

THE IMPACT OF USING MIND MAPPING TECHNIQUES ON STUDENTS' PROFICIENCY IN COMPREHENDING ANALYTICAL EXPOSITION AT 11th GRADE STUDENTS OF SMAN 1 HINAI

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Abstract

This study aimed to determine the impact of using mind mapping techniques on students' proficiency in comprehending analytical exposition texts at the eleventh grade students of SMAN 1 Hinai. The study applied Classroom Action Research involving two cycles consisting of planning, action, observation, and reflection. The participants were students of class XI IPA-1. The data were collected through observation, interviews, questionnaires, photographs, pre-test, and post-tests. The findings showed that the implementation of mind mapping significantly improved students' reading comprehension. The mean score increased from 57.99 in the pre-test to 68.29 in post-test 1 and reached 80.31 in post-test 2. Besides improving students' achievement, mind mapping also created a more active, motivated, and positive classroom atmosphere. Students became more enthusiastic in participating during the learning process and showed better understanding in identifying main ideas, implicit and explicit information, references, and word meanings in analytical exposition texts.

Keywords: Mind Mapping, Analytical Exposition Text, Reading Comprehension, Teaching Strategies, Grade XI Students

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan teknik mind mapping terhadap kemampuan siswa dalam memahami teks analytical exposition pada siswa kelas XI SMAN 1 Hinai. Penelitian ini menggunakan metode Penelitian Tindakan Kelas yang terdiri dari dua siklus, yaitu perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas XI IPA-1. Data dikumpulkan melalui observasi, wawancara, angket, dokumentasi foto, pre-test, dan post-test. Hasil penelitian menunjukkan bahwa penggunaan mind mapping mampu meningkatkan kemampuan membaca siswa secara signifikan. Nilai rata-rata siswa meningkat dari 57,99 pada pre-test menjadi 68,29 pada post-test 1 dan meningkat lagi menjadi 80,31 pada post-test 2. Selain meningkatkan hasil belajar, penggunaan mind mapping juga menciptakan suasana belajar yang lebih aktif, positif, dan memotivasi siswa. Siswa menjadi lebih antusias dalam mengikuti pembelajaran serta lebih mudah memahami ide pokok, informasi implisit dan eksplisit, referensi, dan makna kata dalam teks analytical exposition.

Kata Kunci: Mind Mapping, Analytical Exposition Text, Reading Comprehension, Strategi Pembelajaran, Siswa Kelas XI

PENDAHULUAN

Reading is one of the most important language skills in the educational process because it supports students in understanding information, developing knowledge, and improving critical thinking. However, many students still experience difficulties in comprehending English texts, especially analytical exposition texts that require logical and critical understanding. Based on preliminary observations conducted at SMAN 1 Hinai, many students had low achievement in reading comprehension. The students faced difficulties in identifying the main idea, understanding implicit and explicit information, identifying references, and determining word meanings. The average score of students in the pre-test was only 57.99, which was below the minimum passing grade (KKM) of 70.

The low reading comprehension was caused by several factors, including monotonous teaching methods, lack of student motivation, and limited teaching techniques used in the classroom. To solve these problems, the researcher applied mind mapping as a teaching technique. Mind mapping is considered an effective visual learning strategy because it helps students organize ideas, understand relationships between concepts, and improve memory retention. Through visual diagrams, students can more easily comprehend the structure and content of analytical exposition texts. Several previous studies also support the effectiveness of mind mapping in improving students' reading comprehension and learning motivation. Therefore, this study focused on investigating the impact of using mind mapping techniques on students' proficiency in comprehending analytical exposition texts at the eleventh grade students of SMAN 1 Hinai.

METODE

This research used Classroom Action Research (CAR) based on the model

developed by Kemmis and McTaggart, which consists of planning, action, observation, and reflection. The research was conducted in two cycles involving students of class XI IPA-1 at SMAN 1 Hinai

The researcher collected both qualitative and quantitative data. Qualitative data were obtained through observation, interviews, questionnaires, and photographs, while quantitative data were collected through pre-test and post-tests. The tests were administered to measure students' reading comprehension achievement before and after the implementation of mind mapping techniques. The qualitative data were analyzed through assembling the data, coding, comparing, interpreting, and reporting the findings. Meanwhile, quantitative data were analyzed by calculating the mean scores of the pre-test and post-tests to identify students' improvement in reading comprehension.

HASIL DAN PEMBAHASAN

The findings of the research showed that the implementation of mind mapping techniques successfully improved students' reading comprehension and classroom participation. Before the implementation, students had difficulties in identifying the main idea, understanding implicit and explicit information, identifying references, and determining word meanings in analytical exposition texts.

Tabel 1 Hasil Pre-Test, Post-Test,

Test	Mean Score
Pre-test	57.99
Post-test 1	68.29
Post-test 2	80.31

After implementing mind mapping in Cycle I, students showed improvement in reading comprehension. The mean score

increased from 57.99 in the pre-test to 68.29 in post-test 1. Students also became more active and motivated during classroom activities. However, some students still had difficulties in identifying the main idea and references in the text. In Cycle II, the researcher revised the teaching strategy by providing more exercises and better classroom management. As a result, students showed significant improvement. The mean score increased to 80.31 in post-test 2. The classroom atmosphere also became more positive, active, and conducive to learning. Students participated actively in discussions, completed assignments responsibly, and showed greater enthusiasm in learning reading comprehension. The implementation of mind mapping helped students visualize information, organize ideas, and better understand analytical exposition texts. These findings support previous studies stating that mind mapping is an effective technique for improving reading comprehension and learning motivation.

SIMPULAN

The use of mind mapping techniques effectively improved students' proficiency in comprehending analytical exposition texts at SMAN 1 Hinai. Students' reading comprehension achievement improved significantly, as shown by the increase in mean scores from pre-test to post-tests. In addition, mind mapping created a more active and motivating learning environment. Therefore, mind mapping can be recommended as an alternative teaching technique in reading classes to improve students' comprehension skills and classroom participation.

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