CHAPTER V

CLOSURE

A. Conclusion

This study explored EFL students' use of Mapify in supporting journal article summarizing and their perceptions of its weaknesses. Based on the findings, the students used Mapify throughout almost every stage of the summarizing process, including reading and understanding the source text, interpreting the AI-generated mind map, identifying main ideas and important information, eliminating unnecessary details, paraphrasing and reorganizing ideas, and writing summaries coherently. The generated mind maps helped students understand journal articles more efficiently by visually organizing information, highlighting key ideas, and supporting the selection and organization of information for summary writing.

Despite these benefits, the findings also revealed several weaknesses of using Mapify for journal article summarizing. Students reported the need to verify AI-generated information with the original articles, difficulties related to complex or overly simplified mind maps, the potential reduction of critical reading and independent analysis, challenges in transforming mind maps into coherent paragraphs, reduced engagement with the original texts, and various technical limitations such as restricted credits and limited free-version features. These findings suggest that the weaknesses are primarily associated with AI-generated outputs and technical constraints rather than the concept of mind mapping itself.

Therefore, although Mapify can serve as a useful support tool for journal article summarizing, its effectiveness depends on students' ability to use it critically. It should be used as a complementary learning tool that supports comprehension and organization of ideas while still requiring students' critical reading, evaluation, and active engagement with the original source texts.

B. Suggestions

1. For EFL Students

   EFL students are encouraged to use Mapify as a supporting tool for understanding journal articles, identifying important information, and organizing ideas visually. However, students should continue reading the original texts critically, verify AI-generated information, and paraphrase ideas using their own words rather than relying solely on AI-generated outputs. In this way, Mapify can function as a learning aid while students continue to develop their academic reading, summarizing, and critical thinking skills.

2. For English Lecturers

   English lecturers are encouraged to integrate AI-based mind mapping tools such as Mapify into academic reading and writing activities as complementary learning resources. Lecturers should also provide guidance on the ethical and critical use of AI, including strategies for verifying information, evaluating AI-generated outputs to avoid over-reliance on the tool, and use AI outputs as learning support rather than as final answers.

3. For Future Researchers

Future researchers are encouraged to investigate the use of AI-based mind mapping tools beyond journal article summarizing and apply them to broader reading materials. Further studies may also explore other AI-based mind mapping applications besides Mapify, examine their use in different educational contexts, language skills, or participant groups, and employ different research designs, such as mixed-method or experimental studies, to provide a more boarder understanding of the effectiveness of AI-based mind mapping tools on learning outcomes.