CHAPTER V

CONCLUSION AND SUGGESTION

Based on the description of finding presented in the previous chapter, conclusion and suggestion are present in this chapter.

A. Conclusion

After all of data were analyzed on the research result, the writer can draw a conclusion as follow:

There is any significant difference of student's achievement in writing descriptive text before and after being taught by use a digital mind mapping. It can be seen based on the result data analysis. It was found that the statistical test by using T-test shown that T-test is -10.482 and the T-table is -2.032. Its mean that T-test was upper than T-table with the degree freedom (df) 34 and the level significance 0.00. The conclusion is the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis is accepted.

B. Suggestion

The finding of the the research shows that there is significant difference of student's achievement in writing descriptive text. Therefore, the researcher proposes some important suggestions that need to be taken into account.

1. For the students

   A digital mind mapping is one of strategy to improve student's achievement in writing descriptive text of senior high school especially in the first grade. By a digital mind mapping the students can map what students want to write, so students can describe something in detail. It also easy to create and can add many colors and pictures.

2. For the English teacher

   As a teacher should be creative select a strategy in conducting teaching and learning process. One of strategy to teaching and learning process is digital mind mapping. Based on the research, digital mind mapping can be used to improve student's achievement in writing descriptive text. Digital mind mapping not only to improve student's achievement in writing descriptive text but can use to other text.

3. For the future researcher

   The researcher hopes that this research can give some knowledge about how to use and benefit of digital mind mapping and to know the benefit of using a digital mind mapping.