

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research and discussion in the previous chapter, the research problem produced several important conclusions about how effective mind mapping is in improving students' writing skills, especially in writing procedural texts. The author can draw the following conclusion:

The results from the questionnaire revealed a predominantly positive perception of the mind mapping technique among students. The results of the questionnaire show that overall, students have a positive perception of the mind mapping technique with an average of 62.5%, and they have an interest or desire to use it. This level of agreement indicates that the majority of students consider mind mapping very helpful in several important aspects of learning to write procedural texts. For example, 62% to 65% of students agree that mind mapping helps organize thoughts before writing, outline main steps, expand vocabulary, understand the relationships between steps, and learn to revise writing. More specifically, 61.58% agree that mind mapping helps structure thoughts, 62.92% agree that it facilitates procedure planning, and 64.13% agree that it helps enrich the vocabulary used in writing. Meanwhile, 65.08% agree with the aspect of understanding the relationships between steps, and 61.64% agree that mind mapping is an effective tool for teaching writing in English classes. Most also agree that mind mapping makes it easier to understand text structure (62.92%), helps recognize the importance of step order (61.58%), and makes procedural writing clearer and more consistent (61.58%). On average, 61.47% of students stated that the use of mind mapping made the writing process more enjoyable and increased their engagement and enthusiasm in learning. This shows the interest and motivation of the students. Data shows a strong positive attitude toward students' attention and interest in

mind mapping techniques. This is despite the fact that there were some respondents who were neutral (between 26 and 30 percent) and some who disagreed (between 7 and 12 percent).

The experimental class displayed a clear and significant improvement in writing ability through the consistent application of mind mapping. The average pre-test score of 53.90 increased markedly to an average post-test score of 82.17, resulting in a gain of 28.27 points. Notably, all students (100%) showed improvement, and the average percentage increase in their writing ability was approximately 52.5%—a strong indicator that mind mapping effectively supported the enhancement of procedural text writing performance.

This rise in scores suggests multifaceted benefits: students improved in structuring their ideas logically, organizing procedural steps coherently, and expressing concepts with greater clarity. These results align with broader research findings indicating mind mapping enhances organization of thought and writing skill development. Collective evidence supports that mind mapping fosters better preparation before writing, enabling learners to articulate ideas more systematically and confidently.

In summary, the significant difference between the questionnaire, pre-test and post-test scores underscores the effectiveness of the mind mapping technique as an instructional strategy for improving students' procedural writing skills. The findings suggest that mind mapping not only enhances students' writing abilities but also positively influences their perceptions and interest in the writing process. Overall, the results suggest that mind mapping not only enhances students' writing abilities but also fosters greater confidence and engagement in the writing process.

B. Suggestion

Researchers have produced the following Suggestions:

1. For English teachers: Mind maps should be incorporated into writing instruction, especially for texts that require clear procedures and structures, such as procedural texts. Mind mapping can help with planning and brainstorming, increasing student engagement and learning outcomes.
2. For Students: Students are encouraged to use mind mapping to improve their writing skills both personally and in class. They can gain greater confidence in their writing abilities, better control of ideas, and higher clarity by using this technique.
3. For Schools and Curriculum Designers: Schools should consider providing training and resources to support the use of visual learning strategies such as mind mapping. Curriculum developers can also incorporate these techniques into their official teaching guidelines.
4. For Future Researchers: Upcoming research should examine how mind mapping impacts students' writing abilities across various text genres and educational levels. Additionally, comparative research involving different age groups or skill levels can enhance the results that have been achieved.