

ABSTRACT

ENHANCING STUDENTS' ANALYTICAL EXPOSITION WRITING SKILL THROUGH MIND MAPPING AND TPS FOR THE ELEVENTH GRADE OF ALKAUTSAR SENIOR HIGH SCHOOL

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This study aimed to investigate whether there was a significant difference in students' analytical exposition writing skills between those taught through the integration of Mind Mapping and Think-Pair-Share (TPS) and those taught using Mind Mapping only. In addition, this study explored students' perceptions toward the use of the integrated strategy in writing instruction. The study was motivated by students' difficulties in generating ideas, organizing arguments logically, and producing coherent analytical exposition texts. Therefore, an instructional strategy that could support both cognitive processes and collaborative interaction in writing activities was considered necessary.

This study employed a quantitative approach using a quasi-experimental design. The population of the study consisted of eleventh-grade students of Al-Kautsar Senior High School Bandar Lampung, with a total sample of 60 students divided into an experimental class and a control class. The experimental class was taught using the integration of Mind Mapping and Think-Pair-Share (TPS), while the control class was taught using Mind Mapping only. The research instruments included pre-test and post-test writing assessments as well as a students' perception questionnaire. The data were analyzed using SPSS through normality tests, homogeneity tests, Wilcoxon Signed-Rank Test, and Mann-Whitney U Test because the data were not normally distributed. Students' writing was assessed based on five aspects: content, organization, vocabulary, language use, and mechanics, adapted from Heaton's (1991) scoring rubric.

The findings revealed that the integration of Mind Mapping and Think-Pair-Share had a positive effect on students' analytical exposition writing skills, particularly in the aspects of content and organization. Students in the experimental class demonstrated better improvement in developing ideas, constructing arguments, and maintaining coherence compared to students in the control class. Furthermore, the questionnaire results indicated that most students responded positively toward the integrated strategy because it helped them generate ideas, participate actively in discussions, and improve their confidence in writing. Therefore, the integration of Mind Mapping and Think-Pair-Share can be considered an effective alternative instructional strategy for enhancing analytical exposition writing skills among EFL senior high school students.

Keywords: *Analytical Exposition Writing, Mind Mapping, Think-Pair-Share (TPS), Writing Skill, EFL Students*