

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter dealt with conclusion as an assumption of what the researcher has discussed in the previous chapter. Moreover, the researcher also provides suggestion for teacher and another researcher.

5.1 Conclusion

According to Buzan (2006:15-16) recommended how to make Mind Mapping. There are seven steps to create Mind Map; (1) Start in the center of a piece of paper in landscape position. (2) Use a picture as your central idea. (3) Associate the main branches with a picture that is central idea, and then associate the second branches and third branches in the first. (4) Make the branch bond when you create a mind mapping. (5) Use only one keyword. (6) Use colors in your mind mapping. (7) Use picture in every branches (optional). The use of pictures, colors, symbols is highly recommended to emphasize and facilitate recall the idea.

Compare with the theory, the teacher adds the steps in doing mind mapping by combining some steps, such as give some cards to choose the student's performance and give some games and joke to make a good atmosphere in the class. Game and joke does not support the mind mapping itself as Buzan stated in the theory of doing mind mapping.

In this stage, the researcher accomplished the study. Based on the result of the implementation of mind mapping as an alternative strategy to teach speaking, the researcher can conclude that the implementation of mind mapping can be a magnet for student to learn organizing the idea from their story that shown in the Map. This study was implemented as strategy; the teacher also start by inspiring the students through interesting topic, clearing up the material, discussing the topic, learning how to use the mind mapping, controlling, and assessing the errors. Those tread could assist the students to know the implementation of the mind mapping.

1. The implementation of mind mapping in teaching speaking at eight grade of SMP YIMI “Full Day School” Gresik.

At the problem statement, the research findings showed there were some steps how mind mapping as speaking teaching strategy implemented at SMP YIMI “Full Day School” Gresik. The teacher did not use colors as stated by the theory, but he let the students to make colors in order to make them could remember easily. As the result of the observation and depth interview with the teacher, the students can discuss with their group member. They can share their ideas with their friends and teacher, it will be easier for students to do their job that eventually students will present the results of their work individually that is make a monologue based mind mapping strategy.

Finally, from the observation that has been done by the researcher, the researcher did not find the differences between the theory and the implementation of mind mapping strategy was not significant. It meant the teacher implemented the mind mapping as a like the procedure of the theory, but the teacher did not give the color in each branches. The teacher just let the students to use it. The function of the color was to make easy for the students to remember what will they speak or show up their idea. The teacher just added the way how to determine the student's performance by using chips or cards and also some joke and game to make a good student's atmosphere in a class during learning process.

5.2 Suggestions

From the result of the study, the researcher provides suggestions to English teachers as follows:

To expand the helpfulness mind mapping as strategy to teach speaking, the researcher proposes that the teacher should be more innovative to choose the material or topic. It can give confidence for the students to be more enthusiastic in learning English.

In the teaching learning process, the teacher's function to create enjoyable atmosphere is important. In order to enhance the students' speaking ability, the teacher requires give more chance to practice in speaking class.

Therefore, the teacher also be able to apply mind mapping through many kind of skills, listening, reading, and writing for instance.

For the next researcher, the researcher accomplish this study is not flawless yet and lots of fault. Therefore, he suggests doing another topic and other collaborative learning seems better.