

ABSTRACT

IMPROVING STUDENTS' WRITING RECOUNT TEXT ACHIEVEMENT THROUGH MIND MAPPING AT THE FIRST GRADE STUDENTS OF SMAN 9 BANDAR LAMPUNG

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This present study aimed to find out whether there was significant improvement of the students' writing ability in recount text after being taught by using mind mapping. The population of the research was the first grade students of SMAN 9 Bandar Lampung and the sample was class X-3 which consisted 30 students. This research was quantitative research using One Group Pretest-Posttest design. The students' writing test was measured before and after the treatments. The data were analyzed by using Paired-Sample t-test through SPSS 30.0. The results showed the students' writing achievement was enhanced as the average score of pre-test was 65.9, post-test was 90.5, and the gain was 24.6. The value of two tailed significance was <0.001 . It means that there was a significance difference of students' writing achievement from pre-test to post-test after being taught by using mind mapping. Because the value is lower than the standard significance level of 0.05 ($0.001 < 0.05$), the hypotheses was accepted. The aspect of writing that improved the most was content. This was because mind mapping allows students to generate and organize ideas more effectively, ensuring their writing is more detailed, coherent, and well-structured. It suggests that mind mapping facilitates the students to improve their writing ability as a whole.

Keywords: mind mapping, recount text, writing.