

CHAPTER V

CONCLUSION

After conducting the research, doing the analysis, and presenting the results, the conclusion, limitation, recommendation, and pedagogical implications of this research will be present in this last chapter.

5.1 Conclusion

This study focuses on EFL students perception on the use of Mind Mapping to enhance good writing product. Especially in class X IPA SMA N 7 Konsel. The data taken was obtained from the results of the questionnaires distributed to students and also the questions that the researchers asked the English teacher in an effort to validate the answers received by the students. Based on the results researchers concluded the student responses as follows:

First, students feel happy to write since the Mind Map was introduced to them, because the concept is unique and the teaching received is also good. **Second** students felt motivated to improve their writing, both teachers and students felt a strong impetus to continue to do their best. **Third** students felt that the concept offered by the Mind Map made them creative in writing, because before the Mind Map was applied the writing style and way they wrote seemed less creative. **Fourth** students found it easy to reduce difficulties in writing which were motivated by many things, for example the introduction of the right concept. The Mind Map succeeded in making students feel helped.

The last, as a Mind Map concept, students find it easy to express their ideas in writing.

5.2 Limitation

In the culmination of this study's outcomes, the researchers encountered a noteworthy challenge stemming from the ongoing COVID-19 pandemic. The situation, which had not yet abated, led to disruptions in conducting in-person sessions at schools. Consequently, the data presented in this study primarily revolves around the insights gathered from students' responses to the posed questions. Regrettably, the prevailing circumstances hindered the researchers from firsthand observation of classroom dynamics and conducting direct interviews with the participants.

Despite the setback caused by the prolonged pandemic, this study effectively captures the students' perspectives through their responses to the questionnaires. While the absence of direct classroom observation and face-to-face interviews presents a limitation, the researchers skillfully adapted to the circumstances and diligently extracted valuable insights from the available data. This adaptive approach showcases the resilience of the research process in the face of external challenges and underscores the dedication of the researchers in ensuring the study's integrity and relevance.

5.3 Recommendation

The researcher aspires for this study to yield valuable advantages for educational institutions, lecturers, teachers, and students alike. Firstly, the application of Mind Mapping within the classroom setting offers substantial benefits to teachers, aiding them in devising optimal strategies for assisting students in honing their writing skills. This approach allows teachers to incorporate diverse learning techniques, thereby fostering an engaging and enjoyable learning experience, which subsequently cultivates students' enthusiasm and receptiveness toward their lessons.

Secondly, students experience a positive transformation in their writing capabilities, noting significant improvements and a heightened comprehension of effective writing principles through the employment of Mind Maps. They express that Mind Mapping has not only facilitated creative thinking but has also empowered them to craft coherent and memorable pieces of writing, enhancing their overall writing proficiency.

Thirdly, from a researcher's standpoint, this study holds the potential to contribute invaluable insights and resources that can guide the advancement of future research endeavors centered around the concept of Mind Mapping. The findings and implications of this study can serve as a foundational knowledge base for researchers embarking on similar investigations, fostering a continuous cycle of academic growth and exploration

5.4 Pedagogical Implication

The research findings show that the application of Mind Mapping in the learning process to improve students' writing skills can be a good and effective way to be implemented, not only for students but also has implications for teachers to provide a good and fun atmosphere in the classroom, because Mind Mapping is able to hone students' skills and creativity in writing.

Various results from this study showed good results and were accepted as the right concept to help students and teachers alike. The advantages of the Mind Map in this study have a significant impact, some of which are: First, the application of Mind Mapping in the classroom helps students to think systematically and creatively and is also easy for them. Second, teachers are more required to be active and creative so that the learning process becomes fun than the monotonous writing process using Mind Mapping has a pretty good impact on the relationship between teachers and students. Third, Mind Mapping is able to become a flexible concept that is not only for writing but also reading, and not only for English lessons but also for other lessons.



