V. CONCLUSIONS AND SUGGESTIONS

This chapter deals with the conclusions of the research and suggestions for the teacher and the other researcher for further research. The conclusions and suggestions provide in this chapter are elaborated from the results of this research.

5.1 Conclusion

In line with the results and discussions chapter, the following conclusions are drawn:

1. There is a significant difference in the improvement of students reading comprehension achievement of English recount text between those who were taught through graphic organizer and those through literal translation technique. This can be identified from the result of the analysis of the hypothesis using independent sample test that the significance two tails is 0.04. It means that the H_1 was accepted and H_0 was rejected since $0.04 < 0.05$ (p <0.05 , p = $.04$). It can be conclude that there is a significant difference in the improvement of students' reading comprehension achievement between the students who are taught by using graphic organizer and the students who are taught by using grammar literal translation technique used by the English teacher, see appendix 18 for more detail. The students' increase in

experimental group is higher than control group. This suggests that graphic organizer can give the better effect in the improvement of students reading comprehension achievement. It also infers that graphic organizer can be used as an alternative way for the teacher in teaching reading comprehension and also improve their teaching performance.

2. Furthermore, applying graphic organizers is more effective in improving students' reading comprehension achievement of English recount text. Besides, it also effective in helping the teacher to attract the students' interest and raise their motivation in reading comprehension activity. It can engage the students to involve actively in the process of constructing the graphic organizer and makes the brainstorming process in reading more effective since the process is significant to activate the students' schemata before they create graphic organizers.

5.2 Suggestions

Referring to the conclusion above, some suggestions can be listed as follows:

1. Suggestions to the teacher

1. Graphic organizers technique can be used by the teacher as an alternative way in teaching reading since it can be used to improve the students' reading comprehension achievement.

2. The teacher also can use graphic organizer technique in improving their teaching performance especially in teaching reading comprehension. The four stages to guide students in constructing graphic organizer can be useful as an

alternative activity to attract the students' interest in reading and also reinforce them to involve actively in the process of learning.

2. Suggestions to further researchers

1. The researcher should apply graphic organizer to improve the students' reading comprehension achievement of recount text. Further researchers should apply other kinds of texts, i.e., descriptive, exposition, spoof, narrative, report text etc.

2. Since the time for this research was very limited, study the effects of graphic organizer over a longer period of implementation will be interesting and give different result.