

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the results of research and discussions conducted at SMP Negeri 2 Mandrehe Utara, it can be concluded that the implantation of concept mapping in narrative text writing instruction contributes positively to students' ability to organize ideas in a structured and logical manner. The final test results show that most students are in the “Very good” category, reflecting their understanding of narrative text structure and their ability to present a coherent storyline. On the other hand, observation and interview results also reveal that teacher have consistently implemented most components of the learning process, although there are still some technical aspects in the use of concept mapping that are not yet optimal, such as labeling relationships between ideas and providing in-depth written feedback.

The difficulties faced by students when writing narrative texts through concept mapping were the inability of some students to logically connect ideas in the concept maps they created, resulting in a less coherent storyline. Additionally, students still struggled to develop the complication and resolution sections, which are crucial components of narrative texts. This shows that although concept mapping has great potential as a writing aid, its success is highly dependent on teacher guidance, consistent practice, and students' readiness and understanding of the method.

5.2 Recommendation

Based on the results of the research conducted, there are several recommendations that can be considered in the implementation of narrative text writing through the concept mapping method. First, for English teacher, it is recommended that they continue to apply concept mapping consistently and comprehensively in learning activities. English teacher need to provide detailed instructions on the stages of concept mapping, including how to connect ideas logically and label the connecting lines appropriately. In

addition, teachers are expected to pay more attention to the results of students' concept mapping and provide space for students to reflect on and refine their ideas before writing narrative texts.

Second, for students, concept mapping should be understood as a thinking tool that can help them design a more organized story structure and compose a clearer narrative flow. Therefore, students are advised to be more active in compiling concept mapping and utilizing them independently in the writing process. Discussion activities and repeated practice are also important so that students become accustomed to using this method effectively in various writing situations.

Finally, for future researcher, it is recommended that research be conducted in a broader context, both in terms of the time of implementation and the number of participants. Further research could also explore how concept mapping contributes to each stage of writing, as well as how students involvement in collaborative activities influences the success of this method. More varied methods in the process and assessment will provide a more comprehensive picture of the effectiveness of using concept mapping in narrative writing instruction.