

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After doing some procedures in analyzing the data collected during the research, the researcher determined the conclusions based on the result of data analyzing. They are follows:

1. The use of mind mapping in teaching writing especially is effective for the tenth grade students of SMA Kristen 1 Kupang in the school year 2020/2021
2. Based on the resust of pre-test, post-test I, and post-test II, there were significant student's score. In cycle I succesfully created condusive and confortable class atmosphere. It immediatelly helped students to gain their motivation and enthusiasim to learn and to get involved in the class activity.
3. In cycle II, it was found that there was greater motivation among students at class. The activity that was implemented seems succesful to improve their motivation to learn English.

5.2 Suggestions

Based on the conclusion of the study, some suggestions will be directed toward the English teacher and other researcher.

1. To English teacher

The English teacher need to try to keep on applying the other strategy such as mind mapping strategy so that te students will be more motivated in learning

English. During the research only used media such as pictures and handouts. The English teacher can use other media such as adobe flash so that the students will be more interested in the activity. The English teacher also should more serious in helping students to improve their writing skills.

2. To the others researchers

This study is mainly intended to describe how the mind mapping strategy is implemented to improve student's writing skill of grade tenth students of SMA Kristen 1 Kupang. The other researcher follow up this study in different contexts in order to find more actions to improve student's writing skill.

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A P P E N D I C E S

LESSON PLAN

School Name : SMA Kristen 1 Kupang

Subject : English

Skill : Writing

Class / Semester : X IPA 1

School Year : 2017 / 2018

Kind of Text : Descriptive Text

Theme/Topic : My Favorite Cartoon Character

Time Allocation :

A. Standard Competence

Respond the meaning in fuctional written text and simple short essay in form of descriptive text for interaction in daily life context.

B. Basic Competence

Respond the meaning and rheotric ways in the simple short essay which use written language accurately, fluently and acceptable for interaction in daily life context inform of descriptive text.

C. Indicators

Identify correctly of descriptive text, the social function and the generic structure of descriptive, simple present tense in paragraph and make a paragraph using descriptive text in the mind mapping form.

D. Learning Objective

At the end of learning process, the students are able to:

1. Understand about descriptive text, the social function and the generic structure of descriptive text.
2. Use simple present tense in paragraph
3. Make a paragraph using descriptive text in mind mapping form.

E. Materials

1. Definition of descriptive text

Descriptive text is a text that describes what kind of person or object described.

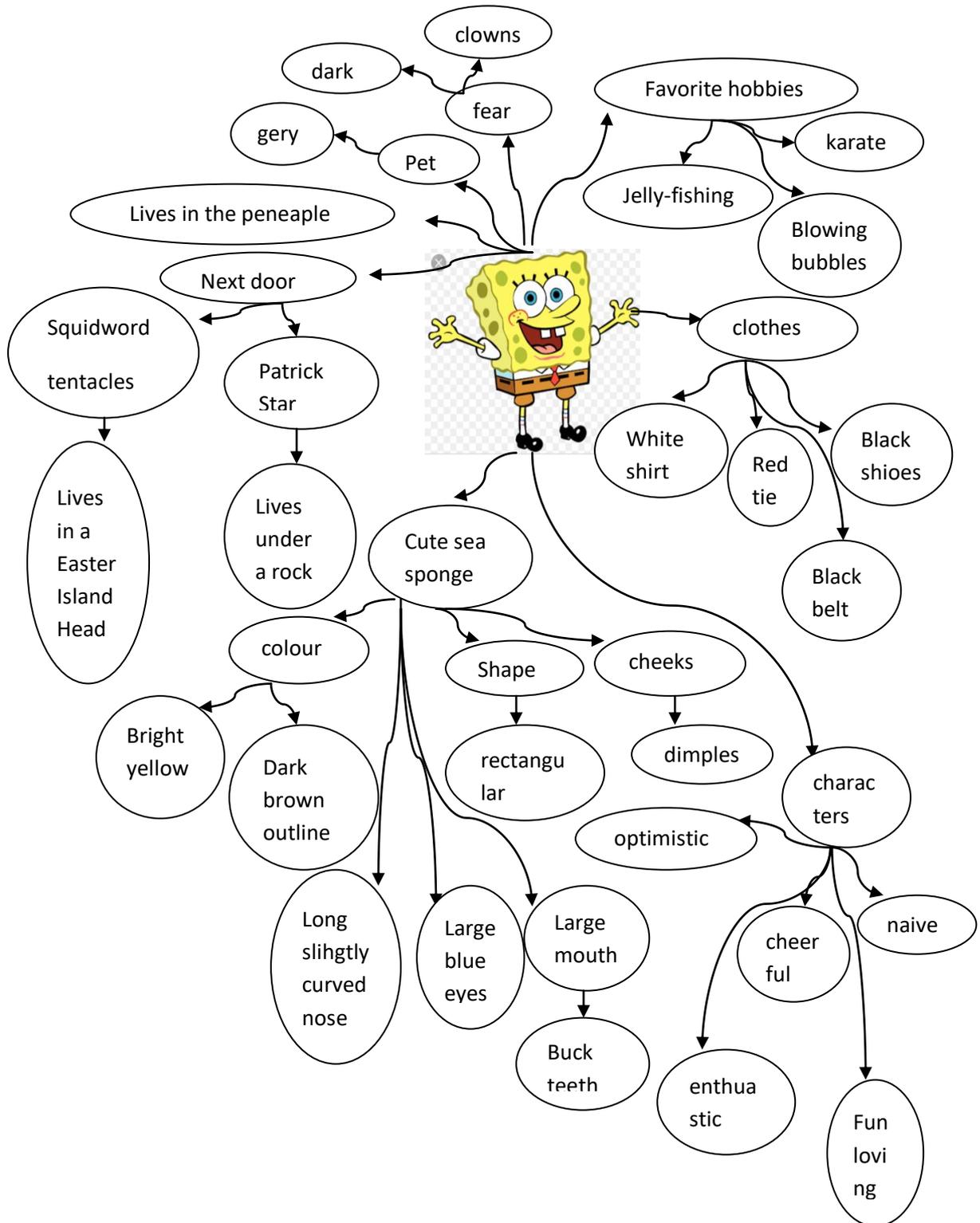
2. The purpose of descriptive text is the author wants to help the readers easy to visualize what a person, animal, place or thing its like.
3. Kind of descriptive text
 - a. Description of people: describes about someone such as height, build, age, face, eyes, hair and clothes.
 - b. Description of place: describes about place such as the scenery, the natural landscape etc.

- c. Description of things: describes about things such as size, colour, number etc.
4. Generic structure of descriptive text
 - a. Identification

An introduction to the subject of description.
 - b. Description of features

Describes the characteristic features of the subject.
5. The language features of descriptive text:
 - ❖ Use simple present tense
 - ❖ Use partical nouns
 - ❖ Use of variety of types of adjectives
 - ❖ Use relating verb to express the writer's personal view about the subject or to give an insight into the subject behavior
 - ❖ Use detailed noun phrase to provide information about subject
 - ❖ Use adverbials to provide more information about this behavior
6. Example of mind mapping, descriptive text and structures of the text

❖ Mind Mapping of "SpongeBob SquarePants"



❖ Descriptive Text entitled SpongeBob SquarePants

Identification Spongebob Squarepant is my favorite cartoon. Spongebob Squarepants lives with his pet Gary in pineapple in the underwater city of Bikini Bottom. Next door to him Squidward Tentacles, who lives in a Easter Island head house. Next door Squidward is a Patrick Star, Spongebob's best friend, who lives under a rock.

Description He work as a fry cook at the fast food restaurant, the Krusty Crab to which he is obsessively attached. His favorite hobbies include his oppuration, jelly-fishing karate, relentless fandom of superheroes Mermaidman and Barnacle Boy and blowing bubbles.

Spongebob Squarepants ia a cute sea sponge, being rectangular and bright yellow with a dark brown outline. Spongebob Squarepants is more regular square shape. He has large blue eye, a long slightly curved nose, a large mouth with two permanent front buck teeth, and dimples with three freckles on each cheek. He typically wears a white shirt with a red tie , black leather shoes with a black belt.

Spongebob is a depicted as being an optimistic, cheerful, naive, enthusiastic, very clueless, abnormal, immature, fun loving,

hyperactive character with a hoppy-go-lucky personality, extremely determined person will often stop at nothing to accomplish a task, over-confident, very kind hearted and innocent, very rarely acts, very selfless nature. He can become scared easily and usually panics when frightened. Hi is afraid of the dark and clowns.

F. Metode Pembelajaran

- ❖ Communicative approach
- ❖ Presentation

G. Learning Activities

1. Pre- Activities

	Pre- Activities		Time Allocation	Teacher note
No	Teacher	Students		
1	Greetings: Greetings the students	Responding to the teacher		
2	Praying: Asking students to pray	Praying together		
3	Checking students attendance	Responding to the teacher		

4	<p>Brainstorming</p> <ol style="list-style-type: none"> 1. Do you have favorite cartoon character? 2. Which has been your favorite cartoon character and why? 3. Have you ever made a descriptive text using mind mapping? 	<p>Answer the teacher question</p>	<p>10 minutes</p>	
5	<p>Telling the basic competence and objectives of the lesson that day</p>	<p>Listen to the teacher</p>		

2. Main Activities

No	Main Activities		Time	Teacher's
	Teacher	Students	Allocation	Note
1	Explain the material about descriptive text and present mind mapping as the tool in learning writing.	Listen to the teacher's explanation	95 minutes	
2	Teacher gives an example of mind mapping and descriptive text based on the topic "My Favorite Cartoon".	Listen to the teacher's explanation		
3	Teacher gives five (5) title based on the topic "My Favorite Cartoon" to students and ask them to	Doing the exercise		

	choose one of the title, make mind mapping and write descriptive text under the title that they have chosen			
4	Asking two students as sample to present their mind mapping and descriptive text in front of the class in order to make general evaluation.	Presenting the group's work		
5	Evaluation	Listen to the teacher		

3. Post Activities

No	Post-Activities		Time Allocations	Teacher's Note
	Teacher	Students		
1	Making conclusions about the material.	Listen to the teacher	15 minutes	
2	Motivating	Listen to the teacher		

3	Giving homework to write and make mind mapping and descriptive text about my favorite footplayer	Do the homework	
4	Closing – Praying	Praying together	

H. Learning Sources

1. Students handbook

I. Assesments

1. Form : Written form
2. Technique : students asked to make mind mapping and then paragraph based on the theme, “My Favorite Cartoon Chracter”
3. Aspect to be assessed : Grammar, vocabulary, mechanic, form.