

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter is the last part of the research paper, divided into two parts that are conclusions and suggestions. Conclusions are drawn as the interpretation toward the result of the research while suggestions are addressed to the English teachers and further researchers.

#### 5.1 Conclusions

This study investigates whether the use of mind mapping technique in teaching descriptive text can improve students' vocabulary mastery and what the students' responses toward this technique. Based on the data analysis result, it shows that Mind Mapping technique seems to be a good technique in improving the students' vocabulary mastery. It is referred from the calculation of t-test and effect size. The calculation of t-test displays  $t_{obt} 3.557 > t_{crit} 2.000$  meaning that the null hypothesis is rejected. Therefore, there is a different level of improvement between the Experimental group and Control group. In contrast, the calculation of effect size reveals that there is a significant effect of Mind Mapping technique in learning vocabulary with  $r$  value= 0.375. It indicates that Mind Mapping technique can significantly help the students improve their vocabulary mastery.

The students give positive responses toward Mind Mapping technique in improving their vocabulary mastery. They claim that Mind Mapping technique makes the materials more easily understood and memorized. In addition, this

technique seems to improve their self confidence and motivation in learning English vocabulary.

In line with the statement, the use of Mind Mapping technique makes the improvement of the students' vocabulary mastery and the students' performance in learning English because this technique is supported by six factors. *First*, mind mapping provides words, images, symbols, codes, numbers, rhythm, and colors. *Second*, mind mapping enhances students' imagination and creativity. *Third*, mind mapping uses both oral and written presentation - write it on the blackboard as well as explaining. *Fourth*, mind mapping has a principle of learning repetition. *Fifth*, mind mapping helps the students learn vocabulary in context.

## 5.2 Suggestions

Some suggestions are proposed for teachers and further researchers. For teachers, Mind Mapping technique can be applied not only in teaching vocabulary but also in teaching various language skills since it can create meaningful teaching-learning process.

In applying this technique, the teachers are required to have certain competencies. They should choose familiar topics which are appropriate with learning objectives and students' interest. The teachers also should have creativity in designing and presenting the materials to make the teaching-learning process fun and meaningful.

For further researchers, this research used a quasi-Experimental design employing limited sample and time, so that the result of the research cannot be generalized. Therefore, it is suggested for further researcher to involve larger sample and more time.

