

CHAPTER V

CONCLUSION

This chapter provides the conclusion of the study; it consists of a summary, which summarizes all the points described in the previous chapters, and suggestions for English teachers and further research.

5.1 Summary

Teaching vocabulary is not just about giving a list of vocabulary and asking students to memorize the words, but it is to make students comprehend the meaning and use the words they have learned. The fact is most of the students still have a lack of vocabulary. It becomes a challenge for a teacher to be able to teach the vocabulary simply and interestingly. A teacher can make teaching and learning activities attractive without having to use sophisticated technology; he or she can use or adjust to the facilities owned by the school and use the appropriate techniques to teach his or her students.

Using mind mapping to improve the students' vocabulary is the study conducted in this thesis. The technique was used to teach vocabulary to the fourth grade students of a private elementary school in Surabaya. The result of the class observation showed that most of the students enjoyed the activities in the teaching and learning process. They were active to answer some questions related to mind mapping. In addition, the statistical calculation also proved that mind mapping could improve students' scores significantly. When the students' pretest scores were compared to the post-

test scores, there was a significant difference between them, which indicates that there was a significant improvement in their vocabulary achievement.

5.2 Suggestions

The researcher would like to give some suggestions that hopefully will be beneficial for the English teachers and further researchers.

5.2.1 Suggestions for English Teachers

To use the mind mapping technique to improve students' vocabulary, a teacher should prepare the range of vocabulary to be taught. With this range of vocabulary taught, then the teacher can prepare the mind map to be used.

5.2.2 Suggestions for Further Research

The research was conducted in one class and within a limited time. The treatment was done only for three times in 35 minutes each. Based on the researcher's experiences, it is better if treatment is done four times or more to have a more conclusive result. This study used a pre experimental design with one group only; other researchers, therefore, are encouraged to conduct a similar study by an experimental design using two or more groups.

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