

## CHAPTER V

### CONCLUSION

Based on the entire analysis and observation of students in Senior High School in East Jakarta, we found several results from field observations regarding the use of the Wellpron application and conventional teaching methods in classroom activities for teaching English, particularly pronunciation. There existed a significant effect on students' pronunciation ability before and after socialization using the Wellpron application, as evidenced by the Asymp. Sig. (2-tailed) value of 0.000 obtained from the pre-test and post-test results of the experimental group. This statistical result indicates that the probability value is far below the conventional significance level of 0.05, leading to the rejection of the null hypothesis and the acceptance of the alternative hypothesis. In other words, the observed improvement in students' pronunciation performance is not due to chance but can be attributed to the instructional intervention employing the Wellpron application. The findings suggest that the application effectively facilitates students' awareness and accuracy of English pronunciation through consistent exposure, guided practice, and immediate feedback features embedded in the digital platform. Furthermore, the substantial difference between the pre-test and post-test scores demonstrates that students were able to internalize pronunciation rules and apply them more accurately after engaging with the application during the learning process. This improvement also reflects the potential of technology-assisted pronunciation instruction to enhance learner autonomy and motivation, as students can practice independently and repeatedly at their own pace. On the other hand, the statistical evidence strongly supports the conclusion that the use of the Wellpron application has a positive and significant impact on students' pronunciation ability, making it a valuable instructional tool in the English as a Foreign Language (EFL) context.

The significant difference in students' pronunciation ability between the experimental class and the control class, as indicated by the Asymp. Sig. (2-tailed) value of 0.000 obtained from the post-test scores of both groups. This result demonstrates that the probability value is considerably lower than the predetermined significance level of 0.05, which leads to the rejection of the null hypothesis and confirms the acceptance of the alternative hypothesis. The finding implies that the students who received instruction using the Wellpron application achieved markedly better pronunciation performance compared to those who were taught through conventional instructional

methods. This difference can be attributed to the interactive and technology-based features of the Wellpron application, such as real-time feedback, repeated listening and speaking practice, and focused attention on segmental and suprasegmental aspects of pronunciation, which are not always emphasized in traditional classroom instruction. Moreover, the application allows learners to engage in self-paced practice, enabling them to identify and correct their pronunciation errors independently, thereby reinforcing learning outcomes. The significant gap in post-test scores between the two classes highlights the effectiveness of integrating digital pronunciation tools into English language instruction, particularly in EFL settings where exposure to authentic pronunciation models may be limited. Consequently, these results provide strong empirical evidence that the Wellpron application is more effective than conventional teaching approaches in improving students' pronunciation ability, and its implementation can contribute positively to enhancing overall speaking proficiency.

Furthermore, for student perspective, the research findings indicate that students are encouraged to use the Wellpron application regularly as an effective strategy to enhance their pronunciation skills, including segmental features, intonation patterns, and word stress. Consistent engagement with the application enables learners to become more familiar with accurate sound production and fluency aspects of spoken English through repeated exposure and practice. Students should pay close attention to the corrective feedback provided by the application, as this feedback assists them in identifying specific pronunciation errors and guides them toward more accurate articulation. Repeating the exercises until acceptable levels of accuracy are achieved is strongly recommended, as repetition plays a crucial role in developing muscle memory and phonological awareness. Furthermore, learners are advised to adopt a gradual practice approach, beginning with simple words or short phrases and progressively advancing to longer and more complex sentences, which can help strengthen pronunciation ability in a structured and incremental manner. Although a significant portion of practice is conducted independently through the application, students should not rely solely on autonomous learning. Active participation in classroom activities, such as pronunciation drills, dialogues, and oral presentations, is also essential, as face-to-face interaction provides opportunities for real-time communication and lecturer guidance. By integrating regular application-based practice with classroom engagement, students can maximize the benefits of both autonomous and collaborative learning environments, ultimately leading to more accurate, confident, and intelligible pronunciation.

Moreover, for teachers, the Learning system is recommended to integrate the Wellpron application as a supplementary digital media in pronunciation instruction while providing clear guidance on its use so that students are able to gain maximum benefit from the application. Teachers play a crucial role in scaffolding students' learning by explaining how to use the application effectively, interpreting the feedback generated by the system, and aligning the application-based activities with the instructional objectives of the lesson. Rather than replacing traditional instruction, the Wellpron application should be combined with conventional teaching methods, such as oral drills, guided repetition, role-plays, and group discussions in the classroom to ensure that students experience a balanced and comprehensive approach to pronunciation learning. This integration allows students to practice pronunciation individually through technology while also developing communicative competence through face-to-face interaction in the classroom. Moreover, teachers are encouraged to regularly monitor students' progress by reviewing practice results, administering formative assessments, and observing students' oral performance during classroom activities. Continuous evaluation enables teachers to identify students' strengths and weaknesses in pronunciation and to provide targeted feedback or additional practice where necessary. By consistently reinforcing students' mastery of pronunciation through both digital tools and teacher-led instruction, educators can create a more effective and engaging learning environment that supports sustained improvement in students' pronunciation skills.

In senior high school, where English is a mandatory subject, the evolution of English language learning is increasingly necessary, particularly in the area of pronunciation instruction, which has often been marginalized in traditional classroom practices. Pronunciation plays a crucial role in intelligible communication, and insufficient attention to segmental features such as the glottal [t] may hinder students' spoken proficiency despite adequate grammatical or lexical knowledge. Based on the observational results above, the integration of digital learning tools, specifically the Wellpron application, demonstrates a measurable enhancement in students' competency in producing the glottal [t] sound. The application provides learners with repeated exposure to authentic pronunciation models, immediate auditory feedback, and opportunities for self-paced practice, which collectively support phonological awareness and motor articulation accuracy. The observed improvement suggests that technology-assisted pronunciation learning facilitates a more learner-centered and interactive environment compared to conventional teacher-led drilling. Moreover, the use of Wellpron aligns with contemporary pedagogical demands that

emphasize autonomy, experiential learning, and multimodal input, all of which are essential for addressing diverse learner needs in senior high school contexts. Therefore, the findings indicate that the evolution of English instruction, particularly through the incorporation of pronunciation-focused digital applications, is not only pedagogically relevant but also empirically supported in enhancing students' mastery of specific phonological features such as the glottal [t], ultimately contributing to more effective and comprehensible spoken communication.

The findings are interpreted as empirical evidence that conventional teaching systems, when applied in isolation, are increasingly insufficient for enhancing students' ability to accurately produce and implement English pronunciation in the digital era. Traditional instructional approaches often rely heavily on teacher-centered explanation and limited repetition, which restrict students' exposure to authentic pronunciation models and reduce opportunities for individualized practice and feedback. In contrast, the observational results indicate that learners show greater improvement when digital tools are incorporated, suggesting that conventional methods lack the flexibility and intensity required to address complex phonological features such as accurate consonant realization. In a learning environment shaped by rapid technological development, students are accustomed to interactive, multimodal, and self-directed learning experiences; therefore, pronunciation instruction that does not adapt to these conditions' risks becoming pedagogically less significant. Moreover, conventional systems tend to emphasize written competence over spoken performance, leading to a gap between theoretical knowledge of pronunciation rules and practical oral implementation. The limited effectiveness of such systems in fostering pronunciation accuracy highlights the need for pedagogical transformation rather than total replacement, where conventional instruction is supported and enhanced by digital applications. Consequently, the evidence supports the argument that, in the current digital context, traditional teaching systems alone are not sufficiently significant in improving students' pronunciation proficiency, and that technology-integrated approaches are essential to achieve meaningful and sustainable learning outcomes.