CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is aimed to describe the summary, conclusion and suggestion. The result of data analysis could be seen in the following:

A. Summary

This study used descriptive qualitative study which observe the teachers' perception and teachers' understanding about mind mapping in teaching learning process. In this observation, the researcher chooses two senior high schools as sample of the study. Those schools are SMAN 2 Sidoarjo and SMA Islam Sidoarjo.

This study was conducted because the researcher wants to know how English teachers' technique using mind mapping, because surely every teacher has a different technique in the use of mind mapping. The teacher only explains what and how the application of the four skills of writing is, without further explanation about using specific techniques that can help students to be more stimulated in choosing their words or forming the correct structure of their writing.

This study was used observation and interview as instrument. The observation was conducted twice meetings. The researcher did the observation in SMAN 2 Sidoarjo on August 14th and 21th 2014, while in SMA Islam Sidoarjo from August 15th and 22th 2014. While the interview also was done twice for an

English teacher in each school. The first interview of English teacher in SMA Islam Sidoarjo and after that the researcher interview English teacher from SMAN 2 Sidoarjo.

In term of understanding, the result was teacher A has good understanding on mind mapping concept because she could apply almost all the principle and procedure of using mind map. Meanwhile teacher B has different result, teacher B understanding is not so good, because teacher B missed some principles and procedures.

While in term of perception, teacher A and teacher B perceive mind map as useful strategy for teaching English mainly in writing. Both teachers reported a number of benefits in using mapping.

B. Conclusion

Based on the findings of the whole research problems that have been presented above, there are several things that can be concluded. It is elaborated as follows:

1. The result of analysis proved to be interesting as it was revealed that the teachers understanding about the concept of mind were showed different result. Thus, teacher A has good understanding on mind mapping concept because she could apply almost all the principle and procedure of using mind map, teacher A missed to use one principle of teach using mind mapping. Meanwhile teacher B has different result, teacher B understanding is not so good, because teacher B missed some principles and procedures. Teacher A

applied almost all procedure and principles when teach using mind map. Meanwhile teacher B was missing some points of procedure and principles of mind maps. Those differences of understanding on mind map concept resulting different students' success on understanding about the use of mind map.

2. The result of the study showed that for teachers' perception, teacher A and teacher B perceive mind map as useful strategy for teaching English mainly in writing. Both teachers reported a number of benefits in using mapping. They felt positively about mapping, using mind map in the process of teaching and learning has increased effectiveness of learning and teachers were able to identify several areas of students' cognitive and affective development that had benefited from using the technique (including improved thinking skills, subject specific understanding, preparing for writing, confidence, self-image, and attitudes to learning). Teachers also believe that mapping has improved pupils': question and answering during class discussions, motivation, involvement, concentration and, consequently, behavior. Mapping makes thinking visible which promotes better understanding of subjects. Mapping was valued as a pedagogical strategy by all of the teachers who participated in this study. Additionally, many shared the view that this perception extends to their pupils.

Teachers also report that maps are easy and inviting to look at, the structure is clear and things can be added here and there and in-between as people come to think of them. They believe them to be a robust, yet flexible, and highly visual method of organizing and reordering information, and of making ever more meaningful connections and conceptual adjustments. The way they are open seems to help pupils to think and come to think of more things - the white space on maps invites both creative and analytical thought. All-round, based on the evidence drawn together by this study, maps are becoming powerful, versatile and popular classroom tools.

C. Suggestions

1. For The Schools

From the findings, there are some causes that are related to teachers' understating about mind map concept. In the use mind map, one teacher has failed to employ necessary explanation about mind map by missing some points of characteristics and principles of mind maps. It is possibly because she got very limited knowledge about the use of mind map. As a result, the writer suggests to the schools to give more concern relating to the use of mind map for the next application during teaching and learning process by giving guide line book or hold seminar.

2. For English Teacher

Knowing the finding, the writer suggests to the English teachers that they must have more practice to improve their understanding of mind mapping concept. In this case, they can ask their fellow English teachers or look for more information related to mind mapping.

3. For Other Researcher

More research is needed in the context of the use of mind map at all levels (Primary, Secondary, and Further and Higher Education) to determine the understanding of mind mapping concept, since mind map can be a successful teaching and learning tool. Therefore, the writer hopes that this study could give insight for the reader and the students of English Education Department or other department of UIN Sunan Ampel Surabaya.

In addition, since there are still some shortcoming due to the restrictiveness of the occasion and time, the writer suggests to the other researchers who are interested in the same or similar field of study to have more specific topic, for example, Does the technique have the potential to other subjects. Is the technique suitable for younger and older learners. How effective is mind mapping, seen within a wider context of applying a range of visual tools in the classroom, as a means of addressing the above issues.