

## CHAPTER V

### CONCLUSION AND SUGGESTION

Based on the description of research findings presented in the previous chapter, conclusion and suggestion are presented in this chapter.

#### A. Conclusion

Based on the research finding there is significant difference of the eight grade of SMPN 2 Sumbergempol in reading comprehension achievement before being taught by using Story Mapping technique and after taught by Story Mapping technique. By comparing the “t” that the researcher has got calculation  $t_{count}$  is 5.205 and the value of “t” on the  $t_{table}$   $t_0$  in significant level 0.05 is 2.093. It is known that  $t_{count}$  is bigger than  $t_{table}$  ( $5.205 > 2.093$ ).

Because the t count is bigger than  $t_{table}$  the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. It means that the Story Mapping technique is effective to improve students’ reading comprehension. Teaching students about story parts enables them to recognize and recall important elements in narrative selections

This research demonstrates that Story Mapping is effective toward students’ reading comprehension if it is implemented through the the following procedures: 1) Introduce to the students the concept of story. 2) Build questioning concerning on the elements of the story. After the students read the story, let them fill out the map. 3) Help the students to get focus on targer reading. 4) Ask he students read independently. Encourage them to write the answers using key

words 5) the students complete the story map independently. 6) give some exercises to evaluate students' reading comprehension. Therefore, it is pedagogically useful for students to comprehend the text. In addition, for English teachers who would like to improve the students' reading comprehension by implementing this technique.

Indeed, from those some procedures Story Mapping technique can improve the students who have poor ability in reading comprehension, thus the Story Mapping technique is effective toward students reading comprehension.

## **B. Suggestion**

From the result of this research it is suggested for English teacher, students, and next researcher.

### 1. For the English teacher

In this research, the researcher prepared the Blank Story Mapping figure for the students, then the researcher modified those Story Mapping. The English teacher can modify the use of Blank Story Mapping to teach reading comprehension. The new modification create the teaching learning process enjoyable and fun. Addition, to make sure the teaching learning runs well, the teacher should explain clearly about Story Mapping strategy before starting the teaching learning process. It can help the students understand the elements of the text, finding the main idea and the moral value of a narrative text

### 2. For the students

During the treatment the researcher apply this technique to help the students comprehend the text of narrative story. After reading the students fill out

the Story Mapping, but there is still any one or two students was missing the answer when they fill out the Story Mapping. It is necessary for the students when they use the Story Mapping technique, they have to focus and pay attention on the guidance question that have been given by the teacher. The students also have to focus on the target of reading, comprehend the text of narrative story by finding the key elements of the story. This Story Mapping technique is not only useful for narrative text, but the students can use this technique to comprehend another kind of text that contain many information.

### 3. For the next researcher

In this research there are some limitation that become the reference for the next research. The next researcher are hoped to be able to give any improvements especially in the implementation of this technique by focusing more on the selection the respondent, skill, and type of the text. The researcher suggest to the next researcher to conduct the Story mapping technique at different levels of students. The next researcher can conduct Elementary School, Junior High School at the sevent or ninth grade, or Senior High School. The second is on the language skill and the kind of the text. Here, the researcher investigate the effectiveness of the Story Mapping technique on the reading skill in narrative text. The researcher suggest, for the next researcher can investigate writing skill, maybe that focus on summarization in the report, recont or descriptive text.