

**THE IMPLEMENTATION OF *CAKE APPLICATION* IN TEACHING
PRONUNCIATION AT SMA N 1 BALONG PONOROGO**



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ABSTRACT

Siska Anggaranini. 2022. *The Implementation of Cake App to Improve Students Pronunciation Skill in SMA N 1 Balong Ponorogo. Thesis. Faculty of Education and Teachers Training State Institute of Islamic Studies Ponorogo. Advisor, Dr. Dhinuk Puspita Kirana M.Pd.*

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English is currently one of the compulsory subjects at elementary to high school levels in Indonesia. In learning English at school, there are four skill of English language, namely listening, reading, writing, and speaking. In particular, speaking is a very important skill for students to master because it relates to daily activities. Good pronunciation is needed in speaking, because if there is an error in the grammar of a speech, it may still be understood but an error in pronunciation will cause an error in catching meaning by the interlocutor. However, pronunciation ability is still considered as a second-level material in learning at school, meaning that teachers often put aside the practice of pronunciation because they think there are other materials that are more important to master, such as grammar. This fact is coupled with the limitations of teachers in providing learning media for introduction of pronunciation to students which is minimal so that many students at the high school level whose pronunciation level is still far from what it should be.

This research is based on the problems that the researchers found in the students' English learning activities. They have not mastered pronunciation well and lack the motivation to learn because there is no media to support them in learning. aimed to describe the implementation of the *Cake App* as an English teaching and learning media in teaching speaking to improve pronunciation in the classroom, identifying the responses given by students to the *Cake App* that the researcher applied. This research was conducted on students of class X science 2 at SMA N Balong Ponorogo with research subjects total 27 students.

This research was a Qualitative research by implementing *Cake App* in learning pronunciation. *Cake App* is a mobile application for learning English with cool features and a fun display. This application is included in the Mobile Assisted Language Learning (MALL) type, it is a learning media that can be operated on mobile to help language learners in the classroom and outside the classroom. The method used in this research is qualitative descriptive research with data collection techniques through observation, and questionnaire. Observation activity in this research conducted during student lesson activity in the class. Lesson activity covered test, treatment and teaching-learning session happen in the classroom that student and researcher completed.

Based on the results of the research found that there was an increase in learning outcomes and student activities on each indicator. This proves that the implementation of the *Cake App* can be a solution to the problems of learning and teaching English in class, especially for the pronunciation section. Success in student learning outcomes and activities also supported by increased student motivation. By using *Cake App*, students can learn English anywhere and anytime, especially *Cake App* is an application that is operated using a smartphone where currently students' learning and daily activities cannot be free from smartphones.

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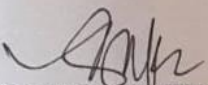
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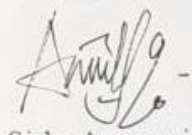
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CHAPTER I

INTRODUCTION

Introduction is the first chapter of the research. Introduction as the first step in the research processes describe several components include background of the study, focus of the study, research questions, research objectives, research impact and systematic discussion.

A. Background of The Study

English is one of the compulsory subjects in Indonesia. Students' are required to learn English following the material that has been set. One of the competencies that students' have to mastered is the ability to pronounce English properly and correctly. As a second language learned by students', speaking English fluently may not be easy, in fact there are a lot of the students' who still have difficulty in speaking English. These difficulties are varied and different for each student, but the most frequently encountered is the pronunciation of English words. students' still have difficulty in pronouncing English vocabulary when reading or having conversations, this is certainly a problem because pronunciation is one of the most importance aspects as the basic requirements of language.¹ English pronunciation is certainly not an easy thing for students' because they have to produce different sounds in each letter which is very different from the sounds they know in Indonesian, besides that in general there are several factors that cause students' less mastered about pronunciation. This subjects is still considered as trivial in language teaching, many language teachers avoid the important of English Pronunciation.² The lack

¹ Abbas Pourhosein Gilakjani, "English Pronunciation Instruction: A Literature Review," *International Journal of Research in English Education* 1, no. 1 (2016): 1.

² Nurcihan Yürük, "Using Kahoot as a Skill Enhancement Technique in Pronunciation," *Dil ve Dilbilimi Çalışmaları Dergisi* 16, no. 1 (March 29, 2020): 138.

of time to practice and also the lack of supporting material and media become the main reason why Pronunciation is still sidelined in language learning.

The most important aspect of speaking communication is pronunciation. Pronunciation refers to the speed with which words are delivered, the amount of pauses and repeats, and the frequency with which breakdowns and self-corrections occur.³ Good or bad a person's pronunciation in speaking English is related to his understanding in various English letters and words. Pronunciation, like the other components of the linguistic system, must be taught or learned, and it is unlikely to self-correct.⁴ Pronunciation become important aspects of English speaking for better communication for EFL student.

Pronunciation are the most important aspects in English language spoken as media to express thoughts through words and sounds which shows different character and meaning of the speaker.⁵ Apart from proficiency in the use of grammar, the ability to speak with good and correct pronunciation is also become a benchmark for someone to be said to have mastered the language. English has words that are almost similar in pronunciation, so mastery of pronunciation can help others catch someone's speech well, speech that is easily understood by others will minimize the occurrence of misunderstandings in a communication.

Students' in SMA N 1 Balong also faced same difficulty as another student of second language learning in Indonesia. They have difficulty in pronunciation both in speaking practice and when they read the material in the textbook. Pronunciation is one of the most

³ Li-Shih Huang, "Teaching Speaking to Adult Learners," in *The TESOL Encyclopedia of English Language Teaching*, ed. John I. Liontas, Tesol International Association, and Margo DelliCarpini (Hoboken, NJ, USA: John Wiley & Sons, Inc., 2018), 1–7.

⁴ Anna Jarosz, "Pronunciation Teaching Techniques and Materials," in *English Pronunciation in L2 Instruction*, by Anna Jarosz, Second Language Learning and Teaching (Cham: Springer International Publishing, 2019), 25.

⁵ Sri Wahyuningsih, "Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia," *European Journal of Educational Research* 9, no. 3 (July 15, 2020): 967.

crucial aspects of learning a foreign language because learning a language means learning to communicate.

The learning objectives are for help students' to be able to comprehend and correctly use various data analysis methodologies.⁶ With the development of the era, all of these targets should be easily achieved, especially in learning English, but the facts speak differently, there are still a lot of digital language learning facilities that have not been fully utilized due to several factors and reasons. teachers still use classical media even though there are lots of new learning media such as the web and applications on smartphones and PCs. This new media is actually more interesting and innovative so that it allows students' to enjoy more in participating in the learning process.

The development of digital media is very necessary in language learning, Adolescent EFL learners are the age group most likely to use multimedia and technical apps for international communication, leisure, and learning, which may lead to the development of their language skills directly or indirectly.⁷ Digital developments bring many good impacts on the world of education. As a result, traditional roles and understandings of teaching and learning are altered by digital teaching and learning curriculum and pedagogy.⁸ this transition helps the development of learning and as an effort to create an effective and efficient learning environment.

Speaking English with good pronunciation is not an easy thing for foreign language students' to do, the difficulty is based on various aspects. The development of the digital world should be able to help students' to deal with these problems. The ability of various

⁶ Edi Irawan, et al., "YouTube Channel Development on Education: Virtual Learning Solutions during the Covid-19 Pandemic". *International Journal of Advanced Science and Technology*, 4, (2020), 2469-2470.

⁷ Liliana Piasecka, Małgorzata Adams-Tukiendorf, and Przemysław Wilk, eds., *New Media and Perennial Problems in Foreign Language Learning and Teaching*, Second Language Learning and Teaching (Cham: Springer International Publishing, 2015), 4.

⁸ Cally Guerin, Claire Aitchison, and Susan Carter, "Digital and Distributed: Learning and Teaching Doctoral Writing through Social Media," *Teaching in Higher Education* 25, no. 2 (February 17, 2020): 2.

parties in the learning process to take advantage of technological advances is very important for the success of language learning.

Cake app is an English learning application that can be accessed with smartphones both Android and iOS. This application has many features that can be used to practice speaking and listening. Some of the existing features can be accessed for free but some others apply a paid system. The cake app has an attractive and lightweight appearance so it doesn't take up much space on students' digital equipment. students' can learn English through film clips and games. With all these contemporary features, the cake app can be a media for learning English that is not boring for students'.

A study by Pulungan Putra titled *Developing Cake App as Digital Media For Teaching Speaking in Senior High School* has proved that Students' speaking skills can be improved by utilizing the *Cake app* in terms of pronunciation, grammar, vocabulary, and fluency.⁹ Meanwhile the article by Intan Lailatul Rahmani the objective of the research is to know whether the Effectiveness of CAKE Apps to Students' speaking ability toward the second semester students' of English Education department 2020 in STKIP PGRI Sidoarjo shown that the use of CAKE application is effective to the students' ability of speaking English in the class 2020.¹⁰

⁹ Pulungan Putra, "Developing Cake App as Digital Media for Teaching Speaking in Junior High School," *GENRE Journal of Applied Linguistics of FBS Unimed* 9. No. 3 (2020), 7. <https://jurnal.unimed.ac.id/2012/index.php/ellu/article/view/24461>, accessed 15 February 2022

¹⁰ Lailatul Rahmayani, "The Effectiveness of Cake App Towards' Speaking Ability to Second Semester Student of English Education Study Program at STKIP PGRI Sidoharjo," <https://repository.stkipgri-sidoarjo.ac.id/1452/1/1788203015%20-%20Article.pdf> , accessed 15 February 2022.

B. Research Focus

To identify the existing problem, the researcher conducts several activities to discover basic information needed. The first activity is observing the English teaching and learning process at SMA N 1 Balong Ponorogo. The next activity is researcher also conducts an interview with English teacher and student to gain more information. After finishing all of activities the researcher find some resource of the problem related to the teaching and learning pronunciation in the classroom they are the teacher, student and teaching media.

Teacher as the main actor of teaching and learning activity processes become the first factor affected student pronunciation ability. Teachers have to understand the material and created a pleasant learning environment to make students' feel comfort and enjoy the learning process, this is important because it can affect the level of student understanding of the material. When teacher have capability to make students' feel comfortable in teaching and learning processes, students' tend to be more interested in learning material so that they have more curiosity. Teacher also have to understand about student capability because the class consists of many students' so that they may have different levels of intelligence from one another. According to the data that researcher gained in SMA N 1 Balong Ponorogo teacher generally use one book as main reference in every teaching activity, they still focused on delivering the material and arrange student assessment. Teacher also did not maximize the use of teaching media and only give a little space for student to practice whereas in pronunciation practice are the main supported act for student in mastering all vocal to produce great pronunciation.

The second factor that become student difficulty in mastering English pronunciation is the lack of student motivation. Motivation is the important thing in students' learning activity, student who have strong motivation will be more attractive and curious about the material. However, during the observation the researcher find that a lot of student in the

class do not excited with the material, some of them spent the time to play game on their mobile phone when teacher explain the material in front of class. Another student give attention to the teacher but it still in doubt about how far they can understand with teacher explanation because there is no practice in class and they also have no initiative to practice how to pronounce English words by themselves.

The third as the last factor that researcher find that hinders student pronunciation mastering in SMA N 1 Balong Ponorogo is the lack of teaching media. Teaching media is every tools that will help teacher in class activities, creative teaching media play important role for example as element to attract students' interest to follow learning activities and also help teacher to create attractive class environment. According to the interview with English teacher, they revealed that they have no time to prepare interactive teaching media for student. Most of teacher still apply general teaching technique as usual with explain the material and give assessment to the student even though this method definitely makes students' bored quickly.

Based on all facts mentioned above, the researcher concluded that the lack of student ability in mastering English pronunciation caused by several factor including the monotonous of teacher teaching method, the lack of student motivation also teacher problem in creating and implementing teaching media. In this case teaching media become necessary problem to be solved in relation to help teacher in giving material and to improve student mastering in English Pronunciation.

Conducting research by covering all thing mentioned previously are impossible, for that reason the researcher focused on efforts to improve student pronunciation of X grade of second science classes in SMA N 1 Balong Ponorogo by implementing English leaning app called *Cake App*.

C. Research Questions

Based on the background of the study above the researcher formulates the research questions as follows:

1. How does the implementation of *Cake App* to improve student pronunciation skill in SMA N 1 Balong Ponorogo?
2. How does *Cake App* improve student pronunciation skill in SMA N 1 Balong Ponorogo?

D. Research Objectives

The objective of this research are:

1. To describe the implementation of *Cake App* to improving student pronunciation skill in SMA N 1 Balong Ponorogo
2. To describe how far *Cake App* could improve student pronunciation skill in SMA N 1 Balong Ponorogo.

E. Significances of the Research

The results of this study confer significance for the following parties:

1. Teachers

Teachers may have more experience in dealing with problems related to the teaching and learning processes. Teacher also finding the solution to improve the teaching ability. This can also be one of the references and inputs for the teaching and learning processes.

2. Students'

It can help them to improve their pronunciation skill in a fun way and understand the lesson better. Foster their enthusiasm for learning as the main factor in creating student critical thinking.

3. Future Researchers

The results of this study are expected to be used as a reference, especially by using the *Mobile Assisted Language Learning (MALL)* learning model, and can be used as a comparison and basis for further research development in the development of the *Mobile Assisted Language Learning (MALL)* learning model

4. English Education

Department Students' It can be used as a reference for the future research and also as a picture of the successful teaching and learning media in improving student pronunciation skill.

F. Organization Of the Research

This study shows how English learning app namely '*Cake app*' can help teacher to teach and help student in English pronunciation practice to improve their skill. The organization of this study are as follows:

CHAPTER I INTRODUCTION

This chapter consist background of the research, focus of the research, research questions, research objectives, research significances, organization of the research.

CHAPTER II LITERATURE REVIEW

This chapter contains the literature review from several scholarly sources, and description about previous related study that dealt with the topic.

CHAPTER III RESEARCH METHODS

Description about detail method that researcher used in the study, research approach, researcher's role, research setting, data and data source, data collection technique, data analysis technique, checking validity and finding.

CHAPTER IV RESULT OF THE RESEACH

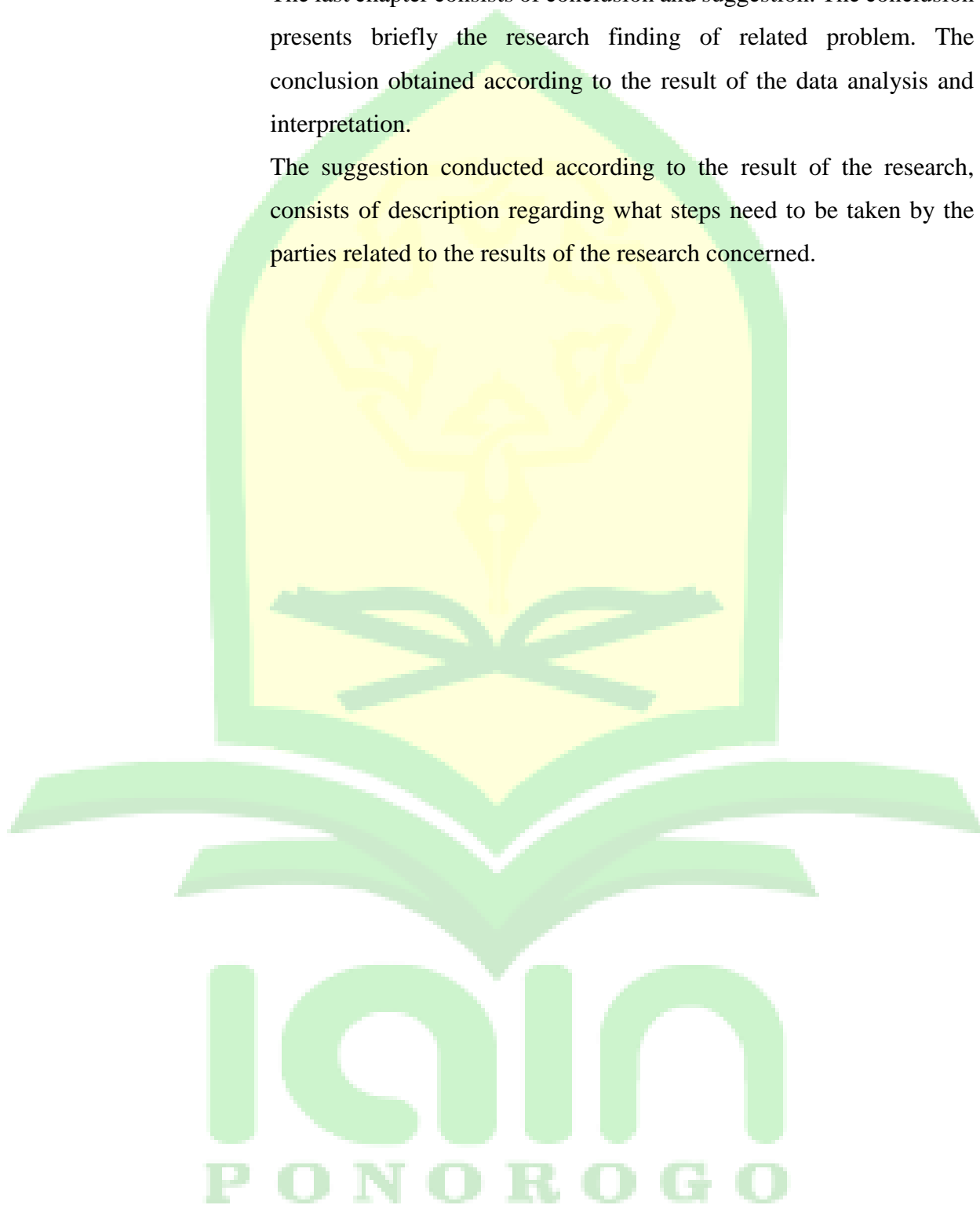
Consists: (1) the overview of research location, (2) Research Implementation, description of research action in implementing the

media in teaching and learning activity, (3) data analysis processes, (4) Finding and discussion.

CHAPTER V CONCLUSION

The last chapter consists of conclusion and suggestion. The conclusion presents briefly the research finding of related problem. The conclusion obtained according to the result of the data analysis and interpretation.

The suggestion conducted according to the result of the research, consists of description regarding what steps need to be taken by the parties related to the results of the research concerned.



CHAPTER V

CONCLUSION AND SEGGESTION

This chapter consists of conclusion and suggestion. Conclusion is the formulation of the results of the evidence against the hypothesis of action or the achievement of the researcher's goals, while the suggestions contain follow-up actions based on the conclusions obtained from the research.

A. CONCLUSION

Qualitative research conducted by implementing *Cake App* as a learning media aims to describes student's enhance learning activities in English lessons in the aspect of pronunciation. Based on the results of the research found that there was an increase in learning outcomes and student activities on each indicator. This proves that the implementation of the *Cake App* can be a solution to the problems of learning and teaching English in class, especially for the pronunciation section. Success in student learning outcomes and activities also supported by increased student motivation. By using *Cake App*, students' can learn English anywhere and anytime, especially *Cake App* is an application that is operated using a smartphone where currently students' learning and daily activities cannot be free from smartphones.

B. SUGGESTIONS

Based on the results of research on learning English by implementing the *Cake App* to improve students' pronunciation skills, the researchers provide suggestions to related parties, including the following:

1. School

Learning with the type of Mobile Assisted Language Learning (MALL) is expected to be applied to schools not only in learning English but also in other subjects. Schools are expected to be able to play a role in increasing students' learning

motivation by continuing to innovate in the learning process both in terms of the media and the methods used.

2. Teachers

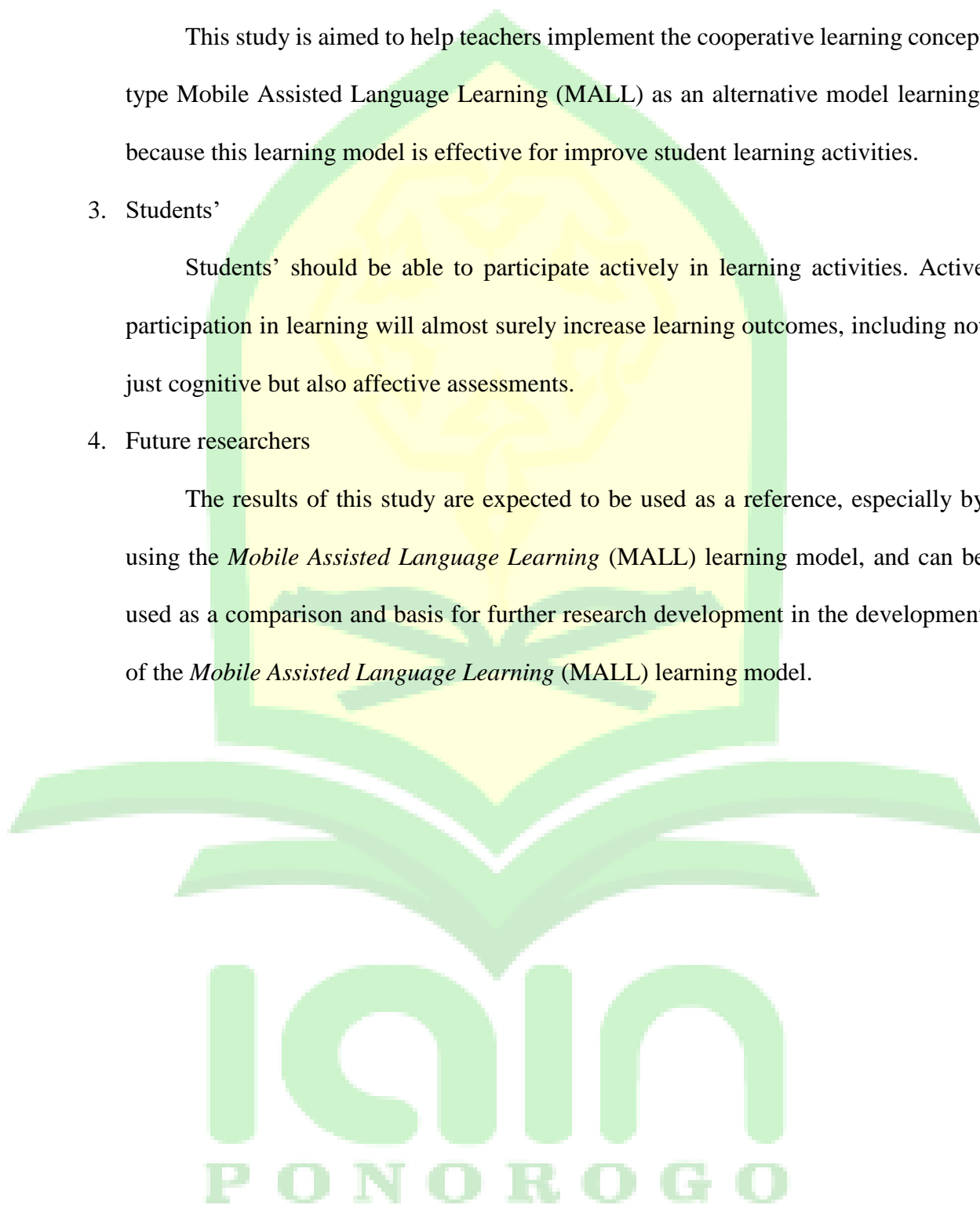
This study is aimed to help teachers implement the cooperative learning concept type Mobile Assisted Language Learning (MALL) as an alternative model learning, because this learning model is effective for improve student learning activities.

3. Students'

Students' should be able to participate actively in learning activities. Active participation in learning will almost surely increase learning outcomes, including not just cognitive but also affective assessments.

4. Future researchers

The results of this study are expected to be used as a reference, especially by using the *Mobile Assisted Language Learning* (MALL) learning model, and can be used as a comparison and basis for further research development in the development of the *Mobile Assisted Language Learning* (MALL) learning model.



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