

## ABSTRACT

### THE USE OF MIND MAPPING TECHNIQUE TO IMPROVE STUDENTS' ANALYTICAL EXPOSITION TEXT WRITING ACHIEVEMENT AT THE SECOND GRADE IN SENIOR HIGH SCHOOL 16 BANDAR LAMPUNG

By

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This study aims to find out whether there is any significant improvement in students' analytical exposition text writing achievement and which aspect of writing would improve the most after the students were taught mapping techniques. This technique was intended to facilitate students in designing their own writing and effectively solve students' writing problems in general. The subjects of this study were 30 students who were in the second grade at Senior High School 16 Bandar Lampung. Writing test in the form of a pretest and a post-test of the analytical exposition text was applied to collect the data. This study used a quantitative approach with a one-group pretest-post-test design. The data was analyzed by means of a paired sample t-test to answer the question of whether there is a significant improve in students' analytical exposition text writing achievement and compared the score of each aspect of writing to find out which aspect of writing has improved most significantly. The results showed that there was a significant improvement in students' writing achievement after they were taught mind mapping regarding their scores from the pretest and post-test. From the calculations, the result showed that the result improved significantly from the pretest (66.13) to the post-test (82.06) with a gain of 15.93. It was also found that content was the aspect of writing that improved the most among the other aspects of writing, which improved by 21% with a gain between pretest and post-test of 6.26. In short, the mind mapping technique can provide improvement and a positive influence on students' analytical exposition text writing achievements.

**Keywords: Analytical Exposition, Mind Mapping, Writing Achievement.**