

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions of the research addressed to English teachers, language learners, and further research on related topic.

5.1 Conclusions

In general, the aim of the study was to investigate whether the use of mind map technique can improve the students' reading comprehension. It is also aimed at finding out the students' response toward the use of mind map technique.

The findings show that the use of mind map technique can improve the students' reading comprehension. It is found that $t_{obt} (5.557) > t_{crit} (2.021)$ at 0.05 level of significance. It means that there is a significant difference between the students' pre-test and post-test scores. It indicates that the null hypothesis (H_0) is rejected.

Furthermore, many students respond the use of mind map technique positively. It helps students comprehend narrative text in easy way. Its aspects, especially branches, images, and colors, are the influential factors which may determine the improvement of the students' reading comprehension. They allow the students to understand and memorize what they have read easily since the information of the text is organized into a

recognizable and understandable map. In addition, mind map technique which is a new way for them in learning can motivate them to learn reading. Therefore, the use of it can help teacher engage the students actively in order to help them achieve the learning goals easily.

Meanwhile, teacher's ability in selecting materials, developing lesson plans, delivering the lesson, and organizing students and classroom condition will influence the use of mind map technique in improving the students' reading comprehension. Thus, it can be summarized that the effectiveness of using mind map technique in improving the students' reading comprehension is contributed by some factors such as mind map's aspects and teacher who presents the lesson.

5.2 Suggestions

Based on the research findings, some suggestions are addressed for English teachers, language learners, and future researchers. The suggestions are as follows.

English teachers are suggested to get the students well prepared with the ability to identify the generic structure of the text. It is also better to have them discuss in group about the text before each person makes mind map. By adding these activities, therefore, it will be easier for them to make mind map in terms of organizing ideas of the text.

Moreover, English teachers can vary the activities such as involving a competition to give more rewards for those who participate actively and

make the best mind map. Thus, it can engage the students more actively and give them more motivation to learn reading.

In addition, it is recommended for teachers to not give long texts to the students in order to avoid time consuming in making mind map. They are suggested to give short and interesting texts yet suitable for their level. It is also important to them to give the students time limit in making mind map.

Meanwhile, for language learners, they can use mind map technique as a solution for their learning problems especially in learning language. It can help them understand a text in easy way and also can be used as a draft to write a passage and as an outline of speaking and listening.

Finally, further researchers are suggested to implement mind map technique in teaching other genres of the text. Besides, it is also suggested to investigate effectiveness of using mind map technique in other skills such as writing, speaking, and listening. In addition, since the use of mind map technique in reading class spends quite long time, researchers who act as teachers need to provide more time in classroom.