

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter encompasses some conclusions and suggestions for the English teachers and future researchers based on the previous chapter which are the research findings and discussion.

6.1 Conclusion

Based on the discussion in the previous chapter, the researcher draws conclusion that the use of mind map-picture series strategy can improve the students' ability in writing narrative text. The students' improvement is indicated through two criteria of success which had already been achieved. First, in term of learning process, 84 % of the students (27 students) involved actively during the learning process by using mind map-picture series strategy. Second, in term of students' achievement, 88% of the students (28 students) achieved score greater than 75 as the standard of minimum score.

According to the research problem, which is: "How can Mind Map-Picture Series strategy improve students' ability in writing narrative text?" Mind map-picture series strategy could be implemented effectively to improve students' ability in writing narrative text by implementing the four steps in process of writing through following these procedures, as follows: (1) Give model of mind map-picture series, (2) Guide the students to generate ideas, (3) Ask the students to write their draft, (4) Guide the students to revise the other groups' drafting in

term of organization, (5) Revise the draft in term of contents and language use, (6)

Ask the students to write their final draft based on the revising

To sum up, mind map-picture series strategy is succeed to enhance the students' involvement during the learning process and also the students' writing ability especially narrative text. Moreover, the strategy is not perfect yet because the researcher find some weaknesses on this strategy. First weakness is dealing with time management. The researcher spent a lot of time to distribute picture series for each of the students. Thus, the students did not submit their task as time set. Second weakness is related to the addition of keyword and series of picture on mind map-picture series. Since the researcher provided series of picture and keywords in every branch on mind map, it made the students could not use their own ideas in creating the story. In other words, the teacher become one of the important aspect that made the teaching and learning process run as smooth as the expectation. Thus, the teacher should prepare the most appropriate strategy, material and media in teaching English.

6.2 Suggestion

This section provides some suggestions which are addressed to the English teachers and the future researchers. For the English teacher, they can use mind map-picture series strategy to solve the students' problem encountered in teaching and learning process especially in writing class. To apply this strategy, it should be in balance with preparing the plan, the material and also the media well. The teacher should be creative in teaching and learning process thus the students will never feel bored. Furthermore, dealing with the media, it is better for the teacher

select clear and colorful picture in order to make the students more enjoy in learning English. It is advisable for teacher to give more and various tasks to the students. The task can be done at home as a homework or project if the time at school is limited. More and various tasks can enrich students' knowledge in order to make them be more trained.

For further researchers particularly those who are interested in applying mind map-picture series in the other research design such as experimental research, it is suggested to use mind map-picture series strategy to conduct a research to improve the other skill, for example speaking skills because writing and speaking belong to productive skills. It is also advisable to conduct a research in other genre, such as recount text and procedure text, because the two of the genres needs chronological events or steps.

In brief, the researcher provide six suggestions in conducting the strategy, which are: (1) Make sure that the plan has already been well-prepared; (2) Choose the picture series which is appropriate for the topic, the students' level and basic competence; (3) Introduce the students' of each strategy as fun as possible before using the mind map-picture series strategy; (4) Show the students the way to make the strategy before applying; (5) Guide the students step by step to construct a paragraph; and (6) Manage the class and time well.