

EXPLORING HIGH SCHOOL STUDENTS' EXPERIENCES WITH NATURAL READER APP IN ENGLISH PRONUNCIATION

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Abstract: This descriptive qualitative single-case study explores high school students' experiences using Natural Reader, a text-to-speech application, for English pronunciation practice in a real-life school context. The case is a public senior high school in North Sumatra, Indonesia. Thirty Grade 10-11 students were selected through purposive, maximum-variation sampling (all had used Natural Reader for ≥ 4 weeks). Data were generated via semi-structured interviews (conducted in Bahasa Indonesia), non-participant classroom observations of teacher-guided practice, and a short questionnaire designed to describe the case and triangulate themes rather than test causal effects. Interview and observation records were analysed using reflexive thematic analysis (familiarisation; inductive coding; category grouping; theme generation, review, and refinement; narrative synthesis). Anonymised labels (S1-S30) were used throughout. Findings indicate that students commonly selected short texts, chose preferred voices, adjusted playback speed, and looped segments for listen-and-repeat routines. Questionnaire tallies showed that 25/30 students (83.3%) perceived Natural Reader as helpful for improving pronunciation, and 27/30 (90.0%) believed regular use supported their progress. While students valued the app's flexibility, several reported challenges related to motivation and limited feature literacy (e.g., speed and voice adjustments). Overall, Natural Reader appears promising as a pronunciation support when paired with teacher scaffolding and in-class speaking opportunities that encourage sustained, strategic practice. The study offers practical implications for integrating text-to-speech tools into pronunciation instruction in high-school contexts.

Keywords: *english pronunciation, Natural Reader, qualitative case study, high school, technology-enhanced language learning*

INTRODUCTION

English language teaching at the high school level in Indonesia currently faces a number of challenges. Although English has been taught as a compulsory subject, many students still experience difficulties in the pronunciation aspect (Collins et al., 2021; M. A. A. Mohammed & Idris, 2020; Nafi'a et al., 2025). This difficulty is often caused by the lack of opportunities for students to listen to and practise pronunciation with appropriate sources. In addition, time

constraints in the learning process and variations in teaching quality from various teachers exacerbate this problem (Leu & Price-Rom, 2006; Mantra et al., 2019; Towers et al., 2025). Therefore, mastering proper pronunciation should be a priority in English education, but the reality shows that many students still face difficulties in this regard.

Based on a survey conducted by Anggraeni (2024), more than 60% of high school students admitted to having difficulties in pronouncing English words correctly, especially in terms of intonation and word stress. This shows that mastery of pronunciation is an aspect that has not been fully mastered by students, even though English has been studied since elementary school. Inability to pronounce words correctly can hinder effective communication, especially in a globalized world that increasingly requires good English skills.

The problem of inaccurate English pronunciation is a major challenge in English language learning in Indonesia. Many students have difficulty pronouncing English words correctly, especially in terms of intonation, word stress, and pronunciation of vowel sounds that do not exist in Indonesian (Fadiah Nur Amalia et al., 2023; Kosasih, 2021; Ristati et al., 2024; Tambunsaribu & Simatupang, 2021). This hinders effective communication and impacts on speaking ability as well as comprehension of everyday conversations. While technology can be used to help address these issues, its utilisation by students is often limited.

In this context, technologies such as the Natural Reader app, which converts text into sound, can provide opportunities for students to practise pronunciation by listening to real voices directly. This app allows students to listen to the correct pronunciation and practise it independently outside of class time. Natural Reader is very useful in the listening pronunciation process, as it allows students to listen to the correct pronunciation and mimic it to improve their pronunciation accuracy (Al-Jarf, 2022; Fitria, 2022, 2023; Purnama et al., 2024). The app provides flexibility for students to practice anytime and anywhere without the need for direct guidance from the teacher. Although the app is available, many students have not utilised it to its full potential. This indicates a gap between the expectations of technology use and the reality on the ground, which is often caused by a lack of understanding of how to use the app optimally (McCarthy et al., 2021; Olsson, 2012; Truong et al., 2021).

This study aims to explore high school students' experiences in using Natural Reader to practise English pronunciation and how the application supports their learning process. Given the growing need for strong English communication skills, especially in education, employment, and international interaction, understanding students' experiences with technology-based pronunciation practice is important. With the advancement of technology, applications such as Natural Reader can offer practical opportunities for students to engage in independent pronunciation practice anytime and anywhere, beyond classroom time.

The main focus of this study is to investigate how students use Natural Reader to overcome challenges in pronunciation, including intonation, word stress, and vowel sounds, and how they perceive its usefulness for their learning. Through its features such as voice speed settings and voice type options, the app allows students to listen to correct pronunciation and imitate it independently. This research does not aim to measure the app's effectiveness through experimental testing, but rather to describe students' experiences, perceived benefits, and challenges when using the app for pronunciation practice. This study is expected to provide insights into how text-to-speech applications can support students'

pronunciation learning and to offer practical implications for integrating technology into high school English teaching. By exploring students' experiences, this research contributes to a better understanding of how technology can be used effectively in language learning at the high school level.

Theoretically, this study will connect the use of Natural Reader with language learning theory, specifically pronunciation teaching theory and technology-enhanced language learning (TELL). TELL theory emphasises the importance of technology in improving the effectiveness of language learning (Olsson, 2012; Ozverir et al., 2021; Rosell-Aguilar, 2021). With apps such as Natural Reader, students can listen and imitate correct pronunciation, which supports the constructivism theory in language learning, where students construct knowledge through active interaction with technology (Feyzi Behnagh & Yasrebi, 2020; Jie et al., 2020; S. Mohammed & Kinyo, 2020; Szabó & Csépes, 2022). The results of this study are expected to provide practical recommendations on how to integrate technology in English language teaching in schools.

METHODS

This study adopts a descriptive qualitative single-case study design to explore students' experiences using a text-to-speech application (Natural Reader) for English pronunciation practice in a real-life school context. A case study is appropriate because the inquiry focuses on an in-depth understanding of a bounded system, one public senior high school in Indonesia, without manipulating conditions. The design privileges participants' perceptions, practices, and meanings as they engage with technology for pronunciation learning.

The research was conducted at a public senior high school in North Sumatra, Indonesia (site anonymised for confidentiality). Participants were selected through purposive, maximum-variation sampling to ensure a range of English proficiency levels and usage patterns with the app. Inclusion criteria were: (a) currently enrolled in Grade 10 or 11, (b) has used Natural Reader for out-of-class practice for ≥ 4 weeks, and (c) has access to a smartphone or computer to run the app. Thirty students meeting these criteria provided informed consent. To protect identities, all participants are referred to as S1–S30, and any potentially identifying details were removed from the report.

Interviews elicited students' experiences, strategies, and perceived support from the app (e.g., feature use, routines, challenges). All interviews were conducted in Bahasa Indonesia to enable natural expression; selected excerpts were translated into English for reporting. Non-participant observations documented how students interacted with the app during teacher-guided practice (e.g., warm-up shadowing, micro-goals) and which features they relied on (e.g., speed control, voice selection, segment repetition). A brief questionnaire profiled students' perceptions (20 Likert items) and feature-use frequency (10 items). The instrument was designed to contextualize the case (descriptive counts) and support triangulation, not to test causal effects or make population-level claims. The full instrument and item-wise summaries are provided in Appendix A.

During observed sessions and in out-of-class practice, students typically: (a) selected or uploaded short texts, (b) chose a preferred voice, (c) adjusted playback speed, and (d) looped short segments for listen-and-repeat practice. This protocol was not imposed by the

researchers but emerged from students' habitual use and teacher prompts (e.g., “cut–listen–repeat–check”).

Interview audio was transcribed verbatim in Bahasa Indonesia. This study applied reflexive thematic analysis to interview transcripts and observation notes: familiarisation; inductive open coding; grouping codes into candidate categories; theme generation; theme review and refinement; and narrative synthesis with data excerpts. Observational records were coded for recurrent practice patterns (e.g., warm-up routines, feature sequences, peer co-modelling). Questionnaire responses were summarised descriptively (e.g., “25 of 30 students perceived...”; see Appendix A) to support and triangulate qualitative themes; detailed percentages and tables are relegated to Appendix A. All Indonesian quotes were translated into English for reporting and back-checked by a bilingual researcher for accuracy of meaning.

Credibility was enhanced through method triangulation (interviews, observations, questionnaire), peer debriefing on code–theme coherence, and maintenance of an audit trail (coding decisions, theme memos). Member checks were conducted at the level of summary prompts (participants verified short summaries of their interview points). Transferability is supported via thick description of the case context and inclusion criteria; dependability and confirmability were addressed through systematic documentation of analytic steps and reflexive notes. The study followed institutional ethical principles; parental/student consent was obtained, and all reporting is anonymised.

Use of Natural Reader App in Data Collection

This research also integrates the use of the Natural Reader application as part of data collection to understand students' experiences in listening pronunciation. The Natural Reader application is used as a tool to help students listen and imitate correct English pronunciation.

The following are the steps for using the Natural Reader application carried out by students in this study:

1. Download and install the Natural Reader app from the official website or Google Play Store on an Android device or computer.
2. Open the app and select the text you want to read, or import the text from a document file (e.g. PDF or Word file).
3. Select the desired voice (e.g. male or female voice in English), according to the student's preference.
4. Adjust the speed of the voice for comfortable listening, then press the 'Play' button to start listening to the pronunciation of the word or sentence.
5. Practice by repeating the heard pronunciation as many times as necessary to improve pronunciation accuracy.

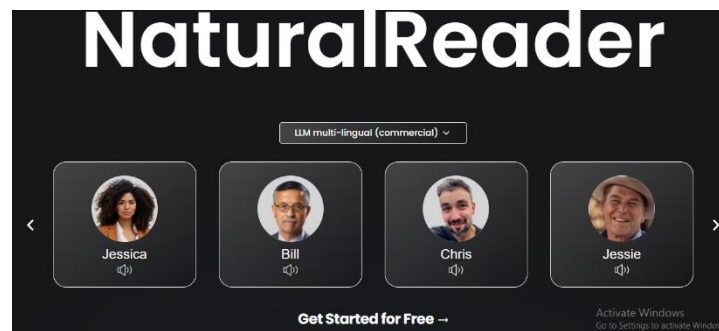


Figure 1: Natural Reader Application

By following these steps, students can practise listening and imitating the correct pronunciation, helping them improve their English pronunciation independently outside of class time.

Here is a view of the Natural Reader app showing the main interface and features used by students for pronunciation practice. This image illustrates how students access the text, select the voice, and set the voice speed according to their preferences. With the use of this app, students can more easily listen to the correct pronunciation of English words and practice imitating them to improve their pronunciation. This study looked at how often students use the app for practice and how it affects their pronunciation skills.

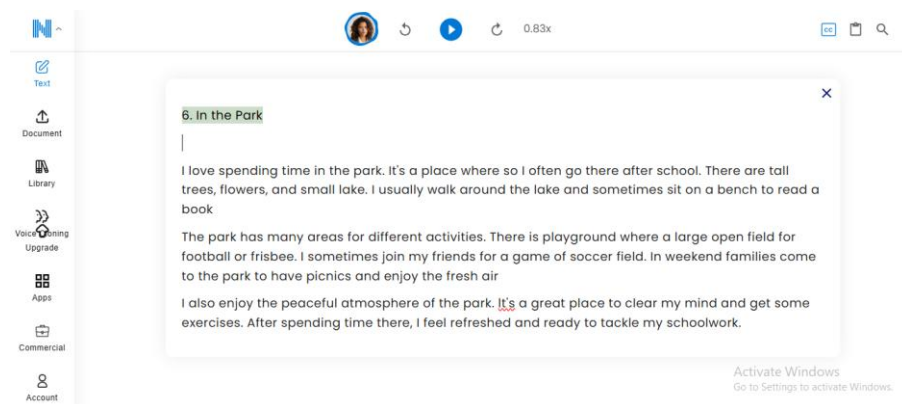


Figure 2: Natural Reader Application View

FINDINGS AND DISCUSSION

The results show that the use of the Natural Reader app was perceived by students as helpful and supportive in their efforts to practise and develop their English pronunciation. Based on data obtained from a questionnaire distributed to 30 students, most students found the app useful in improving their pronunciation. About 83.3% of the respondents agreed that Natural Reader helped them in improving their pronunciation skills, while 6.6% of the students stated that they did not feel the same benefit. Furthermore, 90.0% of the students believed that regular use of the app supported their pronunciation progress, reinforcing students' perceptions of the app as a useful learning aid.

The following table summarizes the results of the questionnaire relating to the use of the app and its impact on students' pronunciation skills:

Table 1. Students' perceptions of using the Natural Reader app for pronunciation practice (n = 30)

No.	Statement	Strongly Agree (%)	Agree (%)	Disagree (%)
1	The Natural Reader app helps me improve my English pronunciation	6.7	83.3	10.0
2	Regular use of the app supports my pronunciation progress	6.7	90.0	3.3
3	The app is easy to use for pronunciation practice	13.3	83.3	3.3
4	The voice output is accurate and clear enough to follow	10.0	86.7	3.3
5	I can clearly hear the stress and intonation patterns from the voice model	10.0	80.0	10.0
6	I feel more confident speaking after practicing with the app	6.7	76.7	16.6
7	The speed adjustment feature helps me understand difficult words	20.0	70.0	10.0
8	The voice selection feature makes practice more enjoyable	16.7	73.3	10.0
9	The repeat feature helps me master difficult words	23.3	70.0	6.7
10	Listening while reading improves my word recognition	26.7	66.7	6.6
11	Practicing with the app motivates me to learn English pronunciation	13.3	73.3	13.4
12	I often use the app at least three times a week outside class	16.7	60.0	23.3
13	Practicing with the app has become part of my study habit	10.0	70.0	20.0
14	The app helps me prepare for classroom speaking tasks or presentations	20.0	70.0	10.0
15	The app helps me learn new vocabulary with correct pronunciation	23.3	70.0	6.7
16	I can practice anytime and anywhere using this app	26.7	66.6	6.7
17	Practicing with this app is more comfortable than practicing aloud in class	16.7	70.0	13.3
18	Using the app helps me monitor my own pronunciation progress	10.0	73.3	16.7
19	I still need teacher feedback to make sure my pronunciation is correct	36.7	53.3	10.0
20	I hope the teacher integrates this app in regular classroom activities	30.0	60.0	10.0

(Likert scale: Strongly Agree / Agree / Disagree)

Based on the semi-structured interviews, students perceived Natural Reader as helpful and supportive for their efforts to practice and develop English pronunciation, especially through listen-and-repeat activities for words they had previously found difficult to pronounce. One student stated, "I felt more confident after using the app. I can listen to the correct pronunciation and try to follow it." This reflects that the app not only gave students access to accurate pronunciation models but was also associated with increased willingness and confidence to speak.

However, several students also acknowledged challenges in maintaining consistent use and in maximizing the app's features. One student noted, "I know the app can help me, but

sometimes I forget to use it regularly. I also don't really know how to adjust its features, especially the speed. Sometimes I just listen and don't really know how to maximise it.” A similar sentiment came from another student who said, “I use it when I have time, but I don't feel much change. Maybe if I knew the best way to use it, it would help more. So far, I've mostly listened without knowing whether that's the right way to practise pronunciation.”

Another student highlighted the need for external support to sustain habits, saying, “The app is easy to use, but I don't use it every day because I feel it isn't enough on its own for pronunciation practice. I think I need more motivation to keep practising daily, and without teacher support it's hard to stay consistent.”

Moreover, spoken confidence did not always improve uniformly. Several students mentioned, “I still feel less confident speaking English even though I've used the app.” and “The app helps, but I still struggle when I have to speak directly with others.” Another student summarised this need for interactive practice: “Although the app is good, I feel I need more live speaking practice, not just listening to the app's voice.”

Taken together, these narratives show that Natural Reader was experienced as a supportive tool, yet its perceived usefulness depended on factors such as motivation, feature literacy (e.g., speed adjustment and voice selection), and practice strategies (e.g., shadowing, segment repetition). These patterns are consistent with prior literature suggesting that while technology can support learning, its success depends largely on students' active engagement (Wekerle et al., 2022) and that live speaking opportunities remain essential to develop fluency (Mahdi, 2022). In this context, students implicitly indicated the need for teacher scaffolding to help guide their practice, set micro-goals, and sustain consistent use (Fitria, 2023).

The classroom observation data complemented the interviews by showing how students actually used the app in class settings and study routines. One prominent finding was the frequency of use outside class: about 70% of students reported practising at least three times a week, suggesting that Natural Reader had become integrated into their independent learning routines and could support learning beyond formal class hours. In class, the app was often used as a warm-up activity before short speaking tasks, while step reminders and micro-goals from the teacher helped keep students on-task and reduced the tendency toward passive listening. Observation also revealed peer collaboration, such as co-modelling and giving quick feedback, which combined the model voice from the app with peer correction. The observed use of key features aligned with the students' reports. The most frequently used features were speed adjustment, voice selection, and segment repetition, which were perceived as helpful for practising word stress and intonation contours. The following table shows the detailed frequency of feature use:

Table 2. Frequency of Natural Reader Feature Usage (n = 30)

No.	Feature Used	Often (%)	Sometimes (%)	Never (%)
1	Voice Type (Male/Female/Accent)	76.7	20.0	3.3
2	Speed Adjustment	70.0	23.3	6.7
3	Text Upload (from PDF/Word/Image)	53.3	36.7	10.0
4	Pronunciation Repeat Feature	83.4	13.3	3.3
5	Listening While Reading	86.7	10.0	3.3
6	Highlighting Words While Listening	63.3	30.0	6.7

No.	Feature Used	Often (%)	Sometimes (%)	Never (%)
7	Saving/Bookmarking Difficult Words	56.7	33.3	10.0
8	Copy–Paste Short Sentences for Practice	73.3	20.0	6.7
9	Adjusting Volume for Clearer Listening	66.7	26.7	6.6
10	Replaying Selected Segments Multiple Times	80.0	16.7	3.3

From a pedagogical perspective, observations showed that teacher demonstrations of strategies (for example, the cut–listen–repeat–check stages in shadowing) contributed to better focus and improved practice quality, and strengthened the integration of the app in classroom activities. These patterns support the idea that while Natural Reader was experienced as a supportive tool, factors such as consistency of use, feature literacy, and opportunities for live speaking practice mediated how much benefit students perceived (see also Purnama et al., 2024).

In addition, questionnaire data showed that 76.7% of students reported using the app at least three times a week to practise pronunciation. This pattern suggests that the app can be integrated into students’ study habits, which is an important factor in self-directed learning. This further supports the idea that technology, when used regularly, can enhance the learning process by allowing students to practice outside of formal class hours.

Overall, the findings indicate that students perceived Natural Reader as a useful tool for supporting English pronunciation practice. Students particularly valued features such as speed adjustment, voice selection, and repeated listening, while the interview data also showed that confidence and perceived benefit varied across learners.

The study also reveals that the integration of technology like Natural Reader provides a scalable and flexible solution for students, allowing them to learn at their own pace and revisit challenging pronunciation elements as needed. This flexibility, along with personalised settings, contributes to its effectiveness as a self-directed learning tool.

The following pie chart illustrates the distribution of student responses regarding the effectiveness of the Natural Reader app in improving their pronunciation skills. As shown, the majority of students found the app beneficial, with 90.0% agreeing that regular use of the app improves their pronunciation.

Students satisfaction with Natural Reader app

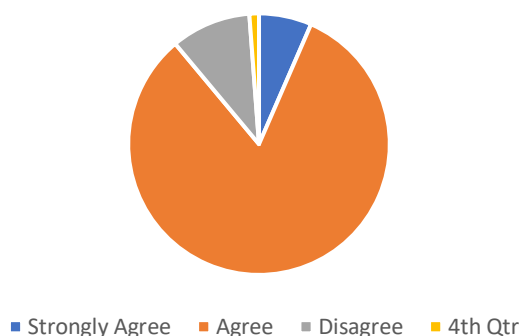


Figure 4: Distribution of Student Responses on the Effectiveness of Natural Reader

Discussion

The findings from this case study reveal that students perceived Natural Reader as a helpful and supportive tool for developing their English pronunciation. Questionnaire results showed that 83.3% of students agreed that the app supported their practice, and 90.0% believed regular use contributed to their improvement. This aligns with the findings of Fitria (2022), who reported that Natural Reader enhanced pronunciation accuracy among EFL learners through repeated listening and imitation of accurate speech models. Similarly, Purnama et al. (2024) found that students who frequently used Natural Reader demonstrated more confidence and accuracy in pronouncing English words. These parallels suggest that text-to-speech (TTS) tools can function as effective pronunciation models, particularly when students integrate them into their daily routines.

However, the study also highlights that not all students experienced the same level of perceived benefit, as several reported difficulties related to motivation, consistency, and feature literacy. Many students mentioned that they did not know how to adjust the app's speed or use its repeat features effectively, which limited their engagement and outcomes. These challenges echo Metruk (2024), who concluded that mobile-assisted language learning can support pronunciation development but requires structured guidance from teachers to be effective. Likewise, Moon (2020) emphasised that while TTS tools support self-directed learning, students often need teacher monitoring and scaffolding to use them strategically. This suggests that although Natural Reader provides accessible input, students still depend on external support to convert listening into active pronunciation practice.

Observation data further showed that students often used the app as a warm-up activity before speaking tasks and relied heavily on key features such as speed control, voice selection, and segment repetition. These patterns demonstrate that students tend to focus on micro-level practice to improve word stress and intonation. Such targeted use aligns with Sardegna (2022), who argued that pronunciation instruction should emphasize auditory practice and model-based repetition. In this study, classroom observations also revealed that teacher modelling (e.g., cut–listen–repeat–check routines) improved students' focus and practice quality, which confirms Nasim et al. (2022), who found that digital tools become more effective when integrated with structured classroom activities. Thus, the findings indicate that the pedagogical framing of technology use—including teacher guidance and classroom routines—plays a critical role in shaping how students engage with Natural Reader.

Despite frequent app usage, several students still reported low confidence in spontaneous speaking, indicating that technology alone may not be sufficient to build communicative fluency. Interview data showed that students often preferred listening rather than producing speech, which limited opportunities to receive feedback on their pronunciation. This is consistent with Mahdi (2022), who stated that while multimedia environments enhance pronunciation practice, real-time interaction is essential for developing fluency and confidence. From this perspective, the current findings support the argument that Natural Reader should complement, not replace, live speaking opportunities. Students require a combination of technological rehearsal and social interaction to transfer improved pronunciation accuracy into fluent, confident speech.

The results can also be interpreted through several theoretical lenses. From a Technology-Enhanced Language Learning (TELL) perspective, this study supports the claim that technology enables flexible and self-paced practice beyond classroom time (Kumar et al., 2023; Raffoul & Jaber, 2025; Reddy et al., 2023). It also aligns with strategy-based pronunciation pedagogy (Sardegna, 2022) by showing how students naturally used strategies such as slowing playback speed, selecting preferred voices, and looping short segments for intensive practice. Furthermore, applying Constructivism, students in this study actively built pronunciation knowledge by interacting with both the digital models and their peers/teachers—supporting Erbil (2020) and Newman & Latifi (2021), who argue that learning occurs through social interaction and active engagement with learning tools.

Practically, these findings suggest that English teachers should integrate Natural Reader into a broader pronunciation program by (1) embedding structured shadowing routines as warm-up tasks, (2) providing mini-lessons on app features to improve students' digital literacy, and (3) combining out-of-class app practice with in-class speaking and feedback sessions. Such integration would help transform passive listening into strategic pronunciation training and increase students' confidence in using English. Nonetheless, this study was conducted with a small sample of 30 students at one school, so the findings are context-bound rather than generalisable. Future studies could explore different scaffolding designs, track students' habit formation over longer periods, and examine how app-based rehearsal transfers to spontaneous speaking in varied educational settings.

CONCLUSION

This study explored high school students' experiences in using the Natural Reader app to support their English pronunciation practice. Most students perceived the app as helpful in providing accessible pronunciation models, with 90.0% indicating that regular use supported their progress. However, several students reported that they did not experience the same level of benefit, mainly due to low motivation or irregular practice habits. These findings suggest that non-technical factors, particularly students' active engagement and consistency, strongly shape how effectively they can benefit from the app.

Based on these findings, it can be concluded that Natural Reader can serve as a supportive tool for developing students' pronunciation skills, especially when used as part of out-of-class self-practice. However, its potential is more likely to be realized when students receive initial guidance on how to use the app effectively and when teachers provide ongoing encouragement and feedback. Rather than replacing classroom instruction, the app works best as a complementary resource that allows students to rehearse pronunciation at their own pace.

The practical implications of this study highlight the importance of integrating technology with classroom pedagogy. English teachers may consider incorporating Natural Reader not only as an independent practice tool outside class but also as part of structured pronunciation activities during lessons. Future research could investigate how similar text-to-speech applications are experienced by students in different educational levels, and explore other factors influencing their effectiveness, such as students' learning habits, self-regulation, and the role of face-to-face speaking opportunities.

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APPENDICES

Appendix A

Kuesioner Persepsi Siswa tentang Penggunaan Aplikasi Natural Reader untuk Latihan Pelafalan

No	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju
1	Aplikasi Natural Reader membantu saya meningkatkan pelafalan bahasa Inggris	☐	☐	☐
2	Penggunaan aplikasi secara rutin mendukung kemajuan pelafalan saya	☐	☐	☐
3	Aplikasi ini mudah digunakan untuk latihan pelafalan	☐	☐	☐
4	Suara keluaran cukup akurat dan jelas untuk diikuti	☐	☐	☐
5	Saya dapat mendengar pola tekanan kata dan intonasi dengan jelas	☐	☐	☐
6	Saya lebih percaya diri berbicara setelah berlatih dengan aplikasi	☐	☐	☐
7	Fitur penyesuaian kecepatan membantu saya memahami kata-kata sulit	☐	☐	☐
8	Fitur pemilihan suara membuat latihan lebih menyenangkan	☐	☐	☐
9	Fitur ulang (repeat) membantu saya menguasai kata-kata sulit	☐	☐	☐
10	Mendengarkan sambil membaca meningkatkan pengenalan kosakata saya	☐	☐	☐
11	Berlatih dengan aplikasi memotivasi saya mempelajari pelafalan	☐	☐	☐
12	Saya sering menggunakan aplikasi ini minimal tiga kali seminggu di luar kelas	☐	☐	☐
13	Berlatih dengan aplikasi telah menjadi bagian dari kebiasaan belajar saya	☐	☐	☐
14	Aplikasi membantu saya menyiapkan tugas/presentasi lisan di kelas	☐	☐	☐
15	Aplikasi membantu saya mempelajari kosakata baru dengan pelafalan yang benar	☐	☐	☐
16	Saya bisa berlatih kapan pun dan di mana pun dengan aplikasi ini	☐	☐	☐
17	Berlatih dengan aplikasi lebih nyaman daripada berlatih keras di kelas	☐	☐	☐
18	Menggunakan aplikasi membantu saya memantau kemajuan pelafalan saya	☐	☐	☐
19	Saya tetap membutuhkan umpan balik guru untuk memastikan pelafalan saya sudah benar	☐	☐	☐
20	Saya berharap guru mengintegrasikan aplikasi ini dalam kegiatan pembelajaran di kelas	☐	☐	☐

Appendix B

Frekuensi Penggunaan Fitur Aplikasi Natural Reader (n = 30)

(Skala: Sering / Kadang-kadang / Tidak Pernah)

No	Fitur yang Digunakan	Sering	Kadang-kadang	Tidak Pernah
1	Pemilihan jenis suara (laki-laki/perempuan/aksen)	☐	☐	☐
2	Penyesuaian kecepatan suara	☐	☐	☐
3	Mengunggah teks dari file (PDF/Word/Gambar)	☐	☐	☐
4	Fitur pengulangan pelafalan	☐	☐	☐
5	Mendengarkan sambil membaca	☐	☐	☐
6	Menyorot (highlight) kata saat mendengarkan	☐	☐	☐
7	Menyimpan/menandai (bookmark) kata-kata sulit	☐	☐	☐
8	Menyalin–menempel (copy–paste) kalimat pendek untuk latihan	☐	☐	☐
9	Menyesuaikan volume agar lebih jelas saat mendengarkan	☐	☐	☐
10	Memutar ulang bagian/segmen tertentu berkali-kali	☐	☐	☐

Appendix C

Pertanyaan Wawancara untuk Siswa

Audiens	Pertanyaan
Siswa	1. Apa pendapat Anda tentang penggunaan aplikasi Natural Reader untuk latihan pengucapan bahasa Inggris?
	2. Fitur apa yang paling sering Anda gunakan dan mengapa Anda merasa fitur tersebut membantu meningkatkan pengucapan Anda?
	3. Bisakah Anda menceritakan pengalaman tertentu saat Anda merasa kemampuan pengucapan Anda meningkat setelah menggunakan aplikasi ini?
	4. Apa saja kesulitan atau tantangan yang Anda hadapi ketika menggunakan aplikasi ini untuk latihan pengucapan?
	5. Dukungan atau bimbingan seperti apa dari guru yang membantu Anda agar lebih konsisten menggunakan aplikasi ini?

BIO STATEMENT

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