# CHAPTER V

# CONCLUSION AND SUGGESTIONS

This chapter presents conclusions as well as a few suggestions for this study. Suggestions were taken based on the findings and conclusions obtained in this research.

## 5.1 Conclusion

Mind maps motivate students to be actively involved in the teaching of writing subjects. Students can contribute information, knowledge, and experiences that students already have to generate and develop ideas and concepts related to the topic. This is in line with the opinion of (Buzan 2000) in Al-Jarf (2008) that a mind map is a kind of strategy used to generate a main idea into several different sequences that leads to more detailed definitions or parts by drawing a center point and make some branches connected to the center part. This strategy can help us to generate ideas and concepts, and also for organizing learning. In addition, by using a mind-mapping method in the pre-writing stage, students can generate and develop ideas and information in the mind map that shows a meaningful relationship. Afterward, ideas are generated by grouping and dividing them into sections. Therefore, we can generate more ideas thoroughly. From this, students can generate new writing with the concept that they have to get and apply to writing a procedure text.

As a pre-writing technique, mind mapping can be used for general vocabulary development. This can help students build background and knowledge, and exchange ideas to produce words and ideas related to the topic. The teachers give reading passages with excessive new vocabulary related to the topic that they are studying. At that time students enrich their vocabulary mastery, and this proved to be effective, and less boring than asking them to read the whole chapter of a story or a book without a relevant topic their learning.

Based on the previously presented findings, it is clear that implementing a mind-mapping strategy can improve student writing competence and achievement. At SMPTK Iman Putun.

**5.2 Suggestions**

The writer would like to offer some suggestions to encourage students' motivation in learning writing :

1. Teachers as models in teaching-learning activities must recognize the students' characteristics before the teaching and learning process started and have good communication with the students to get their attention or interest while teaching and learning are in progress.

2. The teacher should be able to manage their preparation before doing classroom activities because the preparation will influence the output of the teaching-learning process. The preparation includes a lesson plan, materials, media for teaching learning, and assessment to measure student's achievement.

3. The mind mapping strategy as a teaching and learning strategy can not only be used in learning procedural texts, but also in other texts that are taught in both junior and se