

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1. Conclusion**

Based on the results and discussion in the previous chapters, this study concludes that the students' ability in reading aloud is still relatively low. Most of the students are categorized in the poor level, with only a few reaching the fair or good level. This evaluation is based on several components of reading aloud, including pronunciation, fluency, volume, intonation, and expression. Among these, pronunciation and intonation were the most challenging aspects for the students, while volume was generally not a significant problem.

The findings also show that several internal and external factors influenced students' performance in reading aloud. Internal factors include phonological awareness, vocabulary knowledge, motivation, and confidence. Students who lacked vocabulary and confidence were more likely to struggle with pronunciation and expression. External factors include intonation and expression skills, unfamiliar text or vocabulary, and the learning environment. Students with less exposure to reading aloud or a lack of teacher support tended to perform poorly.

This research supports existing theories that emphasize reading aloud as a complex skill involving not only reading accuracy but also fluency, comprehension, and performance elements. It also confirms that affective factors like anxiety and motivation, as well as instructional practices, significantly impact students' success in reading aloud activities.

#### **5.2. Recommendation**

Based on the findings of this research, the following recommendations are proposed:

1. For English Teachers

Teachers should provide regular and structured reading aloud practice in the classroom. Special attention should be given to pronunciation and intonation training, as these are common areas of

difficulty. Teachers are also encouraged to create a supportive and non-judgmental environment to reduce students' anxiety and build their confidence when reading aloud.

2. For Students

Students are encouraged to practice reading aloud regularly, both in and outside of the classroom. They should make efforts to improve their vocabulary knowledge and pronunciation by listening to native speakers or using pronunciation tools. Participating actively in class and being confident in making mistakes are essential for progress

3. For Future Researchers

Future researchers can explore reading aloud by involving treatment or instructional interventions to see how students' abilities change after specific training. They are also encouraged to conduct studies with larger sample sizes or across different educational levels to gain broader insights.

4. For Schools

Schools should support reading programs that encourage reading aloud. Providing access to English books, audio materials, and trained teachers can enhance students' interest and ability in reading aloud.