

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the study and suggestions for future research in the related topic. The conclusions of the study are based on the findings and the discussions in the previous chapter.

5.1 Conclusions

This research is concerned with the effectiveness of mind mapping technique in teaching reading descriptive text to seventh graders. The purpose of this research is to investigate whether or not the technique had increased the experimental group's scores when compared to the control group. Besides, this study also is aimed to discover the technique's advantages and disadvantages.

Based on the research findings and the discussion, it can be drawn that mind mapping technique is effective in teaching reading descriptive text. It can be seen from the computation result of independent t -test in SPSS 17 for windows which shows that t obtain value (4.602) is more than t critical value (1.96) at the level significance 0.05 (two-tailed) which indicates that the null hypothesis (H_0) is rejected. It means that there is significant difference between the posttest score of experimental and control group after the treatments.

Furthermore, mind mapping as a visual diagram has successfully motivated the students to read the descriptive text in a joyful way. Mind mapping works the way the brain works. The human's mind remembers keywords and

images, not sentences. The use of keywords, colorful pictures, and symbols in mind mapping help the students remember information from the text. Reading by using mind mapping also not only can be seen as a receptive skill but it also can be seen as a productive skill.

Moreover, the use of mind mapping technique is not only limited for the junior high school students, but also this technique is really flexible to be applied in all grades such as for elementary school students, senior high school students, even for college students. It can happen because the readers in all grades like a joyfull process in comprehending the text. Mind mapping can encourage the lower learners to read the text quickly by focusing on the keywords, while the faster learners will be faster in comprehend the text.

5.2 Suggestions

The suggestions below are addressed to English teachers and to next researchers which have similar field with the present research.

Teachers are suggested to give brainstorming before asking the students to make a mind mapping. It is important to be conducted in order to make the students know what they have to do with the text they read, what kind of information that they need to find from the text.

Furthermore, the teachers should prepare a good lesson plan and the materials which are suitable and well constructed to avoid monotonous activity in

class. At the last activity, it will be better if the teachers can discuss the mind mapping that has been made by the students and give reward for the most interesting one.

For further researchers, it is recommended that mind mapping technique be implemented in other genres. Besides, the researchers also suggested to investigate the effectiveness of using mind mapping technique in improving other language skills such as speaking and writing.

