

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTIONS

A. Conclusion

Based on the results of the research and discussion presented in Chapter IV, several conclusions could be drawn regarding the implementation of the Mind Mapping technique to improve the speaking ability of eleventh-grade students at SMA Negeri 6 Kota Bengkulu.

The implementation of the Mind Mapping technique in teaching speaking for analytical exposition texts on the theme "Healthy Life" was carried out in two cycles following the Kemmis and McTaggart (2014) action research model. Each cycle consisted of four stages: planning, acting, observing, and reflecting. In Cycle 1, students were introduced to the structure of analytical exposition texts and the five principles of mind mapping, then practiced creating mind maps in groups and individually. In Cycle 2, several improvements were made based on the reflections from Cycle 1, including allowing students to use dictionaries, providing more structured guidance sheets, offering more varied topics, and allocating additional individual practice time. These improvements successfully addressed the weaknesses identified in Cycle 1, such as limited vocabulary mastery, the tendency to write complete sentences instead of keywords, frequent pronunciation errors, and high speaking anxiety.

The application of the Mind Mapping technique in the Classroom Action Research demonstrated an improvement in students' speaking ability. This improvement was evidenced by the increase in average speaking scores from 63.6 in Cycle 1 to 75.1 in Cycle 2, an increase of 11.5 points. The highest score increased from 75 to 87, while

the lowest score increased from 42 to 55. Most notably, the percentage of students achieving the Minimum Mastery Criterion (KKM = 70) jumped from 30.6% in Cycle 1 to 86.1% in Cycle 2, an increase of 55.5%. These quantitative findings demonstrate that the Mind Mapping technique contributed to the improvement of students' speaking ability across the four components measured: fluency, accuracy, pronunciation, and comprehensibility.

Both success criteria established at the beginning of this Classroom Action Research were met in Cycle 2. The process criteria were met, as evidenced by increased active participation of students, reduced anxiety when speaking, and the creation of a more lively and conducive classroom atmosphere. The product criteria were met, as shown by the achievement of a mastery percentage of 86.1%, exceeding the target of 70%. Therefore, this Classroom Action Research was declared successful and terminated after Cycle 2.

B. Implications of the Study

The findings of this study have theoretical, pedagogical, and practical implications for English language teaching, particularly in EFL classrooms.

1. Theoretical Implications

This study provides empirical evidence that Mind Mapping supports cognitive learning by reducing students' cognitive load during speaking preparation and helping them organize ideas more effectively through visual representation. The findings also extend previous research by demonstrating improvements across four speaking components: fluency, accuracy, pronunciation, and comprehensibility.

2. Pedagogical Implications

The findings suggest that Mind Mapping can be integrated as an effective pre-speaking strategy in English classrooms. Teachers should provide clear guidance on constructing mind maps and encourage the use of keywords rather than full sentences. The study also indicates that sufficient preparation time and appropriate scaffolding can improve students' confidence and speaking performance.

3. Practical Implications

Students can use Mind Mapping to organize ideas before speaking, resulting in more structured and confident oral performance. Teachers may adopt this technique as an alternative strategy for teaching speaking, while schools are encouraged to support its implementation by providing appropriate learning resources and training opportunities.

C. Suggestions

Based on the findings and conclusions of this study, several suggestions are proposed for teachers, students, and future researchers.

1. For Teachers

English teachers are encouraged to integrate Mind Mapping as a pre-speaking strategy to help students organize ideas before speaking. Teachers should also provide clear guidance, sufficient practice opportunities, and constructive feedback to maximize students' speaking development.

2. For Students

Students are encouraged to use Mind Mapping regularly as a learning strategy to organize their ideas, expand vocabulary, and

improve confidence in speaking English. Consistent practice using mind maps can help students communicate more fluently and coherently.

3. For Future Researchers

Future researchers are encouraged to conduct similar studies with different educational levels, speaking tasks, or learning contexts. They may also investigate the use of digital Mind Mapping tools or compare Mind Mapping with other pre-speaking strategies to provide broader evidence of its effectiveness.



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