

CHAPTER 5

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents the conclusion and some suggestions in line with the use of *Text-To-Speech* to improve bottom up listening achievement administered in the eighth graders of Al Hikmah Junior High School.

Conclusion

As presented on the previous chapter, there is improvement on the students’ bottom up listening achievement and the average score of the students is better than the result of the pre test after they were taught by using TTS as proven in three cycles of this research (cycle 1: 83, cycle 2: 79, cycle 3: 84, and post test: 92). In addition, the students’ listening achievement level was also improved. Besides, their individual score also improved in three cycles. The improvements were caused by the teaching and learning processes done in nine meetings. In the teaching and learning processes, the teacher applied four techniques i.e. observation, explanation, imitation, and review the words in every meeting. Based on

these findings, the researcher concluded that TTS could improve the students’ bottom up listening achievement. They were able to identify verb 2 sounds, weak stress, and linkage.

The weakness of the study is the researcher cannot make effort to internalize the teaching of irregular verbs that have pattern –ought /ɔ:t/. After the third cycle some students still pronounce incorrectly *bought*, *brought*, and *thought*. Their pronunciation returns to their wrong pronunciation but the researcher could not continue conducting the research because the time to do the research was over.

Suggestions

Considering the results and the findings of the study, the following are the researcher’s suggestions:

For English Teachers

Considering the result and findings in this study, the researcher suggested other English teachers to teach “microskills” English sounds using TTS. By using TTS, the students can recognize the right pronunciation of English sounds. Besides, the students can also recognize the weak stresses, and linkage. In employing TTS, the other English

teachers need to repeat the words. The teachers should often review the pronunciation of the words using TTS. It aims to keep the retention of their pronunciation. The researcher expects that the other English teachers will do the same thing.

Further Study

This study is only limited to teaching verb 2 sounds, certain weak stresses, and certain linkage because the time to conduct this research is limited. For further research, the teacher or other researchers can develop the research on other morphological endings such as –s, and –ing, other weak stress sounds, such as in modals and pronouns, or another stress such as stress on syllable. The researcher can also develop another linkage, such as another morphological ending –s to differentiate /s/ and /z/ sounds.

Then, this research is a classroom action research. The researcher cannot prove whether TTS is better than teacher’s pronunciation. Therefore, another researcher can do an experimental research to investigate the effectiveness of TTS, compared with Indonesian English teacher’s pronunciation.

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