

**IMPROVING STUDENTS' PRONUNCIATION THROUGH CAKE
APPLICATION AT XII IPS MA DDI MAJENE**



A Thesis

Submitted in Partial Fulfilment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd) in English Education Study Program Tarbiyah and Teaching
Training Department State Islamic College of Majene

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Skripsi yang berjudul "Improving Students' Pronunciation Through Cake Application at XII IPS MA DDI MAJENE" yang disusun oleh Hariani, NIM. 10256118037, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan STAIN Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Selasa, 29 Agustus 2023 dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan (S.Pd.) pada Program Studi Tadris Bahasa Inggris dengan beberapa perbaikan.

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The Researcher



HARIANI

LIST OF CONTENTS

ACKNOWLEDGEMENT.....	i
LIST OF CONTENTS	iv
LIST OF TABLES.....	v
LIST OF APPENDICES	vi
ABSTRACT.....	vii
CHAPTER I INTRODUCTION.....	1
A. Research Background	1
B. Research Problem	4
C. Research Objectives	4
D. Research Significance.....	4
CHAPTER II REVIEW RELATED LITERATURE.....	6
A. Previous Related Studies.....	6
B. Some Pertinent Ideas	11
C. Cake Application.....	17
D. Hypothesis	24
CHAPTER III RESEARCH METHODOLOGY	25
A. Research Method	25
B. Population And Sample.....	26
C. Research Variable	26
D. Research Instrument	26
E. Technique of collecting Data.....	26
F. Technique of Data Analysis.....	34
CHAPTER IV FINDING AND DISCUSSION.....	36
A. Research Findings	36
B. Discussion.....	40
CHAPTER V CONCLUSION AND SUGGESTION.....	44
A. Conclusion.....	44
B. Suggestion	44
BIBLIOGRAPHY.....	45

LIST OF TABLES

Table 2.1 Differences and similarities between previous research.....	9
Table 2.2 Phoneme Chart: English Vowel and Consonant Sounds.....	14
Table 3.1 The classifications of pronunciation score based on Cake Application.....	34
Table 4.1 Pre-test and Post-test of the students.....	37
Table 4.2 Mean score of Pre-Test and Post-Test.....	38
Table 4.3 The result of Paired Sample Test.....	40

LIST OF APPENDICES

Appendix 1 Lesson Plan.....	47
Appendix 2 Students' Pre-test.....	50
Appendix 3 Students' Post-test.....	51
Appendix 4 Documentation.....	52

ABSTRACT

Title : Improving Students' Pronunciation Through Cake Application At XII IPS MA DDI MAJENE

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This research is based on the application of the Cake Application in learning English pronunciation for students at XII IPS MA DDI MAJENE. This research was conducted based on a preliminary study which showed that students had difficulty learning English pronunciation, due to a lack of English pronunciation practice at school and home. This research aims to determine the use of the Cake Application in improving students' pronunciation in Class XII IPS MA DDI MAJENE. The research design for this study used the Pre-Experimental method and MA DDI MAJENE students as the population while the sample was XII IPS students. The data collection technique in this research is data collection using several procedures consisting of pre-test, treatment, and post-test. Data was collected through a pronunciation test carried out using the Cake Application conversation feature about introducing yourself (pre-test and post-test). To determine the improvement in students' pronunciation, the researcher applied paired sample t-test analysis, and this research was conducted in twelve meetings. The results of the analysis in this study showed that there was a significant difference between the pre-test and post-test with the average post-test score (82.50) being greater than the pre-test (31.25). The increase was 164%. then the value obtained is $\text{sig} = 0.000$, which means less than 0.05. so, H_0 ; The Cake application was not effective in improving the pronunciation of class XII IPS MA DDI MAJENE students, it was declared rejected. while H_a ; The Cake application is effective in improving the pronunciation of class XII IPS MA DDI MAJENE students, declared acceptable. From the results of this research, the researchers concluded that using the Cake application was effective in improving students' pronunciation in English.

Keywords: Cake Application and Students' pronunciation.

CHAPTER I

INTRODUCTION

This chapter presents some topics related to the introduction of the research. They are research background, research question, research objective, and research significance.

A. Research Background

English is one of the subjects that must be studied by students from primary or primary school level to university students. It is mandatory to learn because as we know, English is an international language or what is usually called a world language. According to Ur. (2000) In English subjects the learning process focuses on students' abilities in four skills, namely: writing, reading, listening, and speaking. English language skills are related to each other, English language skills have a component that must also be understood by students to be able to support English language skills. These components are vocabulary, grammar, pronunciation, and others.

One important aspect of speaking ability is pronunciation. Hidayatullah (2018) said that pronunciation is an important aspect in supporting English language skills because pronunciation is the way students articulate the sound of a word and also includes attention to the sounds of language and aspects of speech, so using correct pronunciation in communicating is very important to make it easy. understood by listeners. Therefore, it is necessary to pay attention to stress, intonation, and rhythm.

In teaching English pronunciation is one of the key aspects of the foreign language learning process. Students must master pronunciation skills before they can speak English. Andiato (2013) states that pronunciation has a structured sound that is different from writing. According to Fraser (1999), the first thing to pay attention to during a conversation is pronunciation.

One of the difficulties in speaking English is pronunciation. According to Susanthi (2018) when teaching English, several issues arise among students that become barriers to the development of their English language skills. Pronunciation is a part of speaking skills that can be directly and observed and known. If the speaker has incorrect pronunciation, the listener will not understand.

Based on pre-observations made by the researcher at XII IPS MA DDI MAJENE, the researcher saw a problem during the teaching and learning of English, which is pronunciation. They pronounced the words incorrectly, and almost all of the students at XII IPS MA DDI MAJENE said that English is a difficult subject because its pronunciation is commonly different from its writing.

Currently, many applications can develop students' and teachers' abilities in language learning, especially English. One example is the Cake App, a free application developed by Cake Corp. Yanthi (2020) said that the Cake Application is popular and was developed in South Korea. Cake Application has features like speaking, writing, listening, and reading.

This application provides various categories, such as conversations and short videos equipped with text and translation, and has a speaking feature using live dialogue to get feedback and scores. Cake App can help students improve their pronunciation. Almurashi (2016) said that students can record their voices and get direct feedback, such as giving grades to students' voice recordings. The app will automatically check the pronunciation and give a score. If the student's pronunciation is wrong, the word will be outlined in red and can be repeated until the correct pronunciation is obtained.

The researcher suggests using a Cake Application for teaching pronunciation because this application has a feature like conversation practice with native speakers. Students can record their voices directly to get feedback and scores. Cake Application is easy to apply at XII IPS MA DDI MAJENE because students have smartphones and the school provides an internet connection.

Based on the problems above, the researcher is interested in conducting research with the title "Improving Student Pronunciation Through the Cake Application at XII IPS MA DDI MAJENE" with the hope that this research can help with the problems experienced by students in the process of learning English pronunciation.

B. Research Problem

Based on the research background, the researcher formulates the problems as follows “Can Cake Application improve students’ pronunciation at XII IPS MA DDI MAJENE?”

C. Research Objectives

Related to the research problem above, the researcher formulated research to find out whether or not the Cake Application has a significant effect on improving students’ pronunciation at XII IPS MA DDI MAJENE

D. Research Significance

The findings of this study are supposed to be useful for these parties:

1. English Teachers

The teacher, can use the results of this research as new references in teaching pronunciation to improve students’ pronunciation skills, and it is hoped that this research can become a solution for teachers to improve students' pronunciation. Besides that, the researcher also hoped that using Cake Application in the teaching and learning process could help teachers improve students' pronunciation.

2. Students

For students, the result of this study is the hope that it will improve their pronunciation and their motivation to learn pronunciation, and they can use the Cake Application as a new way to learn English pronunciation.

And then, the researcher hopes to the students using the Cake Application can make learning easy and fun.

3. For further researchers

The researcher hopes that the results of this study can be used as additional references in other studies and this research is hope to be useful for Those who are interesting in conducting relevant studies with this research.

CHAPTER II

REVIEW RELATED LITERATURE

A. Previous Related Studies

The follows are previous research that the researcher have found, both in the form of journals and theses:

The first research was entitled "Using Cake Applications in Teaching Talking to High School Students" by Nuraeni & Yanthi (2020). This research aims to determine the use of the Cake Application in teaching High School Students' English-Speaking skills and students' perceptions of Cake Application. This research approach is qualitative. instrument from Data collection uses observation, questionnaires, and interviews. That the sample in this study was class X Science students at SMA PGRI 3 BOGOR and the results of his research show that the cake application creates fun learning, and increasing students' learning motivation and speaking skills, as well as influencing students' abilities confidence.

The second research is entitled "Developing a Cake Application as a Digital Media for Teaching Speaking in Junior High Schools" by Ade Putra Pulungan (2020). This research aims to develop digital media for speaking English that is appropriate, interesting, and attractive for ninth-grade students at Medan Creative Middle School. He found that the application of the Cake Application was good for junior high school

students because this application was easy to understand. The average expert validation score from the material aspect was 95.3% and the media aspect was 96.6%, which means that the Cake Application media for teaching speaking that was developed is suitable for use in junior high schools.

The third research is entitled "The Implementation of Cake App in Learning English Speaking Skills" by Fitria, Dwimaulidiyanti, and Sapitri (2021). This journal examines how the Cake Application is used in learning to speak and students' responses to the Cake Application as a learning medium in English. The results of this research show that the application of the Cake Application in learning speaking went well, students felt comfortable and interested in learning to speak using the Cake Application because the application directly provided grades and corrected students' mistakes, and also the students' response to learning speaking through the Cake Application was positive. There were no negative student responses to learning speaking through the Cake Application.

The fourth research is entitled "The Effectiveness of Cake App on Student's English Vocabulary Master Ability" by Wilson and Sutrisno (2021). This research discusses and analyzes the effect of implementing the Cake Application on learning English vocabulary. The results of this research can be seen from the results of the sig value. ($0.006 < 0.05$) and f count (7.842) and there is a significant influence on students' learning interest, namely sig. ($0.026 < 0.05$) and F count (5.134). learning media and

students' interest in learning English have a significant interactive influence. Judging from the results of this research, it can be concluded and proven that the use of the Cake application has a good influence on students' mastery of English vocabulary.

The fifth research is entitled "Investigating the Role of the Cake Application in Improving the Speaking Skills of Foreign Language Learners of English. The Case of First Year English Students at Biskra University" by Bariza (2021). This research aims to determine the benefits of the "cake application" in maximizing the English-speaking skills of learners in EFL and research This will show EFL students and EFL teachers whether learning through cake applications may or may not be effective. The subjects of this research were first-generation students at the Department of Foreign Languages, English Division, Mohamed Khither Biskra University. This research is descriptive in nature and uses a qualitative approach to find out the attitudes and opinions of students and teachers. The results of this research show that teachers and students have interesting perceptions about the "Cake Application" and most of their opinions are positive.

The table 2.1 Differences and similarities between previous research and this research.

Researcher	Media Subject	Research Method	Findings
Nuraeni & Yanthi (2020)	Cake Application	Qualitative	The results of this research are that students have a very good perception regarding the application of the Cake application in the process of learning speaking skills.
Pulungan (2020)	Cake Application	Research and Development	The result is that students are motivated to develop their vocabulary mastery and optimize grammar and pronunciation in English. By using the Cake Application, students are more confident in speaking English and play an active role in the entire

			teaching and learning process.
Fitria, Dwimaulidiyanti, and Sapitri (2021)	Cake Application	Qualitative	Based on these results, students' responses regarding learning speaking skills in English through the application of cakes were positive, there was not a single negative view of students regarding learning to speak through the use of cake applications.

Wilson & Sutrisno (2021)	Cake Application	Experimental	The research results found that there was an effect when implementing the Cake application on students' English vocabulary fluency.
Bariza (2021)	Cake Application	Descriptive	As a result, almost all students (97.4%) were interested in improving their speaking fluency through the learning application, namely Cake Application.
The Researcher	Cake Application	Pre-experimental	-

B. Some Pertinent Ideas

1. Pronunciation

a. The definition of pronunciation

Several explanations of pronunciation in several dictionaries, First, based on the Longman Dictionary of Contemporary English (2004), "pronunciation is how to express language or a particular word that is spoken by a person when pronouncing a word or words". This means that pronunciation is seen as the way people say a word or words that produce good speech so that it can be clearly understood by the listener without any

misunderstanding between the speaker and the listener. In other words, pronunciation focuses on the way people pronounce a word or words that appear in spoken language. As explained in the Oxford Learner's Pocket Dictionary (1995) "pronunciation is how a language is pronounced and how a word will be pronounced". According to Hornby (1995), pronunciation is how a word is pronounced, the way a word is pronounced, and the way a person pronounces the words of a language. Meanwhile, Rebecca (1993) defines pronunciation as an action that obtains speech sounds, including articulation, vocalization, formation, accent inflection, and intonation, often related to the truth or sound of the utterance being expressed.

The definitions above have fulfilled the entire meaning of what pronunciation is. It can be concluded that pronunciation determines understanding between the speaker and the listener who conveys messages, ideas, and thoughts. More precisely, pronunciation is the way someone pronounces or expresses words or sounds in a certain way so that what they say is easy to understand.

Pronunciation is one of the important components that students must master when learning to speak English. Students need to pronounce some words well enough to be easily understood. According to Linebaugh & Roche (2015), learning pronunciation can improve speaking and listening skills and help students improve their speaking skills. Mastering English pronunciation well aims to ensure that when communicating the speaker and listener understand each other or there will be no misunderstandings when

communicating. Derwing & Munro (2005) explain that if we have the ability to pronounce language well and correctly, we will create a conversation that is easy to understand. English pronunciation also has different aspects, therefore learning English pronunciation is very important. These are the segmental and supra-segmental aspects.

b. The Components of Pronunciation

Jahan (2011) said that pronunciation includes supra segmental features, which are sounds of the language, stress and rhythm, intonation.

1) Sounds of the Language

Language sounds are language that is heard by the body's speech organs. English has several sounds produced by the speech apparatus. These sounds are classified into two parts, namely vowels and consonants. Avery and Erlich note, "Consonants involve constrictions in the mouth." which produces resistance to airflow. While the vocals are airy, they pass through the mouth rather freely because they only have a slight constriction."

According to Kelly (2000), vowel sounds have two types of sounds, namely sounds that involve a shift from one vowel sound to another are called diphthongs, for example "/ei/ as in the end. While short single vowel sounds such as /i/, as in blowing. Meanwhile, long vowel sounds such as /i:/, such as hot. The symbol marked ":" means a long sound in a word or when sounded, it is a single vowel sound. A diphthong has two different sounds or different and in monophthongs,

there are more than two morphemes which are combined into one sound or which is produced as a whole.

Based on the International Phonetic Alphabet (IPA), the formally Phonemic symbols (vowels and consonants) used in the English language are as follows:

Table 2.2

Phoneme Chart: English Vowel and Consonant Sounds Showing the Symbols for Phonemic Transcription of English

Vowel phonemes			Consonant Phonemes		
Short Vowels					
1	/i/	P <u>i</u> t	1	/p/	Pit
2	/e/	P <u>e</u> t	2	/b/	Bit
3	/æ/	P <u>a</u> t	3	/t/	Time
4	/ɒ /	P <u>o</u> t	4	/d/	Door
5	/ʌ /	L <u>u</u> ck	5	/k/	Cat
6	/ʊ/	G <u>oo</u> d	6	/g/	Get
7	/ə/	<u>A</u> go	7	/f/	Fan
			8	/v/	Van
Long Vowels					
8	/i:/	M <u>ea</u> t	9	/θ/	Think
9	/ɑ:/	C <u>a</u> r	10	/ð/	That

10	/ɔ :/	<u>Do</u> or	11	/s/	Send
11	/ɜ :/	Gi <u>r</u> l	12	/z/	Zip
12	/u:/	T <u>oo</u>	13	/m/	Man
			14	/n/	Nice
Diphthongs					
13	/e ɪ /	<u>Da</u> y	15	/ŋ/	Ring
14	/aɪ /	S <u>ky</u>	16	/l/	Leg
15	/ɔ ɪ /	<u>Bo</u> y	17	/r/	Rat
Vowel Phonemes			Consonant		
Diphthongs			Phonemes		
16	/ɪ ə/	<u>Be</u> er	18	/w/	Wet
17	/e ə/	<u>Be</u> ar	19	/h/	Hat
18	/ʊ ə/	<u>Tou</u> r	20	/ʃ/	Yet
19	/ə ʊ/	Go <u>o</u>	21	/ʒ /	Shop
20	/a ʊ/	<u>Cow</u>	22	/t ʃ /	Leisure
			23	/d ʒ /	Chop
			24	/d ʒ /	Jump

The table above is based on the International Phonetic Association or IPA, which shows that there are 20 vowels and they are classified into 7 short vowels and 5 long vowels. while diphthongs consist of 8 and also consonants consist of 24. and in the table above examples of words produced and placed in the consonant and vowel columns are explained.

2) Stress and Rhythm

Stress and rhythm are parts of the ability in pronunciation that have the effect of revealing the meaning of the words we are about to pronounce. According to Harmer (2007), stress is a point or phrase in a word that is used to indicate a change in the vocal tone as it increases. stress is thought to control the production of expressions related to the meaning of the utterance, so stress can be thought to help the speaker. This statement is in line with Jones' opinion, that stress is helping a sound or syllable become prominent. Stress is a way to determine whether the syllables in a word can be used as indicators or not in a spoken word.

Stress is categorized into two, namely word stress and sentence stress. Word stress is the pattern of stressed and unstressed syllables in a word. According to Harmer, word stress influences the speaker's speech situation and grammatical differentiation in the word.

3) Intonation

Intonation is a part of pronunciation that has an effect on expressing the meaning of a word or sentence more clearly. Ashby and Maidment (2008) state that "Intonation is used by the speaker to signal how he wants his speech to be interpreted." Intonation is also defined as the process of people using language tones in communication. The use of intonation when communicating is very important because it shows the speaker's emotions and attitude in speaking determines whether the speaker has finished his speech or not, and explains what the speaker is doing. The goal is for the listener to

know whether it is a statement or a question. Apart from that, Ur (1984) said that speakers in their speech intonation are characterized by meaning that shows their true state and emotions, for example, course, doubt, curiosity, seriousness, humor, and so on. Even if the word or sentence is grammatically in the form of a question, if the speaker's intonation is just making a statement, the meaning expressed may be received differently by the listener. The purpose of good intonation is to avoid misunderstandings in communication.

C. Cake Application

The Cake application is an English learning application available for Android and iOS users. Playlist Corporation has published this application with a variety of interesting features such as video chat and subtitles, as well as the AI Speech Recognition feature (which is used to check pronunciation). , Cake App was launched on March 21, 2018, and Updated on May 30, 2021, and this app is listed under "Educational Category" by Cake Corp. This English learning application also has a high ranking in several countries because it is known with 4.8/5 with one of the most popular applications on the Google Play Store, more than 50 million installations and also this application can be downloaded on Android 4.4+ from APKFab.com or Google Play, 100% safe and fast to download.

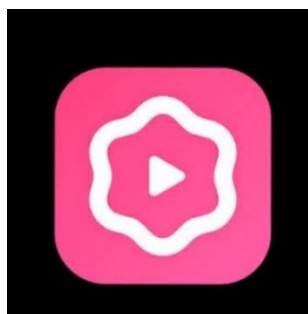
The Cake app has a spoken practice feature that simulates a conversation with a native speaker. This application has a voice recognition feature which functions to check whether your pronunciation is correct or wrong by

recording your voice and the feature in this application will immediately check it. According to Lestari (2021), "Cake Application" is a special application for learning English. This application focuses on speaking skills and provides several activities that improve the learning process, such as pronunciation, sentence formation, and many more.

The Cake application can not only hone and improve students' English pronunciation skills, but this application can also improve speaking skills, listening skills, etc. The Cake app provides speaking exercises that simulate conversations with native speakers. Students can check their pronunciation with speech recognition on the Cake App. Students can also record their voices and get real-time feedback. Immediately, by using the cake application students learn in the voice of a native speaker. With various features on the Cake Application, teachers can use the Cake Application to improve students' English skills. especially in pronunciation ability. Bariza (2021) said that in implementing the Cake Application as a digital medium, during the English learning process students' vocabulary, grammar and pronunciation will improve well.

Below is about Cake Application:

1. Logo of Cake Application



2. How to download Cake Application

The steps to download the Cake Application are:

- a. Open the play store application.
- b. Searching the Cake Application.
- c. Download/install the application after finishing downloading.
- d. The application can be used and opened.



3. How to Use Cake Application

- a. The first open Cake Application
- b. Then, this application will ask students for do the register.

Daftar dengan Cake
Simpan kemajuan belajar anda dengan aman.

Email

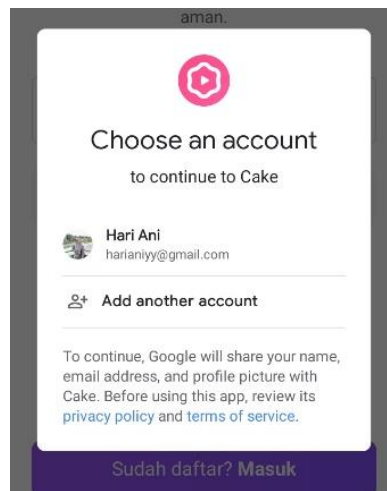
Lanjut

Sudah daftar? **Masuk**

Jika Anda login, Anda menyetujui syarat dan ketentuan berikut.
[Kebijakan Privasi](#) [Syarat dan Ketentuan](#)

c. Next, Students choose their account.



d. After students have successfully log in, the Cake application will display the learning mode feature. This application has several learning modes and activities that can help students to train and practice in developing speaking skills, especially pronunciation abilities. The learning mode features are:

- 1) Drills mode: This provides video clips from YouTube containing conversations, these conversations can be repeated three times so that students can remember and improve their pronunciation. According to Hussain (2018), there are two types of pronunciation training activities, namely: the first exercise is recognizing a sound (speech), and the second exercise is reproducing speech.

Some examples scored (A, B, C, or D):

- a) The students will get scored A if they get right pronunciation in all of words:



Tantang speaking level A!

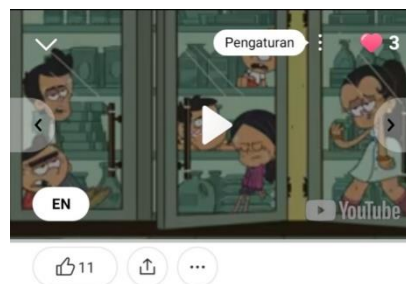
Sisa latihan : 0

I'm tapped out. 🗣️

Uangku habis.

Level A 🗣️

- b) The students will get scored B if they only incorrect in one pronunciation word:



Tantang speaking level A!

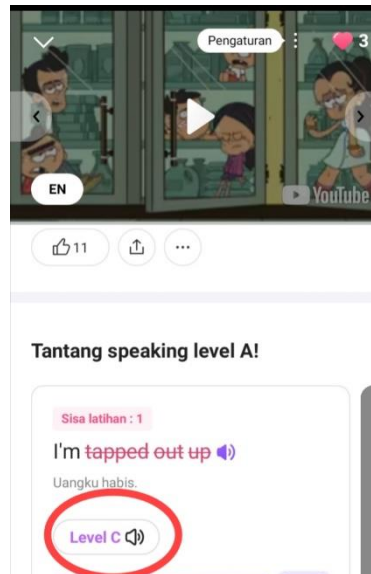
Sisa latihan : 2

I'm ~~tapped~~ out. 🗣️

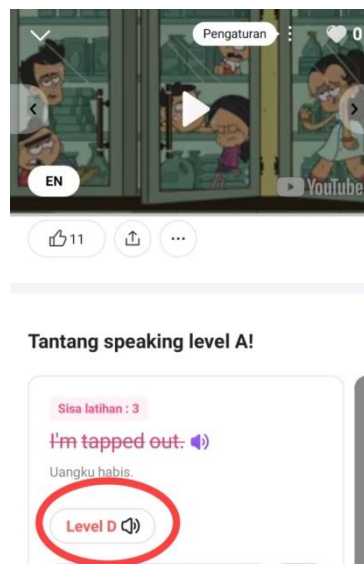
Uangku habis.

Level B 🗣️

c) The students will get scored C if they are incorrect in three pronunciation words:



d) The students will get scored D if they pronunciation are incorrect in all of words:



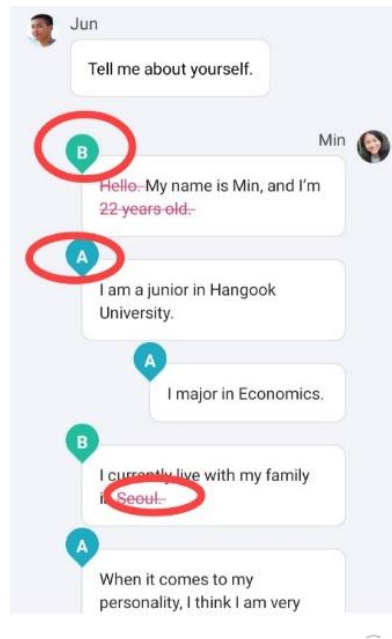
2) Speaking challenge mode (pronunciation): that is, students can listen to an expression or saying in a conversation clip, there are instructions for students to try to pronounce the expression in the conversation clip to compare it with the correct pronunciation. then after the student says the expression, the feature will give a grade (A, B, C, or D). According to Yanthi (2021), after seeing the conversation using this feature, students can repeat the utterance and then evaluate the pronunciation of the utterance with the speech recognition feature, after which they will receive feedback.

The examples of conversation features in Cake Application:

- a) This is a display of the conversation features. There are many levels in this application, but the researcher only focuses on the level beginnings in part “salam sehari-hari”:



- b) Students start listening to the conversation, then speak it until they get the right pronunciation. This feature directly gets feedback and a score. If the pronunciation is incorrect, the word will be red-striped, and the assessment is the same as the drill mode feature.



D. Hypothesis

The researcher formulated hypothesis that was tested as follows:

1. Null hypothesis (Ho): Cake Application does not effectively improve students' pronunciation at XII IPS MA DDI MAJENE.
2. Alternative hypothesis (H1): Cake Application effectively improve students' pronunciation at XII IPS MA DDI MAJENE.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains the research method, population and sample, research variable, research instrument, procedure of collecting data, and the last is technique of data collection.

A. Research Method

In this research, researchers applied a quantitative approach. and to analyze the data in this study the researcher used a pre-experimental design to determine the improvement in students' pronunciation at MA DDI MAJENE by using the Cake Application. This research uses pre-test, treatment, and post-test stages. According to Sugiyono (2013:74), pre-experimental use one-group pre-test and post-test which are explained as follows:

Pre-test	Treatment	Post-test
O1	X	O2

(Arikunto, 2014)

O1 = pre-test

O2 = post-test

X = treatment using Cake Application

B. Population and Sample

The population of this research is class XII IPS students at MA DDI MAJENE, totaling 20 students, and the total sample in this research is also 20 students. because the sampling technique in this research used total sampling.

C. Research Variable

This research uses two types of variables, namely independent variables and dependent variables. The independent variable in this research is "Cake Application" while the dependent variable in this research is "student pronunciation".

D. Research Instrument

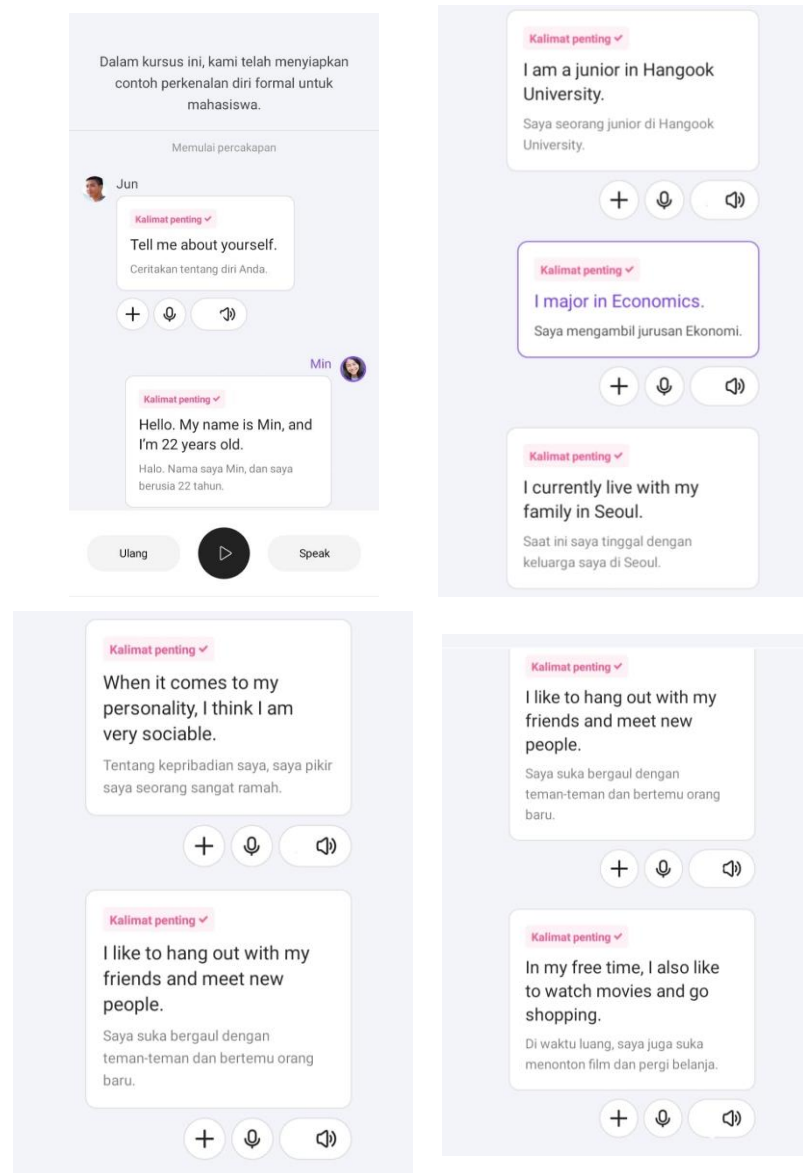
The instrument in this research is a pronunciation test on students, the test is taken from the Cake Speaking challenge mode (pronunciation) application feature. This pronunciation test was given treatment twice, namely before being given treatment and after being given treatment, the Pre-test and Post-test had the same test taken from the Cake Application.

E. Technique of Collecting Data

The researcher conducted these steps in collecting the data:

1. Pre-test

The pre-test would be given at the beginning of class to find out the students' initial ability before having treatment. The researcher will give a conversation, and then students will pair to read it. The test takes from Cake Application.

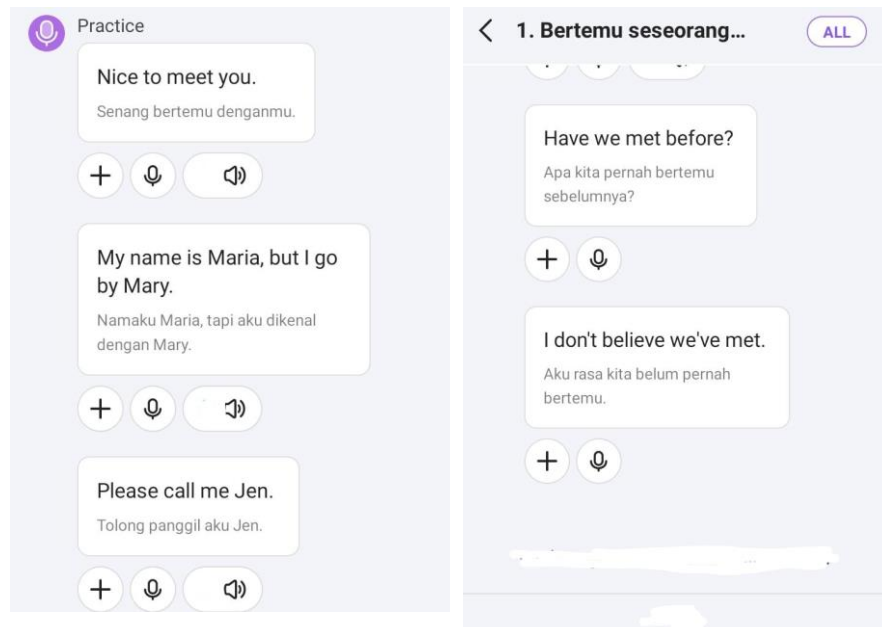


2. Treatment

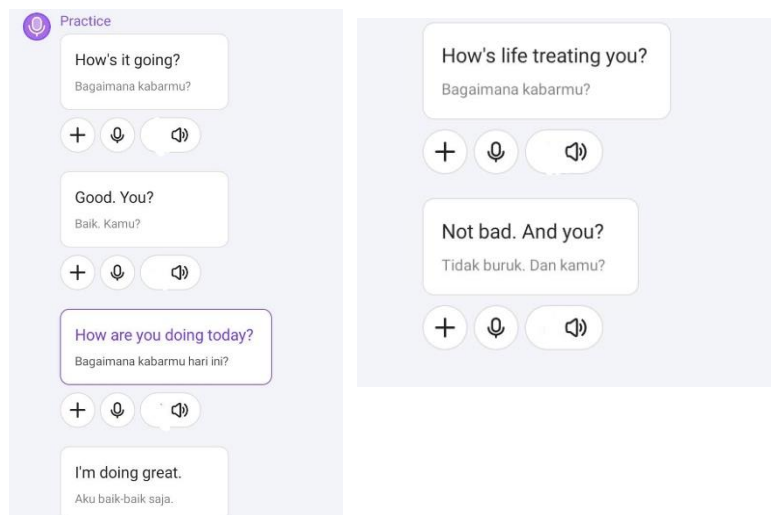
The researcher asked the students to download Cake Application from the play store using their mobile phones. Then, the researcher explained how to use the Cake Application and its features. After that, they practice using the Application.

The material which has been taught for 10 meetings to the students and the material takes from Cake Application were:

- a. The first meeting was conversation about “meeting someone for the first time”:



- b. The second meeting was conversation about how to answer "how's it going?":



c. The third meeting was conversation about how to answer "What's new?":

The screenshot shows a language practice interface with a purple microphone icon and the word "Practice" in the top left corner. The interface is divided into two columns. The left column contains three white speech bubbles with rounded corners, each containing an English question and its Indonesian translation. Below each bubble are two circular icons: a plus sign and a microphone icon. The right column contains three white speech bubbles with rounded corners, each containing an Indonesian response and its English translation. Below each bubble are two circular icons: a plus sign and a microphone icon.

Practice

What have you been up to?
Bagaimana kabarmu?

+

🎤

Not much. It's the same as usual.
Tidak banyak. Ini sama seperti biasanya.

+

🎤

What's new with you?
Kamu apa kabar?

+

🎤

Nothing special. How about you?
Tidak ada yang spesial. Bagaimana denganmu?

+

🎤

How have you been?
Bagaimana kabarmu?

+

🎤

I have been busy working lately.
Belakangan ini aku sibuk bekerja.

+

🎤

d. The fourth meeting was conversation about "getting a new friend":

The screenshot shows a language practice interface with a purple microphone icon and the word "Practice" in the top left corner. The interface is divided into two columns. The left column contains three white speech bubbles with rounded corners, each containing an English question and its Indonesian translation. Below each bubble are two circular icons: a plus sign and a microphone icon. The right column contains two white speech bubbles with rounded corners, each containing an Indonesian response and its English translation. Below each bubble are two circular icons: a plus sign and a microphone icon.

Practice

How are you getting along?
Bagaimana kamu bergaul?

+

🎤

Are you from around here?
Apakah kamu dari sekitar sini?

+

🎤

I'm new here.
Aku baru disini.

+

🎤

Let's exchange numbers.
Mari kita bertukar nomor.

+

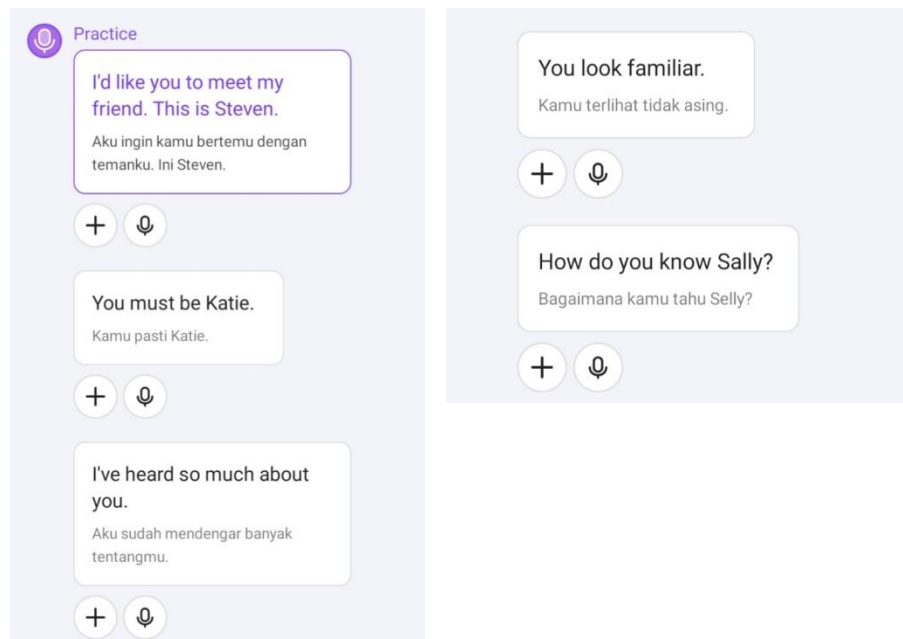
🎤

We should hang out sometime.
Kita harus main bareng kapan-kapan.

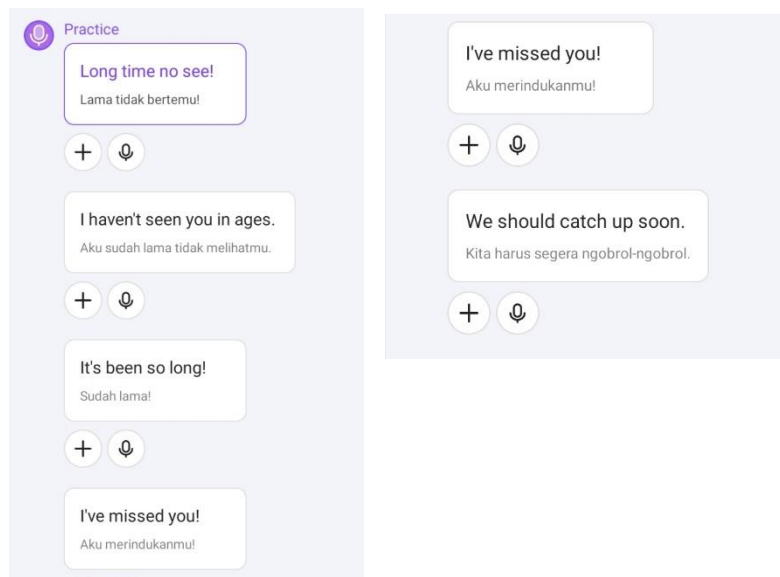
+

🎤

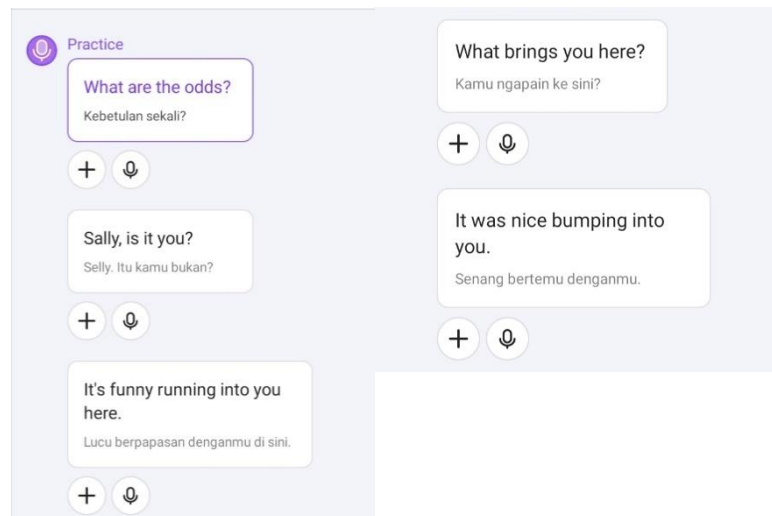
e. The fifth meeting was conversation about “introducing friends”:



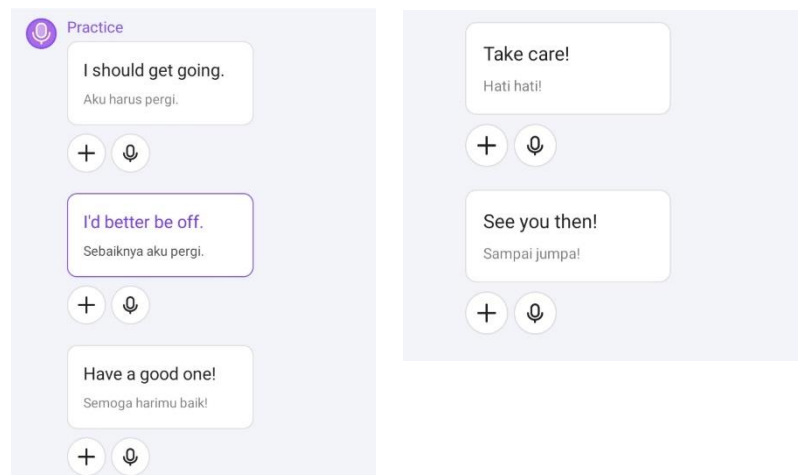
f. The sixth meeting was conversation about “meeting friends after a long time”:



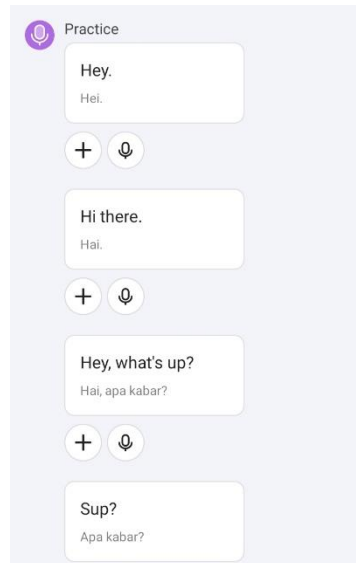
g. The seventh meeting was a conversation about “meeting up with friends”:



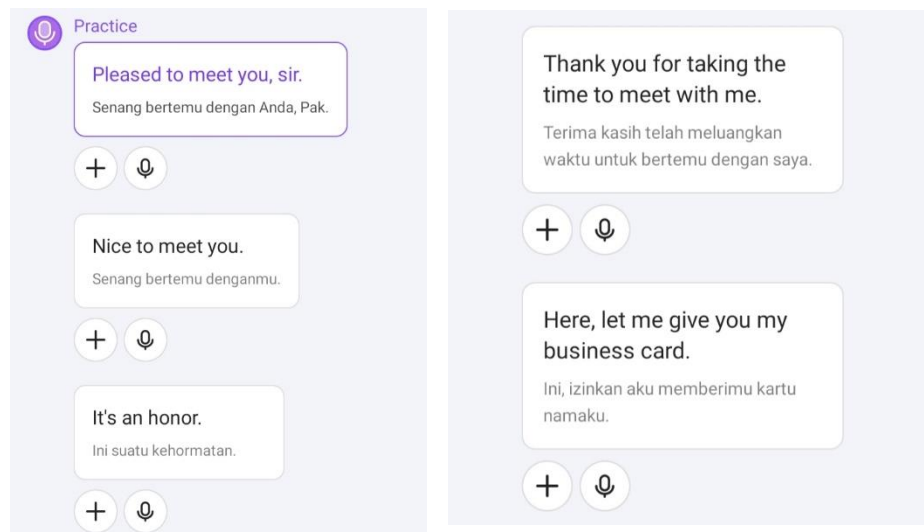
h. The eleventh meeting was a conversation about “saying goodbye”:



i. The ninth meeting was a conversation about “greeting close friends”:

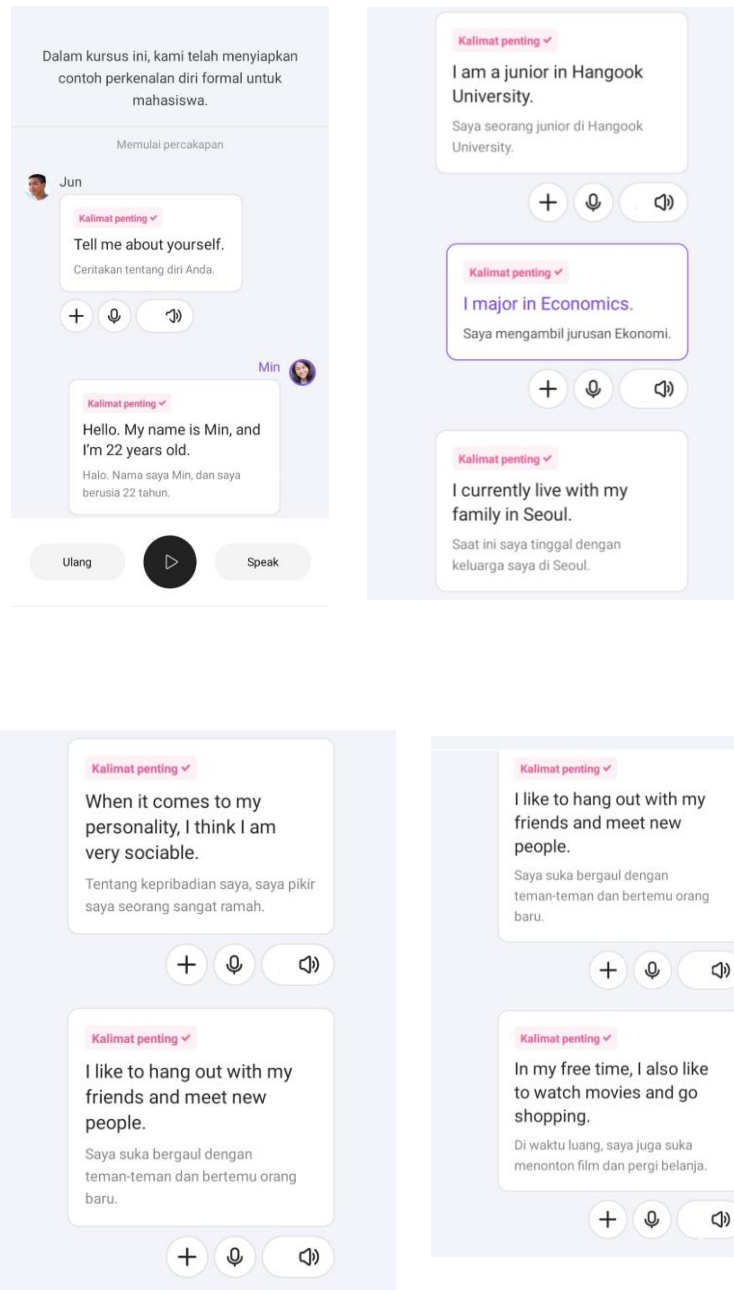


j. The tenth meeting was conversation about “formal greetings”:



3. Post-test

The researcher would be given a post-test after treatment to assess their progress, the post-test with the same conversation as the pre-test.



F. Technique of Data Analysis

Pre-test and post-test data were collected by researchers using the following procedure:

1. Scoring the students' correct answer pre-test and post-test

$$\text{Students' Score} = \frac{\text{The number of student's correct answer} \times 100}{\text{Total number of items}}$$

Gay (2012)

2. To classify the students' score, there are fourth score which uses as follows:

**Table 3.1 The Classifications of Pronunciation Score Based on
Cake Application**

Value	Information About Value	Value Range
A	If the student gets right pronunciation in all of words.	100
B	If the student only incorrect in one pronunciation word.	75
C	If the students are incorrect in three pronunciation words.	50
D	If the students are incorrect pronunciation in all of words.	25

3. For knowing the mean score the pre-test and Post-test of students, the researchers used the Windows program SPSS 15.0.
4. The researcher used a percentage technique to determine whether there was an increase in students' pronunciation abilities through the cake application.

The percentage technique is:

$$P = \frac{x^2 - x^1}{x^1} \times 100$$

P = Percentage Improvement of The Students

X¹ = Pre-Test Mean Score

X² = Post-Test Mean Score

(Harmer in Amirullah:1987)

5. This research used Windows SPSS 15.0 and continued with the steps: analysis, descriptive statistics, and to identify whether this research had a significant difference in the pre-test and post-test test scores, the researcher used frequency statistics.

CHAPTER IV

FINDING AND DISCUSSION

In Chapter 4, this research discusses the findings and discussion of the findings. Data findings obtained through tests regarding improving student pronunciation through the Cake Application will be presented in this chapter. the findings presented in this chapter are based on an analysis of the data that has been collected.

A. Research Findings

The findings of this research are explained in the form of the results of data analysis and tests used on students' pronunciation abilities, namely Pre-test and Post-test. The purpose of the pre-test is to determine the level of students' pronunciation abilities before being given treatment using the Cake application, then the post-test aims to determine the improvement that occurs in students' pronunciation abilities after being given treatment using the pronunciation feature in the application.

1. Result of Pre-test and Post-test

The subjects of this research were 20 students. The student's score was taken by using a pre-test to determine the student's initial ability. Below was the result of data analysis of Pre-test and post-test:

Table 4.1 Pre-test and Post-test of the students

Number	Name of Students	Pre-test		Post-test	
		Value	Value Range	Value	Value Range
1	AM	D	25	C	50
2	IN	C	50	A	100
3	IF	D	25	B	75
4	JU	C	50	A	100
5	MF	D	25	C	50
6	NF	D	25	B	75
7	NU	D	25	B	75
8	NM	D	25	B	75
9	RH	D	25	B	75
10	SJ	D	25	B	75
11	SA	D	25	B	75
12	S	D	25	A	100
13	SM	C	50	A	100

14	SY	C	50	A	100
15	MS	D	25	B	75
16	HA	D	25	A	100
17	LU	D	25	B	75
18	SB	D	25	A	100
19	LZ	D	25	B	75
20	RT	C	50	A	100
Total Score			625		1650

The table above shows that the cumulative score on the Pre-test test results is 625, while the cumulative score on the Post-test test results is 1625. It can be concluded that the Post-test score is higher than the Pre-test score.

2. Mean Score of Pre-test and Post-test

This data was analyzed using Windows SPSS 15.0 and followed by steps: analysis, description statistic, and frequency statistic.

Table 4.2 Mean score of Pre-Test and Post test

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	31.2500	20	11.10654	2.48350
	Post-test	82.5000	20	16.42367	3.67244

The table above explains that the average student score on the Pre-test is 31.25, while the average student score on the Post-test is 82.50.

3. The Improvement of Students' Pronunciation

The researcher analyzed the data using the formula explained before in Chapter III, and the result showed an improvement in students' pronunciation after applying the Cake Application as follows:

$$P = \frac{82.50-31.25}{31.25} \times 100$$

$$P = \frac{51.25}{31.25} \times 100$$

$$P = \frac{5.125}{31.25}$$

$$P = 164\%$$

4. Test of Significance Difference in the Students' pronunciation

Researchers used paired difference tests or paired sample t-tests to carry out an analysis of the data. then, to compare the averages of two data from the same sample, the researcher uses a paired sample t-test in order to determine whether the averages of the two data from different samples have a difference. The researcher used SPSS 15.0 for Windows to perform test calculations. The computing results are as follows:

Table 4.3 The result of Paired Sample Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-51.25000	12.76044	2.85332	-57.22207	-45.27793	-17.962	19	.000

Based on the output table of the paired samples test results, the value of sig = 0.000 is obtained, which means it is less than 0.05. thus, Ho; Cake Application does not effectively improve students' pronunciation at XII IPS MA DDI MAJENE, declared rejected. while Ha; Cake Application effectively improve students' pronunciation at XII IPS MA DDI MAJENE, declared accepted.

Based on the results of the descriptive analysis, the average score for the students' pre-test = 31.25 and post-test = 82.50. it means the pre-test results between post-test are statistically significantly different

B. Discussion

In this section, the discussion includes the interpretation of previous research. This research aims to see whether this English language learning-based application has a significant influence on improving students' pronunciation at XII IPS MA DDI MAJENE. Based on the findings, the Cake Application can improve students' pronunciation at XII IPS MA DDI MAJENE. These findings support the results of Nuraeni and Yanthi (2020), who found that students' perceptions of using the Cake Application in learning English language skills were very good, then when practicing students no longer worried whether their

pronunciation was wrong or correct in learning to speak English because the Cake Application conveyed the results of their practice directly.

Then, when the researchers applied the Cake Application, the students enjoyed learning English pronunciation and they were very interested in learning pronunciation using the Cake Application. This is in line with Fitria, Dwimaulidiyanti, and Sapitri (2021), results of their research, namely students' responses during the learning process of language speaking skills English through the Cake application is good, with the application of this application students become comfortable and feel interested during the learning process.

The teaching and learning process used by Cake Application was very helpful in helping the students learn English, especially pronunciation. Cake Application is so helpful and contributes to the student's learning process because it is easy to access, serves various topics in every level and category, and provides examples of conversation, a chance to practice speaking, evaluations of pronunciation, a score of pronunciation, and repetition, Pulungan (2020).

in addition, by implementing learning applications such as Cake Application as a learning medium in English lessons, students' knowledge of English language components also increases. Bariiza (2021) stated that involving the Cake application as a digital learning medium for students can increase students' insight, such as grammar, vocabulary, and of course pronunciation to motivate students to get ideas when they want to speak.

In using Cake Application as media in learning the students will get the strengths and weaknesses of Cake Application Suciati (2022). In applying the Cake Application to learning pronunciation at MA DDI MAJENE, there were some strengths and weaknesses. The strengths gained by the students in learning pronunciation using this application assess or evaluates the students' pronunciation. After the students practice speaking, they must record it. Then, the application will evaluate their pronunciation automatically. The wrong pronunciation will be crossed in red, and When the students are not satisfied with the result, the students can repeat it, then practice pronunciation unlimited, and also, they can practice several times until they achieve the best score.

Another advantage is that the Cake Application displays examples of conversations that students can listen to regarding correct pronunciation, intonation, stress, and rhythm and the Cake Application also provides grades from the results of students' pronunciation practice. This application uses numerical ratings such as A, B, C, and D. And appreciation will be given in the form of stars, these stars indicate that students have carried out satisfactory practice.

The weakness was that the students should have a handphone, and to access this application their handphone must have a good internet connection, In MA DDI MAJENE, if the internet connection was slow or off, it would be difficult for the students to access, especially if they had to use their internet quota, which would take a lot of their quota. Lestinayati (2020) stated that the problem of internet connection is common happened in teaching English using

online media. Another weakness was that students usually have a lot of memory on their phones to install the Cake Application, Students' phones must have sufficient storage space so that the Cake application can be installed and operated properly. Some students have to delete several applications that they rarely use and move some of their files to their laptops. The final weakness is that when students want to try the conversation feature of the Cake Application, students must have enough stars, these stars are obtained from watching several minutes of advertisements.

The researcher can conclude that Cake Application can improve students' pronunciation but on the other, students felt the strengths and weaknesses of Cake Application. From the constraints felt by the students in using the Cake application for learning pronunciation, the researcher recommends there must be an offline pronunciation learning application and for further research to be conducted focusing on the other aspects of the Cake Application.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting research using the Cake Application to improve students' pronunciation at XII IPS MA DDI MAJENE was increased significantly. This is shown by the score obtained in the pre-test (55.95) and the average score obtained in the post-test (73.25) which shows that the English students' pronunciation abilities in the post-test are higher than in the pre-test. , then the test score (16.6), is higher than the t table value (11.983). It can be concluded from the explanation above that the Cake Application is very effective and has a good influence to be used to improve students' English pronunciation skills in class XII IPS MA DDI MAJENE.

B. Suggestions

The researcher would like to give some suggestions. First, the teacher can use the Cake Application to improve students' pronunciation. Second, the students can train their English pronunciation fluently using the Cake application, and by helping the students improve their pronunciation step by step, they can improve other English skills. Third, the other researcher can conduct research on using Cake Application in different aspects, such as teaching English vocabulary and listening skills.

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APPENDICES

Appendix 1 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan: MA DDI MAJENE

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XII / Genap

Alokasi Waktu : 8 Jam Pelajaran (4 x Pertemuan)

A. KI-1 dan KI-2: Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perlakuan jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat, dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI-3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI-4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan, serta menanggapiya sesuai dengan konteks penggunaannya.	1. Mengidentifikasi ungkapan-ungkapan 2. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks 3. Memahami struktur teks ungkapan 4. Memahami unsur kebahasaan dari ungkapan

Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	
1. Peneliti menyapa peserta didik 2. Membaca Do'a bersama 3. Mengabsen siswa	
Kegiatan Inti	
1. Peneliti meminta siswa membuka Aplikasi Cake dan memilih fitur percakapan. 2. Tanya jawab dan diskusi 3. Peneliti memberi latihan	

4. Siswa mepretasikan hasil latihan	
Penutup	
1. Siswa menyimpulkan materi yang telah di pelajari 2. peneliti bertanya kepada siswa kesulitan yang dihadapi selama pembelajaran 3. Peneliti mengakhiri kelas	

Media: Handphone & Cake Application

Appendix 2 Students' Pre- test

Jun
Tell me about yourself.

D Min
Hello. My name is Min, and I'm 22 years old.

D
I am a junior in Hangeok University.

D
I major in Economics.

D
I currently live with my family in Seoul.

D
When it comes to my personality, I think I am very sociable.

D
I like to hang out with my friends and meet new people.

D
In my free time, I also like to watch movies and go shopping.

Jun
Tell me about yourself.

C Min
Hello. My name is Min, and I'm 22 years old.

C
I am a junior in Hangeok University.

C
I major in Economics.

C
I currently live with my family in Seoul.

C
When it comes to my personality, I think I am very sociable.

C
I like to hang out with my friends and meet new people.

C
In my free time, I also like to watch movies and go shopping.

Appendix 4 Students' Post-test

Jun: Tell me about yourself.

Min: Hello. My name is Min, and I'm 22 years old.

A: I am a junior in Hangoon University.

A: I major in Economics.

A: I currently live with my family in Seoul.

A: When it comes to my personality, I think I am very sociable.

A: I like to hang out with my friends and meet new people.

A: In my free time, I also like to watch movies and go shopping.

Jun: Tell me about yourself.

Min: Hello. My name is Min, and I'm 22 years old.

B: I am a junior in Hangoon University.

B: I major in Economics.

B: I currently live with my family in Seoul.

B: When it comes to my personality, I think I am very sociable.

B: I like to hang out with my friends and meet new people.

B: In my free time, I also like to watch movies and go shopping.

Appendix 3 Documentation







CURRICULUM VITAE



HARIANI was born on June 5, 2000 in Panamba. She is the third child of three children. She is child from the couple of Mahmud and Sahawiah. She started her education, first was in elementary school at SDN Panamba and graduated in 2011. she continued her study junior high school at SMP Budi Mulya

graduated in 2014, and senior high school at SMA Negeri 1 Kalukku then graduated in 2018. she was accepted and become students at English Study Program, faculty Tarbiyah and Teaching Treaning Department at State Islamic College of Majene, in 2018. during college she followed PPL and KKN on September 2021, she was doing PPL (Praktik Pengalaman Lapangan) at MA DDI MAJENE and she was doing KKN (Kuliah Kerja Nyata) at Mapilli District, Polewali Mandar Regency on February 02, 2022. At the end of her study, she could finish her thesis with the tittle "**Improving Students' Pronunciation Through Cake Application At XII IPS MA DDI MAJENE**"