

Chapter 5

Conclusion and Suggestion

Summary

The study was supported by a metacognitive theory. The theory postulates that inefficient learners who enhance their vocabulary mastery by digging their pre-existing knowledge. The theory stresses that one's pre-existing knowledge is a crucial metacognitive ability.

In conducting this research, the writer chose two classes as the experimental and control group. They were given the different treatments, mind mapping and word list. The population of this study was the second grade students of Elementary School. The writer conducted the treatments to both groups. Each group got different technique. The one that was applied in the experimental group was mind mapping technique and the one that was applied in the control group was word list. Before giving the treatments, the writer conducted the pre-test to those groups. After getting the pre-test, the students were given the treatments. After the ninth treatment, the post-test was administered. The theme for pre-test, treatments, and post-test were the same.

From the analysis by using t-test, the writer found out that those two groups have equal ability in vocabulary mastery. After that, the writer analyzed the post-test scores to prove if mind mapping brought a significant effect to their vocabulary mastery or not. The writer also used t-test to analyses the post-test scores. From the analysis, the writer found that the null hypothesis saying, “There is no significant difference in vocabulary mastery between the second grade students who were taught using mind mapping technique and those who were taught using word list technique” was accepted. It means that mind mapping technique did not give great contributions to the students’ vocabulary mastery, in this case the second grade students. At least, this technique could improve a little bit of students’ vocabulary mastery. It can be proved from the gain between the pre-test mean score and the post-test mean score. The one in experimental group increased 3.95 and the one in the control group increased 5.78. It means that the one in experimental group increased more than the one in the control group.

Conclusion

Mind mapping is not suitable for Elementary School Students. Related to data analysis of the research questions saying “Is there any significant difference between the vocabulary mastery of the second grade students who were taught by using mind mapping technique and one of those taught by using word list technique?”, the null hypothesis was accepted. There was no significant difference in the vocabulary mastery between the students taught by using mind mapping technique and those taught by word list technique. It seemed that mind mapping technique did not help them improve their vocabulary mastery in answering the research question

Suggestion

The writer realizes that this study was far from perfectness. Many things should be improved. Therefore, the writer wants to give some recommendations so that the research will be more useful for the future vocabulary teaching. After the study had been completely conducted and the data needed had been gained and processed, the writer came to several suggestions. There are many factors which should have been included, yet could not be covered in the study. Therefore, the following points are worth considering for future research.

1. The present study has not shown the real effects of the mind mapping model on the vocabulary teaching behavior. This is due to the school where the researcher conducted, did not allow the researcher to distribute the instrument (questionnaire) to the students. An open questionnaire and/ or an interview is suggested to be used to elicit the students' behavior toward this technique. These instruments will allow the subjects' behavior to justify their own vocabulary mastery using their own version.
2. The writer suggests this study should be done in different setting using larger samples. When the control and the experimental groups are in different place (junior or senior high school) possible interaction among the subjects can be minimized.
3. The teacher in the present study was the researcher itself. The results may be misleading or biased since the teacher also did the research. The other teacher should have been trained to teach the students both in the experimental and in the control class. Besides, the training for the teacher used in the study must be conducted with different topics or lesson plan.

4. The instrument used to detect the students' vocabulary mastery in the present study had not been tried out before. The results may be insignificant because there should have been try out test before the real test for the present study. Try out can be given to different students to see whether the instruments were suitable for second grade levels, including the multiple choices and the content of words used in the instruments.
5. According to the psychology of learning, students' characteristics, such as age, sex, social, cultural and economic backgrounds are important in teaching-learning process. The present study has not covered these variables. Future study may be made to examine possible interaction, in combination or separately, between the mind mapping technique and the subjects' characteristics, whether there are different effects obtained by the subjects of different age, sex, social, cultural, and economical background.
6. The mind mapping technique seems to be suitable for the students learning English for special purposes, such as science or social studies. Those students have more definite and specific objectives for learning English. Based on these specific and clearly defined objectives, we, teachers on vocabulary, can easily identify what

existing knowledge and which teaching techniques are needed in the vocabulary teaching. Future research therefore may be directed to examine the effectiveness of the mind mapping technique for teaching vocabulary for the students learning English for specific purposes. This study can be done in the content are vocabulary, in the non-English Department.

7. Since teachers also play an important role in the teaching and learning process, it would be worthwhile to examine the teachers' characteristics as well, in their interactions with the model used. For example, female teachers employing the mind mapping technique may have different effects on the subjects' learning purposes from male teachers.
8. A study can also be conducted to compare the students' mastery (achievement) in vocabulary with different parts of speech (adjective, adverbs, nouns, or verbs). The model may give different effects on the students' mastery in vocabulary with different parts of speech.

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