

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions about this study and also given suggestions for future research to support teaching and learning process.

A. Conclusion

After performing the study of improving the vocabulary mastery of students by using semantic mapping strategy, the researcher concluded on the basis of the result and discussion. An important conclusion is drawn that after being taught with the use of semantic mapping strategy, there was enhancement in the teaching-learning process and the vocabulary score of students. It was confirmed by the students' score of vocabulary test that they obtained higher score in the test after the researcher gave treatment by using semantic mapping strategy in teaching-learning vocabulary.

Based on the findings and discussion, semantic mapping strategy can improve students' vocabulary mastery and improve teaching-learning process is the one that is done by using the following procedures:

- a. The teacher prepare the material and example of text descriptive. The teacher selected the descriptive text because it is harder better than the other text that is the students must know large of vocabulary. Then, the material also according to the syllabus of English Lesson in seventh grade second semester at Islamic Junior School.
- b. The teacher explain the material of text descriptive.

- c. The teacher asks the students to evaluate the characteristic of the character and the part of the descriptive text in semantic mapping strategy was modified by using cluster diagram together.
- d. The teacher gives the students an opportunity to ask about their problems and the teacher provides feedback.
- e. The teacher asks the students to make a descriptive text about their idol after the material and analysis was understood. Then, make it in cluster diagram.
- f. The teacher goes around to the students working on these tasks to find out which the students still don't understand the material and how to analyze it. The teacher will give the explanation again, if the students do not understand.
- g. After the student finish his/her writing, the teacher give result/score.

B. Suggestion

The researcher proposes some suggestions for the English teacher and other researcher based on the outcome of this research as:

1. For the Teacher

The researcher suggested a recommendations for the teacher, based on the result of this research. As follows, they were;

- a. It is better for the teacher as alternative strategy to apply in teaching learning which aims to create the students to be more active and interest in teaching-learning process. Interesting activities lead the students' interaction to improve their performances especially in

writing because most students considered writing as an uninteresting activity. The result is that they are able to do vocabulary exercises by themselves.

- b. The writer recommends that English teacher use the strategy of semantic mapping to teach vocabulary.
- c. Teacher could apply this strategy in other skills to improve vocabulary in another skills which make their students easy to learn vocabulary, such as listening, speaking, and reading.

2. For the Next Researcher

The researcher also proposed suggestion for the next researcher. They were as follows;

- a. In this research, the treatments were held in three times of meeting. The next writers can spend more time in giving the treatments to the students so that they can get enough exercise. Hence, other writer may conduct a better improvement deals with this study by using other genres of the texts through semantic mapping.
- b. The researcher used semantic mapping strategy in this research to develop the vocabulary of students in Islamic Junior High School. The next researcher can apply this strategy to enhance other skills such as speaking or reading ability. The next researcher can also use the media at the different student levels. It can be applied at Senior High School too.