

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **1.1 Conclusion**

Based on the research findings and discussions, it can be concluded that the use of “*Let’s Read Asia*” in English learning significantly provides a positive effect in improving students' reading aloud ability at the 7th-grade junior high school level. The use of “*Let’s Read Asia*” in the experimental class as a learning medium piques students' interest in learning English. The audio features and illustrations that describe the contents of the story can make it easier for them when reading aloud. It can be seen based on the results of the post-test scores of the experimental class, which are higher than the control class. It indicates that the treatment using “*Let’s Read Asia*” has a positive effect on students' reading aloud.

The scoring system of reading aloud has four aspects, they are: volume, pace, phrasing, and reading accuracy. It is true that *Let’s Read Asia* affects the students’ reading aloud ability. Based on the results of the pre-test and post-test in each aspect of scoring, it can be concluded that aspects of phrasing have a low effect on students' reading aloud. Although the use of *Let’s Read Asia* is able to improve students' phrasing skills, when compared with other aspects, phrasing is the aspect that has the lowest percentage in influencing students' reading aloud skills.

#### **1.2 Suggestion**

“*Let’s Read Asia*” has an effect on the reading aloud ability of students of SMP Negeri 9 Muaro Jambi, hence the researcher provides suggestions to English teachers as follows:

1. First, it is suggested for English teachers to consider “*Let’s Read Asia*” which has a significant effect on improving the reading aloud ability of seventh-grade students.
2. Second, it is suggested for English teachers to use e-books or some kind of digital learning media, such as “*Let’s Read Asia*”. Hence, students are always enthusiastic and look forward to the next English class.