

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of two parts: 1) the conclusion of research, 2) the suggestions addressed to the researchers who are interested in writing and for those who are interested in the application of the findings in teaching writing.

5.1. Conclusion

In relation to the research questions raised in chapter I, namely the advantages of Mind Mapping Strategy (MMS) and the effectiveness MMS to develop students' writing skills; first, in general there is a different impact between the relevance of MMS and non-MMS instructional in the classroom. In other words, students who were taught using MMS gained better writing skills' achievement than those taught using the non-MMS (see chapter 4 pages 34). Second, there is a tendency that high school students have the ability to express their ideas in a written form if they are trained to do that (see chapter 4 Pages 36-37.). Students can express their ideas following on a piece of blank paper with suitable topics which interest them. Third, MMS learning actually could give significant improvement on students' ability in writing (see chapter 4 pages 36-37). Fourth, MMS learning also is responded positively (see chapter 4 page 38)

5.1.1. The advantage of MMS

The major benefit of the MMS is students especially novice writers become motivated to write and love the act of writing as they learn in an enjoyable situation, where they were felt free to write by using picture, colour, line, etc.

MMS used in the experimental group is generally more effective than the constructivism method used in the control group in improving students' writing skills. The facts show that the improvement in writing skills of the experimental group is statistically significant than the improvement of the control group (as seen in chapter 4 pages 36-37). The facts also show that some students' writing skills increase. The skills are:

- (1) exploring all the creative possibilities of a given subject,
- (2) clearing the mind of previous assumptions about the subject, thus providing space for new creative thought,
- (3) generating ideas that result in specific action being taken, or physical reality being created or changed,
- (4) encouraging more consistent creative thinking,
- (5) creating new conceptual frameworks within which previous ideas can be reorganized,
- (6) capturing and developing 'flashes' of insight when they occur.

5.2. Suggestions

Some suggestions for further related research and for teaching-learning process are:

5. 2. 1. For the Teaching Writing

MMS are recommended as one of the best ways to improve students' writing skills.

1. MMS is recommended as one of the ways to improve students' performance and ability in writing
2. Teachers should prepare the materials and exercises which are suitable and well constructed
3. Teachers must be able to encourage and strengthen students' motivation
4. MMS is a way of learning revolution which can be developed in many fields of science or knowledge.
5. Teachers should be more creative in selecting various techniques and material to avoid monotonous in writing class
6. Teachers can use writing with clear formulaic patterns
7. Teachers may want to have students move round the class or do something active
8. Teachers need to be ready to suggest ideas and language
9. Teacher should choose appropriate amount of clear information about the task

5.2.2. For Other Researches

This research has discovered the benefits of MMS perceived by teacher and students and managed to reveal how to establish effective MMS based on students perception. However, an extended time of research and number respondents are needed to describe findings that are more valid.

The writer also suggests related research is conducted in other genre such as descriptive text or subject and other level writing course to search deeper on the benefits of MMS writing towards various subject and levels. Further research should be implemented by using true experimental design in order to keep away from all problems related with internal and external validity.

