CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the writer would like to provide conclusion and suggestions. The detailed can be seen in the following.

5.1 Conclusion

As discussed in the previous chapter there were improvements shown by the subject. The pretest result was very low and categorized as "below average", in which the average score was 58.84 of 100 and only 19.23% of the subject was able to pass the test. The result of cycle I showed that the average of the posttest score increased to 70.58 of 100, which is categorized as "good". 53.85% of the subject was able to pass the test. The average product score was 1.82 of 4.00 and the average score of students' behavior and respond was 2.58 of 4.00. Students had passed the standard of achievement applied, which was 70.00 in score and more than 50% of the subject had been able to pass the cycle I posttest. While the result II showed that the average of the posttest score increased to 74.42 0f 100, which is categorized as "good". 76.92% of the subject was able to pass the test. The average product score was 2.83 of 4.00 and the average score of students' behavior and respond was 2,85 of 4.00. With the satisfactory result obtained in cycle II, there was no need to proceed to the next cycle. Students had passed the standard of achievement applied, which was 70.00 in score and more than 70% of the subject had been able to pass the cycle II posttest.

Based on this result it can be concluded that the implementation of Mind Mapping improves the reading comprehension skill of the eleventh grade students of SMA NEGERI 1 KUPANG in the school year 2017/2018.

Daiek and Anter states that reading is an (inter) active process in which one's cognitive mostly involves (2004: 5) but not many techniques can actively trigger students' cognitive aspect when they are reading, however, Mind Mapping is. When students are making their Mind Map they have to really understand the text before put a keyword in a branch. Mind Mapping forced them to interact deeply with the text. It triggered their cognitive. Furthermore, since Mind Map is one of the Synthesis level of thinking tools it activates the critical thinking as well.

The eleventh grade students of SMA NEGERI 1 KUPANG in the school year 2017/2018 do have higher level of cognitive potential that can be develop further if they are given appropriate challenge and stimulus. If they are high expected to be successful and given enough support and encouragement they will.

5.2 Suggestion

1. English Teacher

English teacher especially those who are teaching at the school where this study was taken place are highly recommended to use Mind Map as one of the tool to teach the students to think critically towards a text. Teachers are also suggested to allow their students to take notes according to the style that suit them best, such as

Mind Map, and not only the literal ones or the neat ones and examine the notes based on how well the students understand them, not how they look like. It also would be very useful to provide appropriate challenge and stimulus for them such as questions or test items.

2. Students

Students, especially those who were involved in this study, are suggested to use Mind Map as their personal learning tool because it is very useful to help them to be better in comprehending a text in a fun and a less stress way.

3. The Writer

The Writer will become an educator and since this study showed a positive result she decided to continue to use Mind Map with any necessary adjustment in her professional career as a teacher later on and shares it with others especially her future students.

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