

## BAB V

### CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presented conclusions and suggestions related to the research findings and discussion.

#### A. Conclusions

Based on the results of research conducted by researchers regarding Mind Mapping Strategy in Teaching Writing Procedure Text at Tenth Grade of SMA Negeri I Tanjung Morawa can be concluded:

1. The teacher used the brace map kind strategy, brace map structure was most suitable for the procedure text material. Where the brace map structure consist of one object that want to analyze, then one object was divided into three parts. In the procedure text material three was three parts, where the first thing to prepare is the title of the discussion, the purpose of the work, then directly determining the composition and finally the steps in the work. This brace map was chosen by teachers in the field of English studies, because it is seen from its structure which was the same as the content of the procedure text material and makes it easier for students in the process of writing procedure text according to the title determined by the students.

2. There were several steps to implement brace map in writing procedure text, namely: First, after the title has been obtained, the next step was to prepare the middle of the left edge of the book. Second, start drawing an object that has been determined in the middle of the book on the left side of the book. Third, after drawing the object, just divide it into three parts by drawing a line from the object. Fourth, each of these lines has a box added to it. Fifth, in the box, the parts that made were listed, such as goals, ingredients and steps. Sixth, after the part has been formed, give it the color so that it looks beautiful and creative. Seventh, from the three boxes that have colored, divide them again according to the order, write down the purpose of the object, fill in the materials and procedures for making it. Eighth, after everything has been filled in

## B. Suggestions

After conducting research, there was several suggestions that the author can convey, based on the research carried out relatedly. Mind Mapping Strategy In Teaching Writing Procedure Text at Tenth Grade of SMA Negeri I Tanjung Morawa. In applying this type of mind mapping strategy in teaching writing procedure text and applying mind mapping strategy in teaching writing procedure text, it would be good if several things could be optimized again. These things can be summarized in the author's suggestions to several parties, including:

### 1. For teachers

Teacher as a model in teaching learning activity must recognize the students' characteristic before teaching learning process started and have good communication with the students in order to get their attention or interest while teaching learning were in progress.

Teacher should be able to manage preparation before doing classroom activity because the preparation will influence the output of teaching learning process. The preparation includes lesson plan, materials, media of teaching learning and assessment to measure the students achievement.

Mind mapping strategy as a teaching learning strategy can be used not only in teaching learning procedure text, but also other which were taught both in junior high school and senior high school.

## 2. For students

It was hoped that mind mapping can help students sort and organize their ideas in a visual and structured manner, making it easier for them to remember the relationships formed between one concept and another.

It was hoped that mind mapping can help students' learning become more active, so that learning becomes more enjoyable and the level of processing and remembering information that has been achieved can be remembered.

Mind mapping was expected to make it easier for students to learn, because students can create their own summaries using keywords created by their own brains. And with mind mapping, it was hoped that you will be able to connect new and unique ideas with existing ideas.

