**CHAPTER V**

**CONCLUSIONS AND SUGGESTIONS**

            In this chapter, the researcher presents the last discussions that consist of conclusions and suggestions of the research based on the result in the previous chapter.

* 1. **Conclusions**

Based on the data explained in the previous chapter, the researcher concludes that reading comprehension by using semantic mapping strategy has higher score in reading. The use of semantic mapping strategy could influence the students’ reading comprehension at the tenth grade students of SMAN 4 Bangkalan. Data showed that there was improvement from the mean score of the pretest and posttest. The mean of experimental group in pre-test was 68.41 and the mean score of post-test was 74,37. Whereas, the mean of control group pre-tes score was 62,07 and the mean post-test score that was 67,52. It could be seen that the mean score of pretest was lower than the mean score of posttest. The data was statically analyzed from Analysis of Covariance (ANCOVA) test from SPSS 23, data result of ANCOVA test from p- value is 0.005. It was lower than alpha 0.05. If p-value < alpha 0.05. It means that the students used semantic mapping strategy had good achievement in reading comprehension. The researcher also concludes that semantic mapping strategy for their reading comprehension can be easy strategy to visually organize of information with drawn graphic and the teacher had chance to knew the student opinion and new information about strategy given during teach learned process.

**5.2 Suggestions**

            Based on the conclusions above, the researcher gives the following suggestions:

1. The English teacher

The English teacher should apply something that students need and motivate to reach target in studying Reading skill. And also the teacher always asks the students about the problem in teaching reading. The teacher should pay attention to the students who have low ability in reading by giving more detail explanation about the material by giving an interesting strategy such as semantic mapping strategy in teaching reading.

1. The students

The students should not be shy or afraid to make mistake when they read English text. In learning reading English by using Semantic Mapping Strategy could make students easy to learn, therefore they should enhance their ability in reading English better.

1. Further researcher

In this research, the researcher used semantic mapping strategy for students extensive reading to improve the student reading ability. The finding of this research should be reference to give more information about the semantic mapping strategy as one of the good strategy in teaching reading. Other researcher can use this strategy on beginner level of student in order to best outcomes in teaching and learning reading comprehension.