

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the data analysis, discussions and findings on the previous chapter, the conclusions were drawn as the following::

1. The teacher mentioned all types of Thinking Maps. However, some types were mentioned multiple times, specifically the Tree Map, Flow Map, and Multi-Flow Map. The reason of the use these types are;
 - a. Tree Map easier to use compared to other maps, making it more effective for organizing ideas.
 - b. Flow Map helps in clearly defining the sequence of events, which is crucial for structuring and sequencing.
 - c. Multi Flow Map to ensure that the ideas are complete and simplified, thus improving the clarity and coherence.
2. In this study, the researcher found that thinking maps can support the students' cognitive processes in the form of : (1) organizing coherence, (2) chronological order, (3) identifying key details, and (4) structuring ideas.

B. Suggestions

Based on the findings regarding the use of Thinking Maps in teaching recount texts for grade eight students, the following suggestions are offered:

1. Based on the research was conducted, it needs to train teacher. Training of English teachers to use Thinking Maps effectively. This training should

focus on practical ways to use these maps to help students organize their writing and improve their skill.

2. Conduct more studies to see how well Thinking Maps work in helping students write better recount texts. Explore different ways teachers can use Thinking Maps to teach writing in different subjects.
3. From this research, the researcher suggests on working together to make easy-to-use tools and examples for teachers. These tools should show teachers how to use Thinking Maps in their lessons, making it easier for them to help students write better recount texts.