

CHAPTER V

CONCLUSION AND SUGGESTIONS

This Chapter provides the conclusion of the research and the suggestion addressed for future research in related topic. The conclusion of the study is based on the findings and the discussions in the previous Chapter.

1.1 Conclusion

This study concerned with the implementation of Mind Mapping Technique in teaching writing Descriptive texts to seven-graders. The purpose of this study was to investigate whether or not the mind mapping technique had elevated students' writing scores. Furthermore, this research was aimed to discover the technique's strengths and weaknesses.

Based on the research findings and discussion, it can be drawn that mind mapping technique was effective to help students in writing Descriptive texts. It could be seen from the computation result of dependent t-test in SPSS 16.0 for windows which showed that t_{obt} was higher than t_{crit} ($7.821 > 2.021$) at the level significance 0.05 (two-tailed) which indicated that the null hypothesis (H_0) is rejected and alternative hypothesis (H_A) is accepted. It means that there was a significant difference between students pretest and posttest score after treatments.

Furthermore, the result of questionnaire and interview showed that mind mapping had successfully motivated students to write Descriptive texts in enjoyable way. Mind mapping could help students to improve their writing skill in writing Descriptive text in terms of enriching vocabularies, increasing creativity, arranging sentences and organizing ideas. As a result, the mind mapping technique would seem to be particularly suited to help students in planning their writing as the approach encourages students to reach for and adapt a deeper level of understanding of the writing topics.

However one disadvantage of mind mapping was that the students take a long time to finish their writing because they focused more on listing down their ideas from their maps rather than focusing on the structure of their writing. Nevertheless, this weakness may be prevented by the teachers in giving clear instruction and time limitation to the students in making mind map.

1.2 Suggestions

The suggestions below are addressed to English teachers and to future researchers who have similar field with this research.

For any English teacher, it is suggested to apply the mind mapping technique to help students improve their writing ability in writing Descriptive texts, as well as other genres such as Narrative, Procedural, Recount or News item.

In order to tackle the effects of the weakness that may occur, for further researchers who want to use mind mapping technique in teaching writing, it would be better to manage time allocation in the treatment process as effective as possible with guidance from teachers so that the students will not take long time only to make a mind map before producing the writing product. Moreover, it is suggested to the teachers to make the limitation of texts' theme become more specific in order to avoid students' confusion.

