

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and recommendation based on the findings of the research. The conclusion is based on the analysis of students' pre-test and post-test scores, both the experimental and control classes, and from the feedback of the students towards the use of the *NaturalReader* application. The data were analyzed quantitatively to determine the impact of the *NaturalReader* application on pronunciation proficiency in EFL Students'. Drawing from the results presented in Chapter IV, this chapter provides the principal findings and offers suggestions for future practice and research.

5.1 Conclusion

This research concluded that the *NaturalReader* application had a significant impact on EFL learners' pronunciation proficiency development, particularly in the segmental features of vowels and consonants. The experimental group's mean score increased from 48.53 in the pre-test to 83.05 in the post-test, while the control group's mean score also increased but to a lesser extent, from 44.47 to 66.11. The paired sample t-test of the experimental group showed a Sig. (2-tailed) = 0.000, indicating a statistically significant improvement after using *NaturalReader*.

A normality test was conducted prior to hypothesis testing and indicated that all data were normally distributed (Sig. > 0.05). The homogeneity test also indicated the variances of data for both groups were equal (Sig. > 0.05). An independent sample t-test was then used to compare post-test scores for the two groups and indicated a Sig. (2-tailed) = 0.000, which represents a significant difference and confirms the effectiveness of the application compared to teacher directed method.

Additionally, the perceptions of the students elicited through a 20-item Likert-scale questionnaire showed general positive attitudes towards *NaturalReader*. The descriptive statistics indicated that the mean response scores were between 3.8

and 4.6, reflecting agreement or strong agreement on items related to its usefulness, ease of use, and helpfulness in pronunciation improvement. The results suggest that *NaturalReader* not only enhanced the pronunciation capacity of the students but also enabled greater motivation and independent learning in the context of EFL.

5.2 Suggestions

Based on the findings and conclusion of this research, it can be observed that *NaturalReader* is useful as a tool for improving students' pronunciation ability. *NaturalReader* can be utilized as an auxiliary tool for pronunciation practice in the classroom. However, the limitation of this research should not be overlooked. For these reasons, the following are suggested to be further explored by English teachers, students, and future researchers.

1. English Teachers

- a. Teachers of English are encouraged to integrate *NaturalReader* or other TTS application into their teaching, particularly in pronunciation exercises.
- b. Teachers should guide the students in how to utilize the application effectively, i.e., how to listen, imitate, and practice daily with native-like models.
- c. Training workshops on computer-assisted pronunciation tools may be helpful to equip teachers to make effective use of such media in the classroom.

2. For Students

- a. Students are advised to use *NaturalReader* as a self-study tool for pronunciation practice outside the classroom.
- b. Regular use of the application can help improve listening discrimination and articulation accuracy, especially in difficult phonemes.

- c. Students are to actively engage themselves in pronunciation practice using the application, not only for sound imitation, but also for confidence building in English speaking.

3. For Future Researchers

- a. Future research is recommended to conduct the same research on a larger and more diverse population to further confirm these findings.
- b. It would be intriguing to examine other aspects of speaking proficiency such as fluency, stress, and intonation in relation to TTS-based learning application.
- c. A longitudinal research could also uncover the long-term effect of *NaturalReader* use on pronunciation development.