

Chapter V: Conclusion and Suggestion

This chapter presents the conclusion of overall view which has been discussed in the previous chapters as well as some suggestions that hopefully will be useful and give additional input in teaching writing, especially in descriptive text.

Conclusion

Based on research that had been conducted at SMP Negeri 1 Dulupi and the result of the data analysis in findings and discussion, it can be concluded that the application of mind mapping strategy in teaching writing in a descriptive text successfully applied by the teacher by employing the steps of mind mapping from Buzan theory. This strategy can help the students create their interesting ideas in writing. It is proven by the result of students' assignment in writing a descriptive text

This is in compliance with the data from the observation checklist and field notes. The teacher and the students can follow the activity in each stage of the steps of mind mapping strategy very well. They put the picture of their favorite person in the middle of a blank paper as the main idea that will be described, and then they write the branches of ideas regarding the main idea about the physical appearance, the characteristics, the career and also the intellectual of their favorite person in the branches of mapping. After that, the students also write down some information about their favorite person in every branch. They use some colored pen in writing down their mind mapping. Furthermore, they make a descriptive paragraph based on the mind mapping.

Suggestion

In this section, this research provides some suggestions that are dedicated to the teachers and other researchers.

For teachers, they can apply the combination of mind mapping and writing a descriptive text not only for a descriptive text, but also for teaching writing any kinds of text, such as narrative text, procedure text, and the like. In addition to eighth grade students, teachers can also apply mind mapping strategy in writing a descriptive text for all grades, such as seventh grade or ninth grade.

For English teacher candidates, this research is expected to be useful that it provides information for them to choose this strategy in teaching writing in a descriptive text.

For other researchers, it is suggested that further researcher conducts a similar research about the application of mind mapping strategy in learning writing a descriptive text in different skills. The researcher also expects that the further researcher conducts the experimental study in order to improve some findings in this research about the application of mind mapping strategy in learning writing a descriptive text. It is because this research used a descriptive qualitative research.

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