

CHAPTER V

SUMMARY, CONCLUSION & SUGGESTION

This chapter in this study presents a summary, conclusion and suggestion. The suggestion discuss about suggestion for teachers and suggestion for further research.

5.1 Summary

In this globalization era, English has become one of important qualifications that Indonesian people must have in order to get a better economic life, since there are many job fields requiring English competence. Realizing the importance of English, Indonesia has tried to implement English in its educational curriculum as early as possible. As the consequence, English has become a compulsory subject that is taught starting from elementary school up to senior high school.

Moreover, some studies focused on senior high school level about the implementation of Semantic Mapping in reading class have been done. Most of them revealed that there is an improvement of students' reading achievement taught by means of Semantic Mapping technique. This encouraged the writer to conduct a study about the implementation of Semantic Mapping technique and Vocabulary Explanation technique to improve the students' reading achievement in the second grade of junior high school.

In short, this study is conducted to reveal the effect of the implementation of Semantic Mapping technique and Vocabulary Explanation technique in junior high school level. The particular objective of this study is to find out whether there is a significant difference in the reading achievement of the second grade of junior high school students who are taught by means of Semantic Mapping technique and those who are taught by means of Vocabulary Explanation technique.

The writer in this study uses a quasi-experimental applying a non-randomized Post-test control group design was administered to get the data to answer the research question. More particularly, the data used in this study were taken from the scores of the post-test of the second grade students of SMP YPPI I year 2006-2007.

5.2 Conclusion

The analysis of the prior student' reading test using t-test assisted by SPSS showed that the mean score of the students' mid semester reading test scores of Class VIII-A was 74.3043 while Class VIII-B was 72.0435. It was depicted that the exact $t_{\text{observation}}$ obtained for the mid semester test was .474. The t_{table} (.05, 44) was 1.68. Since $t_{\text{observation}}$.474 was lower than t_{table} 1.68 (the level of 5% significance determined), the alternative hypothesis was rejected. The mid semester test mean scores between the two groups were not significantly different. This result showed that the two groups had more or less reading ability at the beginning of the treatment administration.

On the next analysis, the writer directly also used t-test provided in SPSS in order to know whether there was a significantly difference between the post-test mean scores of the experimental and the control groups.

The statistical data analysis proved that the mean post-test score of the Experimental group was 17.2609 while the Control group was 13.3913. It was showed that the exact $t_{\text{observation}}$ obtained for the post-test score was 4.198. The t_{table} (.05, 44) was 1.68. Since $t_{\text{observation}}$ 4.198 was greater than t_{table} 1.68 (the level of 5% significance determined). It means that the alternative hypothesis was accepted, the post-test mean scores between the two groups were significantly different. It means that students who were taught by means of Semantic Mapping technique in the experimental group had higher post-test score than those who were taught by means of Vocabulary Explanation technique in the control group.

It then implies that Semantic Mapping technique improved the students' reading achievement. The Semantic Mapping technique showed significant contribution to the students' reading comprehension achievement. It indicates that the students will comprehend the reading passage easily if they know the complete structure of the reading passage.

5.3 Suggestion

In this part, the writer would like to give some suggestions for teachers and suggestions for further research dealing with this study.

5.3.1 Suggestion for Teachers

1. Since there are many different passages, different students' reading ability and different types of students' way of learning, it is the duty of teachers to select the most suitable techniques to teach reading comprehension.
2. The background knowledge of the students is very important to be able to comprehend the reading passage. It means that the teacher should concern more about students' background knowledge.
3. The Semantic Mapping technique provides the diagram which shows the major ideas of the topic and their relationship, so the passage becomes more easily understood by the readers than if they use the Vocabulary Explanation technique.
4. Teacher should not have their students make overly detailed semantic mapping that result in only a confusing visual display.

5.3.1 Suggestion for Further Research

Due to the various reasons, limitations are found in the present study. There are many factors which should have been included, yet could not be covered in the study.

1. This study had given clear insights of the effects of the teaching of reading by means of Semantic Mapping technique and Vocabulary Explanation technique. The present study only took three times of treatments. With this short trainings or treatments, the students probably still adapt the new

technique. To get better insights of the students' reading comprehension, a study of the same area recommended to be done. Prolonging the time for the treatment from three into five times is suggested to be carried out in the future.

2. The population and sample were limited to the certain subjects. The reading materials were also given in certain parts. In conclusion, the writer realizes that this study is still far for being perfect. Therefore, the writer expects that a further research is conducted by other students using a better research design and wider subjects for getting more complete and valid result.

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