THE EFFECT OF USING MIND MAPPING TECHNIQUE IN WRITING ANALYTICAL EXPOSITION TEXT AT ELEVENTH GRADE STUDENTS OF SMA N 8 PADANGSIDIMPUAN

A THESIS

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Educational (S.Pd) in English Educational Department

Written By:

NIRMAYANI ZEGA
Reg. 19 203 00023

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**
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PADANGSIDIMPUAN
2023**

LETTER OF AGREEMENT

Term : Thesis

a.n. Nirmayani zega

Padangsidimpuan, 15 May 2023

To.

Dean Tarbiyah and Teacher Training Faculty
In-
Padangsidimpuan

Assalamualaikum Warahmatullahi Wabarakatuh

After reading, studying and giving advice for necessary revision on thesis belongs to Nirmayani Zega entitled *" The Effect of Using Mind Mapping Technique in Writing Analytical Exposition Text at Eleventh Grade Students of SMA N 8 Padangsidimpuan "* we approved that the thesis has been acceptable to complete the requirment for gtaduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic Universityof Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon examined by thesis examiner team to take resposibility of this thesis.

That is what we can say, Hopefully understand and thank you for your attention.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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DECLARATION OF THESIS COMPLETION

In the name of allah, the most gracious and themosr maeciful, I am sign who signed bellow:

Name   : Nirmayani Zega
Registration Number   : 19 203 00023
Faculty Department   : Tarbiyah and Teacher Training Faculty/ TBI
The Tittle of the Thesis   : The Effect of Using Mind Mapping Technique in Writing Analytical Exposition Text at Eleventh Grade Students of SMA N 8 Padangsidimpuan

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others side except the guidance from advisors and without doing plagiarism as it is required in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verses 2.

I did the declaration truthfully, if there is decceitfulness incorrectness refarding to this declaration in the future, I resigned to get punishment as what had involved in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 19 verse 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norm and accepting the requirement.

Padangsidimpuan, 15 June 2023
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APPROVAL STATEMENT FOR PUBLICATION

As academic cavity of The State University for Islamic Studies Padangsidimpuan, the name who signed here;

Name	: Nirmayani Zega
Registration Number	: 19 203 00023
Faculty Department	: Tarbiyah and Teacher Training Faculty/TBI-2
Kind	: Thesis

To develop of science and knowledge, I hereby declare that I present to UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan *Non Exclusive Royalty – Free Right* on my thesis with entitled "The Effect of Using Mind Mapping Technique in Writing Analytical Exposition Text at Eleventh Grade Students of SMA N 8 Padangsidimpuan" With this Non Exclusive Royalty – Free Right UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as a writer and owner of its creative right.

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Made in	: Padangsidimpuan
On	: 15 June 2023

The Signed,

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Time   : 08:00 WIB until finish
Result/Mark : 84.5 (A)
IPK   : 3.61
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LEGALIZATION

Thesis

: **The Effect Of Using Mind Mappimg Technique in Writing Analytical Exposition at The Eleventh Grade Of SMA N 8 Padangsidimpuan**

Written By

: **Nirmayani Zega**

Reg. No

: **19 203 00023**

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The Thesis had been accepted as a partial fulfillment of the Requirement for
Graduate Degree of Education (S.Pd.)

Padangsidimpuan, 9 Mei 2023
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ENGLISH ABSTRACT

Name   : Nirmayani Zega
Reg.number   : 1920300023
Departement   : Tadris Bahasa Inggris
Title of Thesis : The Effect of Using Mind Mapping Technique in Writing
                  Analytical Exposition Text at Eleventh Grade Students of SMA N 8
                  Padangsidimpuan.

        This study focuses on the use of mind mapping techniques in writing analytical exposition texts for class XI students of SMA N 8 Padangsidimpuan. The use of mind mapping is motivated by several problems found in the research object, namely students do not master vocabulary, lack of organize ideas, lack of practice writing, and selection of inappropriate techniques in learning. The aims of this study were: 1) To find out the results of writing analytical exposition texts for class XI students of SMAN 8 Padangsidimpuan before using the mind mapping technique. 2) To find out the results of writing analytical exposition texts for class XI students of SMAN 8 Padangsidimpuan after using the mind mapping technique. 3) To find out the significance of the mind mapping technique in writing analytical exposition texts for class XI students of SMA Negeri 8 Padangsidimpuan. This research is a quantitative research with experimental method. With the pre-test and post-test control group design. The research sample consisted of 20 students of class XI MIA 1 as the experimental class and 22 students of class XI MIA2 as the control class. Through pre-test and post-test data were collected then statistical calculations were carried out and a t-test was carried out to prove the hypothesis. The results of data calculations obtained the average value of the control class in the pre-test was 58.45, the average value in the experimental class was 73.45. This is a good category. Then the results of the t test are obtained, namely t test t count > t table (3.36 > 2.021). This means that there is a significant influence of the mind mapping technique in writing analytical exposition texts in class XI students of SMA Negeri 8 Padangsidimpuan.

Keyword : *Mind Mapping Technique, analytical exposition text, writing*

INDONESIAN ABSTRACT

Name : Nirmayani Zega

Reg.number : 1920300023

Departement : Tadris Bahasa Inggris

Title of Thesis : The Effect of Using Mind Mapping Technique in Writing

Analytical Exposition Text at Eleventh Grade Students of SMA N

8 Padangsidimpuan.

Penelitian ini berfokus pada penggunaan teknik mind mapping dalam menulis teks eksposisi analitis untuk siswa kelas XI SMA N 8 Padangsidimpuan. Penggunaan mind mapping dilatarbelakangi oleh beberapa permasalahan yang terdapat pada objek penelitian yaitu siswa tidak menguasai kosa kata, kurang mengorganisasi ide, kurang berlatih menulis, dan pemilihan teknik yang kurang tepat dalam pembelajaran. Tujuan penelitian ini adalah: 1) Untuk mengetahui hasil menulis teks eksposisi analitis siswa kelas XI SMAN 8 Padangsidimpuan sebelum menggunakan teknik mind mapping. 2) Untuk mengetahui hasil menulis teks eksposisi analitis siswa kelas XI SMAN 8 Padangsidimpuan setelah menggunakan teknik mind mapping. 3) Untuk mengetahui signifikansi teknik mind mapping dalam menulis teks eksposisi analitis bagi siswa kelas XI SMA Negeri 8 Padangsidimpuan. Penelitian ini merupakan penelitian kuantitatif dengan metode eksperimen. Dengan desain penelitianl pre-test dan post-test. Sampel penelitian terdiri dari 20 siswa kelas XI MIA 1 sebagai kelas eksperimen dan 22 siswa kelas XI MIA 2 sebagai kelas kontrol. Melalui data pre-test dan post-test dikumpulkan kemudian dilakukan perhitungan statistik dan dilakukan uji-t untuk membuktikan hipotesis. Hasil perhitungan data diperoleh nilai rata-rata kelas kontrol pada pre-test adalah 58.45, nilai rata-rata pada kelas eksperimen adalah 73.45. Ini adalah kategori yang baik. Kemudian diperoleh hasil uji t yaitu uji t t hitung > t tabel (3.36 > 2.021). Artinya terdapat pengaruh yang signifikan teknik mind mapping dalam menulis teks eksposisi analitis pada siswa kelas XI SMA Negeri 8 Padangsidimpuan.

Kata kunci *: Teknik Pemetaan Pikiran, Teks Eksposisi Analisis, Menulis*

ARABIC ABSTRACT

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رقم التسجيل   : ١٩٢٠٣٠٠٠٢٣

القسم   : إدريس اللغة الانجليزية

عنوان الرسالة   : تأثير استخدام تقنية الخرائط الذهنية في كتابة نص العرض التحليلي لدى طلاب الصف الحادي عشر.

تركز هذه الدراسة على استخدام تقنيات رسم الخرائط الذهنية في كتابة نصوص العرض التحليلية لطلاب الصف الحادي عشر في بادانغ سيدمبوان. إن الدافع وراء استخدام الخرائط الذهنية هو العديد من المشكلات الواردة في موضوع البحث ، وهي أن الطلاب لا يتقنون المفردات ، ونقص الأفكار المنظمة ، ونقص ممارسة الكتابة ، واختيار التقنيات غير المناسبة في التعلم. أهداف هذه الدراسة هي: ١) تحديد نتائج كتابة نصوص العرض التحليلية لطلاب الصف الحادي عشر من الثامنة ثانوية بادانغ سيدمبوان الحكومية قبل استخدام تقنيات رسم الخرائط الذهنية. ٢) معرفة نتائج كتابة نصوص العرض التحليلي لطلاب الصف الحادي عشر من الثامنة ثانوية بادانغ سيدمبوان الحكومية بعد استخدام تقنيات رسم الخرائط الذهنية. ٣) تحديد أهمية تقنيات رسم الخرائط الذهنية في كتابة نصوص العرض التحليلية لطلاب الصف الحادي عشر في الثامنة ثانوية بادانغ سيدمبوان الحكومية. هذا البحث هو البحث الكمي مع الأساليب التجريبية. مع تصميم البحث لمناقشات مجموعة التحكم قبل الاختبار وبعده. تكونت عينة البحث من ٢٠طالبا من الصف الحادي عشر علم الطبيعة ٢ كصف تجريبي و ٢٢ طالبا من الصف الحادي عشر علم الطبيعة كفصل ضابط. من خلال بيانات ما قبل الاختبار وما بعده التي تم جمعها ، يتم إجراء الحسابات الإحصائية وإجراء اختبارات t لإثبات الفرضية. نتائج حسابات البيانات التي تم الحصول عليها كان متوسط درجة فئة التحكم في الاختبار القبلي 58.45، وكان متوسط الدرجات في الفئة التجريبية 73.45. هذه فئة جيدة. ثم حصلت على نتائج اختبار t ، وهي اختبار t<t حساب جدول(3.36 t t > ٢,٠٢١). هذا يعني أن هناك تأثيرا كبيرا لتقنيات رسم الخرائط الذهنية في كتابة نصوص العرض التحليلية على طلاب الصف الحادي عشر في الثامنة ثانوية بادانغ سيدمبوان الحكومية.

الكلمات المفتاحية : تقنيات رسم الخرائط الذهنية ، تحليل عرض النص ، الكتابة

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    I realize this thesis can't be considered perfect without critiques and Suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidimpuan, 15 Juni 2023
Researcher

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Reg.No: 1920300023

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the skills that must be possessed by human, because by writing everyone can express ideas, opinions, and feelings. Writing is an activity that is very important both in everyday life and in academics. In the world of education students must be active in writing, in writing students must learn how to find ideas for writing because writing as one of the four language skills is the most difficult skill to be mastered for foreign language learners. Writing skills students are expected to be able to convey ideas properly and correctly in writing.

Writing is not just writing words or sentences, but is a means of communicating ideas to others. According to Conny and Miranti "writing is a productive skill for writing and indirect communication as well as character traits that are very different from those expressed by speaking directly, therefore writing includes the ability to write to construct meaning".[1] Then based on Siregar "writing is a creative process where a writer stimulate his thinking and ability in transforming what he thought into verbal symbols and activity to transfer the ideas and expressing

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[1] Conny and Shelly Miranti, "The Effect Of Outdoor Learning On Teaching Writing Of Descriptive Text Of Tenth Year Grade Students' Of Sma Swasta Tamansiswa Binjai At Academic Year 2017/2018," *Serunai : Jurnal Ilmiah Ilmu Pendidikan* 3, no. 2 (November 16, 2018): 44–58, https://ejournal.stkipbudidaya.ac.id/index.php/ja/article/view/32.

thought by experiences in draft of the paper".[2] So the writer must have the skills and techniques according to the writing achievement and the type of text.

There are several types of text that must be taught in high school based on the 2013 curriculum, namely report, recount, explanatory, narrative, descriptive, procedure, discussion, and exposition. Each text genre has different goals, characteristics, grammar and social functions. Analytical text is writing submitted by the author about a phenomenon that is currently happening. Analytical exposition aims to persuade the reader or listener by explaining, describing, and providing information. Analytical exposition has three generic structures, they are thesis, argument and repetition. In analytical exposition texts, students write texts based on their point of view in dealing with an ongoing phenomenon. Students also write short sentences to suggest people agree with what the writer said using their writing.

Writing analytical exposition text is a learning goal in eleventh grade, where in writing analytical exposition text this text requires students to express opinions regarding the statements given, so that in this learning the teacher must be able to choose the right technique so that learning outcomes can be fulfilled. Based on observations had been carried out at eleventh grade student of SMA Negeri 8 Padangsidimpuan, the researcher found a problem that made students experience difficulty in writing, this problem was caused by a lack of vocabulary, a lack of organizing ideas, a lack of writing practice, and these problems were generally

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[2] Fitri Rayani Siregar, "Teaching Writing And Evaluating Students' Writing (In A Process Approach)," *English Education* 01, no. 01 (2014): 1–17.

influenced by the techniques applied in inappropriate learning. So it is not enough just to contribute to developing students' writing skills. Writing analytical exposition texts can be done using several techniques that can facilitate students in writing analytical exposition texts, one of which is by using the mind mapping technique.

A mind mapping is a diagram used to represent words, ideas, tasks, or other items that are related and organized around a central key word or idea. Mind mapping are used to generate, visualize, structure, and classify ideas, and as an aid in study, organization, problem solving, decision making, and writing. Mind mapping was developed by Buzan in the 1960s.[3] It is a good tool to help to write a good structure on focus of essay, but also useful when write completely. Based on theory above, the researcher aims to use mind mapping technique in learning to write analytical expositions to determine students' writing skills which the teacher directly monitors the process of student activities in writing. This technique is an effective technique to be used in writing exposition text.

According to the research done by Listyowati & Hanna.[4] Then the by Astuti, and Swondo.[5] That using mind mapping technique can improve students' achievement in writing analytical exposition text, so it can be concluded that the

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[3] Tony Buzan, *The Ultimate Book of Mind Maps* (HarperCollins Publishers, 2006), http://books.google.com/books?id=v4-D6Pu_9bAC&pgis=1.

[4] Rini Listyowati and Ina Daril Hanna, "The Use of Mind Mapping Technique to Improve The Students' Writing Skill on Analytical Exposition Text In Senior High School," *Loquen: English Studies Journal* 14, no. 1 (June 22, 2021): 19–30, https://doi.org/10.32678/LOQUEN.V14I1.2552.

[5] Eka Widya Astuti and Ashari P Swondo, "The Effect of Mind Mapping Technique on Students' Achievement in Writing Analytical Exposition Text," *REGISTER Journal of English Language Teaching of FBS-Unimed* 5, no. 1 (2020): 71–84, https://doi.org/10.24114/reg.v5i1.5262.

Mind Mapping technique is very effective, appropriate, and easy to apply by students who will make analytical exposition texts that correct and directed.

By considering the case and previous research, the authors are interested in conducting an experimental study entitled "The Effect of Using Mind Mapping Technique in Writing Analytical Exposition Text at Eleventh Grade Students of SMA N 8 Padangsidimpuan.

B. Identification of the Problem

Based on the background above, several problems were identified, namely:

1. The students lack on vocabulary

2. The students lack of organizing ideas

3. The students lack of writing practice

4. Lack of precise techniques applied in learning

C. Limitation of the Problem

Based on explanation of the identification problems the researcher focused on writing on writing analytical exposition text. Then, the reasearcher used mind mapping technique with thw type spider map to teach students in writing analytical exposition text.

D. Formulation of the Problems

Formulation of the problem from this research based on the background, identification, and limitation of the problem as below:

1. How is the result of students' writing analytical exsposition text at eleventh grade at SMAN 8 Padangsidimpuan before using mind mapping technique?

2. How is the result of students' writing analytical exposition text at eleventh grade at SMAN 8 Padangsidimpuan after using mind mapping technique?

3. Is there any significance effect of mind mapping technique in writing analytical exposition text at the eleventh grade students of SMA N 8 Padangsidimpuan?

E. **Purposes of the Research**

1. To know the the result of students' writing analytical exsposition text at eleventh grade at SMAN 8 Padangsidimpuan before using mind mapping technique.

2. To know the result of students' writing the analytical exposition text at eleventh grade at SMAN 8 Padangsidimpuan after using mind mapping technique.

3. To know is there any significance effect of mind mapping technique in writing analytical exposition text at the eleventh grade students of SMA N 8 Padangsidimpuan.

F. **Significance of the Research**

The results of this study are expected to make a meaningful contribution to the following people:

1. Student

With mind mapping students will be more interested because with mind mapping students can take advantage of their creative nature in the learning process. In addition to use words, mind mapping also provides opportunities for students to use pictures, charts, diagrams and others that can help them in making

a written work. The use of mind mapping is very simple, fun and can stimulate creativity and can develop students' ideas which enable them to be more active and motivated to learn and improve their writing skills optimally.

2. Teacher

The purpose of this study is to explore and prove the effectiveness of mind mapping in the teaching and learning process so that teachers will be encouraged to find technique that are suitable for learning which with appropriate technique can increase interest and good learning outcomes. Besides that, teacher can also develop creativity in order to improve the teaching and learning process where the results of the research can be a guide for teacher in facilitating, controlling, and monitoring students' writing activities properly.

3. Researcher

This research is expected to add insight, knowledge, and experience of researchers in research and can also increase the creativity of researchers.

G. Definitions of Operational Variable

This study consists of two variables, namely the mind mapping technique as variable X and analytical exposition text as variable Y. The explanation of these variables is as follows:

1. Mind mapping technique

Mind mapping technique is a technique to make it easier for students to memory and understand materials quickly because mind mapping is identical with

symbols, images, lines, shape, word, phrase that will easier the brain working in a learning process.

2. Analytical exposition text.

Anlytical exposition text contains the author's opinion or view of a problem, phenomenon or issue that occurs. Analytical exposition text usually uses the simple present tense and uses words to express the author's thoughts or feelings.

H. The Outline of the Research

Chapter one, consists of the background of the problem which contains an explanation of the type of research, explains what makes the researcher interested in carrying out the research, and also what the researcher wants to achieve. identification of the problem which contains the problems found from the background of the problem.

After that limitation of the problem which contains to limit the problem and focus on specific problems. then, the formulation of the problem which contains the research problem to be solved. The purpose of the research contains what the purpose of this research is. and the last is the significance of the problem.

Chapter 2, consists of theories related to research and in this research, the theory explains about witing, analytical exposition and mind mapping. Besides that, this chapter also contains research that is relevant to the research being studied, since this research is an experimental research, chapter II also consists of research hypotheses.

Chapter 3, consists of research methodology consisting of the place and time of the study, research design, population and samples, data sources, research instruments, data collection techniques and research data analysis.

Chapter 4, consists of research results, description of data, description of data of control class in pre test and post test, description of data of experimental class in pre – test and post test, description of comparison score of pre – test and post test , normality and homogeneity test, and hyphotesis test, discussion, threats of the research.

Chapter 5, consists of conclusion of the result, implication of the research and suggestions of the research.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoritical Description

1. Nature of Writing

   a. Definitions of writing

   Writing is one of the four skills that communicates ideas from various conversations and is a means of knowledge that allows communication over long distances. Besides that, by writing, the writer can channel the creativity, talents, and hobbies so as to produce writing that can be useful for readers. It means writing is not just writing words or sentences, but is a means of communicating ideas to others.

   Based on Nunan et.al, states that writing is an intellectual activity find ideas and think of ways to express and organize into a clear statement and paragraph to be understood by many people.[1] It means that it requires good skills to express opinions, ideas, and express feelings. In view Harmer, Writing is one of productive skills besides speaking which should be mastered by students.[2] Meanwhile, according to Raimes, writing is a skill to express ideas, feelings, and thoughts that are arranged in words, sentences, and paragraphs by using

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[1] David Nunan, T. D. Terrell, and H. Douglas Brown, *Partical English Language Teaching*, *The Mc Graw Hill*, first edit, vol. 57, 2003, http://angol.uni-miskolc.hu/wp-content/media/2016/10/Principles_of_language_learning.pdf.
[2] Jeremy Harmer, *How to Teach Writing* (Pearson Education ESL, 2004), https://ia800801.us.archive.org/31/items/HowToTeachEnglish/How to Teach English Harmer%2C Jeremy.pdf.

the eyes, brain, and hands.[3] According to Hacker and Sommers, "Writing is a process of figuring out what you think, not a matter of recording already developed thoughts".[4] The last, according to Lubis, R.F " writing is the activity to transfer the ideas and decribe the language is understood by some one written so the reader can understand what the writer means ".[5]

Based on the explanations, it can be concluded that writing is an effort to express the writer's thinking, feeling, or ideas in written form by considering writing aspects and writing stages to be clear understood by the readers, as the aim or the purpose of the writer to write the writing text. Talking about purpose some expert ilustrate it as based on Grenville as below.

b. Purposes of writing

Writing is not an activity that is enough to just string words together, but the writer must be able to understand what the purpose of the writing, so as to create a perfect written work and can be a communication tool for writers and readers. Therefore, the purpose of writing according to Grenville there are

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[3] Ann Raimes, *Techniques in Teaching Writing* (Oxford University Press, 1983), https://enjoymysite.files.wordpress.com/2013/12/24688339-techniques-in-teaching-writing.pdf.
[4] Diana Hacker and Nancy Sommers, *A Writer's Reference*, 7th editio (Bedford/St. Martin's, 2010), https://tinyurl.com/y9u4pew3.
[5] Rayendriani Fahmei Lubis, "Writing Narrative Text," 2014, http://e-journal.perpustakaanstainpsp.net/index.php/eej/article/view/179.

three purposes of writing: to entertain, to inform and to persuade.[6] In this study the focus is to inform.

1) To entertain

Writing to entertain is one of the goals of several types of writing such as anecdote texts, short stories, and other funny stories. Usually, writing to entertain requires imagination and creative writing that is poured into a piece of writing and can entertain the reader.

2) To inform

Writing to inform is the purpose of writing that is made to provide information or tell the reader about something, whether it be facts, events, opinions, views of someone, new knowledge so that it can broaden the knowledge or insight of the person concerned.

3) To persuade

Persuading is an effort made by someone to invite, convince others of opinions, ideas where the author can put various facts or data so that the reader is more confident and can show a supportive attitude towards the writing that is made. To make the writing easy tonbe understand by the readers, the writers need to know the process of writing as will be show below.

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[6] Kate Grenville, *Writing from Start to Finish: A Six-Step Guide* (Allen & Unwin, 2001), http://books.google.com/books?id=vOYgpTlBAbsC&pgis=1.

c. Writing process

In teaching writing, teacher should guide the student how to write and help them learn to write effectively. Writing is the most difficult language skill. It is also considered to be the most complicated language skill to learn, compared to other language skills. According to Richards and Renandya stated that writing is the most difficult skill for second and foreign language learners.[7] Writing requires a process and the more you practice writing, the higher the writing process and the higher you're writing results. According to Harmer, the writing process is a way of seeing what people do when they write written texts[8]. Harmer also added that the writing process is the stage that a writer goes through to produce something in the form of a final writing[9].

Therefore, writer need to consider the context of writing which includes what, when, who, for what, what form of writing, what media of presentation is chosen, and so on by looking at the background of the reader in order to produce communicative works. So that the writing stage must be done by developing all writing skills, tips and other abilities so that it is carried out systematically, effectively, and flexibly in which the author is able to develop the views or ideas in the writing.

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[7] Jack C. Richards and Willy A. Renadya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge University Press, 2002), https://viancep2012.files.wordpress.com/2011/12/methodology_in_language_teaching_2002_scanned.pdf.

[8] Harmer, *How to Teach Writing*.

[9] Harmer.

According to Harmer's opinion, there are four elements in the writing process, namely planning, drafting, editing (editing and revising), and the final version.[10] That It can be seen from the following explanation which is based on a book entitled How to Teach Writing written by Harmer.

1) Planning

In the planning process there are several things to think about starting with what to write, the audience, form, purpose of your writing, gathering information, analyzing sources of information, and describing or organizing the information.

At this stage the writer tries to express and implement what and what form they will write so that the author's ideas and ideas can be conveyed in the writing. then it is necessary to filter the information that has been collected and make these ideas in a list, which then the themes, topics, and goals of the writing are clear and from the list, ideas and ideas will be expanded according to the direction of the writing that has been determined by the author.

2) Drafting

At this stage the author prioritizes the content of the writing compared to the grammar of the writing. In the drafting process, the writer must pour the ideas that have been collected in draft form and

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[10] Harmer.

arranged in the form of sentence by sentence and here the writer will learn to tell stories which are then poured in rough form then can develop and create systematic writing concepts.

At this stage the writer requires a high level of confidence in writing so there is no need to worry about errors in writing such as spelling and sentence composition.

3) Editing and Revising

This improvement stage is in the form of activities to perfect the draft that has been made to stay focused on the purpose of the writing. In addition to the improvement stage, it must also be able to meet the wishes of the reader so that it must be written completely and informatively.

Therefore, the improvement stage is an activity carried out by the author to add, change, delete, compile, and replace the structure of writing or data if according to the author the final result of the writing is not in accordance with the author's original purpose. Besides that the author can also compare it with other writings so that the writing according to the author is more relevant. In addition to this stage the writer must have skills in matters related to language such as grammar, spelling, and must be sensitive to errors found in the editing process.

4) Final version

In this process the author must make a final version that is ready for publication, but before entering this process the author will usually get input and comments until finally the shortcomings and strengths of the writing are found. At this stage the writer must remember the approach process and the stages used and passed in writing, ensure whether the purpose of writing is in accordance with the framework, and must know how the procedure must be carried out in submitting the results of writing to the publisher.

Meanwhile, according to Grenville, the writing process consists of six steps namely: getting ideas (not in a certain order), choosing (choosing the ideas that you think are most useful), outlining (putting ideas in the best order - making plans), drafting (working on a draft). first from start to finish, without backtracking), revising (cutting, adding or moving parts of this draft if necessary), and editing (correcting grammar, spelling, and paragraphs).[11] So that it can be concluded from several writing processes that the witing process greatly influences the results of a writer's writing.

2. Analytical Exposition Text

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[11] Grenville, *Writing from Start to Finish: A Six-Step Guide*.

a. Definitions of analytical exposition Text

An analytical exposition text is not only a common reading text but it also a text that needs the reader to analyze and interpret the writer's point of view deeply. According to Knapp & Watkins in the types of genres The Analytical Exposition Text belongs to argumentation text that through the process of expanding a proposition to persuade readers to accept a point of view, it is commonly used in essay, discussions, debates, interpretations; evaluation and expositions. [12] It means that analytical exposition text has the social function to inform the reader or listener about something or phenomenon that need attention more. It contains of some arguments that convince the reader to deal with something happen around them.

This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Analytical exposition serves to the reader that the topic presented is an important topic to discuss or get attention by presenting arguments or opinions that support the main idea or topic and explaining how and why it is related to the topic so that the topic is proven and important to need attention.

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[12] Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, accessed November 18, 2022, https://books.google.co.id/books?id=6VP1slspP7oC&printsec=frontcover&source=gbs_atb#v=onepage&q&f=false.

b. Generic Structure of Analytical Exposition Text

Analytical expositions are popular among science, academic community and educated people. The generic structure of analytical exposition usually has three components: (1) Thesis, (2) Arguments and (3) Reiteration or conclusion.

1) Thesis : Introduces the topic and indicates the position of the speaker or writer; An outline of the argument is presented and what are the reasons that cause the phenomenon or an issue to occur so that readers can predict why we explain our opinion on the chosen topic. The thesis section is generally located in the first paragraph

2) Argument: Consists of Point and Elaboration Point, stating the main argument. Elaboration, developing and supporting each argument point. So here it is necessary to mention more than one opinion or perspective. It also aims to make readers believe more that what we are discussing is important and needs more attention.

3) Reiteration: Conclusion (restatement) usually located as the last paragraph, in this paragraph we usually give a reaffirmation of our perspective or position on the topic raised in our writing.

From the explanation regarding the generic structure of the analytical exposition text, it can be concluded that there are three components in making an analytical exposition text, namely : The first, the thesis (containing a

statement of a topic). Then, arguments (containing opinions and supporting the statements raised. Lastly, reiteration (in the form of conclusions and providing confirmation of the statements and positions of the author).

c. Language Features of Analytical Exposition Text

1) Focus on generic human and non-human participants

2) Use of simple present tense

3) Use of relational process

4) Use of internal conjunction to stage argument

5) Reasoning through causal conjunction or normalization.[13]

The following is a language feature of anlytical exposition text and based on Simon & Schuster in the English book "Stop Bullying Now" for SMA/SML/MAK class XI there are several additional language features of anlytical exposition text.[14]

1) Use the present tense .

2) Use mental verbs.

3) Use saying verbs to support the argument.

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[13] Alma Youlanda Br Sitepu, "The Effect of Using Freewriting Technique on Students' Analytical Exposition Text Writing Ability of Eleventh Grade Students of Sma Swasta Harapan Bangsa Kuala," *Serunai : Jurnal Ilmiah Ilmu Pendidikan* 7, no. 2 (2022): 172–81, https://doi.org/10.37755/sjip.v7i2.514.

[14] Mahrukh Bashir, *Bahasa Inggris*, 2nd ed. (Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017), https://man2kotaprobolinggo.sch.id/wp-content/uploads/2019/11/Buku-Siswa-Bahasa-Inggris-Kelas-XI-Smt-1.pdf.

4) Use connecting words to link to arguments so that the flow of the arguments is logical and fluent.

5) Use causal conjunctions to indicate a cause or reason of what is being stated.

6) Use words that express the author's attitude to qualify or confirm.

7) Use persuasive techniques.

d. The Example of Analytical Exposition Text

The example of analytical exposition text.

Thesi	:	Motorbikes are a nuisance and a cause for great distress. Even though motorbikes are considered as the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of amount unreasonable of noise, air pollution, diseases, and accidents.
Argument 1	:	First of all, I would like to point out that motorbikes are a major contributor to the pollution in the world. Research has shown that motorbikes a deadly gas emit that is dangerous for the environment. Consequently, long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily).
Argument 2	:	Secondly, according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).
Argument 3	:	Furthermore, motorbikes create so much noise. There is "vroom vroom" noise everywhere. It is extremely difficult to sleep. Parents with infants find it extremely challenging. The moment their fall asleep, one or babies another motorbike passes by and the baby wakes up. It is also for children arduous to concentrate on their homework. Experts are of the opinion that if there is

extreme noise, it can lead to deafness and lack of concentra on in and children adults (Fields, 1993).

Argument 4 : Finally, motorbikes are responsible for horrible accidents. In some cases, there are deaths. Motorbike riders go so fast that they are unable to stop on time thus they end up hitting other people or animals. Many times a lot of animals are trampled and found dead on the road. Motorbikes are known to be the biggest killers on the road (Fields, 1993).

Reiteration : In conclusion, from the arguments above, I strongly believe that motorbikes should be banned from housing areas[15].

   3. Mind Mapping

     a. Definitions of Mind Mapping

Mind mapping is the technique used when writing important ideas that make it easier to express thoughts, remembering ideas written using supporting components such as lines, circles, symbols, images, shapes, and color highlights to make them look attractive. Mind mapping is used to generate, visualize, structure, and classify ideas, and as an aid in this study, organization, problem solving, decision making, and writing.

According to Mapman mind mapping is when an ide, word or concept is explored through a diagram.[16] Means a diagram that displays words, ideas, lines and related items to connect the keywords of the idea or word so that it is easy to understand. Mind mapping was popularized by the

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[15] Bashir.

[16] Michelle Mapman, *Learn with Mind Maps* (River Styx Publishing Company, 2013), https://www.pdfdrive.com/learn-with-mind-maps-how-to-enhance-your-memory-take-better-notes-boost-your-creativity-and-gain-an-edge-in-work-or-school-easily-d157782066.html.

author, Tony Buzan. " A mind map is the easiest way to put information into your brain and take information out of your brain it's a creative and effective means of note taking that literally 'maps out' your thought.[17]

b. The Classifications of Mind Mapping

According to Tony and Barry in a journal by Harida, the classification of mind mapping consists of four kinds, they are: network tree, event chain, cycle concept map and spider concept map.[18]

1) Network Tree

This type of mind mapping is made to find out causal relationships, hierarchies, procedural branches, and technical terms to explain correlations.

2) Event Chains

This chain of events is used to visualize the sequence of accidents or the procedure for something.

3) Cycle Concept Map

This type of mind mapping is suitable for showing the correlation of an event to produce groups of results repeatedly because in this concept there is no end result.

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[17] Buzan, *The Ultimate Book of Mind Maps*.
[18] Eka Sustri Harida, "Using Mind Mapping Technique to Teach Vocabulary," *English Education* 3, no. 02 (2015): 1–15, https://scholar.google.co.id/scholar?hl=en&as_sdt=0%2C5&q=defenition+of+narrative+text&btnG=.

4) Spider Concept Map

This spider concept map is very suitable for visualizing things that are not based on hierarchies, categories that are not parallel and the results of various opinions.

It can be concluded that there are four classifications of mind mapping namely: network tree, event chains, cycle concept map, spider concept map. So that in this research the researcher determines the classification used for writing analytical exposition text is the spider concept map because by using the spider concept map the writer can easily categorize and display the results of various of opinions.

c.   Elements of mind mapping

To make a mind mapping, there are some basic elements needed that can be used to create a mind mapping that will be made so that it can add interest and not be boring. Once you understand the fundamental elements of a mind mapping you'll be creating them in no time.[19]

1) Words

In making mind mapping, we start by choosing one word that will be used and become the main focus. Then from one word it will be developed or expanded by using simple words that are easy to understand and not complicated and related to the main focus earlier.

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[19] Mapman, *Learn with Mind Maps*.

2) Line

Using the line as a connecting mind mapping other than that it can serve to highlight the words used to expand the main focus. When you write connecting thoughts, you should place them on one line and then connect them to the main focus using another line.

3) Shapes

Shapes can be used to separate different ideas and group similar ideas together and with creative thinking we can insert shapes into a mind mapping.

4) Symbols and Images

The insertion of symbols and images into words, shapes and lines is very necessary because mind mapping is a visual tool where the more creative the mind mapping is made, the better and more interested we are to see and understand the intent or purpose of these thoughts.

5) Color

Mind mapping is a multi-colored creation, so don't forget to use warrants. Different colors can highlight the ideas and concepts that arise when making mind mapping and make sure to use several colors so that the mind mapping doesn't look monotonous.

It can be concluded with the elements above that it is very important to understand the meaning of each color, shape, symbol, and image when you read the mapping later, so that its use is clear and keep in mind that in making mind mapping it is not allowed to be complicated because it can disguise the main focus of the mind mapping.

d.   How to make a mind mapping

Mind Mapping can be interpreted as a thought process to connect certain concepts from concept correlation to an understanding and the results are direct so that it is easily understood by the maker. By making a mind mapping, it will be very helpful for someone to understand better the learning material. So there are seven types how to make mind mapping.

1)   Start in the centre of a blank page turned side ways,

2)   Use image or picture for your central idea.

3)   Use colors throughout.

4)   Connect your main branches to the central image and connect your second and third level branches to the first and second levels.

5)   Make your branches curved rather than straight- line.

6)   Use one key word per line.[20]

Besides making it easier to understand, organizing learning and connecting understanding concepts with the main mapping results can also

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[20] Buzan, *The Ultimate Book of Mind Maps*.

be used when writing. Using a mind mapping to write can definitely make writing much more organized in a way that helps to peak the creative process. so to use the mind mapping technique in learning it is necessary to follow the six steps above.

e. The advantages and Disadvantages of Using Mind Mapping Technique in Teaching.

There are so many advantages of using mind mapping technique in teaching namely:

1) Mind mapping can work wondrously for most people depending on their personality, style of learning and preferences.

2) The brain's creativity and potentials are being unleashed when mind mapping is used since there is active stimulation of the brain cells to organize information in a visual form.

3) Retention of the stored memory is increased.

4) Linking and grouping of concepts and ideas help the writer to organize their thoughts more accurately.

5) Mind mapping help students knowing what to write.[21]

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[21] Meycin Sri Rahmadani, Conny, and Ahmad Azrai Aziz, "The Effect of Using Mind Mapping Technique on Writing Descriptive Text At the Tenth Grade Student'S of Sma Taman Siswa Binjai," *Jurnal Serunai Bahasa Inggris* 13, no. 1 (2021): 10–15, https://doi.org/10.37755/jsbi.v13i1.365.

From the explanation above, the researcher concludes that there are five advantages of mind mapping, namely: being able to make changes depending on people, increasing creativity, increasing memory, being able to connect and conceptualize ideas and being able to make it easier to write.

f. Example of Mind Mapping Technique

Figure II. 3 The Example of Mind Mapping Technique.[22]
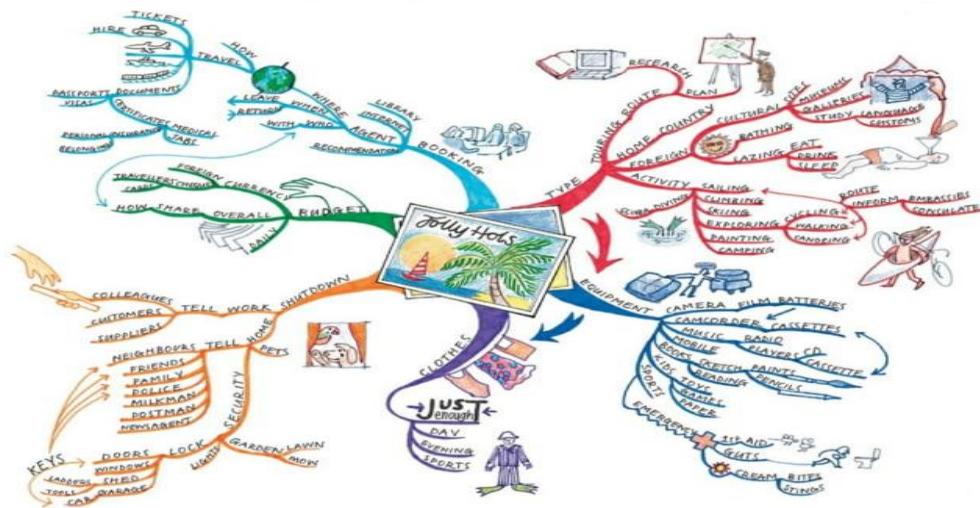
The picture above is an example of a mind mapping with the spider map type because the main idea is in the middle and has several branches so it looks like a spider. This type of mind mapping is used to develop ideas, because with branched details it will make it easier to provide broad insights so that it is suitable for writing analytical exposition text where this text contains the author's opinion

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[22] Mapman, *Learn with Mind Maps*.

4. Teaching Analitical Eksposition Text by Using Mind Mapping Technique

The steps for using mind mapping technique in teaching writing that use by research is based on Buzan[23] they are :

a. Start in the centre of a blank page turned side ways

In this steps the teacher gives topics to students to invite students to write mind mapping in writing exposition texts. Than the researcher started to write the topic in the middle of the blackboard.

b. Use image or picture for your central idea

At this stage the teacher uses a printed image and is in accordance with the topic which is then pasted right under the topic previously written in the middle. After that, the teacher asks what words or phrases they think about the topic.

c. Use colors throughout

The teacher uses a different type of colored marker for each branch. black marker for the main topic, red marker for branches that connect the topic to the words or phrases that students think of and blue to write words or phrases that students think about and then write them down alternately.

d. Connect your main branches

After the teacher gives the opportunity for students to think about the topic given the teacher makes branches as connecting words or phrases with the

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[23] Mapman.

topic given. then instruct students in turn to write it on the blackboard by following the mapping that the teacher makes alternately.

e. Make your branches curved rather than straight- line

The teacher makes connectors for each branch using curved lines. so that using curved lines will look attractive and not monotonous

f. Use one key word per line

The teacher asks students to write what they think using words or phrases. then the teacher From the various words or expressions written by students on the blackboard, the teacher and students clarify and shorten these words or expressions.

After doing the steps above the teacher invites students to develop these ideas into a sentence by sentence as well as arrange the sentence into an analytical exposition text that is in accordance with the generic structure.

With all these steps it can help students capture more information from analytical exposition texts and can also overcome students' lacking vocabulary so that it makes it easier to write good and correct analytical exposition texts.

5. Teacher's Strategy In Teaching Analytical Eksposition Text at SMA N 8 Padangsidimpuan

There are many learning methods that can be used by teachers, one of which is discussion. Discussion method is used to solve problems, answer questions and understand student knowledge, as well as to make decisions.

In the class, the teacher gives an example of an analytical exposition text then

asks students to read the exposition text. Than the teacher asks the students what is the main topic or main idea of the text and writes it on the blackboard, then the teacher asks the students what the next paragraph is about and then the teacher writes down the opinions contained in the text on the blackboard. After that the teacher asks students what the conclusion of the paragraph is and then writes it on the board. Next step the teacher explains briefly what an analytical exposition text the general structure of the text based on what is written on the blackboard. The last, The teacher checks students' understanding by asking yes or no questions. Than give the student exercise as the last step in teaching.

B. Review of Related Findings

There are several studies related to mind mapping. The first, the research conducted by Mutmainnah. Et al.[24] This research was conducted using qualitative methods with quasi-experiments and aims to determine the effect and application of mind mapping technique on students' writing activities at SMK Muhammadiyah Kedawung, Cirebon. The sample of this research is the students of class XI SMK Muhammadiyah Kedawung as many as two classes; the first is the experimental class, namely XI IPTL 2 which consists of 15 students and the control class, namely XI EI which also consists of 15 students. Based on this research, mind mapping is a good technique to use when writing analytical exposition texts, which can be seen

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[24] Ayudaniska Mutmainnah, Iyay Robia Khaeruddin, and Wendi Kusriandi, "The Effect Of Mind Mapping Technique On Students' Achievementin Writing Analytical Exposition Text," *Journal MELT (Medium for English Language Teaching)* 5, no. 1 (June 14, 2021), https://doi.org/10.22303/melt.5.1.2020.71-84.

from the t-test with sig. (0.001) < (0.05) which the author did to determine the existence of a significant influence of mind mapping on students' writing results.

The second, research by Dewi et. al.[25] As for the purpose of this study to determine the ability of students in writing analytical exposition texts after being taught using mind mapping technique. The sample of this research is 40 students from class XI IPA 4 and knows what factors cause students' writing ability to increase. This study uses the CAR (Class Action Research) approach with the results of an increase in the average score of students from 46.36 (Pre-test) to 60.33 (Post-test 1), then to 81.58 (post-test 2). This means that there is an increase in students' writing skills in writing analytical expositions after using mind mapping technique.

The third, relevant research by Astuti and Swondo.[26] The purpose of this research is to find out how the effect of increasing student achievement in writing exposition texts is. The findings from this comparison are the value of 67.53 which is the value obtained using the Mind Mapping technique. It's different with those who don't use the Mind Mapping technique: they get a score of 63.50. So, it can be summarized that the Mind Mapping technique is very effective, appropriate, and

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[25] Wahyuti Endang Dewi, Hadriana, and Syafri K, "Using Mind Mapping to Improve Student's Ability in Writing Anlitical Exposition Text," *Accademic Journal*, 2012, Https://Repository.Unri.Ac.Id/Bitstream/Handle/123456789/3131/Journal Wahyuti Endang Dewi.pdf?sequence=1&isAllowed=y.

[26] Astuti and Swondo, "The Effect of Mind Mapping Technique on Students' Achievement in Writing Analytical Exposition Text."

easy to apply by students who will make correct and directed analytical exposition texts.

The fourth, the research conducted by Simanjuntak et al.[27] The results of this study were that the control group's pretest average was 57.0, the control class's highest posttest score was 95, while the lowest score was 70. Then the control class's posttest average was 80. These results explain that by using mapping techniques in writing for narrative text allows students to think more creatively and want to learn more when they don't know it.

The last, research was conducted by Purnomo.[28] The research used experimental research method which aims to find an improvement in writing ability in class VIII MTs Muhammadiyah 1 Cekelan. The results of this study can be concluded that there is an increase in students' writing skills at MTs Muhammadiyah 1 Cekelan through mind mapping technique.

Based on the five related findings above, the researcher concludes that mind mapping is very good to use in writing various texts, especially in writing analytical exposition texts. But researchers are more interested in research by Astuti et. al because the results before and after using main mapping have increased from 63.50

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[27] Christin Roria Simanjuntak et al., "The Effect of Mind Mapping Technique in Students'Writing Skills of Narrative Text at Second Grade of SMA Swasta GKPI Padang Bulan Medan," *Borneo Jurnal of English Language Education* 2 (2020), http://jurnal.borneo.ac.id/index.php/jele/article/view/1616.

[28] Adi Purnomo, "Improving Descriptive Writing Skill Through Mind Mapping Technique," *Register* 7, no. 2 (2014): 245–62, https://media.neliti.com/media/publications/177344-EN-improving-coherence-of-the-students-sent.pdf.

to 67.53. So it can be concluded that the mind mapping technique is very effective for use in writing analytical exposition text.

C. Conceptual Framwork

The teacher explains the analytical exposition text material then explains how to make a good and correct analytical exposition text. after that the teacher asked students to write an analytical exposition text according to the theme given. it is a way to teach analytical exposition

Writing is a technique that needs to be practiced. Writing is pouring information, ideas in text. To improve students' ability to write, the teacher has various ways to make students interested. In writing analytical exposition text, there is one technique that can be used, namely by using mind mapping. The conceptual framework for this research mentions as follow.

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┌─────────────────────────────────────────────┐
│  1.  The students lack on vocabulary         │
│  2.  The students lack of organizing ideas   │
│  3.  The students lack of writing practice   │
└─────────────────────────────────────────────┘
                      │
              ┌───────────────┐
              │   Pre test    │
              └───────────────┘
              ╱               ╲
   ┌───────────────┐     ┌───────────────┐
   │   Pre test    │     │   Pre test    │
   └───────────────┘     └───────────────┘
           │                     │
   ┌───────────────┐     ┌───────────────────┐
   │ Treatment: Mind│    │ Tretment : Discussion│
   │ mapping technique│  │      Method         │
   └───────────────┘     └───────────────────┘
           │                     │
        ┌─────────────────────────────┐
        │         Post test           │
        └─────────────────────────────┘
                      │
        ┌─────────────────────────────┐
        │         Hypothesis          │
        └─────────────────────────────┘
                      │
        ┌─────────────────────────────┐
        │      Rejected or accepted   │
        └─────────────────────────────┘
```
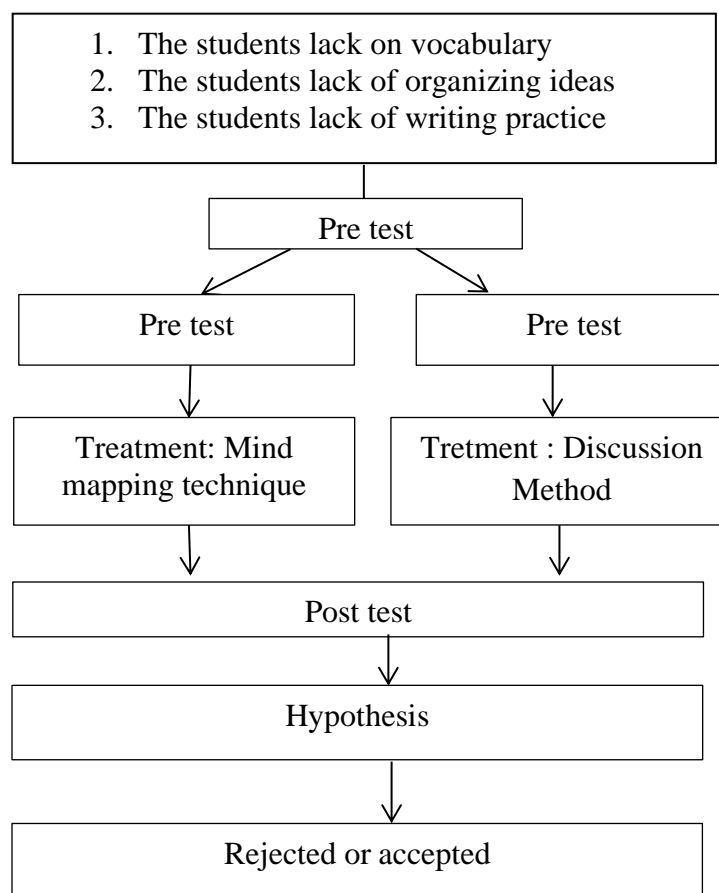
Figure II. 4 Conceptual Framework

D. Hypothesis of the Research

The researcher sets the research hypothesis as follows:

1. H_0: There is no significant effect of mind mapping technique in writing analytical exposition text at the eleventh grade students of SMA N 8 Padangsidimpuan.

2. H_1 : There is significant effect of mind mapping technique in writing analytical exposition text at the eleventh grade students of SMA N 8 Padangsidimpuan.

Based on the two hypotheses above, this research is directed to the second hypothesis, namely: H_1 (Alternative hypothesis).

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research has bee carry out from May 16th to May 27th, 2023 at SMAN 8 Padangsidimpuan. The location at JL. Perkebunan Pijorkoling, Kec. Padang Sidimpuan Tenggara, Kota Padang Sidimpuan, North Sumatera. The object of research is class XI students of SMA N 8 Padangsidimpuan.

B. Research design

This research refer to quantitative research and type of this research is quasi-experimental research method. According to Gay and Airasian Experimental research is the most structured of all research, experimental studies produce the soundest evidence concerning cause–effect relations.[1]

The experimental class was taught with the mind mapping technique as the treatment and control classes with conventional techniques. This study used an experimental design with a pretest-posttest control group design. This means that there are two classes selected, then given a pre-test to find out the basic conditions of the two classes. Next, both classes were given a post-test. The test results were compared to determine differences in the effect of treatment on the experimental class.

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[1]L.R Gay, E.G. Mills, and P.W Airasian, *Edecational Research Competencies for Analysis and Aplication*, Tenth edit (Pearson, 2012), https://yuli-elearning.com/pluginfile.php/4831/mod_resource/content/1/Gay-E Book Educational Research-2012.pdf.

Table III. 1 Table of Research Design

No.	Class	Pre test	Treatment	Post test
1	Control	√	×	√
2	Experiment	√	Mind mapping	√

C. Population and Sample

a. Population

The population in this study is all second grade students of SMAN 8 Padangsidimpuan has four classes, XI MIA , XI MIA 2, XI MIA 3, XI MIS 1, XI MIS 2 Total eleventh grade students are around 106 students. It can be see in the following table:

Table III . 2 The Population of the Second Grade Students of SMAN 8

Padangsidimpuan

No	Class	Total of students
1	MIA 1	20
2	MIA 2	22
3	MIA 3	23
4	MIS 1	22
5	MIS 2	20
TOTAL		106

b. Sample

The sample technique used in this case quantitative research is random sampling. Random sampling the researcher uses random sampling where every member of the population has the same opportunity to be the sample. random sampling is selected by lottery. the researcher wrote the name of the grade on each

piece of paper then put it in a box after which it was taken randomly. It means that in this research the sample takes class X MIA 1 = 20 student and XI MIA 2 = 22. So total this sample is 42 students. It can be see in the table below:

Table III. 3 The Sample of the Second Grade Students of SMAN 8

Padangsidimpuan

N0	Class	Total of student
1	XI MIA 1	20
2	XI MIA 2	22
TOTAL		42

D. Instrument of the Research

To obtain data related to the research, the researcher give a test as an instrument because this research is an experimental study, test take from the English Book " Stop Bullying Now" SMA/SML/MAK kelas XI. The written analytical exposition text test is used as a research instrument for pre-test and post-test. Then for scoring adapted from the analytic scale used in ESL created by Jacobs et al. in a book written by Sara Cushing Weigle.

Table III. 4 Indicators of writing analytical exposition Text.

No	Scoring Element	Score	Level	Weighting
1	CONTENT Students are able to master the content or material and how to understand the use of analytical exposition text.	5	Excellent	6x
		4	Very good	
		3	Good to average	
		2	Fair to poor	
		1	Very poor	
2	ORGANIZATION Students are able to know steps and logical sequence in composing analytical exposition text. Generic structure (thesis, argument, reiteration).	5	Excellent	4x
		4	Very good	
		3	Good to average	
		2	Fair to poor	
		1	Very poor	
3	VOCABULARY Students are able to determine the choice of words and master words	5	Excellent	4x
		4	Very good	
		3	Good to average	
		2	Fair to poor	
		1	Very poor	
4	LANGUAGE USE Students are able to use the simple present tense in making analytical exposition texts.	5	Excellent	5x
		4	Very good	
		3	Good to average	
		2	Fair to poor	
		1	Very poor	
5	MECHANICS Students are able to use spelling, punctuation, capitalization properly and correctly	5	Excellent	1x
		4	Very good	
		3	Good to average	
		2	Fair to poor	
		1	Very poor.[2]	

E. Validity and Reliability of Instrument

a. Validity

Validity is a tool used to measure the test. Validity is an instrument used to

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[2] Sara Weigle, Cushing, *Assessing Writing* (Cambridge University Press, 2002), https://doi.org/10.4324/9781315561301-9.

measure what will be measured. In this study, the researcher used an essay test to test the students' writing ability in the content validity of the procedure applied. This content validity is adapted to the research instrument, namely in the form of tests adopted from books that are in accordance with curriculum materials and textbook materials. Then, validated by the English teacher at SMA 8 Padangsidimpuan.

b. Reliability

Reliability is also need in this research for make sure the test. Reliability is the extent to which measuring device in consistent in measuring whatever it measure. The instrument become reliable when the instrument of the researcg is believable to use as an instrument of collecting data.

F. Procedure of research

Researchers followed experimental research procedures. So it will be divided into pre-test, treatment and post-test.

a. Pre test

Pre test is the that resercher give before treatment. There are some steps as follows:

a) The researcher prepared the test about analytical exposition text .

b) The researcher gave the test to control and experimental class.

c) The researcher explained the instruction of the text to student.

d) The researcher gave the time to solve the test.

e) The researcher collected the answer sheet.

b. Treatment

a) The teacher gave topic to students to invited students to write mind mapping in writing exposition texts.

b) The teacher asked what words or phrases students though about the topic.

c) The teacher instructed students to write them on the whiteboard by following the mapping that the teacher made alternately.

d) From the various words or pharase written by students on the blackboard, the teacher and students clarify and shorten the word or pharase.

e) The teacher invited students to develop these ideas into a sentence by sentence as well as arrange the sentence into an analytical exposition text that is in accordance with the generic structure. So the students can made the analytical eksposition by using mind mapping.

c. Post test

a) The researcher prepared the test to post test.

b) The researcher gave the test to control and experimental class .

c) The researcher gave and instruction of the test.

d) The researcher gave the time to solve the test.

e) The researcher collected the answer sheet.

G. Technique of Data Analysis

a. Requiement test

1) Normality

Normality is used to see whether the data obtained in the study have been normally distributed or not. The researcher used by Chi – Quadrate formula to normality test.

$$X^2 = \sum \left[\frac{f_o - f_e}{f_h}\right]$$

Where:

X^2 = Chi – Quadrate

fo = Frequency is gotten from the sample/result of observation (Questioner).

F_e = Frequency is gotten from the sample as image from frequency is hoped from the population. [3]

2) Homogeneity test

Homogeneity test is carried out to assess the difference or whether or not the two distributions were equal.

$$F = \frac{The\ biggest\ variant}{The\ smallest\ varian}$$

Homogenity test .[4]

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[3] Ahmad Nizar, *Statistik Untuk Penelitian* (Medan: Kelompok Penerbit Mulya Sarana, 2015).
[4] Agus Irianto, *Statistik Konsep Dasar Dan Aplikasunya* (jakarta: Kencana Prenada Media Group, 2003).

3) Hypothesis

After find out the result from eksperiment and control class, the researcher will be analyzed by using T- test formula as follow.

$$Tt = \frac{X_1 - X_2}{\sqrt{\frac{S_A^2}{n_A} + \frac{S_B^2}{n_B}}}$$

Where:

Tt : The value which the stational the statistical significance

X_1 : The average score of the experimental class

X_2 : The average score of the control class

S_A^2 : devirational of experiment class

S_B^2 : devirational of control class

n_1 : number of experimental

n_2 : number of control class.[5]

1. If the t-test (t_o) > t-table (t_t) at a significant level of 0.05, then H_0 (zero hypothesis) is rejected.

2. If the t-test (t_o) < t-table (t_t) at a significant level of 0.05, then H_0 (zero hypothesis) is receive.

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[5] Nizar, *Statistik Untuk Penelitian*.

CHAPTER IV

THE RESULT OF THE RESEARCH

As previously explained, the researcher conducted research located at SMA N 8 Padangsidimpuan on May 16th to May 27th, 2023. This research was conducted in XI MIA 1 and XI MIA 2 classes, where XI MIA 1 was an experimental class and XI MIA 2 was an control class.

In the first stage, the researcher was conducted pre-test in both classes to find out how students' writing abilities and comprehension were before doing treatment and post-test to find out students' writing abilities after doing treatment using mind mapping technique. At the pre test and post test stages students have 45 minutes to write 150 words at minimum. After that the researcher calculated the data that had been obtained and used the T-test formula to test the hypothesis. The results obtained are described as follows.

A. Description of Data of Students Writing Analytical Exposition text

1. Description of Data of Control Class

a. Control Class in Pre – Test

In the pre-test of the control class, the researcher calculated the results that have been obtained by students by doing the writing test. Then the scores obtained by the students were sorted from the lowest score to the highest, after that the researcher calculated it using a statistical formula to get the range, mean (average), median mode, standard deviation, variance.

The score from the pretest on class control can be viewed from the

following table :

Table IV. 5 The Score of Pre Test in Control Class

No	Description	Result
1	Total score	1298
2	Higest score	80
3	Lowest score	45
4	Range	35
5	Total of classes (K)	5
6	Interval	7
7	Mean	59.45
8	Median	56.19
9	Modus	50.66
10	Standard deviation	11.28
11	Variant	127.24

Based on the table, the total score was 1298, range was 35, mean (average) was 59.45, median was 56.19, modus was 50.66, standard deviation wa 11.28, variant was 127.24. The researcher got the higest score was 80 and the lowest wa 40.

After finding the range, mean (average), median mode, standard deviation, variance the researcher determined the median value of each interval. after that the researcher made a percentage to find out the dominant score points that the students got.

The frequency distribution of the students' score of control class in pre test can be seen in the following table:

Table IV. 6 Frequency Distribution of Student's Score

Interval	Midpoint	Frequency	Percentages
45 - 51	48	7	32%
52 - 58	55	6	27%
59 – 65	62	3	14%
66 – 72	69	2	9%
73 – 79	76	2	9%
80 – 86	83	2	9%
		22	100%

Based on the table, the student's score in classs intterval between 45 – 51 was 7 student (32%), classs intterval between 52 – 58 was 6 student (27%), classs intterval between 59 – 65 was 3 student (14%), classs intterval between 66 – 72 was 2 student (9%), classs intterval between 73 – 79 was 2 student (9%), classs intterval between 80 – 86 was 2student (9%).

Then the researcher presented them in diagram on the folllowing below.

Figure IV. 1 Histogram Data Pre Test of Control Class

Figure IV. 1 above explains the frequency of student's scores based on

mindpoints. From this diagram, it can be seen the comparison between the frequency of the highest and lowest scores obtained by students in the pre-test of the control class. it can be seen that the highest score is found in the interval 45 – 51 or the mindpoint value is 48 with a frequency of 7 students, and the lowest score is found in the interval 66 – 72, 73 – 79 and 80 – 86 or the mindpoint value is 69.76 and 83 with a frequency of 2 student.

b. Control Class in Post Test

In the post - test of the control class, the researcher calculated the results that have been obtained by students by doing the writing test. Then the scores obtained by the students were sorted from the lowest score to the highest, after that the researcher calculated it using a statistical formula to get the range, mean (average), median mode, standard deviation, variance.

The score from the post – test on class control can be viewed from the following table :

Table IV. 7 The Score of Post – Test in Control Class

No	Description	Result
1	Total score	1382
2	Higest score	86
3	Lowest score	46
4	Range	40
5	Total of classes (K)	5
6	Interval	8
7	Mean	61.86
8	Median	58.86
9	Modus	56.7
No	Description	Result
10	Standard deviation	11.23

11	Variant	126.11

Based on the table, the total score was 1297, range was 40. mean (average) was 61.86, median was 58.86, modus was 56.7, standard deviation wa 11.23, variant was 126.11. The researcher got the higest score was 86 and the lowest wa 46.

After finding the range, mean (average), median mode, standard deviation, variance the researcher determined the median value of each interval. after that the researcher made a percentage to find out the dominant score points that the students got.

The frequency distribution of the students' score of control class in pre test can be seen in the following table:

Table IV. 8 Frequency Distribution of Student's Score

Interval	Midpoint	Frequency	Percentages
46 - 53	49.5	5	23%
54 - 61	57.5	9	41%
62 - 69	65.5	3	14%
70 – 77	73.5	2	9%
78 - 85	81.5	2	9%
86 - 93	89.5	1	5%
	417	22	100%

Based on the table, the student's score in classs intterval between 46 – 53 was 5 student (23%), classs intterval between 54 – 61 was 9 student (41%), classs intterval between 62 – 69 was 3 student (14%), classs intterval between 70 – 77 was 2 student (9%), classs intterval between 78 – 85 was 2 student (

9%) and classs intterval between 86 – 93 was 1 student (5%).

Then the researcher presented them in diagram on the folllowing below.

Figure IV. 2 Histogram Data Post – Test of Control Class

Figure IV. 2 above explains the frequency of student's scores based on mindpoints. From this diagram, it can be seen the comparison between the frequency of the highest and lowest scores obtained by students in the post-test of the control class. it can be seen that the highest score is found in the interval 54 – 61 or the mindpoint value is 57.5 with a frequency of 9 students, and the lowest score is found in the interval 86 – 93 or the mindpoint value is 89.5 with a frequency of 1 student.

2. **Description of Data of Experimental Class**

   a. **Experimental Class in Pre – Test**

   In the pre-test of experimental class, the researcher calculated the results that have been obtained by students by doing the writing test. Then the scores obtained by the students were sorted from the lowest score to the highest, after that the researcher calculated it using a statistical formula to get the range, mean (average), median mode, standard deviation, variance.

   The score from the pre test on experimental class can be viewed from the following table :

   Table IV. 9 The Score of Pre Test in Experimental Class

No	Description	Result
1	Total score	1297
2	Higest score	87
3	Lowest score	50
4	Range	37
5	Total of classes (K)	5
6	Interval	7
7	Mean	65.25
8	Median	65.25
9	Modus	68.47
10	Standard deviation	10.41
11	Variant	108.36

   Based on the table, the total score was 1297, range was 37. mean (average) was 62.25, median was 62.25, modus was 68.47, standard deviation wa 10.41, variant was 108.36. The researcher got the higest score was 87 and the lowest wa 50.

After finding the range, mean (average), median mode, standard deviation, variance the researcher determined the median value of each interval. after that the researcher made a percentage to find out the dominant score points that the students got.

The frequency distribution of the students' score of experimental class in pre test can be seen in the following table:

Table IV. 10 Frequency Distribution of Student's Score

Interval	Midpoint	Frequency	Percentages
50 - 56	53	5	25%
57 - 63	60	3	15%
64 - 70	67	8	49%
71 - 77	74	1	5%
78 - 84	81	2	10%
85 - 91	88	1	5%
	423	20	100%

Based on the table, the student's score in classs intterval between 50 – 56 was 5 student (25%), classs intterval between 57 – 63 was 3 student (15%), classs intterval between 64 – 70 was 8 student (49%), classs intterval between 71 – 77 was 1 student (5%), classs intterval between 78 – 84 was 2 student (10 %), classs intterval between 85 – 91 was 1 student (5%).

Then the researcher presented them in diagram on the folllowing below.
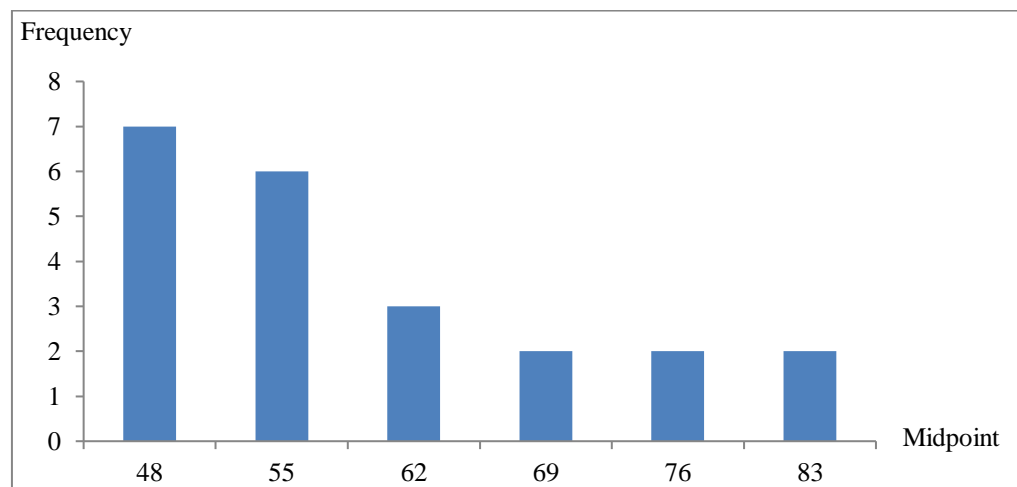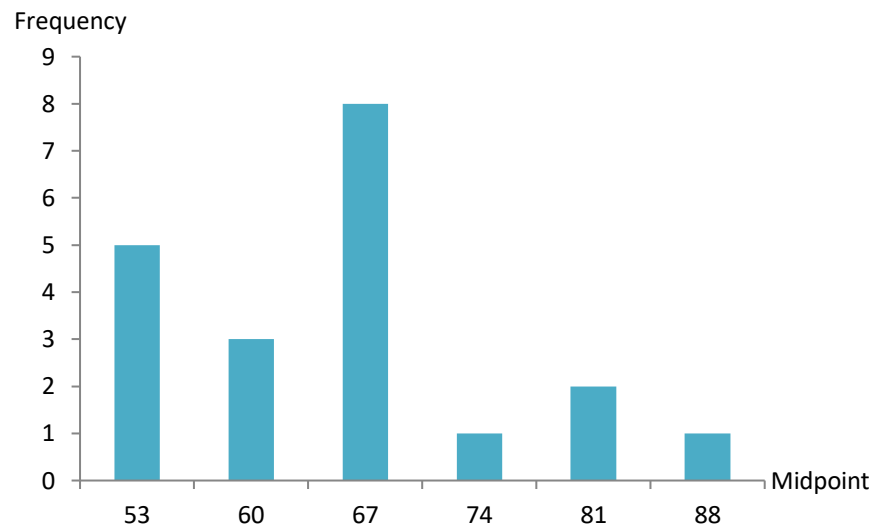
Figure IV. 3 Histogram Data Pre Test of Experimental Class

Figure IV. 3 above explains the frequency of student's scores based on mindpoints. From this diagram, it can be seen the comparison between the frequency of the highest and lowest scores obtained by students in the pre-test of the experimental class class. it can be seen that the highest score is found in the interval 64 – 70 or the mindpoint value is 67 with a frequency of 8 students, and the lowest score is found in the interval 71 – 77 or the mindpoint value is 74 with a frequency of 1 student and in the interval 85 – 91 or the mindpoint value is 88 with a frequency of 1 student

b. **Experimental Class in Post Test**

In the post - test of the experimental class, the researcher calculated the results that have been obtained by students by doing the writing test. Then the scores obtained by the students were sorted from the lowest score to the

highest, after that the researcher calculated it using a statistical formula to get the range, mean (average), median mode, standard deviation, variance.

The score from the post – test on cexperimental class can be viewed from the following table :

Table IV. 11 The Score of Post - Test in Control Class

No	Description	Result
1	Total score	1386
2	Higest score	90
3	Lowest score	54
4	Range	36
5	Total of classes (K)	5
6	Interval	7
7	Mean	73.45
8	Median	76.25
9	Modus	78.28
10	Standard deviation	11.68
11	Variant	136.11

Based on the table, the total score was 1297, range was 36 mean (average) was 73.45, median was 76.25, modus was 78.28, standard deviation wa 11.68 variant was 136.11. The researcher got the higest score was 90 and the lowest wa 54 .

After finding the range, mean (average), median mode, standard deviation, variance the researcher determined the median value of each interval. after that the researcher made a percentage to find out the dominant score points that the students got.

The frequency distribution of the students' score of experimental class in pre test can be seen in the following table:

Table IV. 12 Frequency Distribution of Student's Score

Interval	Midpoint	Frequency	Percentages
54 - 60	57	4	20%
61 - 67	64	3	15%
68 - 74	71	1	5%
75 - 81	78	8	40%
82 - 88	85	2	10%
89 - 95	92	2	10%
	447	20	100%

Based on the table, the student's score in classs intterval between 54 – 60 was 4 student (20%), classs intterval between 61 – 67 was 3 student (15%), classs intterval between 68 – 74 was 1 student (5%), classs intterval between 75 – 81 was 8 student (40%), classs intterval between 82 – 88 was 2 student (10%), classs intterval between 89 – 95 was 2 student (10%).

Then the researcher presented them in diagram on the folllowing below.
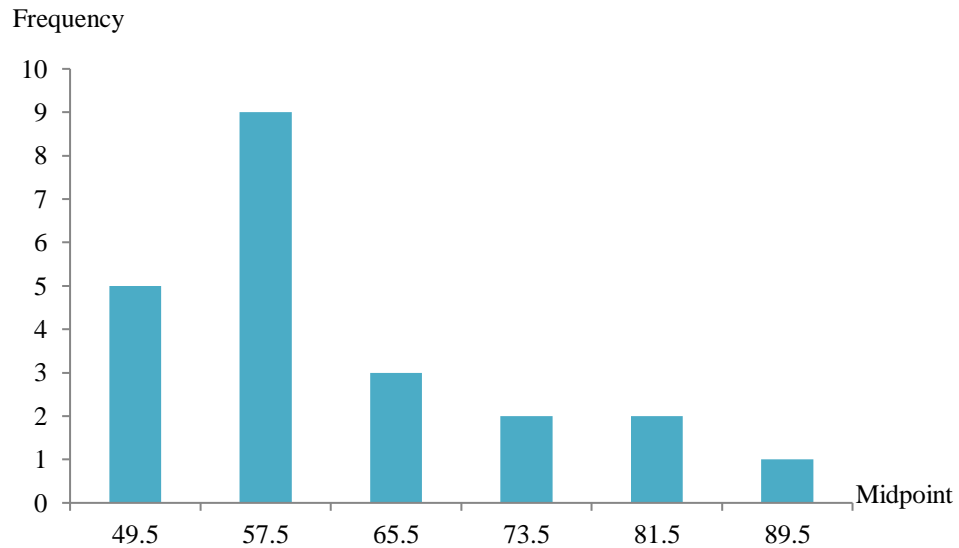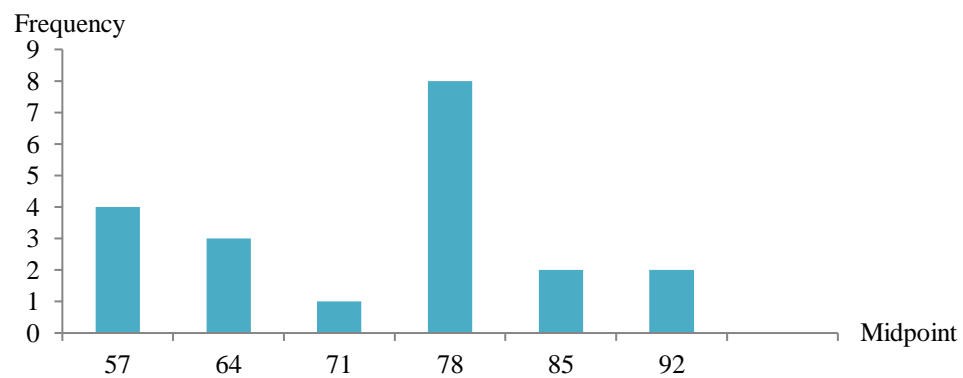

Figure IV. 4 Histogram Data Post – Test of Experimental Class

Figure IV. 4 above explains the frequency of student's scores based on mindpoints. From this diagram, it can be seen the comparison between the frequency of the highest and lowest scores obtained by students in the post – test of the experimental class class. it can be seen that the highest score is found in the interval 75 – 81 or the mindpoint value is 78 with a frequency of 5 students, and the lowest score is found in the interval 68 – 74 or the mindpoint value is 71 with a frequency of 1 student.

3. **Description of Comparison Score of Pre – Test and Post Test**

   a. **Comparioson Score of Pre - Test and Post – Test in Control Class**

   After getting the results of the pre-test and post-test in the control classes, the researcher compared the results of the pre-test and post-test to find out the comparison of the highest and lowest values, range, mean (average), median mode, standard deviation and variance.

   The comparison score between pre – test and post – test of control class can be viewed from the following table :

Table IV. 13 The Comparison Score Between Pre Test and Post Test of Control Class

No	Description	Pre – Test	Post - Test
T	Total score	1298	1382
2	Higest score	80	86
3	Lowest score	45	46
4	Range	35	40
5	Total of classes (K)	5	5
6	Interval	7	8
7	Mean	59.45	61.86
8	Median	56.19	58.86
9	Modus	50.66	56.7

No	Description	Pre – Test	Post - Test
10	Standard deviation	11.28	11.23
11	Variant	127.24	126.11

Based on the table above, the highest scores were obtained on the pre-test and post-test, namely the lowest score was 45 and 46, the higest score was 80 and 86, total score was 1298 and 1382, range was 35 and 40, mean (average) was 59.45 and 61.86, median was 56.15 and 58.86, modus was 50.66 and 56.7, standard deviation wa 11.28 and 11.23, variant was 127.24 and 126. 11.
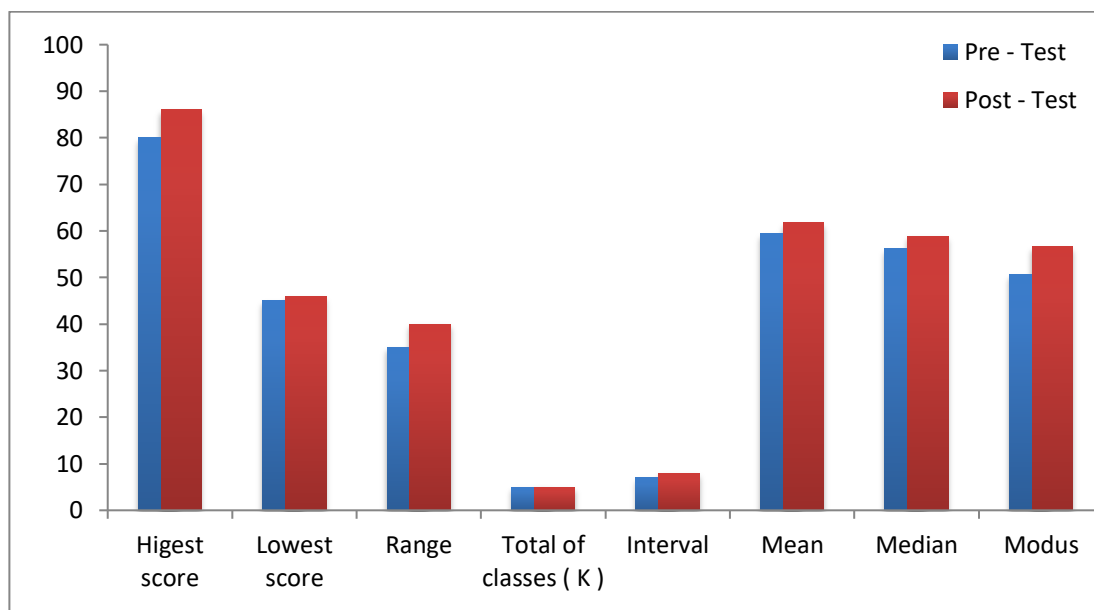
Figure IV. 5 Histogram Data Post – Test of Experimental Class

From histogram above we can conluded the student got the lowest score in the pre – test experimental class and the student got the highest score in the post – test experimental class. The lowest score in the pre test is 45 while in the post test it is 46, and the highest score in the pre test is 80 while in the post

test it is 86.

b. Comparioson Score of Pre - Test and Post – Test in Experimental Class

After getting the results of the pre-test and post-test in the experimental classes, the researcher compared the results of the pre-test and post-test to find out the comparison of the highest and lowest values, range, mean (average), median mode, standard deviation and variance.

The comparison score between pre - test and post - test of experimental class can be viewed from the following table :

Table IV. 14 The Comparison Score Between Pre est and Post Test of Control Class

No	Description	Pre – Test	Post – Test
T	Total score	1297	1386
2	Higest score	87	90
3	Lowest score	50	54
4	Range	37	36
5	Total of classes (K)	5	5
6	Interval	7	7
7	Mean	65.25	73.45
8	Median	65.25	76.25
9	Modus	68.47	78.28
10	Standard deviation	10.41	11.68
11	Variant	108.36	136.11

Based on the table above, the highest scores were obtained on the pre-test and post-test, namely the lowest score was 45 and 46, the higest score was 87 and 90, total score was 1297 and 1386, range was 37 and 36, mean (average) was 65.25 and 73.45, median was 65.25 and 76.25, modus was 68.47 and 78.28,

standard deviation wa 10.41 and 11.68, variant was 108.36 and 136. 11.

The data of description of both the data presented in diagram below.

Figure IV. 6 Description Data Post – Test of Experimental Class
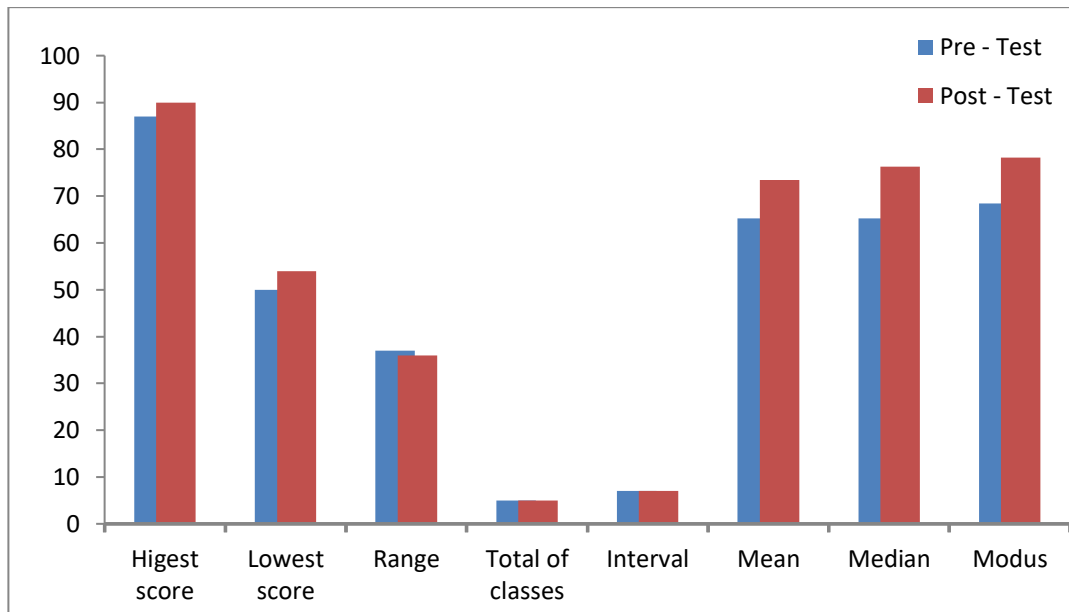
Figure IV. 6 Histogram Data Post – Test of Experimental Class

From histogram above we can conluded the student got the lowest score in the pre – test experimental class and the student got the highest score in the post – test experimental class. The lowest score in the pre test is 50 while in the post test it is 54, and the highest score in the pre test is 88 while in the post test it is 90.

B. Data analysis

1. Requirment Test

a. Normality of control class and experimental class in pre – test.

The researcher used the Chi Quadrat test to calculated the normality test in the experimental class and the control class in the pre test. The researcher found the x^2_{count} while the x^2_{table} was determined using the Chi Quadrat distribution, so that the results of the data distribution were normal. Then the researcher calculates the homogeneity to find out the homogeneity between experimental and control classes in the pre-test using the F formulation to find out the f_{count} which is then compared to the f_{table}.

The normality and homogeneity of the experimental and control class in pre-test can be seen in the following table.

Table IV. 15 Normality and Homogenity in Pre – Test

	Normality Test		Homogenity Test	
	x^2_{count}	x^2_{table}	f_{count}	f_{table}
Experimental Class	-17.37	12.591		
Control Class	-223.29	12.591	$1.17 < 2.11$	

Based on the table, the score of experimental class $x^2_{count} = -17.37 < x^2_{table} = 12.591$ with n = 20, the score of control class $x^2_{count} = -223.29 < x^2_{table} = 12.5991$ with n = 22. Level α = 0.05. So Ha was accepted because $x^2_{count} < x^2_{table}$. It mens that experimental class annd control class in pre – test were distributed normal.

The comparison between f $_{count}$ with f $_{table}$, where f $_{count}$ = 1.17 wirh different numerator (dk = n – 1) dk = 20 – 1 = 19 and different numerator (dk = n – 1) dk = 22 – 1 = 21 at the real level α = 0.05. By using f distribution is obtained f $_{0,05}$ = 2.11. So f $_{count}$ = 1.17 < f $_{table}$ = 2.11. It can be concluded that the similarity of variance between experimental class annd control class in pre – test was homogenity. The calcukation can be seen on the appendix 13.

b. Normality of control class and experimental class in post – test.

The researcher used the Chi Quadrat test to calculated the normality test in the experimental class and the control class in the post – test. The researcher found the x^2_{count} while the x^2_{table} was determined using the Chi Quadrat distribution, so that the results of the data distribution were normal. Then the researcher calculates the homogeneity to find out the homogeneity between experimental and control classes in the post – test using the F formulation to find out the f $_{count}$ which is then compared to the f $_{table}$.

The normality and homogeneity of the experimental and control class in post – test can be seen in the following table.

Table IV. 16 Normality and Homogenity in Post – Test

	Normality Test		Homogenity Test	
	x^2_{count}	x^2_{table}	f^2_{count}	f^2_{table}
Experimental Class	-233.188	12.591		
Control Class	-94.32	14.067	1.08 < 2.11	

Based on the table, the score of experimental class x^2_{count} = - 233.188 <

x^2_{table} = 12.591 with n = 20, the score of control class x^2_{count} = - 94.32 < x^2_{table} = 14.067 with n = 22. Level α = 0.05. So Ha was accepted because x^2_{count} < x^2_{table}. It mens that experimental class annd control class in post – test were distributed normal.

The comparison between f $_{count}$ with f $_{table}$, where f $_{count}$ = 1.17 wirh different numerator (dk = n – 1) dk = 20 – 1 = 19 and different numerator (dk = n – 1) dk = 22 – 1 = 21 at the real level α = 0.05. By using f distribution is obtained f $_{0,05}$ = 2.11. So f $_{count}$ = 1.08 < f $_{table}$ = 2.11. It can be concluded that the variance between experimental class and control class in post – test was homogenity. The calcukation can be seen on the appendix 14.

2. Hypothesis Test

The researcher using arametric test by using T- test to analyse the hypothesis. Hypothesis of the research was there is significance effect of using mind mapping technique in writing analytical exposition text at the eleventh grade student of SMA N 8 Padangsidimpuan. The researcher found the hypothesis after calculated the data of post test, the researcher has found the post test of experimental and control class is normaland homogenity then calculated the hypothesis with T – test.

The hypothesis test was two criteria they are

1. If the t-test (t_o) > t-table (t_t) at a significant level of 0.05, then H_0 (zero hypothesis) is rejected.

2. If the t-test (t_o) < t-table (t_t) at a significant level of 0.05, then H_0 (zero hypothesis) is receive.

Based on the researcher calculation in pre – test, researcher found that tcount = 2,05ss with opportunity $(1 – \alpha) = 1 – 5\% = 95\%$ and dk n1 + n2 – 2 = 20 + 22 – 2 = 40, t table = 2.021. So t count < t table (1.70 < 2.021). Cause t count < t table so Ho is accepted. It means no difference between the average of experimental class and control class.

Based on the researcher calculation post – test, researcher found that tcount = 3.36 with opportunity $(1 – \alpha) = 1 – 5\% = 95\%$ and dk n1 + n2 – 2 = 20 + 22 – 2 = 40, t table = 2.021. So t count > t table (3.28 > 2.021). Cause t count > t table so, Ha is accepted. It means there is a significance effect of using mind mapping technique in writing analytical exposition text at the eleventh grade student of SMA N 8 Padangsidimpuan.

Table hypothesis can be seen as following below :

Table IV. 17 Result of Hypothesis

Pre – Test		Post – Test	
t count	t table	t count	t table
1.70 < 2.021		3.28 > 2.021	

In this study,the mean score of experimental class by using mind mapping technique was 73.45 and mean score of control class was 61.86 that was ttaught by using the teacher's strategy. So, there was the effect of mind mapping technique to students writing ability at grade eleventh of SMA N 8 Padangsidimpuan.

C. Discussion

Based on the results of this study, the researcher proved that what had been stated by experts Buzan.[1] That mind mapping is a good tool to help write a good structure in the focus of the essay, but it is also useful when writing in full. The best mind mapping provides this assistance in ways that contribute to learning, such as making it easier to organize ideas, develop ideas, increase creativity in writing, make it easier to remember ideas or vocabulary used, and can stimulate ideas to be developed which can then be further developed. in this research the researchers found the mean score of experimental class before using mind mapping technique was 65.25 and after using mind mapping technique was 73.45. It means that there was the effect of using mind mapping technique in writing anlytical exposition text.

The result above supported by the previous research by Astuti and Swondo.[2] The findings from this comparison are the value of 67.53 which is the value obtained using the Mind Mapping technique. It's different with those who don't use the Mind Mapping technique: they get a score of 63.50. So, it can be summarized that the Mind Mapping technique is very effective, appropriate, and easy to apply by students who will make correct and directed analytical exposition texts.

Different from the results of the study by Wijaya.[3] The results showed that the

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[1] Buzan, *The Ultimate Book of Mind Maps*.
[2] Astuti and Swondo, "The Effect of Mind Mapping Technique on Students' Achievement in Writing Analytical Exposition Text."
[3] A.K Wijaya, "The Effect of Using Mind Mapping on The Writing Comprehension Ability of The Tenth Grade Students at Sma Tiga Maret Yogyakarta," *The Official UNY Scientific Journal* 147, no. March (2020): 11–40, https://eprints.uny.ac.id/31781/1/skripsi full.pdf.

difference in writing ability between students who were taught using mind mapping and students who were taught not using mind mapping was not very significant. This can be seen in the results of hypothesis testing through ANCOVA (Analysis of Covariance). The significance value is greater than the significance level of 0.05 $(0.392 > 0.05)$, which means that the data from this study are considered to have no significant difference.

Based on the result, the researcher got mean score post – test was higer that mean score in pre – test ($73.45 > 65.05$) and also t – count was higer then t – table ($3.28 > 2.021$). It can be conclude that there was a significance effect of using mind mapping technique in wrting ability at grade eleventh of SMA N 8 Padangsidimpuan.

After the researcher going the research the theory and also the result proved that mind mapping technique is very good to be use in writing and recommended for teaching writing analytical exposition text.

D. **Threarts of the Research**

There are some threarts of the research that researchers found when conducting research. apart from spending research time on the learning process is very narrow so that researchers are less effective in implementing research. Following are some other threarts of the research.

1. Some students are very noisy during the teaching and learning process. Thus making other students less focused on learning.

2. Some students came out for about 10 minutes when the learning process

took place due to a call from the teacher.

3. The researcher cannot explain learning using full English because there are some students who do not understand English well.

4. Some students are not serious about doing the test in the pre test and post test and some of the are cheating and help each other.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, the conclusion of this study as following.

1. The result of students' writing analytical exsposition text at eleventh grade at SMAN 8 Padangsidimpuan before using mind mapping technique with the mean score of control class in pre – test was 59.45

2. The result of students' writing analytical exposition text at eleventh grade at SMAN 8 Padangsidimpuan after using mind mapping technique with mean score in experimental class was 73.45. It is good categorized.

3. There Is a significance effect of mind mapping technique in writing analytical exposition text at the eleventh grade students of SMA N 8 Padangsidimpuan. It can be seeen from the result of T – test. The result of T – test was t count > t table (3.28 > 2.021).

B. Implication of Research

This study shows that the mind mapping technique is very well used in writing analytical exposition texts. So that the results of the research provide several implications, namely implications for the teacher's perspective on students. meaning that the teacher must realize that each student has differences both in terms of character, ability, experience, interests, talents and ways of learning. Therefore learning activities must be adapted to the conditions of the students in the class and can be seen from the research results and the differences between students' writing

abilities before and after using mind mapping. Then the implications for students' perspectives on the learning techniques used. meaning that students will realize that the technique in learning influences their ability to write so that it can motivate students when students study independently they will use techniques that they feel are good and appropriate to use.

C. Suggestion

1. In teching writing, teacher should be more creative in pproviding intresting topics with can motivate students to write

2. Mind mapping technique can be implemented in writing activity, especially in pre – writing activity in order to generated and develovp students's idea in writing.

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CURICULUM VITAE

I. Identity
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2. Mother
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III. Education Background
1. SD 200502 Padangsidimpuan Graduated in 2013
2. SMP N 5 Barang Angkola Graduated in 2016
3. SMA N 3 Padangsidimpuan Graduated in 2019
4. UIN SYAHADA Padangsidimpuan Graduated in 2023

IV. Organization
1. Himpunan Mahasiswa Jurusan TBI (HMJ TBI)

RENCANA PELAKSANAAN PEMBELAJARAN

(CONTROL CLASS)

Sekolah : SMA NEGERI 8 Padangsidimpuan

Mata pelajaran : B. inggris

Kelas/ semester : XI/ II

Alokasi waktu : 2 x 40 menit

Topik : Analytical eksposition

A. Kompetensi inti

KI 1 : Menghargai dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleransi, damai), santun, tanggap dan proaktif serta menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan sosial lingkungan dan lingkungan alam dan dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab

fenomena dan kejadian, serta menerapkan pengetahuan prosedural ke bidang

studi tertentu sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah

abstrak terkait dengan pengembangan dari apa yang dipelajarinya di sekolah

secara mandiri, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi dasar

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa

teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi

terkait isu aktual, sesuai dengan konteks penggunaannya

4.4 Teks eksposisi analitis

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks,

dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual

4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan fungsi

perhatian sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai

konteks

C. Tujuan pembelajaran

1. Siswa mampu mengidentifikasi fungsi social, structure teks dan unsur

   kebahsaan dari analytical eksposition text

2. Siswa mampu menganalisis fungsi social, structure teks dan unsur

   kebahsaan dari analytical eksposition text berbentuknmanual dan kiat

   kiat (tips), sesuai dengan konteks penggunaannya.

3. Siswa mampu membuat analytical ekposition text yang sesuai dengan structure teks dan unsur kebahsaannya.

D. Materi pembelajaran

1. The definition of analytical eksposition : Analytical exposition text is a text that contains the author's opinion about things that happen around.

2. The purpose of analytical eksposition : The purpose of an analytical exposition text is to convince the reader that the topic presented is an important topic to discuss.

3. The geniric structure of analytical eksposition

   - Thesis : The part that tells the reader about the main topic and the author's point of view.

   - Arguments : Opinions to support the main topics that have been presented before.

   - Reiteration : A reaffirmation of the author's position and opinion on the main topic. Reiteration is also often referred to as a conclusion, which means a conclusion.

4. The language features of analytical eksposition

   - Focus on generic human and non-human participants

   - Use of simple present tense

   - Use of relational process

   - Use of internal conjunction to stage argument

- Reasoning through causal conjunction or normalization

5. Example of analytical eksposition

Title	Bulying
Thesis	Bullying is the use of force or coercion to abuse or intimidate others. The behavior can be habitual and involve an imbalance of social or physical power. It can include verbal harassment or threat, physical assault or coercion, and may be directed repeatedly towards particular victims,perhaps on grounds of race, religion, gender, sexuality, or ability. The victim of bullying is sometimes referred to as a "target".
Argument 1	Bullying can occur in any context in which human beings interact with each other. This includes school, church, family, the workplace, home, and neighborhoods. Bullying is absolutely wrong for several reasons. First, nobody wants to get bullied. Imagine if you or your family member is one who is being bullied. What do you think will happen to him/her? Nobody wants to live his/her life like a frightened rabbit, right?

Argument 2	Second, the victims can take revenge by telling their parents, teachers, or even your principal about what you have done to them, and surely, you will be in very, very big trouble.
Argumnet 3	Finally, bullying can result in very serious consequences. Maybe it is done for fun, but the victims can consider it as a deeply traumatic experience that can lead to depression or even suicide. When that happens, surely you will forever be regretful.
Reiteration / conclusion	From the facts above, it is clear that bullying is wrong, and it only brings negative impacts.

E. Metode pembelajaran

   Discussion

F. Media pembelajaran

   Media: Lembar kerja siswa

   Alat / bahan : Spidol, papan tulis

G. Sumber belajar

   Buku bahasa inggris " Stop Bullying Now" SMA/SML/MAK kelas XI

   https://files1.simpkb.id/guruberbagi/rpp/673775-1670341813.pdf

H. Langkah langkah pembelajaran

Kegiatan awal (5 menit)

1. Greetings

2. berdoa

3. Warming up

4. Mengecek kehadiran siswa

5. Menghubungkan pembelajaran dengan kehidupan sehari hari.

Kegiatan inti (30 menit)

1. Guru memberikan sebuah contoh teks analtical eksposisi .

2. Guru menyuruh siswa untuk membaca teks eksposi tersebut.

3. Guru bertanya kepada siswa apa topik utama atau ide pokok teks tersebut dan menulisnya di papan tulis .

4. Kemudian guru bertanya kepada siswa, pada paragraf berikutnya berisi tentang apa dan kemudian guru menulis pendapat yang terdapat di teks tersebut di papan tulis.

5. Guru bertamya kepada student apa kesimpulan dari paragraf tersebut lalu nenulisnya di papan tulis.

6. Guru menjelaskan secara singkat apa itu teks analitical eksposisi agar mudah di pahami

7. Setelah ini guru menjelaskan atau menentukan generik structure dari teks berdasarkan yg di tulis di papan tulis.

8. Guru mencek pemahaman siswa dengan memberikan per tanyaan yes or no

9. Guru memberikan sebuah topik kemudian menyuruh siswa untuk menulis teks analitical eksposisi berdasarkan topik yang diberikan.

10. Guru mengumpulkan jawaban siswa

Kegiatan penutup (5 menit)

1. Guru melakukan feedback dengan mengecek ingatan dan pemahaman siswa dengan memberikan pertanyaan

   a) Teks anaitical eksposition merupakan teks yang berisi pendapat tentang suatu penomena atau kejadian yang perlu di perhatikan, yes or no?

   b) Jika no jadi teks analitikal eksposisi berisi tentang?

   c) Generik structure teks anlitikal eksposisi terdiri dari thesis, argument, dan retiration/ conclusion, yes or no?

   d) Thesis berisi tentang ? argumentation berisi tentang?, retiration/ conclusion berisi tentang?

2. Guru menutup pembelajran

3. Berdoa bersama

I. Penilaian

No	Scoring Element	Score	Level	Weighting
1	CONTENT	5	Excellent	6x
	Students are able to master the	4	Very good	

	content or material and how to understand the use of analytical exposition text.	3	Good to average	
		2	Fair to poor	
		1	Very poor	
2	ORGANIZATION Students are able to know steps and logical sequence in composing analytical exposition text. Generic structure (thesis, argument, reiteration).	5	Excellent	4x
		4	Very good	
		3	Good to average	
		2	Fair to poor	
		1	Very poor	
3	VOCABULARY Students are able to determine the choice of words and master words	5	Excellent	4x
		4	Very good	
		3	Good to average	
		2	Fair to poor	
		1	Very poor	
4	LANGUAGE USE Students are able to use the simple present tense in making analytical exposition texts.	5	Excellent	5x
		4	Very good	
		3	Good to average	
		2	Fair to poor	
		1	Very poor	
5	MECHANICS Students are able to use spelling, punctuation, capitalization properly and correctly	5	Excellent	1x
		4	Very good	
		3	Good to average	
		2	Fair to poor	
		1	Very poor	

NILAI= S + O +V +L +M =

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Padangsidimpuan,   15   Juni 2023
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RENCANA PELAKSANAAN PEMBELAJARAN

(EXPERIMENT CLASS)

Sekolah   : SMA NEGERI 8 Padangsidimpuan

Mata pelajaran   : B. inggris

Kelas/ semester   : XI/ II

Alokasi waktu   : 2 x 40 menit

Topik   : Analytical eksposition

A. Kompetensi inti

KI 1   : Menghargai dan mengamalkan ajaran agama yang dianutnya.

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fenomena dan kejadian, serta menerapkan pengetahuan prosedural ke bidang studi tertentu sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari apa yang dipelajarinya di sekolah secara mandiri, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi dasar

3.4   Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya

4.4   Teks eksposisi analitis

4.4.1   Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual

4.4.2   Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan fungsi perhatian sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Tujuan pembelajaran

1. Siswa mampu mengidentifikasi fungsi social, structure teks dan unsur kebahsaan dari analytical eksposition text

2. Siswa mampu menganalisis fungsi social, structure teks dan unsur kebahsaan dari analytical eksposition text berbentuknmanual dan kiat kiat (tips), sesuai dengan konteks penggunaannya.

3. Siswa mampu membuat analytical ekposition text yang sesuai dengan structure teks dan unsur kebahsaannya.

D. Materi pembelajaran

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Reiteration : A reaffirmation of the author's position and opinion on the main topic. Reiteration is also often referred to as a conclusion, which means a conclusion.

4. The language features of analytical eksposition

a) Focus on generic human and non-human participants

b) Use of simple present tense

c) Use of relational process

        d) Use of internal conjunction to stage argument

E. Metode pembelajaran

   Active learning : Mind Mapping Technique

F. Media pembelajaran

   Media: Lembar kerja siswa

   Alat / bahan : Spidol, papan tulis

   Sumber belajar : Buku bahasa inggris " Stop Bullying Now" SMA/SML/MAK

   kelas XI

G. Sumber belajar

   Buku bahasa inggris " Stop Bullying Now" SMA/SML/MAK kelas XI

   https://files1.simpkb.id/guruberbagi/rpp/673775-1670341813.pdf

H. Langkah langkah pembelajaran

   Kegiatan awal (5 menit)

     1. Greetings

     2. berdoa

     3. Warming up

     4. Mengecek kehadiran siswa

     5. Menghubungkan pembelajaran dengan kehidupa sehari hari

   Kegiatan inti (30 menit)

     1. Guru memberikan sebuah contoh teks analtical eksposisi .

     2. Guru menyuruh siswa untuk membaca teks eksposi tersebut.

3. Guru bertanya kepada siswa apa topik utama atau ide pokok teks tersebut dan menulisnya di papan tulis .

4. Kemudian guru bertanya kepada siswa, pada paragraf berikutnya berisi tentang apa

   dan kemudian guru menulis pendapat yang terdapat di teks tersebut di papan tulis.

5. Guru bertamya kepada student apa kesimpulan dari paragraf tersebut lalu nenulisnya di papan tulis.

6. Guru menjelaskan secara singkat apa itu teks analytical eksposisi dan generik strukturenya berdasarkan teks yg di tulis di papan tulis.

7. Guru memberikan topik tentang kepada siswa untuk mengajak siswa menulis mind mapping dalam menulis teks eksposisi

8. Guru menanyakan kata atau frasa apa yang mereka pikirkan tentang topik tersebut

9. Guru menginstruksikan siswa untuk menuliskannya di papan tulis dengan mengikuti pemetaan yang guru buat secara bergantian

10. Dari berbagai kata atau ungkapan yang ditulis siswa di papan tulis, guru dan siswa memperjelas dan mempersingkatnya

11. Guru mengajak siswa untuk mengembangkan ide ide tersebut menjadi sebuah kalimat demi kalimat sekaligus menyusun kalimat tersebut menjadi teks analitikal eksposisi yang sesuai dengan generic strukturnya.

12. Guru mengecek pemahaman siswa dengan memberikan pertanyaan yes or no.

13. Guru memberikan sebuah topik kemudian menyuruh siswa untuk menulis teks analitical eksposisi berdasarkan topik yang diberikan dan memberikan waktu untuk mengerjaknnya

14. Guru mengumpulkan jawaban siswa

Kegiatan penutup (5 menit)

1. Guru melakukan feedback dengan mengecek ingatan dan pemahaman siswa dengan memberikan pertanyaan:

    a) Teks anaitical eksposition merupakan teks yang berisi pendapat tentang suatu penomena atau kejadian yang perlu di perhatikan, yes or no?

    b) Jika no jadi teks analitikal eksposisi berisi tentang?

    c) Generik structure teks anlitikal eksposisi terdiri dari thesis, argument, dan retiration/ conclusion, yes or no?

    d) Thesis berisi tentang ? argumentation berisi tentang?, retiration/ conclusion berisi tentang?

2. Guru menutup pembelajran

3. Berdoa Bersama

I. Penilaian

No	Scoring Element	Score	Level	Weighting
1	CONTENT Students are able to master the content or material and how to understand the use of analytical exposition text.	5	Excellent	6x
		4	Very good	
		3	Good to average	
		2	Fair to poor	
		1	Very poor	
2	ORGANIZATION Students are able to know steps and logical sequence in composing analytical exposition text. Generic structure (thesis, argument, reiteration).	5	Excellent	4x
		4	Very good	
		3	Good to average	
		2	Fair to poor	
		1	Very poor	
3	VOCABULARY Students are able to determine the choice of words and master words	5	Excellent	4x
		4	Very good	
		3	Good to average	
		2	Fair to poor	
		1	Very poor	
4	LANGUAGE USE Students are able to use the simple present tense in making analytical exposition texts.	5	Excellent	5x
		4	Very good	
		3	Good to average	
		2	Fair to poor	
		1	Very poor	
5	MECHANICS Students are able to use spelling, punctuation, capitalization properly and correctly	5	Excellent	1x
		4	Very good	
		3	Good to average	
		2	Fair to poor	
		1	Very poor	

NILAI= S + O +V +L +M =

English Teacher

Riska Juliati Sihombing, S.Pd
Nip. 198107302006042005

Padangsidimpuan, 15 Juni 2023
Researcher

Nirmayani zega
Reg Num. 19 203 00023

Mengetahui,
Kepala Sekolah

Manaor Baharuddin Tampubolon, S.Pd
Nip. 196604011994031003

APPENDIX 3

Instrument for Pre-Test

Instruction:

1. The article given below is incomplete.

Complete it using the format of an exposition text and give it suitable title !.

<u>(Title of the text)</u>

Thesis

      Online games are games that have many fans from all walks of life, from children to adults. Online games are usually used as entertainment, so online games certainly have advantages and disadvantages when used.

Argument

....
....
....
....
....

Reiteration / Conclusion

....
....
....
....

Validator

Riska Juliati Sihombing, S.Pd
Nip. 198107302006042005

APPENDIX 4

Instrument for Post-Test

Instruction:

1. The article given below is incomplete.

Complete it using the format of an exposition text and give it suitable title.

<u>(Title of the text)</u>

Thesis

In the digital era like today, many people have gadget, it has even become a primary need. Although there are those who think that gadget have a negative impact, there are many advantages.

Argument

....
....
....
....
....
....

Reiteration / conclusion

....
....
....
....

Validator

Riska

Riska Juliati Sihombing, S.Pd
Nip. 198107302006042005

Name : Sovia Nurfadhilah Siregar
Class : XI Mia I
Date : ~~B7~~ May 16, 2023
Time : 45 Minutes

1. The article given below is incomplete.
Complete it using the format of an exposition text and give it suitable title.

The Impacts of Online Games

Thesis

    Online games are games that have many fans from all walks of life, from children to adults. Online games are usually used as entertainment, so online games certainly have advantages and disadvantages when used.

Argument

    Online games have advantages like having a lot friend. Online games also can be a entertainment to people and shapes of interaction with others. Online games give a knowledge of tegnology. But Online games could be disadvantages, when online games give dophamin and make people addict. Online games make people who use it should stay on phone cause it can't paused. Online games make people waste their time on unnecessary virtual life as much as they can.

    Some online games are platform that put rank or level to their player. And the players who already addicted would strugle to the level or the rank. Online games also make the players avoid society.

Reiteration / Conclusion

    So, we should manage our activity and doing something that is makes us productive. Write a schedule to control our activity. Not play on leveling online games to avoid addiction. Spent quality time with our close friends, family, and patners. And not play games or on phone during the time.

C + O + V + L + M
30 + 16 + 16 + 20 + 5 = 87

Name : WIDYA LESTARI HARAHAP

Class : XI MIA 1

Date : May 16, 2023

Time : 45 Minutes

1. The article given below is incomplete.

Complete it using the format of an exposition text and give it suitable title.

Advantages and disadvantages of online games

Thesis

Online games are games that have many fans from all walks of life, from children to adults. Online games are usually used as entertainment, so online games certainly have advantages and disadvantages when used.

Argument

Online games make players addicted and unable to carry out their daily activities properly. One of the effects of playing too many online games is "addiction". this condition is known as gaming disorder. when someone experiences gaming disorder there are Functional and Structural changes in the nervous system, especially in the system that regulates Feelings of Pleasure, learning, and motivation.

Reiteration / Conclusion

We as students should Prepare for our Future by not wasting our time Playing games excessively. That doesn't mean we should dn't Play games for a while to relieve our Fatigue. Following are the negative effect of Playing online games excessively, namely: Ruined our eyes in youth, wasting time, lazy to study, makes us People who are Fixated on technology. Playing games is okay as long as it's not excessive and done on holidays. But it's good if we also Prepare for the Future by doing various useful activities at home or outside the home so that it's useful for us in the Future.

24 + 16 + 16 + 20 + 4 = 80

C + O + V + L + M

Name : NURUL AULIA
Class : XI MIA I
Date : May 16. 2023
Time : 45 Minutes

1. The article given below is incomplete.
Complete it using the format of an exposition text and give it suitable title.

Influence online games

Thesis

   Online games are games that have many fans from all walks of life, from children to adults. Online games are usually used as entertainment, so online games certainly have advantages and disadvantages when used.

Argument

   Disadvantages - online gemes (is) can make everyone addicted yang mengakibatkan eyessick and easy emotion(not only (it) online games juga make children(s) dizzy do antivity every days. many people can hal negative about online games because di salah gunakan. Advantages online games (is) can brain out for brain can work in condition mana pun and can so just entertaiment.

Reiteration / Conclusion

   don't play online games too often IF necessary reduce play online games, and dont consider online games to negative way because online games have positive way()

C + O + V + L + M
12 + 12 + 8 + 15 + 3 = 50

Name : Sovia Nurfadhilah Siregar
Class : XI Mia I
Date : 23 - 05/2023
Time : 45 Minutes

1. The article given below is incomplete.
Complete it using the format of an exposition text and give it suitable title.

Positive Impacts of Use Gadget.

Thesis

In the digital era like today, many people have gadget, it has even become a primary need. Although there are those who think that gadget have a negative impact, there are many advantages that can be obtained when using gadget.

Argument

People use gadget to know important news or information because people can use gadget whenever and whereever. People could know what something that is going on really quick. Nowdays, if people want to communicate with others, they can use their phone instead of meet others in real life.

People also be able to increase their knowladge by using google or another plateorm on their gadget. When people want to do a lot of things they could do it on their phone, because phone make everything easily as online like shopping. Gadget also get mobile banking as online payment for easier way to transfer money and stuff.

Reiteration / conclusion

In conclusion, Gadget brings a lot benefits to our life. Rather than do everything yourselves, you should use y take advantages from your gadget. Gadget provide a lot of things youa need to make your your life easier. Gadget could be a part of for your life primary need.

C + O + V + L + M
30 + 20 + 16 + 20 + 5 = 90

Name : Nurul Aulia
Class : XI - Mia⁺
Date : 23 May 2023
Time : 45 Minutes

1. The article given below is incomplete.
Complete it using the format of an exposition text and give it suitable title.

advcentages of using gadget

Thesis

    In the digital era like today, many people have gadget, it has even become a primary need. Although there are those who think that gadget have a negative impact, there are many advantages that can be obtained when using gadget.

Argument

    One of the biggest advantages of electronic gadgets for student is that they can haip students stay connected with their friends and family, with social media and instant messaging. Students can stay in touch with their loved ones no matter where they are. Electronic gadgets can also help students with a calendar and to do list on their phone or tablet, they can keep track of their assignments and deadlines. Gadgets can also help students relax and unwind after a long day of classes with music, movies, and games, students can have some fun and take their minds off of their studies.

Reiteration / conclusion

    gadgets enable us to stay in touch on a personal and professional level. In the actual world as much as online we use them to establish new connections.

C + O + V + L + T + M
12 + 15 + 12 + 15 + 19 : 51

Name : Marni Ramadhani
Class : XI MIA 1
Date : 23 May 2023
Time : 45 Minutes

1. The article given below is incomplete.
Complete it using the format of an exposition text and give it suitable title.

Advantages of Gadjet

Thesis

In the digital era like today, many people have gadget, it has even become a primary need. Although there are those who think that gadget have a negative impact, there are many advantages that can be obtained when using gadget.

Argument

the Advantages of gadjet is that it facilitates communication because only with gadjet can we easily interact with many people, make it easier to learn anything, whether it's about lessons of foreign languages, expand shopping for needs or wants, broaden insights and the latest interesting information, and make those who are Fal feel closer.

Citeration / conclusion
Gadjet help us in all things with gadjet we can more asily find out many things in this Universe.

C U V L M
12 | 12 | 12 | 11 | 13 = 59

APPENDIX 5

Score of Control Class in Pre – test

No	The Name of Students	Pre test
1	Ahmad Mahmudin	56
2	Alfariji Harahap	53
3	Alia Ananda	54
4	Amira Ananda	80
5	Andi Ritonga	46
6	Angel Alvyonyda	80
7	Apriani Dela Rosa	70
8	Eleksia The Day	74
9	Elisabet Aritonang	56
10	Elsa Akia	50
11	Erni Melisa	75
12	Hermansyah	46
13	Maryam	52
14	Muhammad Aswandi	56
15	Musthapa Pane	45
16	Nazli Ahmadi	61
17	Priya Romaito	49
18	Retno Asih Maulida	60
19	Ridayanti Batu Bara	50
20	Safriandi	50
21	Sinta Melisa	70
22	Tania sari	65
		1298

APPENDIX 6

Score of Experimental Class in Pre – test

No	The Name of Students (n)	Pre – Test
1	Arwiyah	70
2	Bunga Indah Lestari	50
3	Dicky Armansyah	64
4	Ilham Harahap	54
5	M. Al-Fauzan	66
6	M. Aswandi	55
7	Marni Ramadhani	50
8	Mutia Sari	79
9	Nora Adelina	64
10	Nur Khadijah Tanjung	67
11	Nurul Aulai	50
12	Prya Romaito Harahap	60
13	Risna Khairani	60
14	Rizky Aditiya	66
15	Sintia Meliana Simatupang	70
16	Sovia Nurfadillah Siregar	87
17	Sri Yanti	75
18	Widiya Lestari Harahap	80
19	Yoga Hadi Cahyo	70
20	Zakiyah Roma	60
	Total	1297

APPENDIX 7

Score of Control Class in Post – test

No	The Name of Students (n)	Post – Test
1	Ahmad Mahmudin	51
2	Alfariji Harahap	57
3	Alia Ananda	60
4	Amira Ananda	85
5	Andi Ritonga	47
6	Angel Alvyonyda	86
7	Apriani Dela Rosa	73
8	Eleksia The Day	79
9	Elisabet Aritonang	60
10	Elsa Akia	60
11	Erni Melisa	76
12	Hermansyah	60
13	Maryam	56
14	Muhammad Aswandi	60
15	Musthapa Pane	46
16	Nazli Ahmadi	57
17	Priya Romaito	52
18	Retno Asih Maulida	66
19	Ridayanti Batu Bara	54
20	Safriandi	52
21	Sinta Melisa	79
22	Tania sari	66
		1382

APPENDIX 8

Score of Experimental Class in Post – test

No	The Name of Students (n)	Post – Test
1	Arwiyah	80
2	Bunga Indah Lestari	55
3	Dicky Armansyah	80
4	Ilham Harahap	57
5	M. Al-Fauzan	80
6	M. Aswandi	64
7	Marni Ramadhani	54
8	Mutia Sari	90
9	Nora Adelina	74
10	Nur Khadijah Tanjung	85
11	Nurul Aulai	55
12	Prya Romaito Harahap	76
13	Risna Khairani	67
14	Rizky Aditiya	64
15	Sintia Meliana Simatupang	80
16	Sovia Nurfadillah Siregar	90
17	Sri Yanti	80
18	Widiya Lestari Harahap	85
19	Yoga Hadi Cahyo	75
20	Zakiyah Roma	75
	Total	1386

APPENDIX 9

Score of Control Class in Pre – Test and Post –Test

No	The Name of Students	Score Pre test	Score Post test	Gained Score
1	Ahmad Mahmudin	56	51	-5
2	Alfariji Harahap	53	57	4
3	Alia Ananda	54	60	6
4	Amira Ananda	80	85	5
5	Andi Ritonga	46	47	1
6	Angel Alvyonyda	80	86	6
7	Apriani Dela Rosa	70	73	3
8	Eleksia The Day	74	79	5
9	Elisabet Aritonang	56	60	4
10	Elsa Akia	50	60	10
11	Erni Melisa	75	76	1
12	Hermansyah	46	60	14
13	Maryam	52	56	4
14	Muhammad Aswandi	56	60	4
15	Musthapa Pane	45	46	1
16	Nazli Ahmadi	61	57	-4
17	Priya Romaito	49	52	3
18	Retno Asih Maulida	60	66	6
19	Ridayanti Batu Bara	50	54	4
20	Safriandi	50	52	2
21	Sinta Melisa	70	79	9
22	Tania sari	65	66	1
		1298	1382	84

APPENDIX 10

Score of Experimental Class in Pre – Test and Post -Test

No	The Name of Students (n)	Pre -Test	Post - Test
1	Arwiyah	70	80
2	Bunga Indah Lestari	50	55
3	Dicky Armansyah	64	80
4	Ilham Harahap	54	57
5	M. Al-Fauzan	66	80
6	M. Aswandi	55	64
7	Marni Ramadhani	50	54
8	Mutia Sari	79	90
9	Nora Adelina	64	74
10	Nur Khadijah Tanjung	67	85
11	Nurul Aulai	50	55
12	Prya Romaito Harahap	60	76
13	Risna Khairani	60	67
14	Rizky Aditiya	66	64
15	Sintia Meliana Simatupang	70	80
16	Sovia Nurfadillah Siregar	87	90
17	Sri Yanti	75	80
18	Widiya Lestari Harahap	80	85
19	Yoga Hadi Cahyo	70	75
20	Zakiyah Roma	60	75
	Total	1297	1386

APPENDIX 11

Result Normality Test (Control Class)

A. Result of Normality Test of Control Class in Pre Test

1. The score of XI MIA 2 class in pre-test from low to high score

45	46	46	49	50
50	50	52	53	54
56	56	56	60	61
65	70	70	74	75
80	80			

2. Range (R) = high – low score

$$= 80 - 45$$

$$= 35$$

3. Total of classes (K) = 1 + 3.3 log (n)

$$= 1 + 3.3 \,(1.34)$$

$$= 1 + 4.42$$

$$= 5.42 \rightarrow 5$$

4. Length of classes range $= \dfrac{range}{total\ classes}$

$$= \dfrac{35}{5}$$

$$= 7$$

Interval	Tb	Ta	x_i	f_i	f_k	$f_i.x_i$	x_i^2	$f_i.x_i^2$
45 - 51	44.5	51.5	48	7	7	336	2304	16128
52 - 58	51.5	58.5	55	6	13	330	3025	18150
59 – 65	58.5	65.5	62	3	16	186	3844	11532
66 – 72	65.5	72.5	69	2	18	138	4761	9522
73 – 79	72.5	79.5	76	2	20	152	5776	11552
80 – 86	79.5	86.5	83	2	22	166	6889	13778
P = 7			310	22		1308	26599	80662

5. Mean = $\frac{\sum Fi.Xi}{\sum Fi}$

$= \frac{1308}{22}$

$= 59.45$

6. Median

$Me = b + p \left(\frac{\frac{1}{2}n - f_k}{f_i} \right)$

$= 51.5 + 7 \left(\frac{11-7}{6} \right)$

$= 51.5 + 7 \left(\frac{4}{6} \right)$

$= 51.5 + 7 \, (0.67)$

$= 51.5 + 4.69$

$= 56.19$

7. Modus

$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$

$= 44.5 + 7 \left(\frac{7}{7+1} \right)$

$$= 44.5 + 7 \left(\frac{7}{8}\right)$$

$$= 44.5 + 7 \ (0.88)$$

$$= 44.5 + 6.16$$

$$= 50.66$$

8. Standard Deviation

   $S = 11.28$

9. Variant

   $S^2 = 127.24$

Table of Normality Data Test with Chi Quadrat Formula

Interval class	Class Limit	Z-Score	Large of Z Table	Limit of the Large Area	fo	fe	$(fo\text{ -}fe)^2/fe$
45 - 51	44.5	-1.32535	0.962256	0.721784	7	15.87925	-245.151
52 - 58	51.5	-0.70479	0.240471	0.225969	6	4.971329	-18.7141
59 – 65	58.5	-0.08422	0.466441	0.2377	3	5.2294	-24.3466
66 – 72	65.5	0.536348	0.704141	0.172206	2	3.788524	-12.3529
73 – 79	72.5	1.156915	0.876346	0.085909	2	1.89	-1.5721
80 – 86	79.5	1.777482	0.962256	0.029503	2	0.649069	78.84113
x^2_{count}							-223.295
x^2_{table}							12.591

Based on the table, the score of control class $x^2_{count} = -223.295 < x^2_{table} = 12.591$ with n = 22 and level $\alpha = 0.05$. So Ha was accepted because $x^2_{count} < x^2_{table}$. It mens that experimental class annd control class in pre – test were distributed normal.

B. Result of Normality Test of Control Class in Post Test

1. The score of XI MIA 2 class in pre-test from low to high score

46	50	51	52	52
54	56	67	67	60
60	60	60	60	66
66	66	74	76	79
85	86			

2. Range (R) = high – low score

$$= 86 - 46$$

$$= 40$$

3. Total of classes (K) = 1 + 3.3 log (n)

$$= 1 + 3.3 \ (1.34)$$

$$= 1 + 4.22$$

$$= 5.22 \rightarrow 5$$

4. Length of classes range $= \dfrac{range}{total\ classes}$

$$= \dfrac{40}{5}$$

$$= 8$$

Interval	Tb	Ta	xi	fi	fk	$fi.xi$	xi^2	$fi.xi^2$
46 - 53	45.5	53.5	49.5	5	5	247.5	2450.25	12251.25
54 - 61	53.5	61.5	57.5	9	14	517.5	3306.25	29756.25
62 - 69	61.5	69.5	65.5	3	17	196.5	4290.25	12870.75
70 – 77	69.5	77.5	73.5	2	19	147	5402.25	10804.5
78 - 85	77.5	85.5	81.5	2	21	163	6642.25	13284.5
86 - 93	85.5	93.5	89.5	1	22	89.5	8010.25	8010.25
P = 8			417	22		1361		

5. Mean $= \dfrac{\sum Fi.Xi}{\sum Fi}$

$\qquad = \dfrac{1361}{22}$

$\qquad = \ 61.86$

6. Median

$\qquad \text{Me} = b + p \left(\dfrac{\frac{1}{2}n - f_k}{f_i} \right)$

$\qquad\qquad = 53.5 + 8 \left(\dfrac{11-5}{9} \right)$

$\qquad\qquad = 53.5 + 8 \left(\dfrac{6}{9} \right)$

$\qquad\qquad = 53.5 + 8 \,(0.67)$

$\qquad\qquad = 53.5 + 5.36$

$\qquad\qquad = 58.86$

7. Modus

$\qquad \text{Mo} = b + p \left(\dfrac{b_1}{b_1 + b_2} \right)$

$\qquad\qquad = 53.5 + 8 \left(\dfrac{4}{4+6} \right)$

$\qquad\qquad = 53.5 + 8 \left(\dfrac{4}{10} \right)$

$\qquad\qquad = 53.5 + 8 \,(0.4)$

$\qquad\qquad = 53.5 + 3.2$

$\qquad\qquad = 56.7$

8. Standard Deviation

$\qquad S = 11.23$

9. Variant

$S^2 = 126.11$

Table of Normality Data Test with Chi Quadrat Formula

Interval class	Class Limit	Z-Score	Large of Z Table	Limit of the Large Area	fo	fe	$(fo . fe)^2/fo$
46 - 53	45.5	-1.45749	0.072491	-0.15566	5	-3.4246	-20.7247
54 - 61	53.5	-0.74494	0.228154	-0.25893	9	-5.69638	-37.9159
62 - 69	61.5	-0.03239	0.487081	-0.26472	3	-5.82379	-13.3692
70 – 77	69.5	0.680161	0.751799	-0.16635	2	-3.65965	-8.75265
78 - 85	77.5	1.392711	0.918146	-0.06422	2	-1.41282	-8.24403
86 - 93	85.5	2.105261		-0.01522	1	-0.33477	-5.32192
x^2_{count}							-94.3284
x^2_{table}							14.067

Based on the table, the score of experimental class $x^2_{count} = -94.328 <$ $x^2_{table} = 14.067$ with n = 22 and evel α = 0.05. So Ha was accepted because $x^2_{count} < x^2_{table}$. It mens that experimental class annd control class in post – test were distributed normal.

APPENDIX 12

Result Normality Test (Experimental Class)

A. Result of Normality Test of Experimental Class in Pre Test

1. The score of XI MIA 2 class in pre-test from low to high score

50	50	50	54	55
60	60	60	64	64
66	66	67	70	70
70	75	79	80	87

2. Range (R) = high – low score

$$= 87 - 50$$

$$= 37$$

3. Total of classes (K) = 1 + 3.3 log (n)

$$= 1 + 3.3 \log (20)$$

$$= 1 + 3.3 (1.3)$$

$$= 1 + 4.29$$

$$= 5.29 \rightarrow 5$$

4. Length of classes range $= \dfrac{range}{total\ classes}$

$$= \frac{37}{5}$$

$$= 7.4 \rightarrow 7$$

Interval	Tb	Ta	x_i	f_i	f_k	$f_i.x_i$	x_i^2	$f_i.x_i^2$
50 - 56	49.5	56.5	5	5	53	265	2809	14045
57 - 63	56.5	63.5	3	8	60	180	3600	10800
64 - 70	63.5	70.5	8	16	67	536	4489	35912
71 - 77	70.5	77.5	1	17	74	74	5476	5476
78 - 84	77.5	84.5	2	19	81	162	6561	13122
85 - 91	84.5	91.5	1	20	88	88	7744	7744

5. Mean $= \dfrac{\sum Fi.Xi}{\sum Fi}$

$\quad = \dfrac{1305}{20}$

$\quad = 65.25$

6. Median

$$Me = b + p\left(\frac{\frac{1}{2}n - f_k}{f_i}\right)$$

$$Me = 63.5 + 7\left(\frac{10 - 8}{8}\right)$$

$$Me = 63.5 + 7\left(\frac{2}{8}\right)$$

$$Me = 63.5 + 7(0.25)$$

$$Me = 63.5 + 1.75$$

$$Me = 65.25$$

7. Modus

$$Mo = b + p\left(\frac{b_1}{b_1 + b_2}\right)$$

$$= 63.5 + 7\left(\frac{5}{5 + 7}\right)$$

$$= 63.5 + 7\,(0.7)$$

$$= 63.5 + 4.9$$

$$= 68.47$$

8. Standard Deviation

   $S = 10.41$

9. Variant (S^2)

   $(S^2) = 10.41^2$

   $= 108.36$

Table of Normality Data Test with Chi Quadrat Formula

Interval class	Class Limit	Z-Score	Large of Z Table	Limit of the Large Area	fo	fe	$(fo . fe)^2/fo$
50 - 56	49.5	-1.51313	0.065123	-0.13515	5	-2.7031	-21.9517
57 - 63	56.5	-0.84063	0.200278	0.232964	3	4.659283	0.590911
64 - 70	63.5	-0.16813	0.433242	0.25976	8	5.195192	1.514274
71 - 77	70.5	0.504377	0.693002	0.187376	1	3.74753	2.014372
78 - 84	77.5	1.17688	0.880378	0.08742	2	1.748409	0.036203
85 - 91	84.5	1.849383	0.967799	0.026365	1	0.527298	0.423759
x^2_{count}							-17.3722
x^2_{table}							12.951

Based on the table, the score of experimental class $x^2_{count} = -17.37 < x^2_{table} = 12.591$ with n = 20 and level $\alpha = 0.05$. So Ha was accepted because $x^2_{count} < x^2_{table}$. It mens that experimental class annd control class in pre – test were distributed normal.

B. Result of Normality Test of Experimental Class in Post Test

1. The score of XI MIA 2 class in post-test from low to high score

54	55	55	57	64
64	67	74	75	75
76	80	80	80	80
80	85	85	90	90

2. Range (R) = high – low score

   = 90 – 54

   = 36

3. Total of classes (K) = 1 + 3.3 log (n)

   = 1 + 3.3 log (20)

   = 1 + 3.3 (1.3)

   = 1 + 4.29

   = 5.29 → 5

4. Length of classes range (p) $= \frac{range}{total\ classes}$

   $p = \frac{36}{5}$

   $p = 7.2 → 7$

Table of Normality Data Test with Chi Quadrat Formula

Interval	Tb	Ta	xi	fi	fk	fi.xi	xi^2	$fi.xi^2$
54 - 60	53.5	60.5	57	4	4	228	3249	12996
61 - 67	60.5	67.5	64	3	7	192	4096	12288
68 - 74	67.5	74.5	71	1	8	71	5041	5041
75 - 81	74.5	81.5	78	8	16	624	6084	48672
82 - 88	81.5	88.5	85	2	18	170	7225	14450
89 - 95	88.5	95.5	92	2	20	184	8464	16928
P = 7			447	20		1469	34159	110375

5. Mean $= \dfrac{\sum Fi.Xi}{\sum Fi}$

$= \dfrac{1469}{20}$

$= 73.45$

6. Median

$\text{Me} = b + p \left(\dfrac{\frac{1}{2}n - f_k}{f_i} \right)$

$= 74.5 + 7 \left(\dfrac{\frac{1}{2}20 - 8}{8} \right)$

$= 74.5 + 7 \left(\dfrac{10 - 8}{8} \right)$

$= 74.5 + 7 \left(\dfrac{2}{8} \right)$

$= 74.5 + \left(\dfrac{14}{8} \right)$

$= 74.5 + 1.75$

$= 76.25$

7. Modus $(\text{Mo}) = b + p \left(\dfrac{b_1}{b_1 + b_2} \right)$

$= 74.5 + 7 \left(\dfrac{7}{7 + 6} \right)$

$= 74.5 + 7 \left(\dfrac{7}{13} \right)$

$= 74.5 + 7(0.54)$

$= 74.5 + 3.78$

$= 78.28$

8. Standard Deviation (S)

   S = 11.68

9. Variant

   S^2 = 136.33

Table of Normality Data Test with Chi Quadrat Formula

Interval class	Class Limit	Z-Score	Large of Z Table	Limit of the Large Area	fo	fe	(fo . fe)²/fo
54 - 60	53.5	-1.79267	0.036513	-0.08577	-1.72	4	-19.042876
61 - 67	60.5	-1.16366	0.122281	0.174163	3.48	3	-0.1361521
68 - 74	67.5	-0.53465	0.296444	0.24114	4.82	1	-8.5194461
75 - 81	74.5	0.094351	0.537585	0.227685	4.55	8	-6.9239488
82 - 88	81.5	0.723356	0.765269	0.146601	2.93	2	-0.5063971
89 - 95	88.5	1.352362	0.91187	0.064355	1.29	2	-0.2962849
x^2_{count}							-233.18806
x^2_{table}							12.591

Based on the table, the score of experimental class x^2_{count} = - 233.188< x^2_{table} = 12.591 with n = 20 with n = 22 and level α = 0.05. So Ha was accepted because x^2_{count} < x^2_{table}. It mens that experimental class annd control class in post – test were distributed normal.

APPENDIX 13

HOMOGENITY TEST (PRE TEST)

Calculation of parameter to get the first class as experimental class sample 1 and the variant of the second class as control class sample 2 was used homogenity test using formula as follows.

A. Variant of Control Class (XI MIA 2

    1. Standard Deviation

      S = 11.28

    2. Variant

      $S^2 = 127.24$

B. Variant of Experimental Class (XI MIA 1)

    1. Standard Deviation

      S = 10.41

    2. Variant

      $s^2 = 108.35$

After getting the variant of control class and experimental classin pre-test, researcher use the formula to test the hypothesis of homogenity between both classes as follows.

$$F = \frac{The\ biggest\ variant}{The\ smallest\ varian}$$

$$= \frac{127.24}{108.35}$$

$$= 1.17$$

The comparison between f_{count} with f_{table}, where $f_{count} = 1.17$ wirh different numerator (dk = n – 1) dk = 20 – 1 = 19 and different numerator (dk = n – 1) dk = 22 – 1 = 21 at the real level α = 0.05. By using f distribution is obtained $f_{0.05} = 2.11$. So $f_{count} = 1.17 < f_{table} = 2.11$. It can be concluded that the similarity of variance between experimental class annd control class in pre – test was homogenity.

APPENDIX 14

HOMOGENITY TEST (POST - TEST)

Calculation of parameter to get the first class as experimental class sample 1 and the variant of the second class as control class sample 2 was used homogenity test using formula as follows.

A. Variant of Control Class (XI MIA 2)

1. Standard Deviation

   $S = 11.23$

2. Variant

   $S^2 = 126.11$

B. Variant of Experimental Class (XI MIA 1)

1. Standard Deviation (S)

   $S = 11.68$

2. Variant

   $S^2 = 136.33$

After getting the variant of control class and experimental classin pre-test, researcher use the formula to test the hypothesis of homogenity between both classes as follows.

$$F = \frac{The\ biggest\ variant}{The\ smallest\ varian}$$

$$= \frac{136.33}{126.11}$$

$= 1,08$

The comparison between f_{count} with f_{table}, where $f_{count} = 1.17$ wirh different numerator ($dk = n - 1$) $dk = 20 - 1 = 19$ and different numerator ($dk = n - 1$) $dk = 22 - 1 = 21$ at the real level $\alpha = 0.05$. By using f distribution is obtained $f_{0.05} = 2.11$. So $f_{count} = 1.08 < f_{table} = 2.11$. It can be concluded that the variance between experimental class and control class in post – test was homogenity

APPENDIX 15

T –test of Both Averange in Pre – Test

The researcher used the both averanges of the control class and experiment class to analyse that there is no difference between control class and experiment class before doing tretment.

$$Tt = \frac{X_1 - X_2}{\sqrt{\frac{S_A^2}{n_A} + \frac{S_B^2}{n_B}}}$$

$$= \frac{65.25 - 59.45}{\sqrt{\frac{108.36}{20} + \frac{127.24}{22}}}$$

$$= \frac{5.8}{\sqrt{5.42 + 5.78}}$$

$$= \frac{5.8}{\sqrt{(11,2)}}$$

$$= \frac{5.8}{3.4}$$

$$= 1.70$$

Based on the researvher calculation result of homogenity test of the both averanges, researcher found that tcount = 2.05 with opportunity $(1 - \alpha) = 1 - 5\% = 95$ % and dk n1 + n2 − 2 = 20 + 22 − 2 = 40, t table = 2.021. So t count < t table (1.70 < 2.021). Cause t count < t table so Ho is accepted. It means no difference between the average of experimental class and control class.

APPENDIX 16

T –test of Both Averange in Pre – Test

The researcher used the both averanges of control class and experiment class to analyse that there is difference between both classes. Then it could prove the hypothesis stated that there is significant effect of using mind mapping technique before doing treatment. To answer the hypothesis, researcher used T-test with the formula below.

$$Tt = \frac{X_1 - X_2}{\sqrt{\frac{S_A^2}{n_A} + \frac{S_B^2}{n_B}}}$$

$$= \frac{73,45 - 61,86}{\sqrt{\frac{136.33}{20} + \frac{126.11}{22}}}$$

$$= \frac{11,59}{\sqrt{6.8 + 5.7}}$$

$$= \frac{11,59}{\sqrt{(12.5)}}$$

$$= \frac{11.59}{3.53}$$

$$= 3.28$$

Based on the researvher calculation result of homogenity test of the both averanges, researcher found that t count = 3.36 with opportunity $(1 - \alpha) = 1 - 5\% = 95$ % and dk n1 + n2 – 2 = 20 + 22 – 2 = 40, t table = 2.021. So t count > t table (3.28 > 2.021). Cause t count >t table so, Ha is accepted. It means there is a significance effect of using mind mapping technique in writing analytical exposition text at the eleventh grade student of SMA N 8 Padangsidimpuan.

APPENDIX 17

T – Tables

One Tail	0.05	0.025	0.01	0.005	0.0025	0.001	0.0005
Two Tails	0.1	0.05	0.02	0.01	0.005	0.002	0.001
df							
30	1.6973	2.0423	2.4572	2.7500	3.0298	3.3852	3.6459
31	1.6955	2.0395	2.4528	2.7440	3.0221	3.3749	3.6334
32	1.6939	2.0369	2.4487	2.7385	3.0150	3.3653	3.6218
33	1.6924	2.0345	2.4448	2.7333	3.0082	3.3563	3.6109
34	1.6909	2.0322	2.4411	2.7284	3.0019	3.3479	3.6008
35	1.6896	2.0301	2.4377	2.7238	2.9961	3.3400	3.5912
36	1.6883	2.0281	2.4345	2.7195	2.9905	3.3326	3.5822
37	1.6871	2.0262	2.4315	2.7154	2.9853	3.3256	3.5737
38	1.6859	2.0244	2.4286	2.7115	2.9803	3.3190	3.5657
39	1.6849	2.0227	2.4258	2.7079	2.9756	3.3128	3.5581
40	1.6839	2.0211	2.4233	2.7045	2.9712	3.3069	3.5510
41	1.6829	2.0196	2.4208	2.7012	2.9670	3.3013	3.5442
42	1.6820	2.0181	2.4185	2.6981	2.9630	3.2959	3.5378
43	1.6811	2.0167	2.4162	2.6951	2.9591	3.2909	3.5316

APPENDIX 18

Documentation of Research

Nomor : B3130/Un.28/E.1/PP.00.9/04/2023   17 Oktober 2022
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan
          Pembimbing Skripsi

Yth.
1. Rayendriani Fahmei Lubis, M.Ag.   (Pembimbing I)
2. Yusni Sinaga, M.Hum.   (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

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Program Studi	:	Tadris Bahasa Inggris
Judul Skrips	:	The Effect Of Using Mind Mapping Technique in Writing Analytical Exposition Text at The Eleventh Grade Students Of SMA N 8 Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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Benar telah melaksanakan penelitian di SMA Negeri 8 Padangsidimpuan untuk keperluan penyusunan skripsi dengan judul **"The Effect of Using Mind Mapping Technique in Writing Analytical Exposition Text at the Eleventh Grade Students of SMA N 8 Padangsidimpuan"**. sesuai dengan surat Dekan UIN SYAHADA Padangsidimpuan nomor : B-1709/Un.28/E.1/TL.00/04/2023.

Demikian surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan eperlunya.

Padangsidimpuan,20Mei 2023
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