

V. CONCLUSIONS AND SUGGESTIONS

In line with the results of the data analysis and discussion, the following conclusions are drawn:

- a. There was a significant difference of students' reading comprehension achievement between those who were taught through graphic organizer and those who were taught through literal translation at the first grade of SMAN 1Natar. The mean or average score of posttest in experimental class one is higher than experimental class two ($79.87 > 72$). The mean difference is 7.87, meaning that the experimental class one gained 7.87 score, higher than experimental class two in posttest. Besides that, the significant value of the posttest in both classes was 0,000 that was lower than 0.05 ($0,000 < 0.05$). T-value is higher than T-table ($4.190 > 2.000$).
- b. Graphic organizer is more effective technique than literal translation. The mean difference after implementing graphic organizer is higher than the one after implementing literal translation ($16.5 > 8.12$). It indicated that the increase in experimental class one was higher than in experimental class two. The significance value (2-tailed) in experimental class was $p = 0.00 < 0.05$ that meant there was a significant difference. It was also found that the students followed the reading class enthusiastically in experimental class. They enjoyed working in group and the media attracted and helped them much. Discussion happened during the class since the teacher monitored them.

5.1 Suggestions

According to the conclusion above, the researcher suggests that the teacher should apply graphic organizer in teaching because the technique has advantages:

1. The teacher can use graphic organizer as an alternative way in teaching reading since it can be used to improve the students' reading comprehension achievement.
2. The teacher should pay more attention to students' difficulty dealing with determining main idea of a text and comprehending unfamiliar vocabulary. This can be done while the reading process. The teacher can ask the students to get used to determining main ideas and supporting details. The teacher also should give more examples in doing this correctly.
3. The further researchers should apply graphic organizer to improve the students' reading comprehension achievement. they should apply other kinds of texts, i.e., descriptive, exposition, spoof, report text, etc.