

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results of the research and discussion, it can be concluded that learning using reading aloud techniques in English subjects, namely pronunciation at SMP IT Al-Muqorrobin is more effective and can improve learning outcomes. Thus the proposed action hypothesis can be accepted. The results in detail can be stated as follows:

1. Learning using reading aloud techniques in English subjects, especially pronunciation related to vowel sounds in class VII at SMP IT Al-Muqorrobin went well and could help students in following the learning process, the material used was learn about various pronunciations, about vowel sounds properly and correctly in the experimental class and the control class. In the control class, class VII B average pretest value was 65.42 while the posttest average value was 72.42 which was still lower than the experimental class.

2. Teaching using the reading aloud technique in the seventh grade English subject at SMP IT Al-Muqorrobin Cilegon went well and could help students in following the learning process, the material for learning about various pronunciations is about vowel sounds properly and correctly. Experimental class and control class. In the experimental class, namely class VII A average pre-test value was 68,16 while the post-test average value was 83,29 which was higher than the control class.
3. teaching using the reading aloud technique in English subjects regarding pronunciation related to vowel sounds in class VII at SMP IT Al-Muqorrobin Cilegon, can distinguish the average value of learning outcomes. This can be shown from the results of calculations using the paired t-test, the results obtained are sig.2 tailed of  $0.000 < 0.05$  with t-count -28,645 which means that the average before using the reading aloud technique is lower than the average after using the reading aloud technique, which means that  $H_0$  is rejected and  $H_a$  is accepted, that is, learning using the reading aloud

technique is more effective than learning that does not use the reading aloud technique. From this test, there is a significant difference between the average value before treatment (pre-test) and the average value after treatment (posttest) for both the experimental class and the control class. Based on the comparison of the difference between the post-test and pre-test mean scores in the experimental class, the post-test and pre-test mean scores in the control class were higher for the experimental class, which was 15.13 for the experimental class > from 7.00 for control class. This means that there is a significant difference between the average value of the experimental group and the control group.

## **B. Suggestions**

Based on the results of the research entitled "Teaching pronunciation through reading aloud technique at seventh grade of SMP IT Al-Muqorrobin Cilegon", several suggestions can be made as follows:

### **a. For teacher**

1. To further improve student learning outcomes at SMP IT Al-Muqorrobin Cilegon by the way teachers apply learning using the reading aloud technique, is an alternative choice to improve student learning outcomes in addition to using conventional methods that have been used so far, so that by using the reading aloud learning technique there is reciprocity between students and teachers, the teaching and learning situation in the classroom is getting interesting and students are more active.
2. Learning English, especially regarding pronunciation related to vowel sounds, should be done by applying various learning models so that students become motivated to learn. One of the learning techniques that teachers can use in learning English, especially regarding pronunciation, is learning to use the reading aloud technique.
3. Teaching models using reading aloud techniques can be applied to other subjects, not only English subjects,

because learning using reading aloud techniques can improve student learning outcomes.

**b. For students**

1. Students should have more practice on their English pronunciation.
2. Students should be more confidence with their English pronunciation.
3. Students should be an active student during the learning process and always pay attention on what the teacher explained.

**c. For Other Researcher**

1. For the other researcher, they anticipated that this work will serve as a resource for future research.
2. The next researcher can select other challenge topic/materials that suitable for the students.
3. The next researcher should consider suitable text based on grade of the students.