CHAPTER V

CONCLUSION AND SUGGESTION

Based on the finding of this research, the researcher have to bring several necessary things, namely conclusion and suggestions related to the first and second meeting of teaching speaking using mind mapping at X-1 RSBI class SMAN 1 SIDOARJO.

A. Conclusion

First, the material used is in accordance with the Syllabus and Lesson Plan. Praise and Congratulation are involved in it (see Syllabus). Its objectives need the students to be able to express and respond to the expressions of Praise and Congratulation. Besides using the expressions accurately, fluently and accepted in the context of daily life. Through the group presentation, the materials were clearly given to the students. Then, students also got new information related to the material. They were criticism; it can be seen on their questions, suggestions, to the group presenter. However, both of group presenters also have good understanding of their material, because they were able to overcome most of questions and suggestions by others.

Second, the implementation of mind mapping in teaching speaking was so helpful to regulate students' ideas and stimulates the group presenter to extend the statement using their own words. It is interesting for them, because of its simple form and relatively easy to understand. Furthermore, the existing of students teaching students able to help

reinforce the explainer's learning, encourage higher order to thinking and problem solving.[56]

Third, the problems arouse during the teaching speaking activity were grammatical errors made by students and here some students could not optimally share their questions and suggestions because of the limited duration of interactive session on each presentation. However, so far problems happened can be well anticipated by both teacher and students. For instance, the teacher always tried to reduce it by giving intensive exercise and explanation related to the grammatical material.

Based on the previous data related to the way implementation of mind mapping in teaching speaking; (when using white board as medium) and the recent data related to the way implementation of mind mapping in teaching speaking; (when using power point as medium), the researcher got some differentiation between them.

Whole class teaching was used in the previous version. Thus, it produced more cost efficient and easy to get broad understanding of students' progress because everyone has to do the same thing at the same time and at the same pace. But, the limitation of this way is: individual students do not have a lot of chances to share their own opinion or participate in front of the whole class like this. It might be followed by certain factor such as reluctance of its risk of failure.

Whereas, the recent version indicates group work presentation, its implementation makes students have a preparation in selecting their level of participation than in whole

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[56] Gross Davis, Barbara, "*Tools for Teaching*", opcit, p. 182.

class teaching. Besides, students teaching students are able to encourage higher order thinking and problem solving. [57]

Things to be underlined are: both of those versions facilitate students to speak and provoke students' involvement, at the previous version, the teacher acts as prompter, while at the recent version the teacher acts as a controller. But both of those versions, the teacher also act as an observer.

Furthermore, the previous version provides students to taking notes in order to let the students have the concept with them. Unlikely the recent version, that most of the students are reluctant to take notes because the presenters provide them by soft copy of the material. Above all, we can conclude that both of those versions have their own advantages and disadvantages. Anyway, it is still acceptable to have teaching speaking using mind mapping through each of those versions.

B. Suggestion

Related to the conclusions above, the researcher has several suggestions which may be able to be used as consideration in gain an effective teaching speaking using mind mapping.

- Students may get certain references or handout from the teacher related to the material. Sure, it can be distributed after the presentation or after students discover their own sources. It purposed to enrich their knowledge and linguistically acquisition.

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[57] Ibid.

- Students may have to be pro active in getting chances to have a consultation related to the material discussed with the teacher. It can be after the presentation or if there's spare time in each meeting.

- Students may need more frequent grammar acquisition, besides personally active to develop it; in order to get optimum result.

- Students may suggest to more pro active in taking notes to the thing which is necessary considered because it is important for students to having the concept with them.

- Students may have each of way to implement mind mapping in teaching speaking in turn; using whole class – whiteboard as the media and using group work presentation – power point as the media; in order to avoid boredom in learning. Students also need to know and practice how to use the taught expressions (not only the group presenters), in this case, drilling may needed.