

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After examining the research results from the previous chapter, the investigator draws the following conclusions and suggests the following actions.

#### **A. Conclusion**

Based on the formulation of problem the conclusion can be discussion as follows:

1. Based on the students' could use the Read Along application easily, it was discovered that only around 20% of students had mastered its functions when it was first incorporated in the cycle. This was primarily due to their lack of experience with the application technology and user interface, which made it difficult for them to navigate and utilize the features effectively. These problems made it clear that studnets' needed to be taught how to use the application more responsibly. Students gained more knowledge and experience with the Read Along application in cycle II, when they also gained a grasp of how to use it. Consequently, 80% of the students successfully learned how to use the application capabilities and applied it in accordance with the correct procedure.
2. The researcher compiles the results of the first and second tests. The first cycle test results showed that the students' performance did not meet the Mastery Minimum Criteria, or KKM. To achieve the criteria, 75% of students must pass the Mastery Minimum Criteria (KKM). 6 (17.65%) out of the total number of students received a score greater than the Mastery Minimum Criteria (KKM). In order to improve the students' pronunciation, the researcher conducted extra research in Cycle II after six students' in Cycle I test 1 were able to

achieve the average Mastery Minimum Criteria (KKM). As a result, 80% of students in Cycle II, or 29 out of 34 students in Class VII, satisfied the Mastery Minimum Criteria (KKM).

Therefore, it can be concluded that the results show how beneficial it is to utilize the Read Along application to assist students' with their pronunciation. This is demonstrated by the fact that cycle 1 exam scores have improved, with 6 students (17.65%) scoring more than 75. In cycle II, 29 students' received a score of greater than 75, averaging 85.30 percent. Thus, the researcher kept monitoring the students' until the cycle II, by which time 80% of them had improved their pronunciation and English language learning.

## **B. Suggestion**

Based on the study's findings, some suggestions are offered to Students', English Teachers, School and Future researchers.

### **1. For English Teacher**

The English teacher can use the Read Along application to help the students' with pronunciation. In order to foster an English-language atmosphere, the teacher should also encourage students' to speak the language during class. As a result, the students' will talk more confidently and pronounce words more clearly. By encouraging students' not to be afraid to converse in English or to make mistakes, teachers can help their students' remain enthusiastic and involved in their English studies before class ends.

### **2. For School**

The researcher thinks that all Indonesian schools would use the study's findings as a medium or reference when teachers use the

Read Along application to teach students' pronunciation skills in English. This Read Along application is excellent when used gradually and sequentially since the content that is presented aligns with how students' learn. from simple to complex content. It is therefore advised to utilize it gradually.

### 3. For Other Researchers

The researcher anticipates that other researchers will find this research helpful as a reference for their own future research on the Read Along application in order to improve students' pronunciation skills. And for other researchers, it is appropriate to do the same research but in different aspect, for example in reading and speaking.