BAB V

CONCLUSION AND SUGGESTION

A. **Conclusions**

The finally this study can be concluded into three main points they are namely;

1. In the beginning, after giving pre-test to both classes, the researcher obtained for the mean score of class A was 62. 80 meanwhile the mean score class B was 63. 73. Actually. It indicates that student's reading comprehension on descriptive text was very low. There are several things that can affect the low ability of students in reading comprehension as follow; 1) some student are not interested in Learning English. 2) Some student do not have enough vocabulary it can make students difficult to understanding the meaning the content of text. 3) Some students have difficulty distinguishing the main idea and supporting paragraph. 4) Some student's difficulty to find specific information from text. 5) Some students fell bored learning English in class.

2. The implementation of Semantic mapping strategy in learning reading consist of five steps as follows; first, teacher divides students into six groups, Secondly, teacher begins to implement semantic mapping strategy by announcing the topic

text and draw a large ovals on the blackboard and then write the topic in it. Third,

teacher asks students to think of related ideas for this topic. Fourth, during discussion, teacher asked several students to take turns in turn to dress in front to complete the maps. And the last teacher asks the student to copy the semantic mapping that have been written and discussed on the blackboard into their respective books they have recording. In practice, Semantic mapping is very well applied to improve and assist students in reading comprehension. Through this strategies can help students to find information specific on the text and also can help students in distinguishing the main idea and supporting paragraph, add new vocabulary for they. By semantic mapping students also are more motivated to actively participate in lessons, especially on descriptive text material as well as improving student's reading comprehension.

3. The result of t-test showed that 4.46 meanwhile t_o on degree of significance 5% that was 1.67. The statistic test showed that t_o > tt or 4. 46 > 1.67. Moreover, the result of t-test was interpreted into statistical hypothesis testing and it showed that Hi or alternative hypothesis was accepted and H0 or null hypothesis was rejected. In other words. This study can be drawn a conclusion that there is a significant effect of semantic mapping in improving student's reading comprehension on descriptive text at the eighth grade of SMP IT Al-Barokah Pandeglang.

B. Suggestions

Base on the conclusion, the writer give suggestions as follows:

1. Semantic mapping is one the strategy that can be used in teaching English in other to helping student's ability of reading comprehension in classroom activity.

2. For English teacher should be more motivated to practice semantic mapping strategy as one of the strategies in teaching English especially on reading comprehension.

3. To other researcher, the writer hopes this study can help become the reference they obtain to get information about semantic mapping strategies.