

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

The data of students' learning achievement for both cognitive and affective aspect show that the mind-map group (50.08) is higher than the note-taking group (38.04). The affective aspect both of groups is different. The mind map group is categorized as good (3.1) and the note taking group as enough (2.9). It is clear that the mind map has an effect on learning achievement (cognitive and affective aspect).

The retention in mind map group (76.92) is higher than the note taking group (67.48). It shows that the mind map has a significance effect on student's retention. Based on the result of data and discussion, the percentage of student retention after two weeks is 90.3 % and 86.5 % for mind map and taking class group respectively.

5.2. Suggestions

1. Teacher can be advised to use maps as strategy to teach cellular Biology topic as new innovation.
2. Mind map can be used as material for school competition in Science to encourage students to use them for difficult topic in Biology.

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