

## ABSTRACT

### THE COMPARISON OF WRITING ACHIEVEMENT BETWEEN THE STUDENTS TAUGHT THROUGH THE COLLABORATIVE WRITING STRATEGY BLENDED WITH MIND MAPPING AND THOSE THROUGH THE COLLABORATIVE WRITING STRATEGY AT MTs NEGERI 2 BANDAR LAMPUNG

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**Abstract.** The aims of this study were to explore i) whether or not there was a statistically significant difference of writing achievement between the students taught through collaborative writing blended with mind mapping and those through collaborative writing strategy, and ii) which aspect of writing had significantly improvement between the two classes. There were two classes, experimental and control classes, each of which consisted of 28 students at MTs Negeri 2 Bandar Lampung. The data were collected through the pre and the post tests in the form of essay writing. The gains of writing achievement in terms of content, organization, vocabulary, syntax and mechanics, and were then compared using Independent T-test. The results showed that there was a statistically significant difference between the experimental and the control classes with the significant level, 0,05. That is, the experimental class had better achievement of writing than the control class. In addition, every single aspect of writing was also significantly different between the two classes. This suggests that collaborative writing blended with mind mapping facilitates the students to improve their writing achievement.

**Keywords:** Collaborative writing, mind mapping, blended learning.