

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing data the researchers conclude that the result of this study can be described as the student's reading skills in the eighth grade of SMP Negri 1 Cigeulis before the treatment were low under the score of 200, while the students' scores after the treatment were increase but not to high under the score of 300. Meanwhile, the mean of students' pre-test scores in the control class is 235, and the mean of students' post-test scores in the control class is 246,5. This shows that most students' scores were 'low' with only a few scoring 'medium' and 'excellent'.

Finally, research on using the read-aloud strategy shows that it can not improve the reading skills of Grade eight students of SMP Negri 1 Cigeulis. In this study, the read aloud method, although it can be considered an effective way to improve students' reading skills, does not always work for grade 8 students at SMP Negri 1 Cigeulis for a number of logical reasons. Firstly, this method often does not sufficiently stimulate more complex reading skills, such as reading comprehension and critical analysis. At grade 8 level,

students need to practice not only reading fluently but also comprehending and interpreting texts with more depth. Read aloud tends to focus more on the technical aspects of reading such as pronunciation and intonation rather than on understanding the content of the text. Secondly, students at this age have started to develop a preference for more independent and interactive ways of learning. The read aloud method may feel monotonous or uninteresting to them, which can reduce their motivation and engagement in the learning process. Also, in this method, students' involvement in active discussions about the text, which can deepen their understanding, may not happen to the fullest extent. Finally, the effectiveness of the read aloud method is also affected by the diversity of students' reading ability levels. Students with varying levels of reading ability may feel less encouraged to improve if they only follow the same method without any differentiation or additional support that suits their individual needs. Therefore, for grade 8 students of SMP Negeri 1 Cigeulis, it is important to consider a more varied and interactive approach to reading learning that can be more effective in improving their overall reading comprehension.

## **B. Suggestion**

Based on the conclusion above, it can be delivered some suggestions that might be useful. The suggestions for the teacher and students are as follows:

1. For teachers
  - a. In learning reading comprehension in the classroom, teachers are more creative in teaching students to improve the teaching-learning process.
  - b. Teachers can apply another strategy in teaching reading skills because read aloud strategy can not help much students to be more familiar with the text they will read.
  - c. English teachers should not neglect pre-reading activities that can attract students' motivation to learn English. Finally, it is advisable for students to try using this strategy before reading English texts. It can help them improve their speaking ability and confidence.
  - d. Teachers should be able to use varied and interesting strategies in teaching reading skills that are more effective than the read-aloud method.

2. For students
  - a. The students should practice reading English texts a lot to improve their knowledge and information.
  - b. Students are advised to practice their reading skills by using the read aloud strategy. This strategy allows students to build confidence when reading.
3. For the researcher
  - a. If other researchers want to use this strategy, the author hopes that further research can be developed to improve other abilities of students such as speaking, writing, and listening.
  - b. In implementing the read aloud strategy, other researchers can use different media other than those in the textbook.