

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion

The use of mind mapping techniques is extremely helpful in learning descriptive texts, according to the research findings, data description, and data analysis, and there is a considerable effect after applying mind mapping techniques. It had a significant impact on the eighth grade students' at SMPN 15 Medan in this study. The post-test mean for the experimental group is 73.14. When compared to the score attained before using the mind mapping approach, which was 47.93, this number is noteworthy.

According to the findings, there are substantial differences in the pre-test and post-test before and after employing mind mapping techniques. Before adopting mind mapping techniques, students do not grasp and are often confused when reading and presenting their views. Students use mind mapping strategies to increase their reading comprehension after the treatment. The authors discovered that the t-test was 2.45 times greater than the t-table at a significance level of 5% was 2.02 in a study of eighth grade students at SMPN 15 MEDAN. The alternative hypothesis has been accepted, while the null hypothesis has been rejected. In the 2021–2022 school year, it may be determined that mind mapping techniques have an effect on student reading comprehension in descriptive texts for class VIII at SMPN 15 MEDAN.

5.2 Suggestion

Based on the foregoing conclusions, some recommendations may be useful, particularly for English teachers at SMPN 15 Medan. The following are some suggestions:

English teachers should be able to find out what tactics to utilize in class so that students can learn English quickly. As an alternate teaching method,

English teachers might utilize mind mapping as one of the approaches in the classroom.



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