

CHAPTER V

CONCLUSIONS AND RECOMMENDATION

This chapter is the end part of this thesis. It consists of two points. The first one is the conclusion based on the research questions posed in the first chapter. The second part presents the recommendation with regard to the use of mind mapping technique in teaching writing on Exposition genre, directed to both EFL practitioners and future researchers.

5.1 Conclusions

The present study examines two research problems, i.e. (1) the effect of mind mapping techniques on students' ability in writing exposition genre and (2) the students' responses to the use of mind mapping technique in facilitating writing processes. It is first found that on the pre test, based on table 4.3, Asymp. Score Sig. (2-tailed) was 0.373. It was bigger than the value of 0.05 degree of probability ($0.373 > 0.05$). Therefore, H_0 was accepted. The calculation result can be inferred that the differences of pre-test data between students' writing ability in experimental and control class were not significant. Because the ability of the two groups are not different Therefore both of the groups were used for further research. On the post test, it can be seen that H_0 was rejected. It can be inferred that there was a difference on post-test averages scores of students' writing abilities in experimental class and control class. As mentioned above the ability

of experimental and control groups was different after the treatment using mind mapping technique given to experimental group. It has also been found that the mean of experimental group (29.00) is higher than that of the control group (18.81). It can further be concluded that the treatment of mind mapping affects the ability of students writing.

Second, the students' responses to the use of mind mapping technique in facilitating writing processes were positive. Based on the findings above, it can be said that the students enjoyed in learning process and they were motivated to follow the teaching program. It can also be argued that almost all students stated that mind mapping technique could help them to write better.

5.2 Suggestions

Based on the results of the presents study, the following suggestions are offered for both methodological and practical purposes.

First, this study was conducted in only one school. Therefore it is expected that further studies can be conducted in many schools to further prove or contradictive its effectiveness.

Second, this study did not include all English competencies but it only covered writing. Hence for further studies on the use of mind mapping techniques can be conducted to examine its effectiveness in improving other aspects of language competencies.

Third, this study also offers some practical suggestions. For teachers, it is recommended as solution to improve qualities of students' writing. However teachers need to have creativity and hard work to implement it. For policy maker, it is recommended for the extension in time allotment in writing because there are more complicated steps to achieve good qualities of students' writing.

