

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research based on the research questions, aims of the research, and hypothesis which have been described in the previous chapter. In addition, suggestions are also recommended for the future research.

5.1 Conclusions

In general, the aims of the research were to find out the effectiveness of the use of mind mapping technique in teaching narrative text to improve students' reading comprehension. In addition, it was also to investigate advantages and disadvantages the use of mind mapping technique in reading narrative text. The result shown that the use of mind mapping in classroom is effective especially in reading narrative text with Asympt.Sig was lower than level of significance ($0.000 < 0.05$).

The conclusions supplied are as follows:

1. The use of mind mapping in reading narrative text can make the students easier to understand the story because they should only focus on the key words when they making mind mapping from certain story. Moreover, they don't need to know about meaning of all the words.
2. The use of mind mapping in reading narrative text can help students ease to remember. It is because mind mapping involves colorful symbols or pictures, branches to connect each key word to key word. At the time also make the students more creative and imaginative in drawing pictures/symbols and drawing branches.
3. The use of mind mapping in reading narrative text can increase student's motivation because the story presented as familiar to students background knowledge for

example: Timun Mas story. In addition, colorful symbols/pictures available make the students enjoy the learning.

5.2 Suggestions

Based on the basis of the research findings, some suggestions are proposed for teachers, students, and future research. The suggestions are as follows:

For the teacher, mind mapping can be utilized in other skills, level of grades, and big or small classroom. For example when the teacher apply mind mapping in writing skill, the students easier to find ideas and to organize structure of writing. Furthermore, teacher should prepare the materials and exercises which are suitable and well constructed. In addition, to avoid monotonous in class, the teacher has to be active in finding other techniques for teaching. To finding other techniques for teaching the teacher should join in workshop and seminar education.

For students, they can utilize mind mapping technique for many purposes. For instance, they may use mind mapping to make draft of writing, outline of speaking, listening, and reading. Furthermore, the use of mind mapping technique also can utilize other lesson such as math, geography, chemistry, and biology.

For future research, it is recommended to investigate the effectiveness of using mind mapping in improving other skills such as writing and speaking. It may also involve large sample, thus the result of research can be more generalized. Moreover, the use of mind mapping technique in classroom also needs more time in reading and making mind mapping. Therefore, the researcher must provide more time in classroom.