching reading process is to improve the foundation of our students in reading skill, it means the teacher is an important element in reading class to makes the goal of teaching reading itself successful. Good teaching enables students to learn to read, and the teacher should be able to make students not only able to read but also make students understand about the text what they read.

Based on the observation in MTs Nurul Huda Koto baru, it was found some problem at Eighth grade students of MTs Nurul Huda in learning reading comprehension is the students still lack of Vocabulary, because of it, makes difficult for them to understand the meaning of the text. Students are only able to read the text but do not understand what they read. Students get difficult to find information in the text, because they often get confused, students sometimes know the meaning of the words, but they get difficult to comprehend the meaning of the paragraph as a whole. from the difficulties they have faced in reading comprehension. it makes them less interested in learning English, especially in

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Reading comprehension. After finding out what are the obstacles or problem of students in reading comprehension. This research is here to tries to provide solution to eighth grade students of MTs Nurul Huda Koto baru, which better and more interested. The writer decide choose one of the techniques is mind mapping. The writer though that Mind Mapping is the best way for student's reading comprehension.

Mind mapping is one technique that can be applied in the learning process to improve student's reading comprehension. Mind mapping is the easiest way to get information and to take out information from brain. Mind mapping is creative and effective tools for taking notes, the literally " Map" your thoughts (Buzan, 2006). The other explained from (Buzan, 2018) Mind mapping is Involved both sides of the brain, namely the left brain and the right brain, and has multifunction which can be applied to memories, creativity, and learning. Mind mapping takes one main theme and outlines creatively connecting it between one idea and another one by exploring radiant thinking (a way of thinking that spreads from one idea to another), non-linier, colour, picture and word). Mind mapping can be good way for reading comprehension because there are things to support that makes mind mapping become a best way to reading comprehension. This has been proven by the (Chairani, 2015), says by using mind mapping can help students understand and remember of the text easily. According to (Saori, 2020), says that using mind mapping has positive impact on reading comprehension, helps students in thinking skill, establishing, analyzing, focusing and creativity.

Based on the background above, the researcher decided to conduct research on reading comprehension by the title " The Effect Of Using Mind Mapping on Student's Reading Comprehension at the Eighth Grade students of MTs Nurul Huda Koto Baru In The Academic Year 2022/2023"

RESEARCH METHOD

This research design by using experimental research in form of quantitative Data. According to (Sugiyono, 2019) An experimental research is a quantitative research method that uses, experiments (outcomes) to determine the effect of and independent variable (treatment) on the dependent variable. Experimental research employ control group. Researchers used a quasi-experimental research design because it was chosen to determine the effect of using Mind mapping on reading comprehension of eighth grade students MTs Nurul Huda Koto-baru. Which involves two classes, the class that is treated using mind mapping as experimental class and that is not treated as control class. Therefore, the researcher decide to use a quasi-experimental design, which uses a none- equivalent control group design model.

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	O1	X	O2
	O3		O4

Table Nonequivalent Control Grup Design

Source: (Sugiyono, 2019)

This research is conducted at MTs Nurul Huda Koto-Baru, it is located on Kec. Koto Baru, Kab. Dharmasraya, Prov. Sumatera Barat. In the academic year 2022/2023. The population of this research was VIII grade students of MTs Nurul Huda in academic year 2022/2023. Sample of this research is class 8.1 as experimental class and class 8.2 as control class of students MTs Nurul Huda Koto-Baru. Here , the research used saturated sampling. According to (Sugiyono, 2019) saturated sampling is a sampling technique when all members of the population are used as samples . This research chosen a multiple choice test as an instrument, Data collection technique is a technique used to collect research data. This research uses Pre-test and Post-test.

RESULT AND DISCUSSION

RESULT

This research was conducted at eighth grade of MTs Nurul Huda Koto-Baru, in academic year 2022/2023. There were 31 students that were divided into two class. Both of classes were chosen as sample of this research, that is VIII.1(A) consisted of 17 students as experimental class and VIII.2 (B) consisted of 14 students as control class. Both of classes, which is experimental class and control class was taught with different strategy. The experimental class used Mind Mapping and the control class without used mind mapping.

Descriptive Statistik

Class	N	Min	Max	Sum	Mean	Std.	Variance
(Pre-test)							
Experimental	17	44	76	1004	59.06	10.819	117.059
Class	14	44	80	848	60. 57	11.620	135.003
Control Class							
(Post-test)	17	68	92	1384	81.41	8.711	75.882
Experimental	14	56	88	1004	71.71	9.603	92.220
Class							
Control Class							

Normality tests

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Normality Test is used to know whether the experimental class and control class have the normal data or not normal data distribution at the significance level 0.05. The normality of the data was analyzed by using SPSS 20.

Class	Shapiro – Wilk	Sig
Pre-test Experimental class	0.914	0.182
Pre-test Control Class	0.931	0.311
Post-test Experimental Class	0.898	0.105
Post-test Control Class	0.956	0.665

If the significance of pre-test and Post-test data of experimental class and control class was higher than 0.05, it means that data have normal distribution. The test result of both classes of samples were distributed normal.

Homogeneity of Pre-test

The homogeneity test was to know wether the experimental class and control class have The homogenous data or not, at the significance level 0.05. the homogeneity test was calculated by using SPSS 20.

		Levene Statistic	df1	df2	Sig.
Hasil Belajar	Based on Mean	,017	1	29	,896
	Based on Median	,024	1	29	,878
	Based on Median and with adjusted df	,024	1	27,884	,878
	Based on trimmed mean	,017	1	29	,899

Homogeneity of Post-test

If the significance of pre-test and Post-test data of experimental class and control class was higher than 0.05 on based on mean at the table , The test result of both classes of samples was homogenous.

		Levene Statistic	df1	df2	Sig.
Hasil Belajar	Based on Mean	,034	1	29	,855
	Based on Median	,046	1	29	,832
	Based on Median and with adjusted df	,046	1	28,576	,832
	Based on trimmed mean	,037	1	29	,849

Hypothesis of Post-test

Hypothesis Test used to analyze data in experimental research. Data analysis proved whether the proposed hypothesis is accepted or rejected. Hypothesis Test used IBM SPSS 20, so that the test result can be declared statistically significant.

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T-test	T-table	Sig (2-Tailed)	Conclusion
2.946	2.045	0.006	Ho is Rejected

The table above showed that the result of t-test for independent sample, if seen by significance, the significance is 0.006 at the significance level 0.05. and it can be seen that the t-test is 2.946 and t-table 2.045. it means that t-test was higher that t-table. As the result that Ho is rejected and Ha is accepted. So, there is an effect of using mind Mapping to improve students in reading comprehension at the Eighth grade of MTs Nurul Huda Koto-baru.

N-Gain

According to (Guntara, 2021), the N-Gain score aims to measure the size of the difference between the two groups. How to calculated, calculate the average pre-test and post-test of the class.it can be seen the effect of using Mind mapping can improve student's reading comprehension or not.

Class	Mean Score N-Gain	Category
Experimental Class	0.56	Medium
Control Class	0.28	Low

Based on the table, it shows that the mean of N-Gain for Experimental Class was 0.56, include in the category Medium. The mean of N-Gain for Control class was 0.28, include in the category Low.

The significance of N-Gain data of experimental class was 0.180, and the significance N-Gain of control class was 0.803, it means that data have normal distribution because higher than 0.05 . The test result of both classes of samples were distributed normal. The homogeneity of N-Gain of experimental class and control class in post-test was 0.654. it means that the significance was higher than 0.05. The conclusion N-Gain of experimental class and control class was homogenous.

Hypothesis of N-Gain

T-test	T-table	Sig	Conclusion
7.310	2.045	0.000	Ho is Rejected

The table above showed that the result of t-test for independent sample, if seen by significance, the significance is 0.000 at the significance level 0.05. and it can be seen that the t-test is 7.310 and t-table 2.045. it means that t-test was higher that t-table. As the result that Ho is rejected and Ha is accepted. So, there is an effect of using mind Mapping to

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improve students in reading comprehension at the Eighth grade of MTs Nurul Huda Koto-baru.

DISCUSSION

The research aims to know the effect of using Mind Mapping Technique to improve student's in reading comprehension at the eighth grade of MTs Nurul Huda koto-baru. The result of data analysis can be explained , the research found a positive effect on student's reading comprehension. This is because mind mapping can helps students understand the text. by using mind mapping can help students understand and remember of the text easily. In addition mind mapping also help to foster students creativity and learning with mind mapping makes learning more interesting and fun. In this research, the researcher gave pre-test to students in the experimental class and control class. The test was multiple choice question that is consist 25 item. The result of the pre-test of experimental class was 59.06 and control class was 60.57. it can be seen that there are still low students learning outcomes in reading comprehension in english. In experimental class, the researcher used mind mapping in learning reading comprehension. In control class the researcher not using mind mapping in learning reading comprehension. After treatment were given, the researcher gave a post-test in experimental and control class. Based on the result of students post-test the mean score in experimental class was 81.41 and control class was 71.71. there are difference between score experimental class and control class was 7,9. The score experimental class was higher than control class. Because in the experimental class, the researcher applies mind mapping to helps students understand in reading comprehension. Based on the result of the post-test, there was a significance difference of the experimental class and control class. The students result in the experimental class was higher than students result in control class. The result of the hypothesis found t-test was 2.946, and t-table was 2.045, at the level of significance = 0.05. it showed that t-test > t-table. It means that Ho was rejected and Ha is accepted, which saying " there was significance effect of Mind Mapping in student's reading comprehension at the eighth grade of MTs Nurul Huda Koto-baru". According to (Ambarwanti, 2014) said use mind mapping technique significantly improve student's reading comprehension ability in the english learning. The mean score of N-Gain experimental class was 0.56 included in the medium category and the mean score of N-Gain for the control class was 0.28 included in low category. It means that Ha is accepted and Ho is rejected . so Mind Mapping technique is effective to improve student's reading comprehension at the eighth grade of MTs Nurul Huda Koto-baru.

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CONCLUSION

Based on the previous chapter that has been discussed about the result of the research. The conclusion of this research is supported by the post-test result of students at the eighth grade of MTs Nurul Huda Koto-baru. The average of post-test score of experimental class and control class are 81.41 and 71.71. it differs 9,7 points. It can be concluded the mean score of post-test the both classes, experimental class was higher than control class. The result of the hypothesis found t-test was 2.946, and t-table was 2.045, at the level of significance = 0.05. it showed that t-test > t-table. It means that Ho was rejected and Ha is accepted, which saying " there was significance effect of Mind Mapping in student's reading comprehension at the eighth grade of MTs Nurul Huda Koto-baru". The mean score of N-Gain experimental class was 0.56 included in the medium category and the mean score of N-Gain for the control class was 0.28 included in low category. It means that Ha is accepted and Ho is rejected . so Mind Mapping technique is effective to improve student's reading comprehension at the eighth grade of MTs Nurul Huda Koto-baru.

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