

CHAPTER V

CONCLUSION AND SUGGESTIONS

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

5.1 Conclusion

This research focuses on the implementation of mind mapping in improving students' reading comprehension ability. The purpose of this study is to find out whether or not mind mapping technique has improved the experimental group's scores when compare with the control group. Besides, this study also aims to discover students' responses to implementation of mind mapping technique in teaching reading.

Based on research findings and the discussion, it can be concluded that mind mapping technique is effective in improving students' reading scores. The result of independent *t*-test on posttest shows that there is a significant different between the posttest means of the experimental group and those who are in the control group after the treatment. The results find that *t* obtain value (2.162) is higher than *t* critical value (1.996) at the level significance 0.05 (two-tailed) which indicated that the null hypothesis is rejected. It means that the treatment is given to experimental is significant to improve students' reading skill. In other words, mind mapping technique improves students' scores in reading comprehension.

This result supports findings of previous researches which found that most of the students improved their reading ability after they used mind mapping technique during the treatment (Siriphanic & Laohawiriyano 2010). Puspita (2011) also found that mind mapping was effective in teaching reading descriptive text. It has successfully motivated the students to read the descriptive text in joyful way, because mind mapping is a visual diagram which contains the keywords and images, not sentences.

The result of the questionnaire shows that all the students (100%) say that they gain benefits in using mind mapping for reading comprehension. Almost all the students (97.1%) agree that mind mapping increase their reading comprehension. However there are 3% students disagree that mind mapping can improve their reading skill. Furthermore, 94.3% students agree that reading by using mind mapping make them easier to comprehend the text.

From the result of students' responses toward mind mapping, it can be concluded that students are interested in using mind mapping because it gives them lot of benefits, such as improve their reading skill, help them to understand text easily, improve their learning and memory and stimulate their creative thinking. Since mind mapping is a visual diagram that displays images, pictures, symbols and simple keywords, students can memorize the content of the text easily. It is because the human's mind remembers keywords and images, not sentences (Puspita, 2011). Furthermore, using mind mapping also motivates them to learn because they are allowed to make their own mind mapping by put the symbol, picture and coloring it by themselves. That is why the students acknowledge that they have fun during the treatment.

In the other hand, based on observation of classroom activities during treatment, there is one disadvantage of mind mapping technique found. The students tend to spend much time to make an interesting mind mapping. They are competing to make a colorful mind mapping, so they need longer time to accomplish their mind mapping.

5.2 Suggestions

The research findings have shown that mind mapping is effective to improve students' score in reading comprehension. Thus, it is necessary to provide some suggestions regarding the effectiveness of mind mapping. The suggestions are addressed to English teachers and to future researchers.

In order to optimize the use of mind mapping, the teachers should pay attention to several points. First, the teachers should give the students clearly explanation about mind mapping in beginning of lesson. Starting to try to explain

how to make a good mind mapping and the function of mind mapping in their learning process thus, the students understand how to use mind mapping from the text they read until they gain information that they need from the text. Second, the teachers should prepare the material that suitable with the students' interest and characteristic to avoid students' boredom. Third, the teachers should realize that some students may need a longer time, therefore the teachers have to prepare every instrument well and give clearly instruction before students make mind mapping. In addition, if it is needed, teacher can make a deal with the students about the time limitation.

Furthermore, the other researcher can use mind mapping for different population and sample. It has been revealed that mind mapping has significantly improved students' reading comprehension ability. The further research can involve the students from different level such as junior high schools or event elementary schools since they have different characters with the students in high school level. Last but not least, since the participant in this research was chosen non-randomized, thus the researcher expects to other researcher to consider the participant by using random sampling techniques in further research.

