

CHAPTER V

CONCLUSION AND RECOMENDATION

5.1 Conclusion

This research was conducted to develop a Concept Mapping Strategy aimed at enhancing eighth-grade students' English background knowledge at SMP Negeri 7 Gunungsitoli. The product was developed using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), aligned with the principles of the Merdeka Curriculum and the students' contextual needs. The results revealed that:

1. The concept mapping strategy was successfully developed as a structured and visually engaging tool that helps students to enhance their background knowledge in English. The strategy includes focus questions, concept templates, and contextual topics adapted from the English for Nusantara textbook.
2. The product demonstrated high quality in terms of effectiveness, feasibility, and practicality. The material expert validation scored 100%, indicating that the content of the product is very relevant, accurate, up-to-date, and aligned with the learning objectives and curriculum standards. The media expert validation scored 89%, which confirms that the visual design, layout, and overall aesthetic of the product are highly appropriate and appealing for students. The language expert validation achieved 90%, reflecting a strong command of both English and Indonesian within the module.
3. Students showed significant improvement in their background knowledge. Their concept mapping scores increased by 35% from 60% to 95% and they demonstrated a clearer understanding of what they have learned before. The process also enhanced students' confidence and willingness to express themselves in English.

This research affirms that concept mapping is not just a teaching technique, but a powerful learning strategy. It enhances students' background knowledge, supports deep understanding, and increases classroom engagement all of which are essential for effective English language acquisition.

5.2 Recommendation

Based on the findings of this study, the researcher provides the following recommendations:

a. For English Teachers

Teachers are encouraged to apply the Concept Mapping Strategy especially at the beginning of each unit to help students enhance their background knowledge and engage more deeply with the topic. The strategy can also be used as a formative assessment tool.

b. For Students

Students are recommended to use concept mapping as a personal learning strategy to help them organize thoughts, recall vocabulary, and connect new ideas with prior experiences in learning English.

c. For Schools and Stakeholders

Schools should support the integration of visual and interactive strategies like concept mapping in the classroom. Training or workshops may be provided to help teachers apply the method effectively.

d. For Future Researchers

Further research can be conducted to expand the implementation of Concept Mapping Strategy in other language skills (e.g., writing, speaking), across different grade levels, or to integrate digital versions of concept mapping to support technology-based learning.