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

Undergraduate Thesis

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ABSTRACT

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

Atikah Nur Fadhilah

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.

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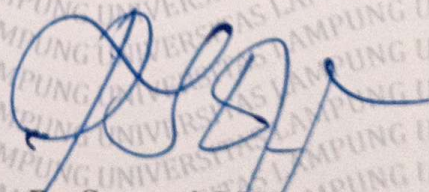**Prof. Dr. Patuan Raja, M.Pd.**
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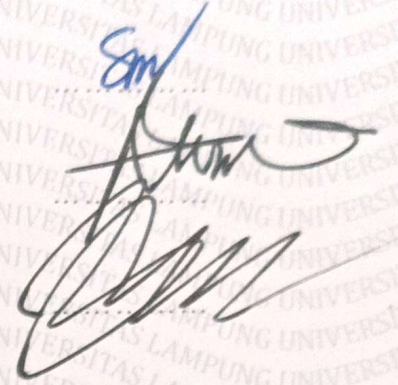
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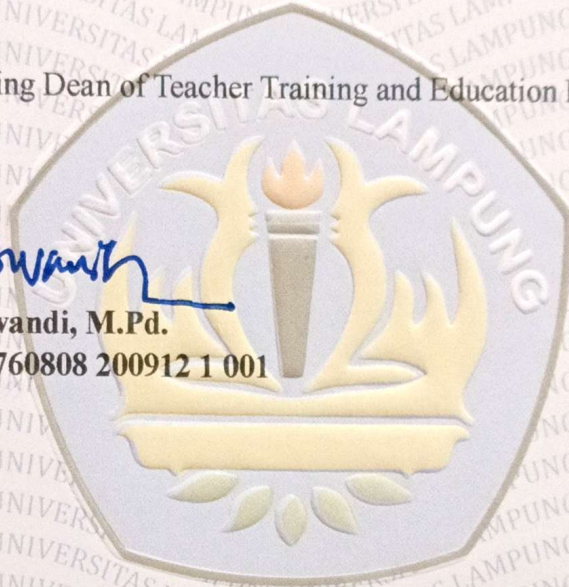   Examiner   : **Prof. Dr. Flora, M.Pd.**

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Judul Skripsi   : Improving Students' Writing Recount Text Achievement Through Mind Mapping at The First Grade of SMAN 9 Bandar Lampung

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwasannya pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 17 Januari 2025

Yang membuat pernyataan,

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CURRICULUM VITAE

Atikah Nur Fadhilah was born in Bandar Lampung, on November 18th, 2003. She is the second daughter in the family of Andi Wijaya, S.P. (Alm) and Banowaty Sanjaya, S.H. She has one elder sister, Balqis Nada Fathinah, S.Pd., and one younger brother, Muhammad Dzaky Ath-Thooriq.

She started her education at TK Mulya Seroja, Bandar Lampung, before going to elementary school. Then she continued at SD Negeri 2 Palapa, Bandar Lampung. After finishing elementary school in 2015, she went to SMPN 10 Bandar Lampung and graduated in 2018. After that, she studied at SMAN 9 Bandar Lampung. During high school, she joined the English Club as an extracurricular activity. In 2019, she got a job offer as a tutor at Standard Gandhi English Language Centre and has been working there until now. She graduated in 2021. In the same year, she passed SBMPTN and was accepted as a student of English Education Study Program of University of Lampung.

During her time in the University of Lampung, she joined SEEDS (Society of English Education Department Students) she was active as a member of the finance division in 2022 and worked as the treasurer in 2023. From January to February 2024, she did KKN in Tanjung Sari, Lampung Selatan and she conducted PLP at SMA Mulia Plus, Malang Sari. To complete her study, she undertook a research related to students' writing in recount text through mind mapping at SMAN 9 Bandar Lampung.

DEDICATION

The writer dedicates this work to:

1. Her beloved parents – Andi Wijaya (Alm) and Banowaty Sanjaya
2. Her sister – Balqis Nada Fathinah
3. Her brother – Muhammad Dzaky Ath-Thooriq
4. Her Almamater – University of Lampung
5. Her beloved friends
6. Her English lecturers

MOTTO

" So, surely with hardship comes ease. Surely with ˹that˺ hardship comes ˹more˺ ease."

(Al Qur'an 94:5-6)

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Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and ability to finish this script. This script, entitled "Improving Students' Writing Recount Text Achievement Through Mind Mapping At The First Grade Students of SMAN 9 Bandar Lampung", is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfilment of the requirements for S-1 degree. Among many individuals who gave generous suggestions for improving the script, first of all the writer would like to express her sincere gratitude and respect to:

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Finally, the writer believes that her writing is still far from perfection. There might be weakness in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and to those who want to conduct further research.

Bandar Lampung, January 2025
The Writer

Atikah Nur Fadhilah

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APPENDICES

I. INTRODUCTION

This chapter discusses the background of the problems, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Problems

Writing is the ability to put thoughts, feelings, and experiences into words. In order to communicate their ideas, opinions, feelings, and thoughts, students will be able to express themselves constructing a text through acquiring the art of writing (Basri, 2020). It is a fundamental skill that is essential for effective communication, self-expression, and academic success. Writing has several steps: planning, drafting, revising, and editing. These steps help students improve their language skills, thinking, and creativity. Nurhalima et.al. (2023:122) state that writing is a skill included in English subject based on the syllabus, especially in the curriculum of senior high school in Indonesia.

Fiana (2022) states that Teaching writing involves conveying messages or recording thoughts in written form. To have a good teaching session, teachers need to keep updating their methods to fit the needs of Gen-Z students. Current teaching methods should change with students' social and cultural changes. Teaching writing is one of the most interesting and difficult tasks for teachers. We recognize that writing involves more than just drafting and revising. It is a productive language skill where the writer communicates information to a reader or audience, demonstrating their ability to apply language rules effectively. In written communication, four key aspects are involved: 1) the writer, who communicates their ideas, 2) the ideas themselves, 3) the medium used, and 4) the readers. Students are considered skilled writers if they can develop content, organize their ideas, construct grammatically

correct sentences, use proper mechanics (punctuation, spelling, and capitalization), and choose appropriate vocabulary. Writing involves not only expressing ideas but doing so according to specific conventions. Given that writing is the second most challenging skill to master after speaking, it is crucial to teach and improve students' writing abilities. Therefore, to achieve specific goals at each stage of writing, individuals should understand the writing process. The writing process must include a series of planned learning exercises to help them grasp the nature of writing at each stage. Some aspects are grammatical rules, vocabulary mastery, and motivation to write.

Smith, Brown, and Lee. (2020) states the difficulties faced by the students are caused by some factors: 1) the students' low creativity, 2) the students' unawareness of the importance of writing skill, 3) the lack of writing practice, 4) the teacher's ineffective strategy in teaching writing, and 5) the teacher's ineffective strategy in developing materials. Among the difficulties, the teacher's strategy in teaching writing is considered the major cause.

Related to students' difficulties in writing, Hadfield and Hadfield (1990) state that there are some difficulties related to writing faced by both the teacher and the students. First, as a writer, the student must be able to decide what information the reader needs and how to express it best. It is known that a writer and a reader cannot have direct interaction, so the writer should be able to provide the information that the reader needs. Second, the language used in written form is different from that used in speech. In this case, as a writer, a student must know the convention of written language. The last difficulty is organizing ideas on paper. Sometimes, students lose ideas when they are obliged to write and do not know what to say.

Based on the explanation above, the researcher uses mind mapping as a technique in teaching writing recount text. There are some definitions dealing with the mind mapping concept. According to Buzan (1983) in Buehl (2001:85), mind maps are visual representation or graphic organizers that demonstrate connections among key concepts and ideas. While Harmer (2004:89) says that mind map is referred as

visual way of making preparation notes in generating ideas. In this case, the mind map is considered as a strategy that can be used to generate ideas before students start writing. Furthermore, Smith et al. (2003) give further additional information that mind mapping is a good way for organizing the information so that the ideas become more visual and the chain of thought and hierarchical relations can be easily followed and turned into a paper. By using this strategy, it is really helpful for students to determine the organization of the ideas so that it becomes easier to start writing. In this case, by using mind mapping, students are likely to be encouraged to create or discover the detail in organizing ideas as many as they can. Therefore, Buzan (2007:5), the president of the Brain Foundation, suggests that teachers can use mind mapping strategy to maximize the potential of students' brain in thinking because it uses both imagination and association. It is similar to the way of human in thinking process that uses the two sides of human brain, left and right hemispheres.

In mind mapping research, many studies have been done on mind mapping strategies. Chiou (2008) conducted a study on the effect of concept mapping on students' learning achievement and interest. The result showed that students who had opportunity to apply concept mapping learned in easier manner and in more effective manner. In using concept mapping, he focused on freely associated connections among accounting concepts, students' logical thoughts and deductive and self learning abilities that could be enhanced, thus improved their creative and independent learning abilities. The meta learning strategy of concept mapping and the experimental design in this study can be easily estimated to other curriculum areas.

A previous study conducted by Harefa et.al. (2023) indicates that the Mind Mapping technique is an effective tool for improving the writing achievements in procedure text of seventh-grade students at SMP Negeri 2 Gunungsitoli Utara. The structured approach of CAR, coupled with the visual and organizational benefits of mind mapping, successfully addressed the students' initial challenges and significantly enhanced their ability to write procedure texts.

Prihastuti (2013) conducts action research at SMP N 1 Wonosari to improve the reading comprehension of Thai EFL university students using mind mapping. The study, involving 24 students, used both qualitative data (observations and interviews) and quantitative data (pre-test and post-test scores). The results indicated improved reading comprehension abilities.

Sugiharti et.al. (2020) state that the Mind Mapping technique is an effective and suitable method for improving the writing abilities of X-A UPW class students in descriptive texts at SMK Negeri 1 Singaraja. The technique addressed the initial writing challenges and significantly enhanced students' performance.

Yani et.al. (2022) state that mind mapping is a highly effective technique for improving narrative writing skills among students. It is not only increased their enthusiasm for writing but also significantly enhanced their ability to organize and develop their ideas. By addressing common writing problems and streamlining the writing process, mind mapping proved to be a valuable tool in the educational setting.

Kusuma (2021) conducts classroom action research at SMPN 2 Karangmalang to improve students' writing skills using mind mapping. The study, implemented over two cycles, showed significant improvement in students' writing skills, evidenced by increased mean scores in pre-tests and post-tests. The findings concluded that mind mapping effectively enhances writing skills.

Based on the results of those studies, it can be inferred that those studies prove that mind mapping is good to be implemented in teaching writing, especially in helping the students to improve their writing skill, so the study maintains to conduct a research mainly dealing with the use of mind mapping towards students' writing in recount text at senior high school. The differences between the present study and the previous studies are about the type of the text, participants and the location of

the research. Thus, this research is entitled " Improving students' writing Recount Text achievement through Mind Mapping at the First Grade Students of SMAN 9 Bandar Lampung".

1.2 Research Question

Based on the background that has been discussed above, the researcher's research question is "Is there any improvement of students' writing ability in recount text after they have been taught by using mind mapping?"

1.3 Objective of the Research

To find out whether there is an improvement of students' writing ability in recount text after they have been taught by using mind mapping.

1.4 Uses of the Research

The uses of the research are as follows:

1. Theoretically, the researcher hopes this research may contribute useful information for future research regarding the implementation of mind mapping in teaching writing.
2. Practically, as information for English teachers who want to improve students' writing ability by using mind mapping.

1.5 Scope of the Research

This research was quantitative research. The researcher focused on finding out the results of the students' writing achievement after being taught by using mind mapping that consisted of the structure of personal recount text, namely orientation, events, and re-orientation. The study involved teaching students to use bubble mind maps to plan and organize their writing tasks. This included training sessions on how to create and utilize mind maps effectively for generating ideas, structuring their writing, and enhancing their overall writing process. The study measured students' writing achievement through pre-tests and post-tests, assessing improvements in specific writing components. The researcher used five aspects of

writing which are, content, organization, vocabulary, language uses, and mechanics in order to score the students' writing recount text test.

1.6 Definition of Terms

In order to avoid misunderstanding from the readers, definition of terms are provided as follows:

1. Writing is a process of communication that involves expressing ideas, thoughts, and feelings through written language.

2. Teaching writing is a complex and multifaceted process that involves helping students develop their ability to express ideas clearly and effectively in written form. It includes teaching grammar, punctuation, and syntax, as well as helping students develop their voice, style, and organizational skills. Effective writing instruction also involves guiding students through the writing process, from brainstorming and drafting to revising and editing, and providing feedback to help them improve their writing skills over time (Graham, S., & Perin, D. 2007).

3. Recount text is a sort of text that tells how many times the activity have recounted and reconstructed prior events, experiences, and accomplishments in a logical order (Muhsin, 2017).

4. Mind mapping is a type of visual note-taking that provides an overview of a topic and its complex information, allowing students to comprehend, create new ideas and build connections (Barry, 2013).

5. Improvement is the process of making something better or enhancing its quality from pretest score to post-test.

Those all above are what this chapter contains, such as, background of the problems, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter deals with the following topics: theories of writing, aspects of writing, teaching writing, text, recount text, mind mapping, mind mapping in teaching recount text, procedure of applying mind mapping in teaching recount text, advantages and disadvantages of using mind mapping, theoretical assumption, and hypothesis.

2.1 Theories of Writing

Writing is the one of the skills in English that have mastered by the students. Writing within Curriculum Merdeka is understood as the process of creating text that communicates effectively and appropriately to a specific audience. It involves not only the technical aspects of language but also the ability to organize ideas logically and creatively. Writing is seen as a means of fostering critical thinking, creativity, and effective communication among students. It takes series of practices to develop this skill, it cannot be learnt only one time. The students have to write what they think in their mind and state it on paper by using correct procedure. Learning to write either in the Junior High School or even in the Senior High School is one of the most difficult tasks a learner encounters and few people can master.

Raimes (1983: 76) states that writing is a skill in which we express ideas, feeling and thought which is to be arranged in words, sentences and paragraph. Writing is also reinforces the use of sentence's structure and tenses, idiom and vocabulary correctly in order to make the reader get the idea clearly.

According to Chaffee (1999: 10), writing is an activity that represents our thoughts, feelings and experiences. Furthermore, Harmer (2004: 86) states that writing is a

process and what we write is often heavily influenced by constraint of genre, then these elements have to be presented in learning activities. Writing is a powerful tool to organize the out of order and events make them manageable. It is really a form of thinking using the written words.

The process of writing is a way of bringing about improvement in learners' writing by providing help at the various stages of the process instead of focusing only on the finished product. This statement implies that writing, as a process, needs a kind of technique to enable the students to improve their writing achievement. Hence, the existence of certain technique is needed to make the writing process valuable (As-shidiqi, 2019).

From the opinions above, it can be said writing is a skill that students develop through practice. It's not just about using language correctly but also about organizing thoughts well and communicating effectively. Scholars agree that writing involves expressing ideas and feelings while following specific rules for different types of writing. By focusing on techniques and continuous improvement, teachers help students become better at writing. This prepares them to express themselves clearly and confidently in different situations.

2.2 Aspects of Writing

In writing, there are several aspects which should be considered by students in order. Brown (2001) proposes five major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, vocabulary, and mechanics. Content deals with thesis statement, related ideas, development ideas, and the use of description. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length. Discourses include topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical convention, reference, fluency, economy, and variation. Mechanics include the use of spelling, punctuation, citation of reference, and appearance.

In addition, according to Jacobs et al (1981) there are five aspects of writing. They are:

1. Content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph.

2. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

3. Vocabulary refers to the selection of words that are suitable to the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader

4. Language Uses/Grammar refers to the use of the correct grammatical form of syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanics refers to the use of graphic conventional of the language, i.e., the steps or arranging letters, words, sentences, paragraphs by using knowledge of structure and some others related to one another.

The researcher employed the aspects by Jacobs et al. (1981) to assess students' writing scores, which offers a clear and standardized approach. This framework encompassed five key components: content, organization, vocabulary, language use, and mechanics, providing a comprehensive evaluation of students' writing skills.

2.3 Teaching Writing

Teaching writing means helping students express their thoughts or ideas in writing. To make it more effective, teachers should use materials that are interesting and relevant to students' lives. This helps students stay engaged and learn better. Brown (1980:7) states that teaching is showing or helping someone to learn how to do something, causing to know or to understand. It means that in teaching, teacher helps the students and guides them to learn the material easily. Furthermore, Raimes

(1983:27) mentions that teaching writing is a unique way to reinforce learning. It means teaching writing is crucial for developing students' language skills. Consequently, teachers must understand the challenges students encounter during the learning process to effectively address these issues in writing classes. This research focuses on personal recount texts and emphasizes five key aspects of writing.

Raimes (1983) also states that in order to be successful in writing, English teacher should guide the students in writing, in which the materials presented are relevant to their interest, needs, capacities and age until they are able to make composition with few or no error. Since teaching writing is about helping students put their ideas and imagination into words, it's very important for teachers to use materials that match what students are interested in and what they need.

Blanchard and Root (2003) state that there are three steps in writing process, they are prewriting, writing, and revising. All of those steps are important to make our writing better and systematic.

1. Pre-writing

Pre-writing is the first step; it is a preparation step before writing process. It gives a warming up to gather ideas which are going to write.

2. Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph. When we write, the ideas in pre-writing are used as a guide in this step.

3. Revising

The last step is revising; it is the important step to do after we have produced a draft. We have to analyze the content of the draft which may be unclear, ambiguous or confusing. We have to ensure that our paragraph is unified, coherent and improve the grammatical accuracy. So, in this step we can enrich our writing content with

adding new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.

In conclusion, English teachers need to help students when they write. Fun activities can make students excited and happy to learn. This study used three steps in writing: pre-writing, writing, and revising. However, mind mapping was used in the pre-writing and writing steps.

2.4 Recount Text

A recount is a piece of text that retells past events, usually in the order in which they happened (Mark Anderson and Kathy Anderson, 1997, p.49). Its purpose is either to inform or to entertain the audience. Recounts are used to reconstruct and describe something that has already happened. They are used to retell experiences and may include the author's or other people's feeling and responses to these experiences. Examples of recount text can be found n a biography, news item, a journal, or a testimony of a witness of an event or incident (Emilia, 2010, p.106).
A recount text recounts past experiences using past tense. It focuses on a series of events rather than conflicts, and its typical structure includes an orientation, events, and reorientation. Siswanto (2005:202) states recount is a text that tells someone's past experience in a chronological order. Recount text is a sort of text that tells how many times the activity have recounted and reconstructed prior events, experiences, and accomplishments in a logical order (Muhsin, 2017).

According to Gunawan (2019), there are several types of recount text. Here are the types:

1. Personal recount, i.e. a kind of recount text in which writers record sequentially a series of past personal events in order to tell, engage and build relationships. Personal recount tells an experience specifically with more view which is interesting and amusing. This kind of recount can take several forms, such as anecdotes, diary, and personal letters.
2. Observational recount, i.e. a kind of recount text which aims to record/portrays sequentially perceptions of a series of events/changes

related to experiment or examination. The examples of this kind of recount text can be a journal of observation of sprouts as it grows and adapts to its environment.

3. Biographical recount, i.e. a kind of recount text in which aims to record a progression of important events and accomplishments in the significant periods of an individual's life. Simple retelling of an event of state or national historical significance is the example of biographical recount.

The researcher used personal recount text in the study. This type of text is about sharing personal experiences in the order they happened. It aims to tell a story, connect with the reader, and make it interesting or fun. Examples of personal recounts include short stories about events, diary entries, or personal letters. This makes it a good choice to help students write in a more engaging and creative way.

The generic structure of recount text (Derewianka,1990: 145):

1. Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words (who, what, when, where, and why). The writer needs to give information about what happened, who or what was involved, when and where the events occurred and why. An awareness of audience and purpose will assist the author in selecting the amount of detailed needed.

2. Events

In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depends on the creativity of the writer. Events should be selected carefully to add to the audience's understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninteresting. A recount, in most cases, is more than a 'shopping list' of every possible detail. Students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

3. Re-orientation (optional)

The final section concludes that recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation. It is optional.

The researcher used the generic structure of recount text as described by Derewianka (1990). This structure helps students organize their ideas clearly and make their writing more meaningful and interesting. Language features that are used in recount text adapted from Derewianka (1990:145) are:

1. Simple past tense is used in most recounts, because recount text tells the past experiences, for example, "We sat, danced, cooked, read poetry, and even some of us performed a standing comedy".
2. A range conjunction (because, although, while) is used to link clauses within sentences.
3. Time connectives (firstly, secondly, next, finally) are used to link separate events or paragraphs into a cohesive whole text.
4. Adverbs (yesterday, outside) and adverbial phrases. For example, "Last weekend, my family and I went to the beach".
5. Specific participants such as nouns and pronouns.

In this research, the researcher focused on four language features; simple past tense, conjunctions, time connectives and adverbs are the simplest language features which are used in writing personal recount text. Simple past tense is important because it shows actions that happened in the past. Recount texts should be written in the order events occurred, so using conjunctions is also important. Time words help connect sentences smoothly. Adverbs are useful too because they tell us when and where things happened.

It can be concluded, writing a personal recount text involves using several key language features. The simple past tense is essential for indicating actions that took

place in the past. Conjunctions and time connectives are important for maintaining a chronological order and ensuring smooth transitions between sentences. Additionally, adverbs play a crucial role in specifying the times and places of events. These elements together help create a clear and coherent recount text.

2.5 Mind Mapping

According to Buzan (2002) mind mapping is a graphic representation of ideas (usually generated via a brainstorming session). In line with the Mind Map Book, Buzan and BBC Worldwide Limited (1993). A mind mapping is powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills-word, image, number, logic, rhythm, color and spatial awareness-in a single, uniquely powerful manner. In so doing, it gives you a freedom to roam the infinite expanses of your brain.

Moreover, Buzan (2010) states that the Mind Mapping strategy is one of the teachers' strategies in teaching, not only Mind Maps show facts, but also show the overall structure of a subjects and the relative importance of individual parts of it. It helps students to associate ideas, think creatively, make connections that might not otherwise make. Balim (2009) states that Mind mapping is an extremely valuable technique to be learnt and used by the students in learning process. Moreover, Boyson (2009) using Mind Mapping for lesson planning can help teachers identify a logical teaching route and increases recall of the subject matter. This can boost teaching confidence and facilitate the smooth running of lessons.

Based on the theory above, it can be concluded that mind mapping is a universal technique that helps unlock the brain's potential, especially the neocortex. This part of the brain processes information from our senses and is involved in creativity, language, and thinking. It uses both the right and left sides of the brain. Additionally, this technique is helpful for teaching writing skills.

2.6 Mind Mapping in Teaching Writing Recount Text

Generally, teaching goes beyond simply sharing knowledge; it involves guiding students toward success. According to Brown (2000:7), teaching means helping students learn by facilitating their understanding and creating an environment that supports their learning journey effectively. This approach emphasizes that educators play a crucial role not only in teaching subjects but also in ensuring students can develop the skills and knowledge they need to succeed in their studies and beyond.

Every teacher should use effective methods to encourage their students to participate more actively in the classroom. These methods are often used, especially when teaching writing. One of them is mind mapping. There are some previous studies about the effect of mind mapping in teaching writing:

The study conducted by Harefa et al. (2023) aims to improve the writing achievements of seventh-grade students at SMP Negeri 2 Gunungsitoli Utara in procedure texts using the Mind Mapping technique. Employing a structured Classroom Action Research (CAR) methodology, the research involved systematic planning, action, observation, and reflection across multiple cycles. The findings revealed that mind mapping significantly enhanced students' ability to organize and articulate their ideas, addressing initial challenges such as lack of ideas, limited vocabulary, and procedural difficulties. Consequently, the students showed marked improvement in their writing skills and scores, demonstrating the effectiveness of mind mapping as an educational tool. The study concludes that the Mind Mapping technique is a valuable method for enhancing students' writing achievements in procedure texts.

Prihastuti (2013) conducted action research at SMP N 1 Wonosari to enhance the reading comprehension of 24 Thai EFL university students using the mind mapping technique. Utilizing both qualitative data (observations and interviews) and quantitative data (pre-test and post-test scores), the study followed a systematic approach to implement and assess the intervention. The results showed significant improvement in students' reading comprehension, with increased post-test scores

and positive feedback from students regarding their engagement and confidence in reading. The study concluded that mind mapping is an effective technique for improving reading comprehension skills among EFL students, demonstrating its potential for broader application in language education.

Sugiharti et al. (2020) conduct a study to improve the writing abilities of X-A UPW class students in descriptive texts at SMK Negeri 1 Singaraja using the Mind Mapping technique. The research aimed to address initial writing challenges such as poor organization, grammatical errors, limited sentence variety, and weak vocabulary usage. By employing Mind Mapping, the students were able to visually organize their thoughts, plan, and structure their texts more effectively. The results indicated a significant enhancement in students' writing performance, showing improvements in coherence, grammar, and overall text quality. The study concluded that Mind Mapping is an effective and suitable method for overcoming common writing difficulties and improving students' writing abilities in descriptive texts.

Yani et al. (2022) conduct research highlighting mind mapping as a highly effective technique for improving narrative writing skills among students at Eighth Grade of MTs Pembangunan UIN Jakarta. Their study focused on enhancing students' ability to organize and develop ideas cohesively through visual mapping of plotlines and character development. By addressing common writing challenges such as structuring narratives and fostering creativity, mind mapping not only streamlined the writing process but also significantly increased students' enthusiasm for storytelling. The findings underscored the technique's role in fostering deeper engagement with narrative content and improving overall writing proficiency. Yani et al. (2022) concluded that integrating mind mapping into educational practices offers a valuable approach to enhancing students' narrative writing skills, empowering them to express their ideas more effectively and construct compelling narratives.

Kusuma (2021) also conducts research a study of Improving Students' Writing Skill By Using Mind Mapping. The result showed that the researcher conducted a

classroom action research in order to improve students' writing skill using mind mapping. The researcher concern with the implementation of mind mapping between researcher and students to improve writing skill. This technique implemented well in teaching and learning process of English at SMPN 2 Karangmalang. Based on the research findings, the result of the classroom action research that conducted in two cycles showed that, the improvement of students' writing skill can be seen from the improvement of the mean score of pre-test, first post-test and second post-test. Therefore, it can be concluded that teaching writing by using Mind Mapping can be improve writing skill.

Those previous studies above are used as references for the researcher in conducting this research and also as the comparison between those relevant studies with the study conducted by the researcher at the present time. From the previous studies mentioned, it can be concluded that this research and the previous ones all used the mind mapping technique in writing classes. The differences in this research is the type of text. The type that the researcher used is recount text.

2.7 Procedures of Applying Mind Mapping in Teaching Recount Text

In practicing to write by using mind mapping technique and observing the process, the researcher will follow the following procedure proposed by Blanchard and Root (2003):

1. Pre-writing

   - Explain the purpose, structure, and elements of recount texts: orientation, events, and reorientation.
   - Present a mind map created by the teacher on a specific topic (e.g., a memorable school trip).
   - Explain each part of the mind map, showing how it organizes the key details: who, what, when, where, why, and how.
   - Introduce the past tense as the primary tense used in recount text.

- Provide examples of sentences in the past tense and explain why this tense is used to describe events that have already happened.
- Highlight common past tense verbs and phrases often used in recount texts.

2. Writing

- Using the provided mind map, write a sample recount text together as a class.
- Emphasize the use of past tense verbs while writing the text.
- Highlight how the mind map helps in organizing ideas and maintaining a logical flow.
- Distribute another mind map created by the teacher on a different topic.
- Guide students in understanding and interpreting the mind map.
- Assist students in using the mind map to outline their recount text, ensuring they use the past tense correctly.
- Provide each student with a teacher-made mind map on a new topic relevant to their experiences.
- Have students write their first draft of a recount text using the provided mind map as a guide.
- Encourage them to follow the mind map structure and use the past tense to describe events.

3. Revising

- Pair up students to exchange drafts.
- Provide a checklist aligned with the mind map structure and include checking for correct past tense usage.
- Guide students in giving constructive feedback on both content organization and tense accuracy.
- Review students' drafts and provide detailed feedback, focusing on how effectively they used the mind map to organize their recount text and their correct use of past tense.
- Students revise their drafts based on peer and teacher feedback.

- Conduct a class discussion on how the provided mind maps helped in organizing and writing their recount texts.
- Reflect on the importance of using the past tense in recount texts and how it improves clarity in describing past events.
- Encourage students to share their experiences and reflect on the benefits of using mind maps and proper tense in their writing process.

2.8 Advantages and Disadvantages of Mind Mapping in Teaching Recount Text

In using mind mapping, there must be the advantages and disadvantages. The advantages of mind mapping in teaching recount text according to Boni (1969):

1. Enhanced Creativity: Mind mapping stimulates creativity by allowing free-form thinking and visual representation of ideas.
2. Improved Memory: The visual and spatial nature of mind maps helps in better retention and recall of information.
3. Better Organization: Mind maps allow for easy organization and structuring of ideas, making complex information more understandable.
4. Efficient Problem Solving: By visually breaking down problems, mind mapping aids in identifying solutions more effectively.
5. Increased Productivity: Mind mapping can streamline planning and brainstorming sessions, leading to more productive outcomes.

While the disadvantages of mind mapping in teaching recount text according to Boni (1996):

1. Initial Learning Curve: Some individuals may find mind mapping challenging to learn and use effectively at first.
2. Time-Consuming: Creating detailed mind maps can be time-consuming, especially for those not accustomed to the technique.
3. Potential Overwhelm: Large and complex mind maps can become overwhelming and difficult to manage.
4. Dependence on Visuals: People who are not visually oriented might find mind maps less effective compared to linear note-taking.

5. Limited Formality: Mind maps may lack the formal structure required for certain types of documentation and reports.

Mind mapping has pros and cons in teaching recount text. Boni (1969) says the benefits are boosting creativity, improving memory, organizing ideas better, solving problems easily, and increasing productivity. However, Boni (1996) points out some drawbacks, like being hard to learn at first, taking a lot of time, feeling overwhelming if too complex, depending too much on visuals, and not being formal enough for some tasks.

2.9 Theoretical Assumption

Mind mapping is an effective technique to help students to organize their ideas better. By visually mapping out the mind mapping, students can see how different parts of their story connect. It makes easier to plan and write their recount in a clear and logical way, which could lead to better-written and more engaging stories.

Based on the explanation of mind mapping, the researcher believes that using mind mapping can improve students' ability to write recount texts by helping them organize ideas logically and clearly. By visualizing the flow of their writing, students can better structure their thoughts, making the text more unified. Additionally, mind mapping can help enhance mechanics, vocabulary, and grammar. It allows students to plan their writing carefully, reducing errors in spelling and punctuation. It also encourages brainstorming, helping them use a wider range of vocabulary. Lastly, the clear structure of a mind map supports students in constructing grammatically accurate sentences.

2.10 Hypothesis

The Hypothesis is "There is an improvement in students' writing ability in recount text after they have been taught by using mind mapping".

Those all above are what this chapter covers, such as, theories of writing, aspects of writing, teaching writing, recount text, mind mapping, mind mapping in teaching recount text, procedure of applying mind mapping in teaching recount text, advantages and disadvantages of using mind mapping, theoretical assumption, and hypothesis.

III. METHODS

This chapter discusses about research design, population and sample, data collecting technique, research procedure, scoring criteria, instrument, validity, reliability, data analysis, hypothesis testing.

3.1 Research Design

This research was a quantitative study which is intended to see the students' recount writing improvement after the implementation of mind mapping. The research design was one group pretest-posttest design because the researcher used only one class. The design was used to compare the students' writing skill elicited through the score of a pretest and a posttest after treatments were given. According to Hatch and Farhady (1982: 20), the research design is represented as follows:

T1 X T2

Notes:

T1 refers to the pretest that is given before the researcher teaches through mind mapping in order to measure the students' competencies before they are given the treatment.

T2 refers to the posttest that is given after implementing mind mapping and to measure how far the students' improvement after they get the treatment.

X refers to the treatments given by the researcher through mind mapping to improve students' writing.

3.2 Population and Sample

Setiyadi (2006) says that a population includes all the people a study is focused on. A research sample, however, is just the group of people who actually give the data. The population of this research was the first grade students in the first semester of SMAN 9 Bandar Lampung in academic year of 2024/2025. For the sample of this research, the researcher took one class as the pre experimental class, it was class X-3 that consisted 30 students chosen by the English teacher.

3.3 Instrument

An instrument is a tool for collecting data. Various methods can be used to manage data. In this study, the researcher employed pre-test and post-test instrument. The pre-test consisted of a task about how to write a recount text to determine the student's proficiency before they got treatment by using mind mapping. The post-test consisted of a task about how to write a recount text to see students' proficiency after they received treatment by using mind mapping. Both activities aimed to assess students improvement based on the pre-test and post-test results. The test included detailed instructions and procedures, as well as time limits. To meet the criteria for a good test, it's important to assess its reliability and validity.

3.4 Validity

Hatch and Farhadi (1982) explain that a test is valid or effective if it accurately measures what it is supposed to measure and meets the required standards. Shohamy (1985) defines validity as the extent to which a test measures what it is intended to measure. To determine if a test has good validity, researchers need to examine its content and construct validity. This means the test should cover the material taught in class. The researcher evaluated the test's validity based on these two aspects, as described below:

1. Content Validity

To ensure good validity, the researcher made sure the test content matches the Indonesian curriculum. As Hatch and Farhady (1982, p. 251) explain, content validity means the test should cover a representative sample of the subject matter. This research, the test has content validity because the researcher makes this test

based on the course objectives in syllabus of the first grade students at SMAN 9 Bandar Lampung. The type of the text is recount text. The topics are the representative of writing materials of Merdeka curriculum.

2. Construct Validity

Setiyadi (2013, p. 25) says that construct validity is needed for a test that has specific indicators to measure a certain skill or concept. The process involves finding out which factors affect test performance through experiments. In this study, the researcher assessed students' writing skills using the scoring criteria by Jacobs et al. (1981), which include content, organization, language use, vocabulary, and mechanics. The construct validity of the test would include these aspects. It can be said that the instrument of this research was valid because it had construct and content validity.

3.5 Reliability

Gay (2000) states that reliability is the degree to which a test consistently measures the same thing. It shows how well a test can produce similar results when given to the same subjects on different occasions. This consistency is crucial. A student's score is made up of both correct and incorrect parts. Reliability helps identify the error portion of the score, as different tests have different sources of error. In this study, the researcher used the writing aspects from Jacobs et al. (1981) as the scoring rubric to evaluate students' writing.

The researcher used inter-rater reliability to ensure consistent data. This means both raters would use the same scoring rubric. Inter-rater reliability is used when score on the test is independently estimated by two raters. In this case, the first rater was the researcher and the second was an English teacher in SMAN 9 Bandar Lampung.

To measure how reliable the scoring is, this study used Rank – order Correlation with the formula:

$$P = 1 - \frac{6.\sum d^2}{N(N^2 - 1)}$$

Notes:

R refers to the reliability of the test

N refers to the number of students

D refers to the difference of rank correlation (mean score from the pre-test and the post-test)

1 – 6 refers to the constant number

The reliability coefficient can be analyzed with the reliability standard proposed by (Arikunto,1998, p. 260) below:

a) A very low reliability (range from 0.00 to 0.19)

b) A low reliability (range from 0.20 to 0.39)

c) An average reliability (range from 0.40 to 0.59)

d) A high reliability (range from 0.60 to 0.79)

e) A very high reliability (ranges from 0.80 – 0.100)

Based on the standard of reliability above, it can be concluded that writing tests are considered reliable if the tests reach the minimum range of 0.60-0.79.

After calculating the result of students' recount writing, the data were calculated by the researcher by using the formula above (see appendices 9 and 10). The result of the reliability could be seen in the following tables:

Table 3.1. The Result of Reliability

	Pre Test	Post Test
Reliability	0.807	0.800

Based on the standard of reliability above, the writing test has very high reliability (range between 0.80000 – 0.10000). It can be concluded that the test produces consistent and dependable results, indicating that it is a reliable instrument for measuring students' writing abilities.

3.6 Data Collecting Technique

The aim of this research was to gain the data on the students' recount writing skill score before the treatments and after the treatments. The data were gained from:

1. Pre-test

The pre-test was conducted before the students were taught by mind mapping. It was to see the basic quality of students' recount text writing performances before the students were given the treatments. The pretest was a writing test. The students are asked to create a short recount text about past experience. For the test of writing, the researcher asked the students to create a paragraph and focused on content paragraph especially in generic structure which consists of orientation, events, and reorientation. It was conducted in 90 minutes.

2. Treatment

The treatments were conducted after the pre-test. The process of teaching students used mind mapping was the treatment in this study. The treatments were conducted three times during the study.

3. Post-test

The post-test was conducted after the students were taught by mind mapping. It was used to know the improvement of student's skill in writing a recount text. The test had the same form as the pre-test which the students created a recount text about past experience and focused on content paragraph especially in generic structure and language features of recount text. It was conducted in 90 minutes.

3.7 Research Procedures

In collecting the data, this study used the following steps:

1. Selecting materials for treatment

In selecting materials for treatment, the researcher selected some samples of recount text from the internet.

2. Determining the population and selecting sample

In this stage, the researcher chose SMAN 9 Bandar Lampung as the population of this research. The researcher took one class that used in this research as the sample; it was X-3 as experimental class.

3. Administering a pretest

The pre-test was conducted to measure students' preliminary skill before treatments. Here, the students in the experimental class were assigned to write a recount text. The students were given the topic and the time allocation was 90 minutes.

4. Conducting treatments

After the researcher gave the pre-test to the students, the experimental class was given treatments by using mind mapping. The treatment was conducted in three meetings. In those three meetings, the students were guided to write a recount text. After the treatments had been given, the post-test was given to the students to evaluate their skill in writing a recount text after the implementation of mind mapping.

5. Administering a post-test

In order to see the improvement of student's writing skill, the post-test was conducted in the experimental class after they had been given the treatments. The test was in the form of writing. The students were asked to develop their recount text writing.

6. Analyzing the test result (pre-test and post-test)

After scoring the pre-test and post-test, the researcher analyzed the data by using SPSS version 30.0 software program. It was to find out the means of the pre-test and the post-test and how significant the improvement was.

3.8 Scoring Criteria

There are five aspects to be tested for evaluating the students' recount text: content, organization, vocabulary, language use and mechanic. In evaluating the students' writing scores the researcher analyzed the result of students' text writing to make sure that the treatment had given an impact to the students' skill. The criteria of scoring system are based on the rating sheet from Jacob et al (1981) because it provides a well-defined standard.

The score of the test was derived as follows:

1. Content : 30%

2. Language use : 25%

3. Organization : 20%

4. Vocabulary : 20%

5. Mechanic : 5%

Table 3.2. The Scoring criteria

Aspect	Criteria	Score
Content	**Excellent to very good**: Knowledgeable, substantive, through development of thesis, relevant theory.	30-27
	Good to average: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.	26-22
	Fair to poor: Limited knowledge of subject, little substance, inadequate development of topic.	21-17
	Very Poor: Does not show knowledge of subject, no substantive, not pertinent, not enough to evaluate.	16-10
Organization	**Excellent to very good**. Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.	20-18
	Good to average. Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.	17-15
	Fair to poor. Non-fluent, ideas confused or disconnected, lack logical sequence and development.	14-10
	Very poor. Does not communicate, no organization, not enough to evaluate	9-7
Vocabulary	**Excellent to very good.** Sophisticated range, effective words/idioms and usage, word form mastery, appropriate register.	20-18
	Good to average. Adequate range,	

	occasional errors of idiom choice, usage but meaning not obscured.	17-15
	Fair to poor. Limited range, frequent errors of idiom/words, meaning confused or obscure.	14-10
	Very poor. Essentially translation, little knowledge of English vocabulary, not enough to evaluate	9-7
Language use	**Excellent to very good**. Effective complete constructions, few error of agreement, tense, number, word order, function, pronouns, and preposition.	25-22
	Good to average. Effective but simple construction, minor problem in complex construction, several error of agreement, preposition but seldom obscured.	21-18
	Fair to poor. Major problem in simple construction, frequent error of negation, agreement, tense. Number, word, pronoun. Meaning confused.	17-11
	Very poor, virtually no mastery of Sentence construction rules, dominated errors, does not communicate, not enough to evaluate.	10-5
Mechanic	**Excellent**. Few errors of punctuation, spelling, and capitalization/ used correctly	5
	Good. Occasional errors of punctuation, spelling, and capitalization.	4
	Fair. Numerous errors of punctuation, spelling, and capitalization	3
	Very Poor. No mastery of convention, dominated by errors of punctuation, spelling, and capitalization	2
Total score		

(Jacobs et al, 1981: 90).

3.9 Data Analysis

The data in this research are in form of scores. In order to get the results of this research, the data were analyzed by using some steps as follows:

1. Scoring the students' writing worksheet of the pre-test and the post-test.

2. Putting the scores from students' worksheet into the table in appendix 4 and 5.

3. Comparing the average score (mean) of the pre-test and post-test. The statistical formula for counting the average score was as follows:

$$Md = \frac{\Sigma d}{N}$$

With the following explanation:

Md = mean relates to total score

Σd = total students' score

N = the number of students

4. Drawing the conclusion to answer the research question. The conclusion is developed from the result of statistical computerization that is repeated measure T-test in SPSS.

It can be stated that the formula of the mean was used to find out whether there was an increase of students' recount writing. Meanwhile, this research was intended to find out whether the data were normally distributed or not by using normality test (SPSS 30.00). *One-Sample Kolmogorov Smirnov Formula* was used by the researcher to analyze the normality of the data.

The criteria or normal distribution are:

H0: the distribution of the data is normal

The hypothesis is accepted if the result of the normality test is higher than 0.05 (sign > α). In this case, the researcher used the level of significance of 0.05. To find out whether the data were distributed normally or not, test of normality was used as follows:

Table 3.3. Test of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Kode		Statistic	df	Sig.	Statistic	df	Sig.
Nilai	Pretest	.139	30	.141[*]	.952	30	.189
	Posttest	.175	30	.019[*]	.940	30	.090

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From table 3.3, it can be seen that the value of normality test in the pre-test (0.189) and the value of normality test in the post-test (0.090) is higher than 0.05. It could be concluded that H0 is accepted. In other words, the data of the pre-test and the post-test are distributed normally.

3.10 Hypothesis Testing

After collecting the data, the researcher analyses the data to find out whether there is an improvement of students' writing in recount text after they have been taught by using mind mapping.

The hypothesis is analyzed using Paired Sample T-Test of Statistical Package for Social Science (SPSS). The researcher uses the level of significance 0.05 in which the hypotheses is approved if sign $<$ p. it means that the probability of error in the hypothesis is only 5%. Therefore, the hypotheses is:

H_0: The mean score of post-test is equal or lower than the mean score of pre-test after being taught by using mind mapping.

H_1: The mean score of post-test is significantly higher than the mean score of pre-test after being taught by using mind mapping.

3.11. Schedule of the Research

During the implementation, this research took five meetings, i.e., the pre-test, the first treatment, the second treatment, the third treatment, and the post-test. To be more specific, the table below describes the administration of the research.

Table 3.4. Table of the Research

Meeting	Activity	Description
1st meeting August 28th, 2024	Pre-test	Giving a first test about recount text.
2nd meeting September 4th, 2024	Treatment 1	Giving a mind mapping about recount text.
3rd meeting September 11th, 2024	Treatment 2	Giving a mind mapping about recount text and revising students' draft.
4th meeting September 25th, 2024	Treatment 3	Giving a mind mapping about recount text and revising students' draft.
5th meeting October 2nd, 2024	Post-test	Giving final test about recount text.

This chapter covers such as research design, population and sample, instrument, validity, reliability, data collecting technique, research procedure, scoring criteria, data analysis, hypotheses testing and schedule of the research.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers and further researchers.

5.1 Conclusion

Based on the results of this study, some main conclusions can be made about using mind mapping to improve students' writing ability in recount text, as explained below:

1) The research shows that mind mapping is a useful tool for improving students' writing ability in recount texts, with clear progress in content, organization, language use, vocabulary, and mechanics. The biggest improvement was in content (n-gain = 0.85), as mind mapping helped students come up with and expand their ideas, making their writing more detailed and clear. Organization was the second area of improvement because mind mapping helped students arrange their ideas in a logical order. Language use also improved, as students were able to write sentences with better grammar by using their mind maps as a guide. Vocabulary got better too, as mind mapping encouraged students to think of and use more varied and fitting words. Mechanics, such as spelling and punctuation, improved the least but still showed some progress because mind mapping helped students notice and fix basic mistakes. Mind mapping helps improve writing by giving students a clear way to plan their ideas, stay focused, and see how their ideas connect. This makes it easier for them to write in an organized and meaningful way while also learning to improve grammar, word choice, and other writing skills over time.

2) The most improvement is in the content aspect because mind mapping helps students generate and develop ideas more effectively. Its visual organization allows students to brainstorm thoroughly, expand on their thoughts, and create detailed and meaningful writing. This helps them produce richer, more coherent, and well-developed content in their recount texts.

3) The implementation of mind mapping could improve students' writing ability in recount text. It is because mind mapping helps by visually organizing ideas and breaking down the key events. This makes it easier for students to outline what happened first, next, and last, reducing confusion and creating a clear structure. Mind mapping encourages brainstorming, allowing students to jot down all their ideas before they start writing. This can help them recall specific details or events they might have otherwise forgotten, making their recount text richer and more descriptive. Using a mind map, students can visualize their ideas, which helps in better recalling information. This visual representation aids in remembering the sequence of events, which is crucial for writing coherent recount texts. In recount writing, each paragraph typically covers a specific part of the story (e.g., orientation, events, re-orientation). A mind map can help students break down their ideas into these sections, making it easier to develop detailed paragraphs without missing key points. Thus, the students loved it. It implies that mind mapping increased students' enthusiasm in teaching and learning process of writing.

This study shows that mind mapping helps improve students' writing abilities in recount texts. The biggest improvement was in content, as it helped students generate ideas, expand on them, and create detailed and meaningful writing. Organization showed the second biggest improvement, with mind mapping helping students arrange their ideas and events in a logical order. Language use also improved, as it helped students build sentences, use different grammar, and connect ideas clearly. Vocabulary showed smaller improvement, but mind mapping still encouraged students to use better words and make fewer mistakes. Mechanics

showed the least improvement, though students benefited from the clear structure provided by mind mapping. To further researchers to enhance mechanics and vocabulary, additional practice and targeted activities may be needed. Mind mapping also made students more engaged and excited about writing.

5.2 Suggestions

In reference to the conclusion above, the writer gives some suggestions as follows:

1) **Suggestions for English Teachers**

   a) The researcher suggests that English teachers of the class apply mind mapping as an alternative way in teaching writing especially recount text. Mind mapping not only helps the students to improve students' writing in recount text but also increases the teachers' performance and the students' participation in the classroom.

   b) Obviously, the students' scores were still low in the mechanics aspect. To improve mechanics, English teachers could focus on providing more practice with spelling, punctuation, and capitalization. English teachers might encourage students to use editing checklists or proofreading tools to help them identify and correct mistakes. Additionally, teachers can integrate activities like grammar exercises, sentence correction tasks, or writing workshops to strengthen students' mechanics. Peer editing and group activities can also give students opportunities to review each other's work, helping them become more aware of mechanical errors and improving their skills over time.

2) **Suggestions for Further Researchers**

   a) This study was conducted in a senior high school. Therefore, further researchers can try to find out the effect of using mind mapping at different levels of school, such as in junior high schools or elementary schools, to see if the strategy is equally effective for younger students. They could also explore its impact on various subjects, such as science

or history, to determine if mind mapping benefits writing skills across different disciplines.

b) Further researchers can explore the use of mind mapping to enhance students' abilities in writing other types of texts, such as narrative or argumentative texts. Mind mapping may help students organize their ideas and create a clear structure for these different writing genres.

c) Further researchers could investigate the impact of mind mapping on students' reading comprehension. By creating mind maps based on the key information from a text, students may better understand the main ideas, relationships, and supporting details. This strategy could be particularly useful for analyzing complex texts and improving retention of information.

d) Mind mapping can also be tested as a tool to help students with their speaking skills for further researchers. It can be used to organize ideas before a speech or presentation, helping students outline key points, examples, and supporting details. This could reduce students' anxiety and improve their confidence when speaking in front of an audience.

Those are the conclusion of this study after using mind mapping, also the suggestions for both English teachers and further researchers.

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