

CHAPTER V

CONCLUSION AND SUGESTION

After finishing the quasi experimental research at the eighth grade students of MTs N 1 Jepara in academic year of 2018/2019, the researcher gives some conclusion based on the result of this research. Furthermore, the writer also gives some suggestions related to the conclusion.

1.1 Conclusion

Referring to the research findings and analysis of the students test result, the following were the intended conclusion that using semantic mapping in teaching vocabulary can increase the students' achievement of vocabulary mastery to the eighth grade students of MTs N 1 Jepara in academic year of 2018. Besides that, in teaching learning process of vocabulary with Semantic Mapping Strategy, the students are more active and participate. Also the students can enjoy and feel fun with the process of learning in the class.

In additional, if this is seen from the result of the score, the students' mean score of post-test was better than pre-test. The average between both of the group that the result showed the post-test scores were better than the pre-test scores. The average of experimental group was 67.33 (pre-test) and 80.66 (post-test) and the average for control group was 65.86 (pre-test) and 70.13 (post-test). It means that the students have made improvement from pre-test to post-test. The significance difference of this achievement can also be proved by t-test of the post-test score and the gained score. The result showed that the value of t-test from post test score is 7.03 and from the gained score is 6.35. Both of the score are higher than t-table (2.00) at the significance level 5%, it means that Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. Hence, it can be concluded that Semantic Mapping Strategy is effective to improve students' vocabulary mastery at the eighth grade students of MTs N 1 Jepara.

1.2 Suggestions

Based on the research finding, the researcher would like to give some suggestions, especially to the teachers, students and other researchers. From the conclusion of the research above, it is found that using semantic mapping strategy can give significant effect toward students' vocabulary mastery. Here are the suggestions:

- a. For teachers, due to obstacles that usually faced by teachers in the classroom, the teachers should be more creative in using strategy and another strategy to deliver the new word which can motivate students to memorize and get another new word which can enrich their vocabulary. Then, Semantic Mapping Strategy can be the alternative way to teach students in the class.
- b. For students, they should more active in learning process and change their mindset that English is so hard to learn. So that, the learning process at the school becomes more interesting and comfortable.
- c. For other researchers, the researcher conducted this research just only in few weeks, so that only in small scale of the research was carried out. Hence, in order to achieve more representative data, further research in long terms schedule and in big scale with comfortable place and sufficient place should be done. Then, when the novelty of what students are doing really drives their ambitions or their opinions, so researchers should enable to look beyond the initial excitement and complacency of emerging a new model in teaching and learning.

The suggestions above are given based on the research which was conducted by the researcher. The research hopes that the suggestions can give positive contribution for improving teaching and learning process in MTs N 1 Jepara besides for other researchers and actually for the researcher own self.