

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of data analysis, findings, and discussion presented in the previous chapter, it can be concluded that the use of the Know, Want, and Learn (KWL) strategy is highly effective in improving the reading comprehension skills of students at PPA Ruba Muri (IO-0463). The students who were taught through the KWL strategy showed a significant increase in their reading comprehension scores compared to those who were taught using the Grammar Translation Method (GTM).

The mean score of the experimental group increased from 37.5 in the pre-test to 98.96 in the post-test, with all students achieving the minimum mastery criteria. Meanwhile, the control group increased from 36.25 to 67.5, and only slightly over half of the students achieved the minimum score requirement. This clearly indicates that the KWL strategy helps students engage more actively in the reading process, enhances their interest and motivation, and guides them through systematic thinking before, during, and after reading. Therefore, the KWL strategy can be considered an effective instructional approach for improving reading comprehension, particularly in the context of English language learning.

5.2 Suggestions

Based on the findings and conclusions, the researcher offers several suggestions addressed to teachers, students, and future researchers.

1. For Teachers

English teachers are encouraged to apply the KWL strategy when teaching reading comprehension. This strategy supports students in organizing their prior knowledge, setting reading goals, and reflecting on the knowledge gained. Teachers may also modify or combine the KWL strategy with other engaging classroom activities such as group discussion, presentations, or reading journals to stimulate higher-order thinking skills.

2. For Students

Students are advised to apply the KWL steps independently when reading any text, whether inside or outside the classroom. By doing so, they can develop better reading habits, enhance comprehension, and build greater confidence in understanding English texts. Students are also encouraged to be more active in asking questions and exploring information beyond the text.

3. For Educational Institutions

The institution may consider encouraging teachers to implement more student-centered strategies like KWL to support active learning. Providing workshops, seminars, or training regarding innovative teaching strategies may also help to improve instructional quality and student outcomes.

4. For Future Researchers

Future researchers are encouraged to explore the use of the KWL strategy in different educational settings, grade levels, or types of reading texts. Further research may also involve a larger number of participants, include qualitative data such as student reflections or motivation levels, or compare KWL with other interactive reading strategies to obtain deeper findings.