# CHAPTER V

# CONCLUSIONS AND SUGGESTIONS

This chapter is the last part of the research paper. Clearly, this chapter is divided into two main parts namely the conclusions and the suggestions. Conclusion is drawn as the interpretation toward the results of the research while the suggestions are insert in this chapter to be addressed to the English teachers and further researchers.

## 5.1 Conclusions

There are two main points were taken from the research as the conclusions. The first one related to the effectiveness of mind mapping technique while another conclusion related to the teaching of English reading.

Based on the research findings and the discussion, it can be concluded that mind mapping was effective to improve students' ability in reading descriptive text. Mind mapping as a radiant thinking approach had successfully motivated the students to read the descriptive text in a joyful way. In making mind mapping, both the left side and the right side of the brain were used to reorganize information from the text into a mind mapping. The use of colorful pictures and symbols in mind mapping also helped the students remembering information from the text. Reading by using mind mapping not only can be seen as a receptive skill but it also can be seen as a productive skill.

In addition, the students were accustomed to be an independent reader by using this technique. In the process of making mind mapping the students did it very personal. Nevertheless, at the end of the lesson all students had the same comprehension on reading the descriptive text.

Moreover, the use of mind mapping technique is not only limited for the junior high school students. Basically, this technique is really flexible to be applied in all grades such as for the elementary school students, the senior high school students, even for the college students. It can happen because the readers in all grades like a joyful process in comprehending the text. The students' characteristic will not affect the implementation of mind mapping technique. Mind mapping technique can be used in a small or big class, both for the quite and faster learner. Mind mapping can courage the quite learners to read the text quickly by focusing on the keywords, while the faster learners will be faster in comprehend the text. Last but not least, a simple mind mapping can be made in a short time. Therefore, it can help the teacher and the learner to save the time to understand the material or the text in the teaching learning process.

## 5.2 Suggestions

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

For the teachers who have similar interest in implementing mind mapping technique, it is suggested to get the students well prepared with the ability to identify the language feature and generic structure from the text. The teachers are

also suggested to give brainstorming before asking the student 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, what kind of information that they need to find from the text.

Teachers are also suggested not too much do intervention when the students make the mind mapping. If the teachers do too much intervention, it is afraid that the student can lose their confidence and they may not enjoy the reading process anymore.

Then, the teachers can also ask the students to discuss in a group about the text before each person makes a mind mapping. It can make the students be well organized in making mind mapping. In addition, the teachers also need to prepare a well lesson plan in anticipating the limitation of time in creating a colorful mind mapping. 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 would be very good if mind mapping technique can be implemented in other genres. Besides, the researchers are also suggested to conduct the next research which is deal with the effectiveness of mind mapping technique in improving other language skills such as speaking and writing. Moreover, the next researchers are suggested to apply mind mapping technique in other level of the students, for example in the elementary or senior high school students.