

ABSTRACTS

ANALYSING THE IMPACT OF MODIFIED READING MIND MAPPING SHARE (RMS) TECHNIQUE BASED ON TEACHING LEARNING CYCLE IN STUDENTS' WRITING DESCRIPTIVE TEXT IN SMPN 22 BANDAR LAMPUNG

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This research investigated the impact of a modified Reading-Mind Mapping-Share (RMS) technique based on the Teaching-Learning Cycle (TLC) on seventh-grade students' descriptive writing achievement. Specifically, this study sought to answer the following research questions: (1) Is there a significant difference in students' achievement in writing descriptive paragraphs after being taught using the modified RMS technique based on the Teaching-Learning Cycle (TLC)? (2) What writing aspect is the most prominent after being taught using the modified RMS technique based on TLC? and (3) How is the students' perception of the modified RMS technique based on TLC and its correlation with their achievement in writing descriptive paragraphs?. Employing a quantitative one-group pre-test post-test design, data were collected from one class (n=32) of SMPN 22 Bandar Lampung using pre- and post-writing tests and a perception questionnaire. Writing performance was assessed across five aspects: Content, Organization, Vocabulary, Grammar, and Mechanics, with inter-rater reliability measures in place. Data analysis involved paired t-tests and Pearson Product Moment correlation. The results revealed (1) a statistically significant difference in students' overall writing achievement after the treatment ($p < 0.001$), with a substantial mean gain of 16.56 points. (2) Analysis of writing aspects indicated the most prominent improvement in Content (37.1% gain), which also achieved the highest post-test average. Furthermore, (3) a statistically significant positive correlation ($r = 0.632$, $p < 0.001$) was found between students' positive perception of the modified RMS technique based on TLC and their post-test writing scores. These findings suggest that the modified RMS technique integrated with the TLC framework is effective in enhancing students' descriptive writing skills, particularly in content development, and that a positive student perception of the technique is associated with higher writing achievement.

Keywords: *Descriptive Paragraph, RMS, TLC, Writing*