

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter the researcher will discuss the conclusion and suggestion. The conclusion part will discuss and explain more about the finding in the chapter IV. In the suggestion part, the researcher gives some suggestion to the English teachers and also the other researchers that are going to conduct the research about KWL and Translation technique. This chapter also answers the statement of the problem “What is the effect of using KWL technique and translation technique on the reading achievement of grade 10 students?”

#### **5.1 Conclusion**

This study was conducted to know the effect of KWL and translation technique that was taught to grade ten students and also to know whether KWL technique is better than translation technique in teaching reading. Besides the improvement of the reading score, KWL technique also can change the class atmosphere. The class became more active and fun because the students keep guessing about the text. Second, the students didn't feel bored because they kept thinking in every section. Last, the more important thing is the students can understand the text better. Looking at the benefit of KWL technique, the researcher cannot deny that KWL technique is effective to teach reading.

## **5.2 Suggestions**

After the conclusion, the researcher wants to give some suggestion to the English teacher and also for the other researchers. It is as follows:

### **1. For the English teacher**

For the English teacher, it was suggested to give the students alternative techniques of teaching reading, so that the students don't get bored during the reading class. The researcher suggested that KWL technique can make the students active and enjoy the lesson. Besides that, KWL technique also can improve the students' reading skill.

### **2. For the other researcher**

For the other researchers, hopefully this study can be used as a reference and information to conduct a further research about KWL and translation technique with different levels of students, different designs, or different materials (variety of texts). The researcher also suggested having more treatments, so the technique can be well applied to students and gives more valid results.

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