# CHAPTER V

## CONCLUSION AND SUGGESTION

The implementation of KWL reading technique for the third graders of MDC elementary school was successfully raised their reading achievement score. Therefore, throughout three cycles of execution; the statement of the problem of this research which was finding out of how the improvement of the reading achievement of the third graders of MDC elementary school after being taught using KWL reading technique was answered.

Before the implementation of the KWL reading technique, third graders' reading score was 65 which below the standardized passing grade of 70. To improve their reading achievement score, the KWL was implied through three cycles. The implementation of KWL reading technique is absolutely helped third graders to improve their reading achievement score. Besides the improvement of the score, the students' enthusiasm and excitement in comprehending the reading text were also increased.

Through the implementation of KWL reading technique, the standardized reading score of third grader students which is 70 was achieved. On the first cycle, studentes reading achievement score was 73, above their previous reading achievement score before the implementation of KWL. On the second cycle, their reading achievement score was 84 and it was improved higher on the third cycle, which was 89. Therefore, the KWL reading was successfully able to increased students' reading score and helped them comprehend the text as well. The wise use of time allocation in every activity in KWL implementation was helping a lot

to reach better result in the reading lesson. Thus, the statement of the problem in this research was answered through KWL's execution in three cycles.

Besides the improvement of the reading score, the KWL reading technique also gives some positive classroom learning environments such as students experienced unstressful reading lesson especially when they had to answer the comprehensive questions. Next, students enjoyed the process of guessing the reading text athough sometimes they had to think deeper when they had to fill out the KWL chart. Then, students' enthusiasm to learn reading helped them to be focus in understanding the content of the text. When students comprehend the text, they gain more knowledge after they read.

By knowing the benefits of implementing KWL reading technique, it is no doubt that KWL reading technique is applicable for all ages of students. The visual aids of KWL reading technique also helped to arose students' prior knowledge in which could activate their schemata in which they develop it through the fulfillment of KWL chart and activities.

Therefore, the reading teaching and learning can be well effective through the KWL reading technique as one of the reading techniques for EFL students. Thus, the implementation of KWL reading technique can also be a good variation for students to learn reading effectively.

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