CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research and discussion that has been done, it can be concluded that the strategy for making mind maps has a certain impact on improving the language skills of students in experimental class 8 SMP Negeri 4 Metro. The researcher went through several procedures to obtain pre-test, treatment and post-test data. Before the test, then 6 treatments and finally after the test. After pre-testing, processing, and post-testing, scientists obtain data.

Regarding the predictions of the experimental and control groups, the experimental group averaged 51.4 and the control group averaged 49.54. This means that the expected results from the experimental group are better than the control group. In the post hoc test, the experimental class average (62.14) was higher than the control class average (54.82). Based on these data it can be concluded that the use of the mind mapping strategy has an impact on the lexical abilities of class F students of SMP Negeri 4 Metro VIII. These results can provide answers to the first question in formulating the problem.

From these data it can be concluded that the signature value (two-tailed) is less than 0.05 (0.013 <0.05), so the hypothesis is accepted. Therefore, Ho is rejected and accepted. The use of the Haest mind mapping strategy has a significant impact on the vocabulary of SMP Negeri 4 Metro VIII students. This means that the use of mind mapping strategies has a significant effect on vocabulary learning for class F students of SMP Negeri 4 Metro VIII. These results can be the answer to the second question of the problem formulation.

B. Suggestion

Research shows that animated films affect students' writing skills. Recommendations for this study:

1) Students will find it easier to learn vocabulary by using mind mapping strategies. Using mind mapping strategies makes it easier for students to remember and understand, increasing their interest in learning vocabulary. By using concept mapping strategies, students can also develop a strong social awareness when working in groups. It also allows students to learn together and share knowledge.

2) For teachers, this research will help teachers identify appropriate learning strategies for their students, especially in terms of learning vocabulary. Mind mapping strategies make it easier for teachers to teach because students can learn vocabulary from their friends and teachers. Using this strategy saves the teacher a lot of effort when teaching the material.

3) Future researchers must be more active in guiding students in the vocabulary learning process by using a mind-mapping strategy. The involvement of researchers in the learning process determines the learning outcomes. Apart from that, you also have to pay attention to how the groups are divided, in one group you have to change at each meeting so that students gain more knowledge. applying the strategy in an interesting way and providing several prizes for active students can influence the level of enthusiasm of students in participating in learning. In addition, students' understanding of each material must be considered so that there is an equalization of student knowledge.