

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents conclusion of this study and some suggestions. Conclusion deals with the summary of what has been presented in this study, while the suggestions deal with input and recommendation for the next researchers and others related to this study.

#### 5.1. Conclusion

English is one of the most widely spoken languages in the world. It has four main skills: listening, speaking, reading and writing. Reading is considered as one of the critical skills and a major pillar of teaching and learning process. At any level, reading is the key to successful and productive learning. It allows students to grasp information and absorb knowledge as much as possible. Reading also helps students build more vocabulary and be more comfortable with written English.

Students nowadays do not really like to read, which caused them not able to comprehend readings well. They will probably be on the road to academic failure, because reading is the source of all information. Thus, it is necessary for teachers to teach reading with various reading strategies and methods so that the students can overcome the obstacles and read well.

One of the techniques that has been used for a long time is the translation technique. With this technique, students are asked to translate the reading passage to their native language. The translation may be written, spoken, or both. However, there are many other techniques that can be used in teaching and learning activities for instance, KWL strategy. KWL encourages students to activate their previous knowledge, set a purpose of reading, and reflect on what they have

read. KWL strategy might be beneficial and potential to be applied for teaching reading and help students comprehend more in reading.

This study was conducted to find out whether there is a significant difference in analytical exposition between the 11<sup>th</sup> grade students who are taught using KWL and those taught using Translation technique. The finding showed that KWL showed better result than Translation technique on students' reading achievement. Moreover, the reading achievement of the students taught using KWL was higher than those taught using Translation of Literary Passage. With this research finding, the writer hopes that the teachers may consider using various techniques, such as KWL, in teaching reading to students.

## **5.2. Suggestions**

In line with the result of this study, the writer would like to give some suggestions which can give contribution to English teacher and further research.

### **5.2.1. Suggestions for English Teachers**

Today's teachers have to be creative, as education is evolving more than before. Various techniques and methods should be applied to improve the students' skill in reading. Rather than simply translating the text, the teachers need to arouse the students' interest and trigger the students' motivation to read the text, so that the students can be actively engaged in reading. The teachers can apply interesting techniques, for instance KWL. As the students are interested, they will achieve better in reading.

### **5.2.2. Suggestion for Further Researches**

In this study, the writer compared and investigated the effect of KWL and Translation of literary passage in three meetings of treatments, 45 minutes each. The writer considered that this experiment would have been better to conduct more class meeting to enable researches to make deeper analysis of the result.

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