

CHAPTER VI

CONCLUSION AND SUGGESTION

In this chapter, the researcher draws the conclusion and suggestion based on the research finding and discussion in the previous chapter. The conclusion part was begun with short description of the purpose of this research and the conclusion of the main research finding. The suggestion are intended for the improvement of future research on similar topics and also expected to give information about effective teaching method and contribution for English teachers.

A. Conclusion

Based on the objectives of this research, the research aimed to gain empirical evidence of the effect of mind mapping technique on writing skill of students' having different learning style and the interaction between mind mapping and learning style on learners' writing of descriptive text. From the finding in previous chapter, the researcher asserted that mind mapping technique was effective to teach writing skill since it was able to improve writing score of visual, auditory, and kinesthetic students. Besides, the students with different learning style which taught by mind mapping reached higher writing score than learners which taught by graphic organizers. Moreover, the students in experiment class gained better writing achievement. Apart from positive compound scores, the learners' essays had better quality in terms of content, organization, vocabulary, grammar, and mechanics than the learners in control class. After three times of the treatment by employing mind mapping in experiment class, there was any significant improvement of writing skill of learners who had different learning style at eight grade of SMP N 16 Tulang Bawang Barat.

However, the researcher realized that there was difference between visual, auditory, and kinesthetic learners on their writing score of descriptive text in experiment class. Visual learners got higher score (mean = 85,86) than auditory and kinesthetic learners. Then, kinesthetic students had better score (mean = 78,56) than auditory students (mean = 76,40). Although the students with different learning style had different writing score of descriptive text, mind mapping was more effective (mean = 81.82) to teach writing based on students increased

achievement after getting treatment than the students who taught with graphic organizers (67.46). Those differences and improvement of writing score shown that there was interaction between mind mapping technique and learning style toward students' writing skill. In fact, learners with visual learning style are more effective to use mind mapping. Besides, auditory learners used mind mapping and rely on teachers' explanation because they need hear voice to make them more understand in learning process, while learners with kinesthetic learning style felt comfortable in using mind mapping because they could practice what they learn. Therefore, applying mind mapping was effective to enhance the learners' writing skill of descriptive text.

Overall, the result of this research revealed that the eighth grade learners of SMP N 16 Tulang Bawang Barat could enhance their writing skill by utilizing mind mapping technique in process of learning. In other words, mind mapping was a useful and effective technique to enhance writing improvement for students with different learning style. As another positive result, the learners are more enthusiastic to become active in process of learning, especially for writing activity since the teachers serves the students appropriate technique that is able to do collaborative writing activity with their classmate and individually. They are motivated with appropriate teaching technique used by the teachers to enhance their writing ability.

B. Suggestion

The researcher presents some suggestions concerning with process teaching and learning writing skill.

Firstly, the reseach finding asserted that mind mapping is beneficial for learners. Mind mapping assisted the learners to obtain and organize the ideas before writing something; it facilitated the students to develop their ideas and it helped the students remember better about the ideas. Thus, the researcher suggest to them to use mind mapping technique to help them to be more creative in the process of writing descriptive text even other kinds of the text.

Secondly, using mind mapping technique in teaching writing is recommended for the teachers because the teacher can help the students to organize

their idea as the effort of improving students' writing skill. Beside, the finding of this research proven that mind mapping suits students' learning style to improve their writing achievement. Therefore, It was no doubt to implement mind mapping technique to teach writing skill. Moreover, the researcher suggests to the institution for having the teachers to apply mind mapping for several subjects because it can be one of some alternatives to avoid the teacher centered and become student centered in learning process. In sum, mind mapping really helps the students become active writer and make the teacher easier in managing teaching and learning activity because one of their function in learning process is as facilitator.

Thirdly, this study only focused on mind mapping technique toward writing skill especially descriptive text for students' with different learning style. It is suggested for the next reseachers to investigate similar topics involving other potential variables to contribute for effective and succesful learning process such as leaner's self-efficacy, interest, and motivation. Additionally, it is possible to observe the effect of mind mapping on other kinds of English text or essay such as argumentative, expository, recount, and narrative essay. Besides, the next reseach can conduct a study for different sample because the sample of this study was the eighth grade of SMP N 16 Tulang Bawang Barat, the next investigation could be done in other levels of school or college. Lastly, other researches need be conducted to measure whether mind mapping technique will be equally effective or not as teaching technique for other language skills or other subjects.