

V. CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research at grade X of SMAN 5 Bandar Lampung and analyzing the data, the researcher draws some conclusions as follows:

1. There is a significant difference of student's reading comprehension achievement between the students who were taught by applying graphic Organizers technique and those who were taught by applying translation technique. This can be identified from the significant increase of students' achievement in experimental class I from their mean score of pretest (54.13) to posttest (71.72) with an increase 17.59 points. While in the experimental class II, the mean score of pretest is 55.16 and the posttest is 62.16 with the increase was only 7 point. It can be concluded that the use of graphic organizers technique is better than translation technique in teaching reading comprehension.
2. Furthermore, applying graphic organizers made the brainstorming process in reading more effective since the process is significant to activate the students' schemata before they create graphic organizers. In reason that it made them aware of text they are reading hence ease them to find out the relationship among ideas in the text.

3. The problem in Translation was that the students still translate the words by the literal meaning. Therefore, their translation result was not really proper in Bahasa Indonesia seen from the context of the text.

B. Suggestion

Based on the findings in conducting the research, the researcher would like to convey some suggestions below:

1. Graphic organizers technique can be used as an appropriate way for teaching reading since it can be used to increase the students' reading comprehension achievement. Therefore, the English teachers are suggested to use it.
2. The teacher should give much attention to the brainstorming process. By activating students' schemata and relating it to the topic, it will ease them to find the connections among ideas in the text. Hence, it maximized their understanding about the text.
3. To make students easier in following teaching reading through graphic organizers, it is suggested that the students should have enough understanding about the concept of topic, main ideas and supporting details.
4. The translation technique can be used to teach reading, it is proved by the result that the students' achievement increased significantly.
5. The researcher expects that this research can provide positive contribution and reference for further studies in applying graphic organizers not only in reading comprehension but also in other skills.