

CHAPTER V

Conclusion and Suggestion

In chapter V, there are two parts to be discussed. They are the conclusion and the suggestions. Conclusion deals with the summary of the research, while the suggestion deals with input or recommendation for further research.

5.1. Conclusion

Based on the research findings, hypothesis testing and discussion, it can be drawn that mind mapping technique is effective to help students in writing narrative paragraph in enjoyable way. Mind mapping can help students improve their writing skill in narrative paragraph writing in terms of enhancing the content, enriching the vocabulary and organizing the ideas. Even though mind mapping does not give significant effect to the language use, mind mapping can make the writing lesson more exciting and enjoyable.

From the content criteria, there is a significant difference between the scores of the students who are taught by mind mapping and those who are taught using semi controlled writing.

From the vocabulary criteria, there is a significant difference between the scores of the students who are taught by mind mapping and those who are taught using semi controlled writing.

From the organization criteria, there is a significant difference between the scores of the students who are taught by mind mapping and those who are taught using semi controlled writing.

On the contrary, there is no significant difference between the between the language use achievement average scores of the students who are taught by mind mapping and those who are taught using semi controlled writing.

Yet, from the overall scores as a whole narrative paragraph, there is a significant difference between the scores of the students who are taught by mind mapping and those who are taught using semi controlled writing.

5.2. Suggestion

The writer realizes that this thesis is not perfect. There are many things that should be improved. Therefore, the writer wants to give some recommendation for the next research.

First, mind mapping actually does not give a significant contribution to language use criteria. So, for the next study, the writer expects that other researchers can provides the students with other interactive writing techniques that involve the developments of four criteria as listed in ESL Profile. It will be better if the students are given grammar exercises needed in the narrative writing before giving the treatments.

Second, for a class which rarely gets a writing class, better if other researchers try to use mind mapping technique in the group first than in individual to make the students used to the new writing technique presented. More writing class presentation and examples are good to make them clear and get involved with writing and its technique.

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