

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

Conclusions of the study are explained in this chapter as well as some suggestions.

#### 5.1 Conclusions

There have been many techniques proposed to help students comprehend a text. However, a conventional way appears to be popular among the teachers and the students. The students have to understand each word of the text and answer several questions based on the text. This situation affects students' perspective on learning reading, especially reading English. They tend to be lazy to read since there are too many words they do not know the meanings.

The aim of this study is to answer several research statements. The statements deal with the use of mind map in improving students' reading comprehension, the problems occur in teaching mind map, the advantages and disadvantages of mind mapping, and the students' reactions on the use of mind map.

Based on the research statements, the writer concludes the followings.

1. From the comparison of pre-test and post-test, the writer discovers that the students' skill in comprehending a text improves.
2. Mind map is one of the techniques that are fun to do. It involves colours and pictures or drawings. The students somehow do not realize that they are drawing their comprehension of the text.

3. There is no major problem in teaching mind map to the students. The noise that the class made was seen to be an interactive process. However the use of the teaching aid like projector or OHP could not be applied since the school does not support it.
4. Mind map is good to train students' comprehension on the facts and details. It proves that mind map is a superior note-taking technique.
5. The students' reaction on mind mapping is mainly positive.

## **5.2 Suggestions**

Based on the findings, discussions, and the conclusions, the writer would like to propose several suggestions in order to make improvement for the next study.

1. Mind map technique can be used to improve students' reading comprehension combine with other strategies beside KWL.
2. Mind map technique can be used not only on reading narrative text but also other genres of the text.
3. The cycles of the study needs to be added more in order to get a more significant results.
4. The teacher and the students need to apply the technique continuously with some changes in the method so it will not be monotonous.