

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher conducted this study to address the problem statement. The conclusions are drawn from data analysis and hypothesis testing. Before any treatment was done, the experimental class (VII.G), which used Semantic Mapping in vocabulary learning, had an average pre-test score of 66.95, while the control class (VII.F), which did not use Semantic Mapping, had an average pre-test score of 69.37. Both classes had a minimum pre-test score of 44, with the highest pre-test score being 84. After done different treatments, the average post-test score for the experimental class was 82.21, compared to 74 for the control class. The lowest post-test score was 60 for the experimental class and 56 for the control class. The highest post-test scores were 96 and 88 for the experimental and control classes, respectively. This indicates that using the Semantic Mapping Strategy led to a positive improvement in students' vocabulary mastery.

The use of Semantic Mapping has proven effective for enhancing vocabulary memorization among seventh-grade students at MTsN 1 Kota Serang. The experimental class, which utilized Semantic Mapping, showed significant improvement in their vocabulary scores. This effectiveness is evidenced by the t-test result of 3.955, which exceeds the significance threshold. In contrast, the control class, which did not use Semantic Mapping, did not show as much improvement.

B. Suggestion

The researcher also suggests the school, the English teachers, and further researcher to improve English learning especially in

vocabulary memorization and to improve the next advance research:

Schools are encouraged to consider implementing the Semantic Mapping strategy into the curriculum, especially for vocabulary learning. Given that the study results show this method is effective in enhancing students' vocabulary mastery, schools should provide training for teachers to master and implement this strategy optimally. Additionally, schools can facilitate the necessary resources for applying Semantic Mapping, such as teaching materials and supporting media.

Teachers are encouraged to apply the Semantic Mapping strategy in vocabulary teaching in the classroom. By using this method, teachers can help students improve their ability to understand and learn new vocabulary more effectively. Moreover, teachers can combine the Semantic Mapping method with various other teaching media to create a more interactive and engaging learning environment.

Future researchers should try to include a larger and more diverse group of participants to make the study results more widely applicable. They could also look at other factors that might affect how well the Semantic Mapping strategy works, like students' backgrounds, motivation, and learning environments. Additionally, long-term studies could help understand the lasting effects of this strategy better.