

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses conclusion and suggestion as an inference of research finding and discussion in teaching speaking skill through the use of mind mapping.

5.1. Conclusion

Before the researcher concludes from the results of his research, the researcher wants to present the results of the data that have been described above. The overall results this time can be proven from the data that has been presented, it can answer the research problem formulation that this mind mapping method is successful in developing the English language skills of seventh grade students at MTs RoudlatutThalabah, Kediri. with the explanation of the last post-test data as follows, the lowest score of students in the second cycle post-test was 60.00 and the highest score was 90.00 then the class average value in the second cycle post-test was 78.1481. and the percentage of success scores in these students reached 85.18%. with the results that have been described by this researcher, By looking at the comparison of the results of the number of successes for the pretest which got 14.81% and the first cycle post-test only got 22.22% of course there was a very significant change. it shows that in the results of the second cycle of the post test, the students' speaking ability in English is able to develop better.

The researcher explained several conclusions obtained from the observations that had been made to the seventh grade students of MTs

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RoudlatutThalabah Kediri about teaching speaking using mind mapping. Conclusions are also obtained from interviews between teachers and writers.

The first conclusion is that students are interested in speaking activities through descriptive texts using the mind mapping method, before they convey something they can make it into written form. This helps to make students more courageous in speaking in English because they know what they want to say.

Finally, the activities are interesting, students enjoy the teaching and learning process. This can be seen from the attention and activity of students. They are interested in doing the task, based on the explanation above. This shows that the use of the mind mapping method in descriptive text material in teaching speaking to junior high school students is one of the most appropriate and suitable techniques for them.

5.2. Suggestion

From the conclusion above, I would like to offer some suggestion to encourage the students' motivation in learning speaking by mind mapping method :

- a. Teacher as a model in teaching learning activity must recognize the students' characteristic before teaching learning process started and have

good communication with the students in order to get their attention or interest while teaching learning were in progress.

b. Teacher should be able to manage preparation before doing classroom activity because the preparation will influence the output of teaching learning process. The preparation includes lesson plan, materials, media of teaching learning and assessment to measure the students' achievement.

c. Mind mapping method as a teaching learning strategy can be used not only in teaching learning procedure text, but also other texts which were taught both in junior high school and senior high school.