

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusions and suggestions related to the research findings and discussions.

#### 5.2.1. Conclusion

Based on the result of CAR on previous chapter, the researcher decide some conclusions as follows:

1. Buzan mind maps as strategy can increase the students ability in writing descriptive paragraph. Buzan Mind mind maps motivates them to do their task to create descriptive text by using computer. It also proved by their response when the English teacher arrived. They are so happy when the teacher come. They asked the teacher to go to computer laboratory. This Buzan mind map technique became effective when they are in groups. The number of vocabularies that they mastered is the reason. When the first student types mind map and the sentence, the others look for the English. So each students who has less vocabularies, they aren't afraid and ashamed if they didn't know the English because they can find the English in their dictionary. It will increase their selfconfidents.
2. The strategy of Buzan Mind Mapping is not only increase the students' motivation, but also the result of the students' scores. It can be proved by the result that the average score of class is 81,78.

The researcher compared the pretest of creating descriptive paragraph and the post-test after applying Buzan Mind maps. The average score of pretest was 70,29 and was increased to 81,78. Almost of the students can create the descriptive paragraph by using Buzan Mind Maps with the satisfied score. This result will be effective if the teacher following steps as procedures as follows.

Building Knowledge of Field (BKOF) and Modelling of Text (MOT) stage of learning. In this stage of learning the teacher use the topic materials to introducing the mind map itself. The teacher give the example first, and then the teacher brainstorm the students with the other example. In this case the teacher use at least 2 color of board marker and show how to create a good mind map. After that the students asked to create the mind map in their own book. Then the students should collect the result to the teacher.

Introducing Buzan Mind Maps stage of learning. In this stage the teacher remind the previous meeting by brainstorms them. Then the teacher should copy the application to each notebook that brought by the students. The next is bring them to computer laboratory. Here the teacher show and explain how to use Buzan mind maps software that helped by projector.. And at the end of the meeting they asked to save their work.

Joining Construction of Text (JCOT) stage of learning. In this stage the teacher asked the students to create sentence of each word that they draw by Buzan Mind Maps. In this activity the dictionary and the teacher should help the students. This stage made different with general mind map, this stage was added by creating sentence that they drew from the MOT stage. In the end of the meeting the students asked to save the project.

Individual Construction of Text (ICOT) stage of learning. In this stage the teacher open the teaching learning process by remind the students how to use flying text in Buzan mind map and do the task.. The teacher needs to go around them to find their difficulties. And they asked to finish their work and asked the students about their feel. Here the teacher knows students feeling.

3. Buzan Mind Maps is very effective to help students developing their ideas. it also like a normal mind map, they create the branches from the center idea. Buzan mind maps gives automatically different color of each branches so the mind map look colorful and students feel if their mind maps were so good. In the other hand, the branches indicates the number of sentences that they create.

## **5.2.2. Suggestion**

### 5.2.1. For teacher

Based on the conclusion above, the suggestion related to the research findings are offered for English teachers especially in SMP Islamic Qon. The researcher hopes that the result of this study can be used as experiences and guidance for the other teachers. Besides, the teacher should use Buzan mind maps software as strategy with the following steps in teaching learning to improve the students ability or skill in writing especially related with writing descriptive and the teacher can use mind mapping as strategy of teaching learning in other skills such as listening, speaking, and reading and also other texts.

### 5.2.2. For students

Based on the conclusion the researcher hopes the Buzan mind map software will be useful for writing skill study to enlarge the students knowledge and that software can be used as source inspiration in writing. Besides, the student can use mind mapping to practice speaking and reading to improve the ability in English.

### 5.2.3. For researcher

Based on the conclusion the researcher hopes that the result of this study can be used as experiences and guidance for other researchers. In this study, the researcher do this research in 1 Cycle. The cycle 1 was actually improve the writing skill in descriptive paragraph. The following researchers are expected to analysis this thesis and made the improvement of the methodological how occurred here. Aslso, it is recommended to do further research about the use of

picture or draft sequence in the teaching of English which focuses on improving students's reading and grammar master.