

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research. The conclusions based on the results of the research which were discussed in the previous chapter. It also presents some suggestions related to the implementation of K-W-L technique in the classroom. The suggestions are recommendation for the English teacher, the school and the next researcher.

5.1 CONCLUSION

According to the findings and the discussions of the research, there are some conclusions that can be drawn. They are:

The implementation of K-W-L technique in teaching reading could enhance students' reading comprehension and students activeness in the class. First, the result of this research showed that K-W-L Technique could improve students reading comprehension on narrative text in eight grade of SMP Muhammadiyah 8 Benjeng. It can be showed from the score of students average score of pre-test that higher than the passing grade. The passing grade is 65. The students' score showed the improvement of the students in reading narrative text. The students' scores of the pre test was 56,30. The result of the students' scores in the post test was 76,15. From those result, it can be concluded that the first criterion of success had achieved. Besides, the result of observation checklist from the students performance during the implementation showed that K-W-L technique could increase students activeness. It also showed the presentage of the

indicator of success in the observation form. There were several indicators of observation form. The result of each indicators would explain the classroom atmosphere condition include student performance. The result of observation scored in the form of percentage that for the first meeting was 36 % (very poor), second meeting was 53% (fair), the third meeting was 63%(fair) , while the last meeting was 80% (very good). It was showed that the students performance getting more increasing per meeting. There were only few students who were not active during teaching and learning process and they were more enjoy join the class in the last meeting. The second criterion of success is 75 % students involved actively in teaching and learning process, so it can be concluded that the implementation of K-W-L technique could make classroom atmosphere more active and students were more motivated in learning. Thus, the second criterion of success was successful.

K-W-L technique consists of three steps namely Know, Want to know and Learned. The effective procedure of K-W-L technique in teaching reading based on this research are as follows:

- Give an interesting reading text to the students.
- Give clear explanation before implementing K-W-L technique.
- Motivate students to be active in the class by giving students more point or reward if they are active during teaching and learning process.
- Draw K-W-L chart which consists of K (Know) column, W (Want to Learn) and L (Learned) column on white board. Besides, ask students to draw themselves or give a K-W-L worksheet for them.

K (Know) Step

- Brainstorm student's prior knowledge by asking some questions, asking the students to look at the pictures on the text, showing pictures or playing a short video related to the reading text.
- Give some questions to the students to guide them in thinking about what they already know about the text based on the pictures or video that showed.
- Give them one or two minutes to think. If they are in-group ask them to discussed with their group.
- Instruct some students to come forward and write their idea about what they know about the text in K column.

W (Want to Learn) step

- Give some questions, show pictures or video to guide them think of what they want to learn from the text and let them thinking it for some minutes.
- Ask them to use 5 W+1 H questions (What, Where, When, Why, Who and How) to ease them in composing questions.
- Ask some students to come forward and make questions about what they want to learn from the text in W (Want to Learn) column. Ask the other students to do the same thing on their worksheet.

L (Learned) Step

- Ask students to find difficult words from the text, then look for the meaning before they read.

- Ask students to come forward to list the difficult words beside K-W-L column.
- Let the students reading the reading text for some minutes.
- While reading, ask them to look for the answer of the questions in W (Want to Learn) column.
- Give some questions related to what they have learned from the text.
- Ask some students to state and write their answer of the questions in L (Learned) column or write new information that they have gotten.
- Give reading comprehension exercise related to the reading text.

K-W-L technique can not only improve reading comprehension, but also it can improve the other skill of English such as, writing and speaking. By stating their idea and answer the teachers in every step of K-W-L technique, students learn to speak. In addition, by writing their idea on K-W-L chart they can learn how to write sentence. Therefore, K-W-L technique also will be useful to improve student's writing and speaking ability.

5.2 SUGGESTION

After finishing this classroom action research, analyzing the data and discussing the result regarding to the implementation of K-W-L technique, the researcher will give some recommendations for the English teacher, the school and for the next researcher who are related to this research.

A. For the teacher

Based on the difficulties experienced during the implementation of the use of K-W-L technique in teaching reading comprehension, the researcher has some recommendations for the teacher as a consideration to use this technique in teaching. The first recommendation is the English teacher should give clear explanation and instruction related to this technique. In every stage of classroom activity, the teacher can check the students' understanding about the implementation of K-W-L technique. It is aimed to avoid students' confuse in implementing it. The second, because of limited time in teaching learning process especially in practicing speaking ability, the teacher should prepare the learning activity as good as possible. The third, the teacher can choose interesting material to attract the students engage in teaching and learning process. It was important to create conducive atmosphere in the class. Then, the teacher should give a reward for students who was active during learning activity. It would make students become interest in the classroom. The last, in order to make reading activity by using K-W-L technique does not bore for the students and to make the students comprehend the text well, so the teachers should develop various reading activities by considering three types of reading activities. They are teacher-learner interaction activities, learner-learner interaction activities and text-only-activities. Teacher-learner interaction activities are activities which involves the teacher, the students and the text. This interaction can be done by stopping the students for a while when they are reading to ask some questions about what they have read or to predict what they expect to read next. In learner-learner interaction, the students

interact with another students and the text. The teacher can use some various methods to create this interaction, for example; using jigsaw method, problem solving, reading race and etc. Text-only activities involve interaction between the students with the text. In this activities, the teacher can make creative activities to read the text, for example the teacher gives jumbled paragraph then the students should arrange them correctly, ask students to make a note of important point from the text they read.

B. For the School

The researcher recommends the school to provide the facilities that can support teaching technique using K-W-L technique such as laptop and LCD. The teacher needs laptop and LCD because it can help the teacher to show the picture or video in doing one of steps in K-W-L technique. When the teacher just shows the picture on the paper, some of the students in the back could not see it because of its small side. However, when the teacher showed pictures or material by using LCD, it made students feel more enthusiasm in learning. Moreover, by using LCD, the teacher also can show the material directly without writing down on the whiteboard. Because of the limited time in teaching, it would make teaching time more effective and efficient.

C. For the next researcher

K-W-L technique was an effective technique to teach reading comprehension. Based on the limitation of the study, the study was limited on Junior High School students, especially eight graders and in reading comprehension on narrative text. Therefore, it is recommended for the further

researcher to implement this technique not only on narrative text but also for the other kind of text. It is also recommended for the next researcher to this technique to improve the other skills of English; listening, reading and writing. Finally, the writer also hopes this study will emerge further researcher to conduct or continue this study. Therefore, for the next researcher who wants to conduct the similar project as this one, it is better to apply this technique at other levels of students to strengthen that this technique is effective to improve English language skill for all level.