

## **BAB V**

### **CONCLUSION**

As finale, this chapter presented the point of the research. It discussed some items in particular consisting of the conclusions, limitations and pedagogical implications of the study, as well as recommendation for further studies.

#### **5.1 Conclusion**

This research investigates students' responses to the implementation of Mind Mapping in speaking class especially in the second semester of English students in class A of the academic years 2020/2021. The data of this research were collected through students' mind mapping, video recording, and reflection. Based on the results obtained in the previous chapter shows that the implementation of mind mapping in speaking class gets positive responses from the students. It proved from the result of students' Mind Mapping where the students can develop each main topic becomes several ideas.

Furthermore, the result of students' reflection revealed that the student enjoyable in creating Mind Mapping. Then, the students also revealed that Mind Mapping can help them generate their idea in speaking. And also the implementation of Mind Mapping make the student be easier in conveying information or their ideas.

#### **5.2 Limitation**

In completing the result, the researcher found several problems when collecting the data they were first, in the process of this research did in Covid-19

pandemic. So, the researcher can not be met with students to get a lot of information that the researcher needs. Second, the researcher found it difficult to make student video transcripts because some students mentioned unclear words when making the video, Third, the researcher found it difficult to hear clearly what the students said in the video because some of the student videos were very noisy caused by passing vehicles or people talking around them

### **5.3 Recommendation**

In further expectation, the researcher hopes that there will be some benefits of this research for an educational institution, lecturer, teacher, students. Firstly, the implementation of Mind Mapping useful for the teacher to help their students to find a good way of developing students' thinking ideas. The teacher can be applying this strategy in English learning so that the teacher can be added their teaching strategy in teaching in the classroom and also make the students do not bored to learn and more active in learning especially English learning.

Second, the students perceived that mind mapping assisted them to improve their speaking ability, they believed that mind mapping helps them to generate an idea. Before they use mind mapping, they perceived speaking is difficult especially in generating an idea and organize it. Commonly, mind mapping uses the picture to replace the main topic, the picture helps students to think better and to limit a topic, so then it makes them easier to develop an idea. As the result, their speaking will be systematically and fluently.

#### 5.4 Pedagogical Implication

The research findings showed the the implementation Mind Mapping strategy during the teaching and learning process could be an effective way to helping develop the students' thinking ideas and increase speaking ability, it seemed from the result of this research. There were several advantages of the mind mapping strategy in this research. The following will provide the advantages of mind apping strategy in English teaching.

First, the implementation of mind mapping can help the students to find a new way to study especially how to generate their idea in speaking. Then, this strategy can increase students' motivation in learning because it makes the students do not bored during the learning process.

The second, mind mapping also can be applying in other subjects such as writing, reading, and vocabulary because this strategy is very suitable for teaching language, especially in the second language.