

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research conducted in X-9 grade of SMAN 1 Grogol, it could be concluded that mind mapping could improve students' writing ability on procedure text. This could be proven by the observation results which showed that students were more focused and actively participated asking and giving ideas in learning procedure text, so that students were able to create procedure text correctly within the specified time.

This research used Classroom Action Research (CAR) as a method with two cycles and each cycle had two meetings. Then in each cycle there were four stages including; planning, acting, observation, and reflecting. In the planning stage the author designed the lesson plans, prepared tests, materials, and observation sheets. Associated with the test results, there was progress in student scores from pre-cycle test to cycle test 2. In the pre-cycle test there were only 8 or 22.8% of students who passed the KKM, and the average pre-cycle test score was 61.6.

Furthermore, in the action stage of cycle 1 students were explained about the material of procedure text, including definition, purpose, social function, generic structure, language features, and how to create a procedure text using mind mapping. Then, after Mind Mapping Technique has been implemented to teach student writing procedure text the average score of students in cycle test 1 has improved. It were 20 or 57.1% of students who passed the KKM, and the average cycle test 1 was 75. In fact, more

improvement was needed because it could not reach 90% as a criterion for the success of this study.

Then, in the action stage of cycle 2 the author gave the results of the previous test and explained again how to write a procedure text by using mind mapping technique correctly. Therefore, cycle 2 was implemented. The result showed that there were 33 or 94.2% of students passing the KKM, and the average value of post-test 2 was 84.9. Based on the results of cycle test 2, it showed that the percentage of success had reached the criteria of success (90%). So, it could be said that using mind mapping to improve students' writing ability on procedure text by implementing Classroom Action Research (CAR) was successful. Therefore after two Cycles, it stopped.

Therefore, it could be concluded that mind mapping technique not only can improve students' ability in writing procedure text at X-9 SMAN 1 Grogol but also help students to be more understanding, interested, and active in the learning process.

### **B. Suggestion**

Based on the findings of the research, the author would like to offer some suggestions to students, English teachers and other researchers, as follows:

First, after knowing how to use mind mapping, students are expected to know how to optimize the use of mind mapping by adding colors to make their mind mapping more alive and colorful. The use of alive and colorful

mind mapping will make students easier to remember and understand what they write or learn.

Second, teachers should be more creative in choosing learning methods that will be applied to the teaching and learning process. In teaching writing procedure text, teachers are recommended to use mind mapping technique. In using the mind mapping technique, teachers can add interesting pictures and colors so that students are interested and can easily understand each part of the text.

Last, to the next researchers, especially those who have the same problems and interests in conducting research, it is suggested that this research can be a reference to solve these problems. The author also hopes that this research can be useful for the next researcher who wants to conduct a comparative study.