

CHAPTER V

CONCLUSION

This chapter presents two closing parts. The first part presents the conclusion of the research findings, area for future research and suggestions for English teachers and for further researcher.

5.1. Conclusion

As to answer the research problem and objectives stated in chapter 1, the conclusion of the research finding is that although students of XI MIPA 4 at MAN 1 Tulungagung who were taught by using Smartphone e-mind mapping did not perform better in reading comprehension than the students who were not taught by using Smartphone e-mind mapping strategy, Smartphone e-mind mapping is effective to increase the students' motivation. It was proved by the result of the questionnaire; the students of the experimental group got 131.580 of average score. Based on the result of data analysis reading comprehension of the students was 0.811 and the result of motivation was 0,01. It can be inferred that Smartphone e-mind mapping is effective to increase students motivation since the sig value is smaller than 0.05.

The use of smartphone e-mind mapping is also effective to increase high achieving students' motivation. The result of questionnaire showed that the mean of the high achieving students in the experimental group was 144.8, and the high achieving of the control group was 112.8. The result of the Manova analysis

showed that the sig value of motivation was 0.12, while the sig value of reading comprehension was 0.95. It can be concluded that the sig value of reading comprehension was bigger than 0.05 but the sig value of motivation was less than 0.05. Finally, it can be said that Smartphone e-mind mapping is not effective to increase the high achieving students' reading comprehension. However, it is effective to increase high achieving students' motivation.

Next, the low achieving students of experimental group did not perform better than in reading comprehension than the low achieving students in the control group. It can be seen from their mean score of reading. The mean of low achieving students of experimental group was 38.4, while the ones in the control group was 31. The result of Manova showed that the sig value of reading test was 0.092. This is higher than 0.05. It means there is no significant effect of Smartphone e-mind mapping on reading comprehension of low achieving students. On the other hand, the result of motivation questionnaire indicated that the mean score of low achieving students of experimental group was 122.6, but the mean score of motivation questionnaire of low achieving students in the control group was 104.5. The result of Manova revealed that the sig value of motivation was 0.27. This result was smaller than 0.05. It can be inferred that Smartphone e-mind mapping is effective to increase low achieving students' motivation.

In conclusion, the use of smartphone e-mind mapping gives some contribution in producing effective learning situation. It is because the use of smartphone e-mind mapping gives significant effect on the students' reading

motivation. Smartphone e-mind mapping can attract the students' attention. Students' interest plays an important part in English learning. It affects their English learning and achievement. If students show great interest in English, they will have positive attitude towards English learning. By applying smartphone e-mind mapping, the teacher can arouse students' creativity and develop their interest in English learning.

Motivation is very essential in students' learning English. It is the foundation of the students' learning. Teachers' personality and method have important role in shaping the learners' motivation and attitude towards learning the target language. When the students come to the class with low intrinsic motivation, the teacher can motivate them extrinsically by using interesting teaching strategy.

5.2. Area for Future Research

Considering the significant research findings as well as the limitation of the present study, it is important for other researchers to conduct other studies to reinforce the present research findings. In replicating the similar studies, the following things are worthwhile to be considered.

First, instrument used in this present study just measured the literal and inferential comprehension of the students through multiple choice test. It is advisable to carry out other research measuring all kinds of comprehension with other kinds of instruments such as close test or objective test. Implementing other kinds of research instruments may obtain different result from this study.

Second, the subject of this present study was high and low achieving students of MAN (Madrasah Aliyah) or senior high school level. It would be interesting and valuable to conduct the same study but with different variances including the moderate students of the same level. Applying this study will get a clear description of the progress the groups can obtain through the strategy.

Next, since Smartphone e-mind mapping exists on smartphone, and it was proved to increase students' motivation. It would be an interesting to conduct the same study with different language skill especially speaking. It is possible to make students have speaking practice based on mind mapping created before presentation instead of notes.

Finally, the future researcher will be able to significantly support, modify or wholly reject the findings derived from the present study. The new discovery of the research problem, therefore, will consequently emerge from the future research and basically may become a strong foundation of the existing theory of Smartphone e-mind mapping strategy on reading and motivation.

5.3. Suggestion

The writer recommends English teachers consider using smartphone e-mind mapping in teaching reading and another English skill. Smartphone e-mind mapping allows teachers to teach a larger number of reading text given the fact that the teachers may not have enough time to do that in class. It helps teachers also increase the students' motivation.

However, teachers need to ensure the success of using Smartphone by establishing some rules to keep students focused on task. Students tend to spend considerable time chatting and lose track of the purpose of using the phone. It is recommended that instructors consider using Smartphone e-mind mapping for presentation.

This research may have some weaknesses because of these factors, such as: First, the researcher used a small sample size with only two classes (senior high). Second, the researcher has limited time in conducting the research. The researcher gave treatment only in six meetings since the research was conducted on the second semester. On that semester the school days for the tenth and eleventh grade reduced due to many tests for twelfth graders. Moreover, the semester examination came earlier because fasting month was on the first week of May.

It is recommended for the future research to conduct the same study with reading comprehension with various text types. In this present study, the researcher only used one type namely hortatory exposition text. It is better to measure more than one text types. So, it depicts deeply and more the students' competences in reading comprehension.