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CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

This chapter presents the conclusions derived from the investigation of the effect of Mind Mapping technique on students' reading comprehension of narrative text and reading interest. The following points are the conclusions based on the analysis and interpretation of the information obtained throughout research:

1. There was a significant difference of the mean score of post-test reading comprehension between experimental and control group. Therefore, the result showed that there was an effect of teaching reading comprehension by using Mind Mapping technique on the experimental group. The academic success of experimental group taught through Mind Mapping was more than the control group taught through traditional method.
2. There was a significant difference between the pre-test and the post-test of students' reading comprehension of the experimental group. It means that Mind Mapping technique could improve students' reading comprehension.
3. There was a significant difference of students' mean score in the pre-test and post-test reading interest of the experimental group. It was indicated that Mind Mapping could also improve the students' reading interest. Mind Mapping technique is one of the techniques that gives fun to do. It involves

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colors, pictures or drawings. While creating the Mind Mapping, the students do not realize that they are drawing their comprehension of the text.

4. Compared with the research findings of the control group, teaching reading through Mind Mapping in class XI using narrative texts was more effective than the traditional method.

Related to the result of this study, using Mind Mapping technique could help the students classify the ideas in a text after they read and they could answer the questions more easily and also they enjoyed their reading class. In other words, using Mind Mapping technique provides a significant effect for students' reading comprehension and reading interest. The technique applied during the treatment highly contributed to the success of the experimental group compared to the control group.

5.2. IMPLICATIONS

In teaching and learning process, the teacher should find a suitable approach, method, technique and strategy to teach his/her students not only to achieve the curriculum target but also to give an effective learning, especially reading. Richards (2002: 273) says that reading receives a special focus on teaching. In addition, Harmer (1998) explains that one of the principles of teaching reading is "Good teacher exploits reading text to the full." It means that the teacher should not only get students to read a text and but also lead them to know what they are reading in order to get a good reading comprehension result.

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3 This study has an implication on the teacher's ability to use Mind Mapping technique. Teachers can apply and develop the coverage of this technique in order to improve students' reading comprehension and arouse students' reading interest.

5.3. RECOMMENDATIONS

The research findings of this study could be regarded as a valuable contribution to enrich literature review on the success of proving this technique toward the students' reading comprehension and reading interest at SMKN 1 Bangkinang Kota. The research findings have found that there is significant difference on students' reading comprehension using Mind Mapping technique in teaching reading text, mainly narrative text and also arouse their reading interest.

It means that Mind Mapping can be one of suitable techniques to apply in teaching reading texts. Despite the research findings show significant improvement on students' reading comprehension and reading interest, there are still gaps which could be filled with new and further researches, as follows:

For the students:

The students are suggested to apply Mind Mapping technique to improve other language skills such as speaking and writing to deal with the effectiveness of Mind Mapping or learn any subjects in order to help them map the ideas of the lessons

For the teachers:

1 It is recommended that English teachers apply Mind Mapping technique not only in narrative text but also in other genres. Moreover, it is suggested that

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English teachers, before applying Mind Mapping, make the students well-prepared.

2. Teachers should not give too much intervention as it will cause the students to lose their confidence and they will not enjoy the reading process and lose their creativity to create their Mind Mapping.
3. Before asking the students to create Mind Mapping, teachers should divide the students into groups to discuss for the text before applying Mind Mapping technique in order to make the students well-organized in creating mind mapping. In the last activity, it would be better if the teachers discuss the students' mind mapping and give the students rewards .

For further researcher:

1. Further research needs to be continued on similar topic so that different findings could be produced for better teaching and learning both on the part of the teachers and students.
2. It is suggested that the next study would take longer time in order to give the students more time to practice the Mind Mapping technique.
3. The teachers do not limit the use of Mind Mapping tools, not only using Mind Mapping software but also using paper and colorful pens/pencils, Microsoft word program and the like so that students will love the strategy and keep practicing it in their learning.
4. Teachers are suggested that they implement the Mind Mapping technique to improve other language skills such as speaking and writing.