A THESIS

THE EFFECT OF CAKE APPLICATION TO STUDENTS' PRONUNCIATION AT SMPN 23 BARRU

By

NURMOULIDA CAHYANI
REG NUM. 19.1300.097

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2024

THESIS

**THE EFFECT OF CAKE APPLICATION TO STUDENTS'
PRONUNCIATION AT SMPN 23 BARRU**

by

**NURMOULIDA CAHYANI
REG NUM. 19.1300.097**

Submitted to the English Education Program of Tarbiyah Faculty of State
Islamic Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2024

THE EFFECT OF CAKE APPLICATION TO STUDENTS' PRONUNCIATION AT SMPN 23 BARRU

Thesis

As Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd.)

English Education Program

Submitted by:

NURMOULIDA CAHYANI
REG NUM. 19.1300.097

to

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2024

SUPERVISORY COMMISSION APPROVAL

Thesis Tittle   : The Effect of Cake Application to Students'
Pronunciation at SMPN 23 Barru

Student Name   : Nurmoulida Cahyani

Student Reg. Number   : 19.1300.097

Study Program   : English Education

Faculty   : Tarbiyah

Basic for Supervisor Determination : Dean of the Faculty of Tarbiyah Decree
Number: 4036 Year 2022

Approved By:

Principal Supervisor   : Dr. Zulfah, M.Pd. (.......................)

EIN   : 198304202008012010

Co-Advisor   : Munawir, M.Pd. (.......................).

EIN   : 198809302023211016

Knowing:
Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd.
EIN. 19830420 200801 2 010

APPROVAL OF THE EXAMINING COMMISSION

Thesis Tittle   : The Effect of Cake Application to Students'
Pronunciation at SMPN 23 Barru

Student Name   : Nurmoulida Cahyani

Student Reg. Number   : 19.1300.097

Study Program   : English Education

Faculty   : Tarbiyah

Basis for Assigning Examiners : B.2965/In.39/FTAR.01/PP.00.9/07/2024

Date of Graduation   : 25rd July 2024

Approved by:

Dr. Zulfah, M.Pd	(Chair)	(.....................)
Munawir, M.Pd	(Secretary)	(.....................)
Dr. Abdul Haris Sunubi, S.S, M.Pd	(Member)	(.....................)
Yessicka Noviasmy, M.Pd	(Member)	(.....................)

Knowing:
Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd
EIN. 19830420 200801 2 010

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

الحَمْدُ اللهِ رَبِّ العَالَمِيْنَ وَالصَّلَاةُ وَ السَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَ المُرْسَلِيْنَ وَ عَلَى آلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْدُ

Alhamdulillahi Rabbil Alamin. First of all, the writer would like to express his gratefull to the lord Allah swt. The highest and the master of the universe while the creator of the everything in this world who still lend the writer good health, blessing, mercy so he can finish this thesis. Greetings and Salawat Strongly agree be sent to the prophet Muhammad saw.

The writer wants to thank a lot to all people who have supported and helped her in finishing her thesis as effective as she can. She realizes that whitout their support and help, she could not be able to finish this "Thesis". This opportunity, the writer would like to express very especial thanks to her beloved parents namely her father Ruslan Ibrahim and her lovely Misdarwati. A family who have given an endless love, advice, support and praying to be success students ever.

Her high appreciation and profusely sincare thanks are due to first consultant Dr. Zulfah, M.Pd and second Munawir, M.Pd who have patiently guided and given their construction suggestion, motivation and correction to the writer for finishing this thesis.

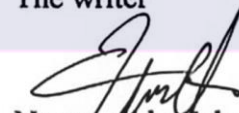Another side, the writer would also deliver special thanks to:

1. Prof. Dr. Hannani, M.Ag. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare

2. Dr. Zulfah, M.Pd. as the Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah and also allowed the writer to research in this Tarbiyah Faculty.

3. Kalsum, M.Pd. as the Chairman of English Program for the fabulous serving to the students.

4. All lecturers of English Program who have already taught her during her study in IAIN Parepare.

5. The staff of Tarbiyah Faculty who has worked hard in order to complete the administration for this research.

6. To my sister Alfaida Utari and my best friend Fatma, Fitri, Ade Virga, Utami, Lutfi, Fauzan and Ardi for their support and helped during this thesis. And thanks also to my beloved cat which has given its own color to the writer`s life story.

7. To the extended family of TK Negeri 38 Palanro, thanks for the helped and motivation for the writer I hope your steps will always be made easy by Allah SWT.

Finally, the writer realized that this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for him to get critiques and suggestion to make this thesis better. Hopefully, this thesis will be useful for all of us and for the development of English teaching and learning, Aamiin.

Parepare, 04 July 2024 M
27 Dzulhijjah 1445 H
The writer

Nurmoulida Cahyani
Reg Num. 19.1300.097

DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow :

Name   : Nurmoulida Cahyani

NIM   : 19.1300.097

Birthday date and place   : 22 July 1999

Study program   : English Education Program

Faculty   : Tarbiyah Faculty

Thesis Title   : The Effect of Cake Application to Students'

                                   Pronunciation at SMPN 23 Barru

      Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, 04 July 2024
The writer

Nurmoulida Cahyani
Reg Num. 19.1300.097

ABSTRACT

Nurmoulida Cahyani. *The Effect of Cake Application to Students' Pronunciation at SMPN 23 Barru* (Supervised by Zulfah and Munawir)

The pronunciation of students from all classes is very low then students do not pay much attention to the lessons explained by the teacher and are more interested in their cellphones, and most recently the teacher has not been able to find the right media to teach English. The objective of this research is to determine whether the use of the Cake Application is effective for examining students` pronunciation at SMPN 23 Barru.

The research method used used *quasy experimental* design with consisted experimental class and control class. The sampling was 60 students with 30 student for experimental class and 30 students for control class. There were 6 meetings including pretest, treatment and posttest. The data analysis used automatic calculation by SPSS version 26.

The result of research showed that the experimental class categorized as *Very Good* category with score 81,55 while control class categorized as Good with score 74,83. It obtained t_{hitung} 2,459 > 1.654, then the Ho hypothesis was rejected and Ha hypothesis was accepted. There is significance different between Control Class and Experimental Class. This treatment implemented in the Experimental Class has statistically significant improvements compared to the Control Class.

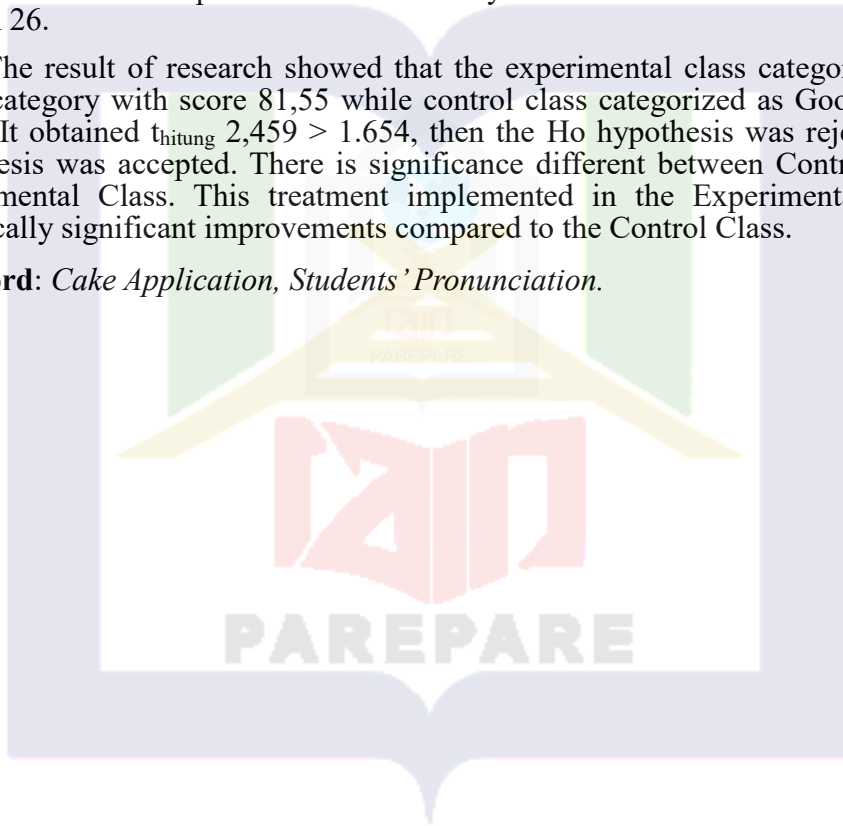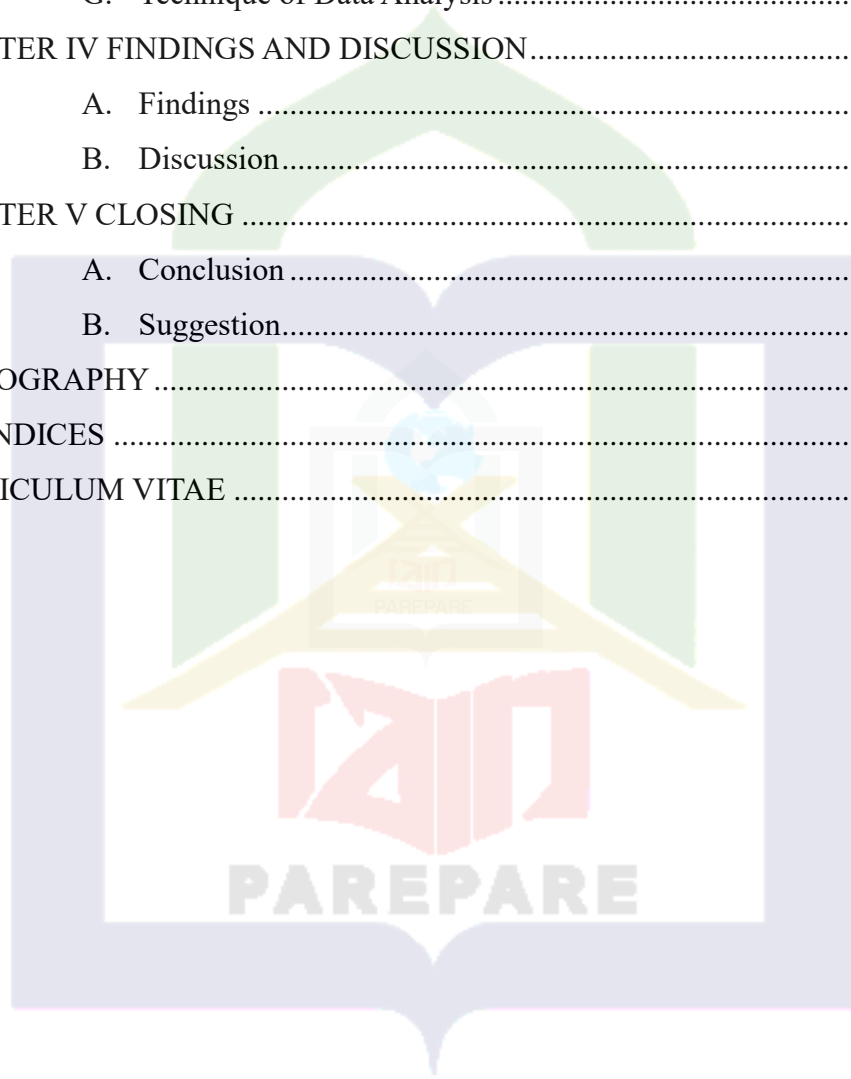**Keyword**: *Cake Application, Students' Pronunciation.*

TABLE OF CONTENT

LIST OF TABLES

LIST OF PICTURES

Number of Pictures	The Title of Pictures	Pages
2.1	Logo Cake Application	24
2.2	Screen Snack Video	32
2.3	Conceptual Framework	34

LIST OF APPENDICES

Number of Appendices	The Title of Appendices
1	Instrument of The Research
2	Student's Score
3	Documentation
4	SK Consultant
5	Research Recommendation from IAIN Parepare
6	Letter of Researching From Dinas PMP Barru
7	Statement has Carried out Research from SMPN 23 Barru
8	Curriculum Vitae
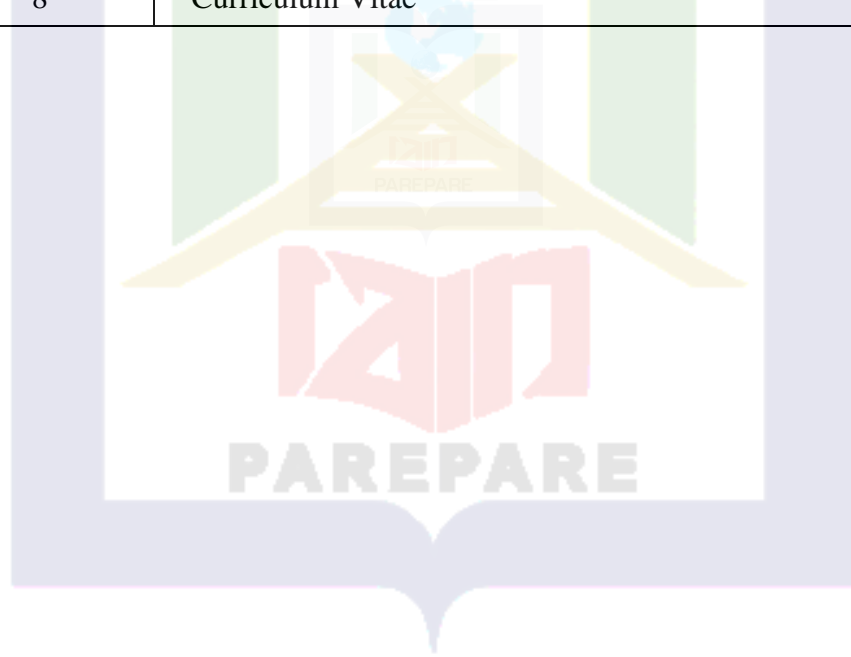
CHAPTER I

INTRODUCTION

A. Background

Pronunciation is one of the important aspects in English. According to Kelly, pronunciation is identic with how to say words or how we produce the sounds (Rahmi 2020).[1] Every word that we utter should be clear and can be accepted by other speakers. It means that people can understand what we are saying actually. Therefore, pronunciation has been one of the important aspects to make good communication, particularly for students in junior high school.

Pronunciation is a very important part when someone is transferring knowledge to other people, especially students and teenagers. Even so, there are several cases in Indonesia where students sometimes lack or are unable to pronounce words in English correctly, this is what researcher found when making observations in one a Junior high school in south Sulawesi Province, to be precise at Junior High School 23 Barru, students at the school do not understand how to pronounce words properly in English and its Based on an interview conducted by researcher with one of the english teacher at Junior High School 23 Barru :

First to third grade students have poor pronunciation, this is due to limited learning media to support improving student pronunciation, as a result students are more interested and spend a lot of time with their gadgets.' Jafar (2023).[2]

---

[1] Iftita Rahmi, "An Analysis of Students' Pronunciation Errors in Reading Aloud at SMA Negeri 8 Pekanbaru" (Universitas Islam Negeri Sultan Syarif Kasim Riau, 2020).

[2] Jafar Safaruddin, *English Teacher, Interviewed*, 2023.

Based on the statement above, there are several things that can be revealed, namely that the pronunciation of students from all classes is very low, then students do not pay much attention to the lessons explained by the teacher and are more interested in their cellphones, and most recently the teacher has not been able to find the right media to teach English.

Media is very important in the learning process, good media can increase student understanding and vice versa, media also increases student motivation in learning then prevents boredom, and streamlines the entire learning process that is carried out. The above facts are supported by interviews conducted by researchers to one of students :

Haydar (2023), said learning English is sometimes boring, many of us still don't have enough pronunciation, this is because every material or assignment that is given is often only required to be translated. and learning will be fun when the teacher uses an LCD projector.'[3]

Based on the statement above, the problem can be drawn that what teachers need most now is to integrate media and technology available in the hands of students, namely their cellphones, so that later learning is more interesting and more efficient so that researchers think this can improve English skills, especially their pronunciation.

Actually there are many Aplication that teachers can use to improve students' pronunciation skills, based on researcher experienceone of the reasons why we should use the Cake Application to improve students' pronunciation is because of the Application's ability to provide direct, interactive feedback. This

---

[3] Haydar Achmad, *Student, Interviewed*, 2023.

Aplication is specifically designed to assist users in mastering a foreign language, including the correct pronunciation. By using advanced speech recognition technology, Cake is able to accurately detect and analyze students' mispronunciations. This allows students to get immediate feedback on how they correctly pronounce words, phrases, and sentences. In the process, students can correct their mistakes and improve fluency and clarity in speaking.

In addition, using the Cake Aplication to improve students' pronunciation also provides benefits in terms of convenience and flexibility. Students can access this Aplication anytime and anywhere through their devices, be it smartphones, tablets or computers. They are not limited to the class schedule, but can practice and improve their pronunciation according to their own needs and preferences. In this way, the Cake app helps students build independent study habits and allows them to practice consistently without the limitations of time and place.

Furthermore, using the Cake Application can increase student motivation in learning pronunciation. The app offers a variety of interesting features, such as daily challenges, rewards and points that students can collect when they achieve their learning goals. With this reward system in place, students feel motivated to continuously improve their pronunciation skills and achieve better performance. In addition, the Cake app's ability to track students' progress over time also allows them to see their progress, which can positively build their confidence and motivation in learning a foreign language.

Finally, the use of the Cake Application in learning pronunciation can help reduce students' shyness and anxiety in speaking in a foreign language. For many students, one of the main obstacles to learning a new language is the fear or

embarrassment of making mistakes while speaking. Using this app, students can practice and hone their pronunciation skills privately without the pressure or embarrassment they may feel in class. By reducing these factors, students are more likely to feel confident and comfortable in using the new language they are learning, which in turn will increase their ability to communicate well in real-life situations.

Based on the explanation above the researcher intends to use the Cake Aplication to improve students' pronunciation at Junior High School 23 Barru.

B. Research Question

Based on the previous background, the researcher formulated the research question as follow: Is cake application effective to students' pronunciation at SMPN 23 Barru?

C. Objective of the Research

Based on the explanation above the researcher intends to use the Cake Application to improve students' pronunciation at Junior High School 23 Barru.

The objective of this research was to examine the effect of Cake application to students` pronunciation at SMPN 23 Barru.

D. Significance of the Research

This research is expected to give some benefits :

1. Theoritical significance

This research is useful in strengthening theories related to the use of cake applications, especially their effectiveness in improving student pronunciation.

2. Practical significance

    a. For the Teacher, the cake application can help teachers in teaching pronunciation. Varied learning can motivate students to improve their pronunciation skills in English.

    b. For the Student, can help them use the cake application in the learning process and it can be an interesting methode to learn pronunciation.

    c. For the School, it is hoped that the results of this research can provide considerations regarding learning models to improve students' English learning achievement.

    d. For the Researcher, to improve knowledge and references abaout using the Application.

E. Scope of the Research

This research is restricted to the effect of Cake Application to student pronunciation skill. The students will give list of words to think, discuss, and share to the classroom. The pronunciation assessment is focused on vowel, sound, consonant and stress. And then, this research had conducted at SMPN 23 Barru.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many researcher's have conducted their research on using Cake Application in teaching Pronunciation. Their findings are consecutively presented below :

The first research was conducted by Yanti which tittle "*The Use Of Cake Apps In Teaching Speaking To Senior High School's Students*". The aim of this research is whether the Cake App has an effect on teaching speaking skills to high school students, and students' perceptions about the Cake App. This research approach is qualitative.Observation, questionnaire and interview were used as the instruments of eliciting the data. The subjects of this study were the tenth-grade science one students of SMA PGRI 3 BOGOR. The results are APPS creating fun learning, improving students' motivation and their speaking skill, also affects students' confidence.[4] The similarity between researches was from the context of The Use of Cake Apps but the different from the context of Teaching Speaking To Senior High School's Students.

The second Research from Siska Anggaraini that "*The Implementation Of Cake Apps In Teaching Pronunciation At SMAN 1 Balong Ponorogo*". This research is qualitative research using the Cake App in pronunciation learning. The

---

[4] Winda Yanthi, "The Use of Cake Application in Teaching Speaking to Senior High School's Students," *The 2nd Bogor English Student Teacher (BEST) CONFERENCE 2020*, no. 2017 (2020): 165–70.

aim of this research is 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. The method used in this research is qualitative descriptive research with data collection techniques through observation and questionnaires. Based on the research results, it was found that there was an increase in student learning outcomes and activities for each indicator. This proves that the application of the Cake App can be a solution to English learning problems in the classroom, especially in the pronunciation section. Successful learning outcomes and student activities are also supported by increased student motivation[5] The similarity between researches was from the context of The Implementation Of Cake Apps but the different from the context of Teaching Pronunciation at SMAN 1 Balong Ponorogo.

The third research from Anisa Fitria et al., entitled "*The Implementation Of Cake APPS In Learning English Speaking Skill*. The study is aimed to find out : (1) the use of Cake APPS in learning speaking; (2) students' responses toward Cake APPS as a learning media; and (3) benefit of Cake APPS in learning speaking. The research is qualitative research. The instruments on this research used questionnaire and interview. The findings indicate that the students are comfortable and interested to learn speaking using cake APPS.[6] The similarity between

---

[5] Siska Anggaraini, "The Implementation of Cake Application in Teaching Pronunciation At Sma N 1 Balong Ponorogo Siska Anggaraini English Education Department Faculty of Education and Teachers Training," 2022.

[6] Anisa Fitria, Asri Dwimaulidiyanti, and Salwa Nur Mohamad Sapitri, "The Implementation of Cake Application in Learning English Speaking Skills," *International Conference on Education of Suryakancana*, 2021, 120.

researches was from the context of the Implementation of Cake Apps but the different from the context of learning English speaking skill.

The fourth Cake APPS was also thrived by a researcher with experimental approach entitled "The use of cake APPS to improve speaking ability" conducted by I Gusti Ayu Putu Dewi Paramita et. al. The aim of the study is to improve students speaking skill through Cake APPS. The research design is quantitative is research with a quasi-experimental approach. The design used is "Pretest–Posttest Non-Equivalent Control Group Design". The groups used in this study amounted to 2 groups, namely the experimental group using the Cake APPS and the control group using the conventional method (without using the APPS). To determine the experimental class and control class, random assignment was done. The data on the tests to compare the pre-test and post-test score. The instrument used in this study was speaking test. The result shows that that the use of the cake APPS in the Civil Engineering Department affect student learning outcomes, as evidenced by the results of the analysis obtained a Z value of - 6,317 with Sig. 0.000 < 0.05. It means that cake APPS effective to improve student learning outcomes.[7] The similarity between researches was from the context of the Implementation of Cake Apps but the different from the context of to improve speaking ability.

The fifth research about ESP in using Cake APPS was also conducted by Chusnul Chotimah and her colleague "*The Use Of Cake APPS On Students' Speaking Skill In English For Specific Purposes (Esp)"*. The aim of this research is to know the use of cake APPS as an improvement to students' speaking skill in

---

[7] I Gusti et al., "The Use of Cake Application to Improve Speaking Ability," *Journal of Applied Studies in Language* 6, no. 2 (2022): 214–20.

English for Specific Purposes (ESP). The participant are 33 college students of As-Syafi'iyah Islamic University. This research used qualitative methods and used questionnaires created using google forms and distributed via WhatsApp as the instrument to the students. From the answer of the questionnaires can be concluded that students got a new word with correct pronunciation and can speak fluently in ESP.[8] The similarity between researches was from the context of the Implementation of Cake Apps but the different from the context of Students' Speaking Skill In English For Specific Purposes (Esp).

The difference between this research and previous research is using quantitative research methods with a quasi-experimental approach. The design used was "Pretest - Posttest Non-Equivalent Control Group Design". And focus on one initial class which is given proper treatment to see the effectiveness of the cake application on students in improving their pronunciation and then the use of this cake application is only practiced in schools as a research object so that the results obtained later can be better than the studies above.

B. **Some Pertinent Ideas**

1. **Pronunciation**

Pronunciation is one of those abilities is often considered complicated in learning English because in all circumstances of speaking activity, pronunciation plays an important role in express ideas, feelings, and so on so

---

[8] Chusnul Chotimah, "The Use of Cake Application on Students' Speaking Skill in English for Specific Purposes (Esp)," *Lingua* 18, no. 1 (2022): 60–70, https://doi.org/10.34005/lingua.v18i01.1851.

that the other person is able to speak understand clearly.[9] Pronunciation is one of the important aspects in English. In oral communication every sound, stress and intonation may convey meaning. In English speaking, we have to be very careful in pronouncing words, because when we mispronouncing it, the listeners will be misunderstanding about what we say.

In dictionary of American English pronouncing said that, pronunciation is a learning to pronounce and spell English words especially difficult because some sounds of the language can be spalled in many different ways. For example the sound in the word "eat", represented by the phonetic symbol [i], can be spalled thirteen different ways, as illustrated in the following words : Caesar, be, sea, bee etc. and in oxford university press said that pronunciation is the way in which a language or particular word or sound is spoken and pronunciation is the act or manner or pronouncing articulate utterance.[10]

Nurjanah et al., pronunciation is the act or manner pronuncing words, utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbol. Without knowing how to read or recite a word will make the subject or material to be conveyed cannot be accepted by other parties due to incorrect pronunciation or miss pronun so this issue becomes one of the challenges for us as English learners to start learning the

---

[9] Fitria Indriani Fitri, Nurul Wahdah, and Nanik Yulianingsih, "Penerapan Metode Repeat After Me Dalam Melatih Pengucapan Kosakata Bahasa Inggris Di SMA Muhammadiyah 2 Plang Karaya," *Jurnal PkM Pemberdayaan Masyarakat* 4, no. 1 (2023): 29–33.

[10] Oxford university press. *Oxford learness pocket dictionary.*

correct pronunciation method lack of justification for pronunciation every time students speak English causes students to feel that what is being pronounced is correct even though it is not in accordance with what is in the dictionary international mentioned earlier. The problem has become anatural thing for teachers to make mistakes in pronunciation by students in class. Sothat the issue is forgotten and considered trivial which will never be lifted to the surface until the student himself has the awareness to learn it himself and fixes any pronunciation errors he said. However, learning independently without supervision and justification from experts will create changes that are not too significant toprevious pronunciation errors.[11]

Pronunciation is the way in which a word or a language spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect ("correct pronunciation"), or simply the way a particular individual speaks a word or language. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as the duration of the cultural exposure of their childhood, the location of their 2 current residence, speech or voice disorderss, their ethnic group, their social class, or their education.[12]

Pronunciation is a way of speaking that is generally accepted and understood by using language sounds,correct stress, rhythm and intonation. This is an important component in language learning and the use of language

---

[11] Sri Eka Lestari Nurjanah, Dodi Mulyadi, and Testiana Deni Wijayatiningsih, "The Analysis of Speechnote Application for Measuring the Accuracy of Students' Pronounciation," *Jurnal Lingua Idea* 10, no. 1 (2019): 56, https://doi.org/10.20884/1.jli.2019.10.1.1435.

[12] Riski Saputri, "Error Analysis Of English Pronunciation At 8th Grade Students of SMP Astra Makmur Jaya in Tikke Raya" (IAIN Palu, 2020).

itself. No proper pronunciation, guys will be misunderstood by others and they would be judged incompetent, no educated or lacking knowledge. Also mentioned in the research center Amep, that students with good pronunciation is easier understandable even though they do errors in other aspects or grammar not perfect.[13]

According to Agus, understanding Pronunciation in the science of Pronunciation there is such a thing as "stress". stress means pressure, stress marked with an upper dot (') that is when reading the word that has a dot at the top (stress) then we read it must be pressed/hard, for example the word becomes /bɪ'kʌm/we have to read with more tone Press/hard on the letter come which has a sign emphasize.[14] The pronunciation of words in a language English based on methods pronunciation in the Oxford Dictionary or Longman Dictionary. Second This large English dictionary used as a reference a lot. The better the pronunciation as we can, people will increasingly understand what we say, and the easier it is for us to get it understand what people are saying other.

From the definition of pronunciation above, it can be concluded that pronunciation is a person's way of saying a word or language, by conveying the correct sound, intonation and voice stress in generally agreed oral communication.

---

[13] Lina Herlina, "Efektivitas Penggunaan Film Dalam Mengajar Pronunciation," *Jurnal BELAINDIKA (Pembelajaran Dan Inovasi Pendidikan)* 2, no. 2 (2020): 1–9.

[14] Agus Salim Marpaung, "English of Education," 2023.

There are some standards of pronunciation they're; definition of pronunciation and a part of pronunciation that in brief with the rationale bellow :

Horn by using states that pronunciation is (a) manner in which a language is spoken, (b) way someone speaks (the phrase of) a language, and (c) manner in which a phrase is stated. In other phrase, in keeping with byrne pronunciation is the sound that a speaker can imitate while he is taking note of others. He persevered that a language can use that imitation from the opposite. In this situation the listener can imitate from speaker after which says something to different listener. Pronunciation is the act or way of saying a word or phrases. The research concludes that pronunciation is the manner someone utters a phrase or a language.

Indicators of Pronunciation

There are some indicators of pronunciation in English, they are :

1) Sound

a valid is a shape of energy, similar to power, warmness or light. Sound is one of the vital senses of the human body. a few sounds are great, and a few are stressful. we're subjected to numerous styles of sound all time. Sound waves are the result of the vibration of items. let's observe some sources of appears like a bell. whilst you strike a bell, it makes a loud ringing noise. Now, instead of just paying attention to the bell, positioned your finger at the bell after you've got struck it. are you able to experience it vibrating? this is the important thing to sound. it's miles even greater obtrusive in guitars and drums. you may see the wires vibrating

whenever you pluck it. when the bell or the guitar stops vibrating, the sound additionally stops.[15]

Sound is passage of disturbance via air; it advances by means of inflicting vibratory motion of person air molecules. Sound is; 1 sensation caused in the ear by the vibration if air other medium, 2 vibration triggered this sensation, 3 what is or may be heard.[16]

2) Vowel

Vowel is the tongue soes not touch other parts of the mouth, teeth, or lips it is sound. Every vowel sound represents a syllable in a word. In Indonesian there are only 5 types of vowels namely; a, i, u, e, o and There are 17 different vowel sounds English; they all have voice which occurs as the vocal cords vibrate the vowel sounds differ by (1) the distance between the lips, (2) the shape of the lips, (3) the length of time the sounds is held.[17]

---

[15] Zachary J Williams et al., "A Review of Decreased Sound Tolerance in Autism: Definitions, Phenomenology, and Potential Mechanisms," *Neuroscience & Biobehavioral Reviews* 121 (2021): 1–17.

[16] James A Henry et al., "Sound Tolerance Conditions (Hyperacusis, Misophonia, Noise Sensitivity, and Phonophobia): Definitions and Clinical Management," *American Journal of Audiology* 31, no. 3 (2022): 513–27.

[17] Osman Alteyp Alwasila, "Consonantalized Nasal and Lateral Vowel/ə/Versus Nasal and Lateral Syllabic Consonants," *Journal of Critical Studies in Language and Literature* 3, no. 3 (2022): 1–5.

Table 2.1 English Vowel Sound Chart

No	Symbol	Example
1.	/iy/	East,Receive,Believe,sweet
2.	/I/	Hit,Lip,Been
3.	/ey/	Pay,wait,break
4.	/ɛ/	End,Men,Says,Said
5.	/æ/	Am,Bad,Bat
6.	/uw/	Too,Shoe,True
7.	/Ω/	Cook,Wolf,Would,Put
8.	/ow/	Oh,Open,Soul
9.	/ə/	Us, Umpire,Sunday,Blood
10.	/c/	Also,awful,pause
11.	/aw/	Out,Cloud,House,Town,How
12.	/a/	Calm,Large,Ma
13.	/u/	Woman,Look,Cook
14.	/iuw/	Cute,View,Beauty
15.	/oiy/	Boil,Soil,Boy
16.	/aiy/	My,Fly,Guy

all the number of vowels above are divided into 2 types namely;

a) Diphthong sounds

DKBBI defines diphthongs as double vowel sounds that belong to one syllable, such as ai inchain words and au in imbau words. There are three types of diphthongs : centering diphthongs, ascending diphthongs, and descending diphthongs.

(1) Diphtong rise, Diphtong rose is a vowel whose second vowel is pronounced higher on the tongue than the first. Closing diphthongs or closing diphthongs is another name for these diphthongs. In Indonesian are classified 3 types of diphthongs up including:

    (a) Diphthongs with a rising shape then closing then forward [aI], such as "squirrel" and "wear"

    (b) Diphthongs with a rising shape then closing then forward [oi], like "amboi"

    (c) Diphthongs with a rising shape then closing then retreating [aU], such as "chaotic" and"brother"

There are only certain types of diphthongs such as ascending diphthongs in Indonesian,and no other types of diphthongs.

(2) Diphthongs Down, diphthongs that descend as opposed to diphthongs that rise, where the second vowel is lower than the first. The diphthong [iə] in the word "ear" is an example ofa declining diphthong in English.

(3) Diphthong centering is the pronunciation of vowels by positioning the tongue in th edirection of the central center vocal movement. There are two types of centering diphthongs: up-cover-centering diphthongs [ɔə] e.g. more [mɔə] and up-cover-centering diphthongs[ɛə], in: there [ðɛə].[18]

---

[18] Alvindi Alvindi et al., "Getting To Know Phoneme And Its Benefits In Sound Science," *Jurnal Bintang Pendidikan Indonesia* 1, no. 3 (2023): 129–37.

Diphthong is a group of letters that have two sounds or double sounds. Diphthong sounds in English consist of 8 symbols, namely :

Table 2.2 English Diphthong Sound chart

No	Symbols	Examples
1.	/eɪ/	Pain /peɪn/
2.	/aɪ/	Fine /faɪn/
3.	/ɪə	Fear / fɪə/
4.	/ɔɪ	Toy /tɔɪ/
5.	/eə/	Hair /heə(r)/
6.	/ʊə/	Cure /kjuʊə(r)/
	/aʊ/	Brown /braʊn/
8.	/əʊ/	Phone /fəʊn/

b) Monophthong

Monophthong is a group of letters that have one sound or a single sound. The monophthong sound in English consists of 12 symbols with the following description :[19]

Table 2.3 English Monophthong Sound chart

No.	Symbols	Examples
1.	/æ/	Fat /fæt/
2.	/e/	Best /best/
3.	/ɒ/	Box /bɒx/
4.	/ɔ:/	Sure /ʃɔ:(r)/

[19] Rolina Emmy Manggopa and Endah P Haryono, "Pengaruh Bahasa Ibu Dalam Pembelajaran Bahasa Inggris Pada Mahasiswa Politeknik Negeri Manado," in *PROSIDING SEMINAR NASIONAL*, 2020, 55.

5.	/ɑ:/	Dark /dɑːk/
6.	/ʌ/	Fun /fʌn/
7.	/ ɜ:/	Girl /gɜːl/
8.	/ə/	Cinema /sɪnəmə/
9.	/i:/	Freezer /friːzə/
10.	/I/	Big /bɪg/
11.	/u:/	Shoes /ʃuː/
12.	/ʊ/	Cook / kʊk/

3) Consonant

A consonant is a speech in which the air is at the least in part blocked and any letter wich represent this. Consonant is a valid in spoken language is a valid in spoken language this is function by a contraction or closure at one ore more points alongside the vocal tract. In oxford dictionary, consonant is speech sound made via (in part) stopping the breath with the tounge, lips and so forth.[20] The position of the tongue, lips and teeth

a) The way air is release

b) The use of, or absence of, voice

Table 2.4 Voiced and Voiceless of Consonants Sound

No	Symbol	Example
1.	/p/	Pay, Pat, Praise

---

[20] DENI RAMADHAN, "Exploring Indonesian EFL Learners' Problems in Pronouncing θ and ð Consonant" (Universitas Nahdlatul Ulama Sunan Giri, 2023).

2.	/b/	Cabs, Bag, Sobbed
3.	/t/	Ten, tip, tap
4.	/d/	Day, dad, tide
5.	/k/	Clean , ask, question
6.	/g/	Game, ghost, bag
7.	/f/	Trophy, tough, four
8.	/v/	Saves,of,ever
9.	/ch/	Catch, watching, lunch
10.	/j/	Jam, just, edges
11.	/sh/	Shame, ocean, sugar
12.	/zh/	Vision
13.	/s/	Bosses, cell, fast
14.	/z/	Easy, cousin, lazy
15.	/I/	Shelf, animal, place
16.	/r/	Pair, mirror, place
17.	/m/	Camp, games, comb
18.	/n/	Money, envy, plains
19.	/η/	Singer, tongue, strong
20.	/θ/	Teeth, month, deaths

21.	/h/	Who, alcohol, hill
22.	/w/	One, sweet, why
23.	/y/	Year, Yellow

4) Stress

English word can be divided into syllables. Each spoken vowel sound makes one syllable. A syllable can be :

a) A vowel sound alone

b) A vowel before a consonant

c) A vowel after a consonant

d) A vowel between consonants

Stress is a giving a louder ada lounger sound to the syllable or to the word. Syllable is sound that is mot spelling. stress is defined as a strong and loud emphasis on the syllables that give you an edge which consists of word stress, word groups stress, and sentence stress.[21]

a) Word Stress

Word Stress is syllable emphasis in the word. Word stress is divided into two parts : primary and secondry stress.

b) Sentence stress

Sentence stress is the emphasis of the word in the sentence. Example I will go to the campus, I will go to the campus.

---

[21] Fina Zakiyyah, Arso Setyaji, and Sukma Nur Ardini, "The Analysis of Pronunciation Application Based on the Concept of Artificial Intelligence," in *UNCLLE (Undergraduate Conference on Language, Literature, and Culture)*, vol. 2, 2022, 559–69.

5) Intonation

Intonation is the high and low pitch of a sentence that emphasizes certain words in the sentence. Intonation is a combination of several factors that influence the pronunciation of a sentence, such as tone stress, tempo, and pauses. Intonation in a song consists of the high and low of the voice and the softness or loudness of the voice.

Inappropriate intonation can cause errors in communication. For this reason, it is necessary to understand intonation, especially when communicating or conversing with other people. The intonation pattern in each sentence depends on the purpose intended by the speaker, meaning that if the speaker or speaker intends to tell something, then the intonation pattern decreases. Meanwhile, if the speaker intends to invite or command the listener, then the intonation pattern tends to be high. The explanation regarding intonation is as follows. [22]

The intonation is comprehensive in three kinds. The various types of intonation are as follows.

a) Falling intonation

Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. A falling intonation is very common in wh-questions.

a. Where's the nearest p↘ost-office?

---

[22] Freedomsiana, "INTONASI: Pengertian, Macam, Dan Contoh," 2022, https://www.freedomsiana.id/intonasi-adalah-pengertian-macam-dan-contoh/.

b. What time does the film f↘inish?

c. What time does the film f↘inish?

We also use falling intonation when we say something definite, or when we want to be very clear about something :

a. I think we are completely l↘ost.

b. OK, here's the magaz↘ine you wanted.

b) Rising Intonation

Rising intonation describes how the voice rises at the end of a sentence. Rising intonation is common in yes-no questions :

a. I hear the Health Centre is expanding. So, is that the new d ↗ octor?

b. Are you th ↗ irsty?

c) Fall-rise Intonation

Fall-rise intonation describes how the voice falls and then rises. We use fall-rise intonation at the end of statements when we want to say that we are not sure, or when we may have more to add:

a. I do↘n't support any football team at the m↘ om ↗ent. (but I may change my mind in future).

b. It rained every day in the firs ↘t w ↗eek. (but things improved after that).

We use fall-rise intonation with questions, especially when we request information or invite somebody to do or to have

something. The intonation pattern makes the questions sound more polite:

a. Is this your cam ↘er ↗a?

b. Would you like another co ↘ff ↗ee?[23]

2. Cake Application

a. Cake Application

The cake application is an English mastering software that capabilities to boom student studying sports in the discipline of English. This software is offered through a business enterprise known as playlist organisation, and the software is simplest 35.7 MB in length. despite the fact that this application turned into most effective released in 2018, the range of downloads has already surpassed 10 million downloads. This proves that the Cake utility is indeed a language learning application specifically for English which could be very beneficial for plenty human beings.[24]

---

[23] Duk-Ho An, "Clause Types, Intonation and Stranded Embedded Clauses," *Journal of Linguistics*, 2022, 1–24.

[24] Nurul Iman, "12 Aplikasi Belajar Bahasa Asing Untuk Android, Makin Mahir Tanpa Kursus," DailySocial, 2020, https://dailysocial.id/post/aplikasi-belajar-bahasa-asing#:~:text=Cake merupakan salah satu aplikasi,berukuran 7%2C3 MB saja.

Cake's intention is to take an English conversation magnificence with the repetition of certain phrases. The voice popularity device evaluates the person's pronunciation and presents feedback on students' overall performance with English suggestions. brief clips for training English pronunciation are updated daily, and divided into categories including topics of verbal exchange and degree of information. Cake also provides assets for taking day by day English instructions, inclusive of retaining music of examine days and hours and every day dreams.How to Use Cake Apps to Improve student' Pronounciation

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'.[25]

In this application people also can learn real English from videos. There are fun, short English conversation videos updated every day so users can learn English fast and it is completely free (Siregar & Ed, 20200.

---

[25] Anggaraini, "The Implementation of Cake Application in Teaching Pronunciation At Sma N 1 Balong Ponorogo Siska Anggaraini English Education Department Faculty of Education and Teachers Training."

1) User can learn real English Expressions curated from YouTube and see similar phrases in one place and spend just a few minutes a day to improve your English.

2) Cake application offers speaking practices that simulate conversations with native speakers and there is a blank subtitle to fullfill and also the meaning of the word.

3) It can be used to check pronounciation with AI Speech recognition. Simply record voice and we get immediumte feedback.

4) Cake application is completely free and there are no annoying ads.[26]

To acces the application, we must first have an account in order to learn English using the Cake Application. You can sign in with your Facebook account on your Google account, you can also use guest mode which is you don't need to sign in but, when you use guest mode, only free episodes are available. But cake application has a trial for a new user, so we don't have to pay as long as we use a trial of 2 weeks.

To start leraning in this application, we can choose the videos that have been provided as well as sentences that are incompletely to fullfil the sentences. We can choose the level of learning according to our abilities. Every time we start a video, we will get points when we finish doing the learning in the video. The video can be repeated if you do not understand what the conversation about. You no need to worry if you do not understand about the conversation in the video, complete subtitles

---

[26] FADILA TIAMANDA, "The Use of Cake Aplication to Improve Students' Vocabulary (A Quasi-Experimental of the Tenth Grade Students of SMA Negeri 1 Mayong in Academic Year 2021/2022)" (Universitas Islam Sultan Agung Semarang, 2022).

have been provided but there are also missing sentences, so we have to fil it in according to the conversation in the video (Fitria et al.,2021).
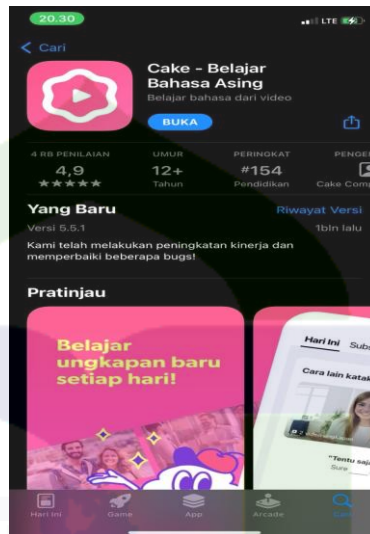
As for the steps that students must take in order to access the cake application, namely;

1) Open the Play Store (Android) or App Store for Iphone, search for apps by typing the name of the cake app.

2) After that Download the Cake Application

3) Next, open The Cake Apps, the first view that will appear is the homepage, where students can choose the class and what materials they want.

4) Registration - tap the "Profile" tab in the lower right corner and select "Sign in" to add a Facebook or Gmail account.

5) Click the explore feature to search for the category and theme you want, many quotes from a film will appear.

6) Next, then search for videos by searching keywords to learn english online for free.[27]

a. The Cake Application Features
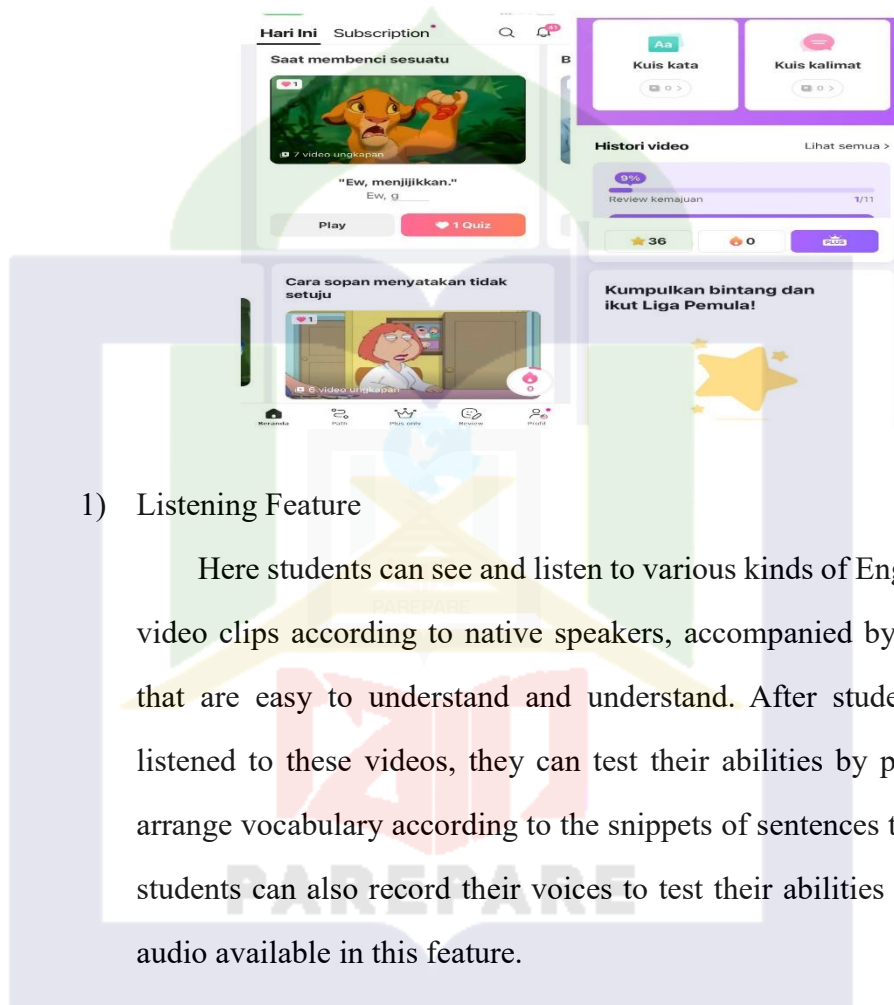
1) Listening Feature

Here students can see and listen to various kinds of English film video clips according to native speakers, accompanied by subtitles that are easy to understand and understand. After students have listened to these videos, they can test their abilities by playing to arrange vocabulary according to the snippets of sentences they hear, students can also record their voices to test their abilities using the audio available in this feature.

2) Reading Feature

This feature is not the main focus or purpose of the Cake application, but students often hear while looking at the text

---

[27] Ranita Febrianti, "Tutorial Penggunaan Aplikasi Cake," youtube, 2021.

displayed in English, so they will automatically be led to follow the speaker's speech, so this will help students learn to read in English.

3) Speaking Feature

talking is a very thrilling mission due to the fact students are required to serve the pronunciation in keeping with the speakers (local pronunciation). they are able to practice speaking by way of recording their voice following a local speaker, then they are able to automatically see the consequences in their talking talents straight away via looking at the grades that appear inclusive of A, B, or C because Cake uses the sophistication of artificial Intelligence, and students can also hold repeating repeat the pronunciation till they attain grade A or till they're absolutely fluent. And students are also free to copy the mantra without limit in step with their desires.[28]

Here there is also a conversation feature between two people, and the unique thing is that students are invited to join in being one of the speakers in the conversation and students can also choose the role of speaker alternately according to their wishes. This feature is a favorite feature because here students will feel like they have a speaking partner.

4) Vocabulary

By listening to and seeing video snippets every day this will really help students get new vocabularies every day. When students

---

[28] Winda Yanthi, "The Use of Cake Application in Teaching Speaking to Senior High School's Students," in *Bogor English Student and Teacher (BEST) Conference*, vol. 2, 2021, 165–70.

have a lot of vocabulary, they will be able to speak English very fluently.

5) Class Feature

In the Cake Application there is also a teacher's room which explains, teaches and discusses many important methods or tips that will really help students and add to lessons as well as new knowledge in learning English.

6) Challenge/Adventure Feature

Here students are free to choose the level according to their abilities such as beginner, intermediate or master. Students are free to choose the videos they like such as Comedy shows, TV shows, movies, travel, animation and others.

There is a listening and speaking quiz in this feature, this quiz will really test students' listening, speaking and memory, and the questions in the quizzes are often repeated, of course this will honestly help college students remember and will add new vocabulary to their memory. college students can also be requested to do "experience inside the clean" following what the speaker said so that they should recollect the shape of writing "phrases" in English, the quizzes here additionally help students consider and practice their listening. And on the stop of each quiz consultation they may take delivery of a praise inside the form of some of stars in line with the consequences in their ability to finish the quizzes.

As a opposition event. this selection genuinely invites students to research English continuously due to the fact Cake will deliver them learning targets every day and don't worry if they forget due to the fact students can spark off notifications then Jake (call/reminder call in Cake notifications) will seem and remind students to look at in step with user-defined hours. via reading each day, the student's spark will retain to increase and the greater sparks they get, the greater celebrity scores they may reap.

inside the center of gambling a recreation/quiz, an advert with a period of 25 seconds will every so often appear, but college students do not need to frown because this commercial will help students offer extra lives while their lives run out, so they can keep playing. while students make errors or solution/fill in questions incorrectly, the lives they acquire or get will keep to lower or even run out and that they must look forward to some time for the lives to be filled once more after which students can maintain gambling quizzes once more.

With the game concept, Cake will accumulate star score income that students have obtained from a number of game challenges that they have gone through and then they will see their position/position from competitors/other cake users. And the cool thing is that students don't only compete with Cake users from Indonesia, but also compete

with all Cake users who come from various countries or are universal in nature.[29]

b. Snack Video
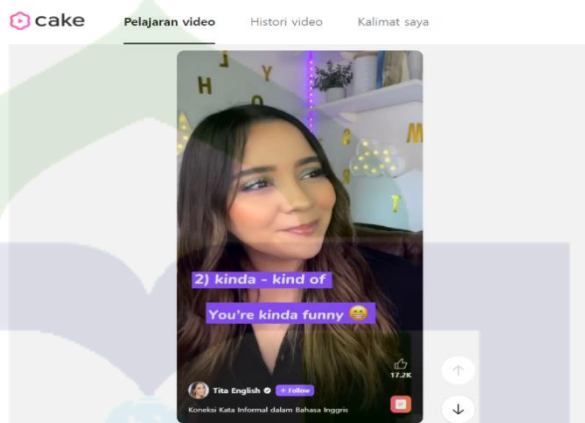
Snack videos or short videos usually contain information about whatever it is with a shorter duration, like an advertisement. The difference is that in this snack video, besides being able to like it, we can leave comments and share the snack video.

c. Strengths and weaknesses of Cake Application

The Strengths and the Weaknesses of Cake Aplication in Learning Speaking or Listening, Apart from being free to try, of course there are many advantages to this application including the high quality of learning content where learning materials in Cake Learn English are prepared by professional English teachers and adapted to the user level. The Cake

---

[29] Sumiati, "Aplikasi Pembelajaran Bahasa Inggris 'Seru Dan Menyenangkan,'" 14kompasiana, 2022, https://www.kompasiana/sumiati93247/61fd0d31870000472e4b3013/aplikasi-pembelajaran-bahasa-inggris-cake?page=all&page_images=3.

Learn English app offers many interactive features such as real-time chat with tutors and other users, a voice recognition feature, and a points and level system that makes learning English fun. Users can customize their study plan according to their goals, time and current level of ability. Cake Learn English's customer support team is responsive and helps users in solving technical or learning problems, and of course not only Android users but iOS users can also use it.

The downside is the cost of accessing some of the subscription features which can be expensive for users who are limited in terms of costs. Even though the Cake Learn English learning materials are high quality, the learning content available can be limited for certain levels. Users who have mastered basic vocabulary and grammar may feel less challenged by the learning content in this application. and of course it cannot replace direct interaction with a teacher or tutor. Learning English online still requires consistent effort and time from the user.[30]

---

[30] TIAMANDA, "The Use of Cake Aplication to Improve Students' Vocabulary (A Quasi-Experimental of the Tenth Grade Students of SMA Negeri 1 Mayong in Academic Year 2021/2022)."

C. Conceptual Framework

The researchers design the conceptual framework of this research by showing diagram below :
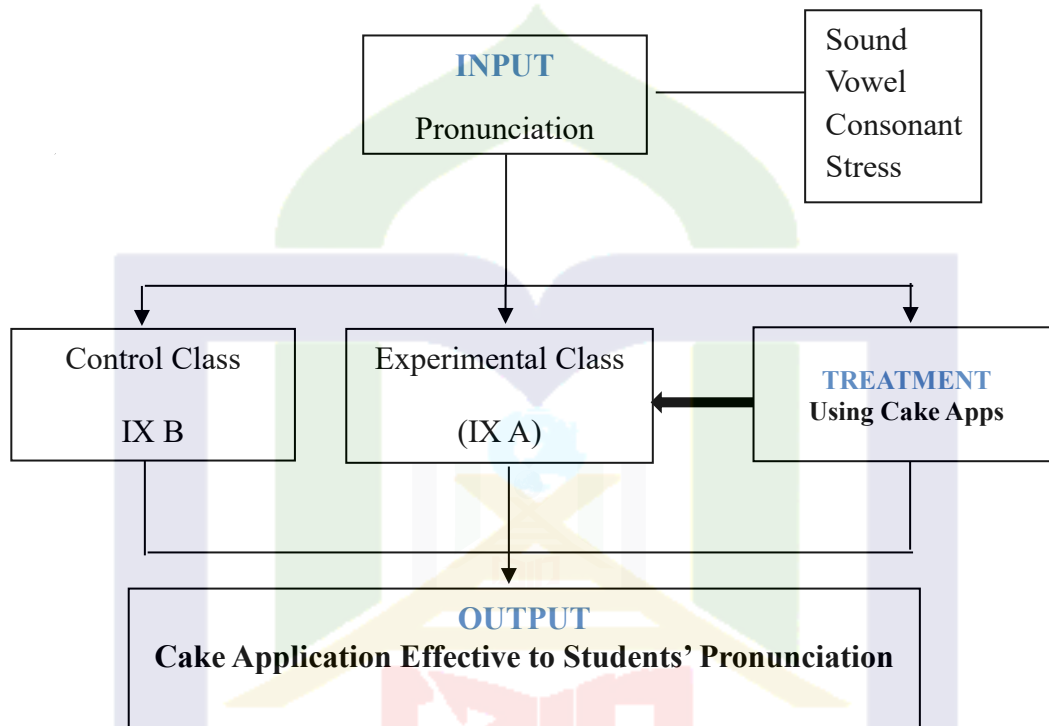
According to the conceptual framework that this research begin with the pronunciation indicator of sound, vowel, consonant and streets which given pretest. The treatment using cake application with follow listening, reading, speaking vocabulary class feature and advantages items and conducted for experimental class (IX A) while control class (IX B). after given treatment researcher gave posttest and the result data was the description of Cake Application Effective to Student's Pronunciation.

D. Definition of Operational Variabel

The researcher explains about the operational variable :

1. The independent variable in this research is the effect of cake aplication

2. The dependent variable is students' pronounciation which refers to the indicator of pronounciation namely : sounbd, vowel, consonant, stress.

E. Hypothesis

The researcher formulated the hypothesis as follow :

Ho : There is no significant difference between control class and experimental class.

H1 : There is significant difference between control class and experimental class.
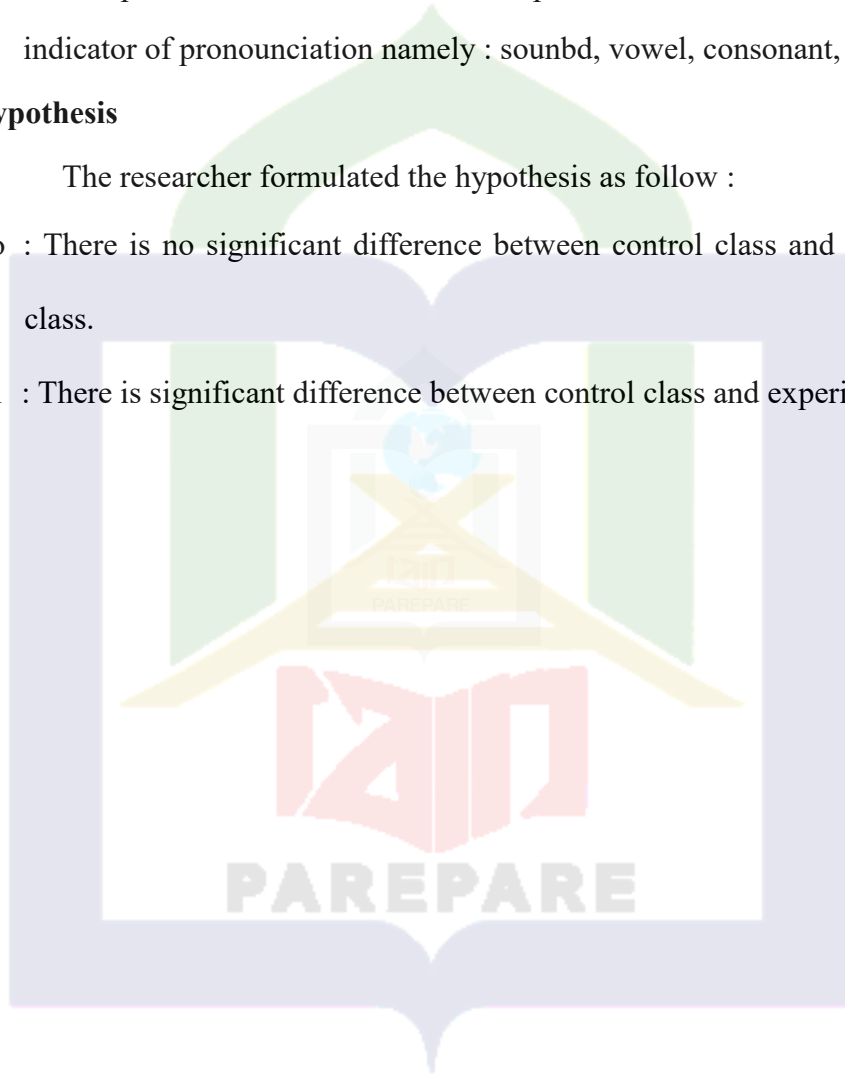
CHAPTER III

RESEARCH METHOD

A. Research Design

in this studies, the researcher used quantitative method to investigate the facts. The researcher applied a quasi-experimental research layout, involving pre-take a look at and submit-check to measure students" ability in pronunciation. The subject of this studies is two institution, one institution as an experimental organization that got treatment with the aid of the usage of the Cake application and another group as control organization used traditional technique. additionally, the researcher used take a look at in the ultimate meeting to discover the impact of cake app to scholar' pronunciation. The studies design is offered within the following table:

Group	Pre- Test	Treatment	Post-Test
Experimental	O_1	X	O_2
Control	O_3		O_4

Notes:

O_1 : Pre-test for Experimental Class

O_2 : Post-test for Experimental Class

O_3 : Pre-test for Control Class

O_4 : Post-test for Control Class

X   : Treatment

B. Research Variable

There was two kinds of variable in this research. They are:

a) Independent variabel

Independent variable in this research was the effect of Cake Application.

b) Dependent variable

Dependent variable of this research was students' pronunciation which refers to the indicator of pronunciation.

C. Location and Duration

This research conducted In Junior High School 23 Barru, It located in Kec. Mallusetasi, Barru, South Sulawesi and the research will do the research about 45 days including of analysis data.

D. Population and samples

1. Population

The population of this research was 213 of students from Junior High School 23 Barru which described using the table below :

Table 3.1 Population of Class in SMPN 23 Barru

No	CLASS	STUDENTS'
1	VII A	26
2	VII B	27
3	VII C	26
4	VIII A	26

5	VIII B	26
6	VIII C	25
7	IX A	30
8	IX B	30
9	TOTAL	213

2. Samples

in this research, researchers used simple random sampling, according to Sugiyono, easy Random Sampling is taking sample members from a population randomly without taking note of the strata within the populace.

The population of this research taken into consideration homogeneous and had met the criteria desired through the researcher, particularly grade nine students. The pattern for this sresearch turned into 60 students which includes 30 students in magnificence IX A because the experimental elegance and 30 college students in magnificence IX B as the control magnificence.

E. Procedure of Data Collection

Data collection is an indispensable step in research, because the data collected is used to test the hypotheses that have been formulated in this study. In general, there are several methods of data collection techniques, namely test.

The test as a data collection instrument is a series of questions or exercises used to measure the knowledge skills,

1. Pre-test is an activity to test the level of students' learning pronunciation of the material had been delivered; the pre-test is carried out before teaching activities begin. Before researcher giving the treatment on the first meeting researcher will gave pre-test to students' to identify the students' pronuciation.

2. The post-test is the test that the researcher after the treatments. Post-test is the final evaluation when the material taught on that day has been gives a post-test in other words whether students have improvment in english pronunciation by using cake applicatoion. The smilar test will be given from pretest.

3. Treatment

   This treatment will be conducted for six meetings. The procedure of the treatment as follow :

   a. The first meeting;
      1) Researchers say greetings to student before teaching the material.
      2) Researchers check the attendance list.
      3) The researchers explain and write down what materials and activities will be carried out
      4) The researcher provides material about pronunciation along with the elements of pronunciation
      5) The researchers randomly appointed students one by one to pronounce example sentences provided by the researcher.
      6) The researchers will concludes the material and close the class.

   b. The Second Meeting:
      1) The researcher greets the student to open the class.

2) The researcher gave directions to pray before studying and check the student attendance list.

3) The researcher then discussed the pronunciation material presented at the first meeting yesterday.

4) The researcher introducing the cake application to student

5) The researcher explain how to use the application, what features are in the application and teach how to create an account in cake application.

6) The researcher will open a Q & A for a few minutes for students to ask about the application.

7) The researcher concludes the material and close the class.

c. The Third Meeting:

1) The researcher greet the student to open the class.

2) The researcher gave directions to pray before studying and check the student attendance list.

3) Researcher will devide a group of two students each, then give them a paper containing the dialogue.

4) Every group practices a dialogue that has been given by reserachers in front of the class, in turn. And practice how to pronounce word by word.

5) The researchers randomly appoint groups to discuss in front of the class, and other students correct them if their pronunciations are incorrect.

6) The researchers will assess the one students at a time.

7) Before close the class the researcher told several students to bring mobile phone which already have the cake applications to school at the next meeting.

d. The Fourth Meeting:

1) The researcher greets the students to open the class.

2) The researcher give directions to pray before studying and check the student attendance list.

3) The researcher directing students to open the caken application on their mobile phone.

4) Practice directly using the cake application by playing videos or film ragytumnments with dialogue, after which they tried to fill in several missing words in the sentences in the video, and must answer it with correct pronunciation.

5) Before close the class the resrachers told students to continue learning how to pronounce words through the cake application they used earlier.

e. The Fifth Meeting:

1) The researchers greets the student to open the class.

2) The researcher give directions to pray before studying and check the student attendance list.

3) The researcher ask students whether they often open the cake application at home.

4) The researcher then direct the students to open cake application again because in this meeting the students not only filled in the missing words in the dialogue in the video, but also had to follow the application rules where they had to pronounce the underlined words in the sentence via the voice recording feature repeatedly.

5) The researcher concludes the meeting then close the class.

f. The Sixth Meeting:

1) The researcher concludes the meeting then close the class.

2) The researcher give directions to pray before studying and check the studens attendance list.

3) The researcher devide the group then give each person a paper containing a different dialogue from the previous one group.

4) The researcher will appoint each group one by one to go up in front of the class to have a dialogue with their couples.

5) The researcher will assess the students' progress in pronouncing the sentences correctly in their dialogues.

6) The researchers close the class.

F. Instrument of the Research

The resercher utilizing dialogue test as a instrument. The test is used to measure students' mastery of pronunciation before and after being taught using a cake application and grades according to the aspect categories in pronunciation. The test given are pre-test and post-test

The pre-test is a conversational dialogue about the introduction, and the second test use a defferent conversation about holiday activities. Of course the dialogue used is a longer than the previous dialogue.

G. Technique of Data Analysis

Data analysis technique is efforts made to analyze and measure data accurately. Kurniawan, data analysis can be interpreted as an effort to process the data into information that the charracteristics of data are easily understood and used to formulate problem.

1. **Descriptive Analysis**

Descriptive analysis is used to describe or describe data factually and accurately regarding research results. Matter This is in line with Sugiyono, opinion that the descriptive method is the method used to analyze data by describing or illustrating the data that has been collected as is without intending to draw conclusions that apply to general or generalization.[31]

a. Scoring the students' correct answer of Pre-test and Post-test by using Formula;

$$Score = \frac{f}{n} \times 100\%$$

While:

: Frequency of answers

: Total number of respondent

The descriptive analysis referred to here aims to describe the data obtained from the results of measuring the dependent variable, namely students' mathematics learning outcomes. Data about learning outcomes was obtained from data collection instruments in the form of pretest and posttest from both classes, namely the experimental class and the control class.

Criteria and percentage scale for student scores as follow;

Table 3.2 Precentage scale for student score

No	Scores	Classification

[31] Angga Cahbana and Mujibah Achyar SE, "Pengaruh Aktivitas, Likuiditas, Dan Solvabilitas Terhadap Harga Saham (Studi Pada Perusahaan Sub Sektor Industri Farmasi Yang Terdaftar Di Bursa Efek Indonesia Periode 2009-2020)" (Fakultas Ekonomi dan Bisnis, 2022).

1	80-100	Very Good
2	70-79	Good
3	60-69	Fair
4	50-59	Poor
5	>49	Very Poor

(Source: Suharsimi Arikunto, 2016: 245)[32]

b. To find out the Mean Score, following Formula;

$$\bar{x} = \frac{\sum x}{n}$$

while;

$\bar{x}$: Mean Score

$\sum x$: The Total Number of The Students Score

n : The Number of Student

c. To determine Variance

$$s^2 = \frac{n \, \Sigma f_i x_i{}^2 - (\Sigma f_i x_i)^2}{n \, (n-1)}$$

While;

s^2 : Variance

x_i : Middle Number to-i

f_i : Mean

Σf_i : The total of Student

2. **Inferential Analysis**

---

[32] Arikunto Suharsimi, *Prosedur Penelitian:Suatu Pendekatan Praktik* (Jakarta, 2016).

This reserch used statistical computation for analyzing the data. It was aimed at finding a significant different between experimental group and control groub. The classes which would be tested were experimental group and control group and the result would be counted by using t-test. There two term which must be fullfill best of the statistic which include Normality test and Homogeneity test.

a. **Test the N-gain score**

To test the effectiveness of a method, the N-Gain effectiveness formula is used. Normalized gain test (N-Gain) Calculating the normalized gain score is based on:

$$N\ Gain = \frac{Skor\ Post\ tets - Skor\ Pretest}{Skor\ Ideal - Skor\ Pretest}$$

The N-gain calculation category can be seen in the table below:

Table 3.3 N-gain calculation

Percentage	Interpretation
< 40	Not Effective
40-55	Less Effective
56-75	Enoughly Effective
>76	Very Effective

(Source : Hake,R.R, 1999)[33]

---

[33] Hake Richard R, "Analyzing Change/Gain Scores," Indiana University Bloomington, 1999, file:///C:/Users/Master Com/Downloads/785-Article Text-1542-1-10-20121201.pdf.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The student Score

The students pronunciation can be describe based on the experimental class and control class which describe below:

a. Pretest

The table presents pretest scores for 30 students, showcasing their academic progress before the implementation of cake application. According to the data showed for frequency of pre-test which explained below:

Table 4.1 Frequency of Pre-test

No	Score	Control Class		Experiment Class	
		Score	Classification	Score	Classification
1	Maximum	65,00	Fair	75,00	Good
2	Minimum	45,00	Very Poor	45,00	Very Poor
3	Mean	56,03	Poor	54,83	Poor
4	Median	55,00	Poor	55,00	Poor
5	Modus	55,00	Poor	55,00	Poor

According to the data above, the students frequency with control class maximum score for 65.00 which categorized as fair, minimum score with 45.00 categorized as very poor. Mean score for 56,03 categorized as poor and meadian score for 55,00 categorized as poor. and experiment class showed maximum score for 75.00 categorized as good, minimum score for 45.00

categorized as very poor, mean score for 54.83 categorized as poor and median for 55,00 categorized as poor.

According to the data that total students who get score for 65 was 4 students and score for 45.00 was 4 students also and media and modus data for 55,00 was 11 students. Another test for experimental class that students for 75.00 was 1 students and 45,00 was 6 students and 55,00 was 15 students.

Table 4.2 Classification of Pre-test

No	Category	Control Class		Experiment Class	
		Frequency	%	Frequency	%
1	Very Good	0	0,00%	0	0,00%
2	Good	0	0,00%	2	6,66%
3	Fair	8	26,66%	6	20,00%
4	Poor	18	60,00%	18	60,00%
5	Very Poor	4	13,00%	4	13,33%

According to the table above, it showed that control class with 30 students which divided into very good with 0 students, good with 0 students, fair with 8 or 26,66%. Poor with 18 students or 60,00%. Very poor with 4 or 13,00% and score for experiment class with 30 students which divided into very good with 0 students, good with 2 students or 6,66%, fair with 6 or 20,00%. Poor with 18 students or 60,00%. Very poor with 4 or 13,00%.

b. Posttest

The table presents posttest scores for 30 students, showcasing their academic progress after the implementation of cake application. According to the data showed for frequency of posttest which explained below:

Table 4.3 Frequency of Post-test

No	Score	Control Class		Experiment Class	
		Score	Classification	Score	Classification
1	Maximum	100,00	Very Good	100,00	Very Good
2	Minimum	55,00	Poor	55,00	Poor
3	Mean	74,83	Good	81,55	Very Good
4	Median	70,00	Good	85,00	Very Good
5	Modus	74,83	Good	81,55	Very Good

According to the data above, the students' frequency with control class maximum score for 100 which categorized as very good, minimum score with 55.00 categorized as poor. Mean score for 74.83 categorized as good and meadian score for 70,00 categorized as good and modus for 75.00 categorized as good and experiment class showed maximum score for 100 categorized as very good, minimum score for 55.00 categorized as poor, mean score for 81.55 categorized as very good and median for 85.00 categorized as very good.

According to the data that students got 100,00 was 3 students, students get score for 55,00 was 1 students and students get scored for 70,00 was 3 students. And data for experimental class was students get 100,00 was 1 students, while 70,00 was 6 students and score for 55,00 was 3 students.

Table 4.4 Classification of Post-test

No	Category	Control Class		Experiment Class	
		Frequency	%	Frequency	%

1	Very Good	13	43,33%	23	76,66%
2	Good	8	26,66%	5	16,66%
3	Fair	5	16,66%	1	3,33%
4	Poor	4	13,00%	1	3,00%
5	Very Poor	0	0,00%	0	0,00%

According to the table above, it showed that control class with 30 students which divided into very good with 13 students or 43,33%, good with 8 students or 26,66%, fair with 5 or 16,66%. Poor with 4 students or 13,00%. Very poor with 0 or and score for experiment class with 30 students which divided into very good with 23 students or 76,66%, good with 5 students or 16,66%, fair with 1 or 3,33%. Poor with 1 students or 3,00%. Very poor with 0 students.

2. **The Significance Test**

The effect of Cake Application Effective to Student' Pronunciation at SMPN 23 Barru suggests a study or research project examining how the use of a Cake Application impacts students' pronunciation at SMPN 23 Barru. It can seen below:

Table 4.5 Hypothesis Test

		Paired Samples Test							
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Experimental Control	79,678	12,7798	1,779	76,09	83,25	2,459	59	.000

Based on the results of the analysis, it is obtained that the thitung value was 2,459 where to find out whether the thitung value is significant with a 95% or 0.05 confidence interval, it must be compared with the value in the ttable. And to see the ttable it must be based on (dk) or degrees of freedom (df) whose magnitude is n-1, in this case it means 60-1 = 59. It refer to the ttable value of 1.654.

If the calculated thitung was 2,459 and the t value from ttable (t distribution table) was 1.654, then the researcher concluded that there is a significant difference between the two test of data being compared. In this context, the null hypothesis which states that there is no difference between the two data groups can be rejected. The alternative hypothesis which states that there is a difference between the two groups of data will be accepted.

The results of the analysis obtained thitung 2,459 > 1.654, then the null hypothesis was rejected and the ha hypothesis was accepted. So, There is significance different between Control Class and Experimental Class. This

comparison suggests that the intervention or treatment implemented in the Experimental Class has led to measurable and statistically significant improvements compared to the Control Class.

Following are the results of the data description by using N Gain score:

Table 4.6 *N Gain* Score

Descriptives				Statistic	Std. Error
NGain_Persen	Experimental	**Mean**		**83,345**	6,03484
		95% Confidence Interval for Mean	Lower Bound	79,3343	
			Upper Bound	87,3456	
		5% Trimmed Mean		65,1235	
		Median		57,1429	
		Variance		546,290	
		Std. Deviation		11,1768	
		Minimum		45,00	
		Maximum		100,00	
		Range		66,67	
		Interquartile Range		40,48	
		Skewness		0,377	0,580
		Kurtosis		1,327	1,121
	Control	**Mean**		**65,325**	2,80421

		95% Confidence Interval for Mean	Lower Bound	10,9353	
			Upper Bound	22,9642	
		5% Trimmed Mean		16,7497	
		Median		20,0000	
		Variance		117,954	
		Std. Deviation		10,86068	
		Minimum		40.00	
		Maximum		80,00	
		Range		37,50	
		Interquartile Range		12,50	
		Skewness		-0,211	0,580
		Kurtosis		-1,180	1,121

According to the table above, the score of N Gain showed for experiment class for 83,345 and for control class 65,325 which both categorized in different which experiment class for >76 effective and control class effective enough.

B. Discussion

This study was conducted to find out whether the use of cake application affects students' pronunciation, the study reveals compelling evidence of its impact. The researchers conducted a comparison between pretest and posttest scores of 30 students to evaluate the effectiveness of the intervention. Before the

intervention, students exhibited varying levels of proficiency, as indicated by pretest scores ranging from 45.00 to 75.00.

The implementation of the Cake Application, significant improvements were observed in students' posttest scores, which ranged from 55.00 to 100.00. This shift indicates that the intervention positively influenced students' pronunciation skills over the specified period of study. Statistical analysis, including a t-test with t_{hitung} value of 2.459 and a critical t-value (from t_{-table}) of 1.654, confirmed that the differences between pretest and posttest scores were statistically significant. Consequently, the null hypothesis, which posited no difference between the two groups (control and experimental), was rejected in favor of the alternative hypothesis, suggesting a measurable difference due to the intervention.

The findings strongly support the effectiveness of the Cake Application in enhancing students' pronunciation skills at SMPN 23 Barru. The significant improvements in posttest scores, coupled with a clear shift in performance categories, validate the efficacy of the intervention. These results underscore the importance of targeted educational technologies like the Cake Application in fostering tangible academic advancements among students.

The comparison between this research result and the previous research from Gusti showed that the result shows that that the use of the cake APPS in the Civil Engineering Department affect student learning outcomes, as evidenced by the results of the analysis obtained a Z value of - 6,317 with Sig. 0.000 < 0.05. It

means that cake APPS effective to improve student learning outcomes.[34] The comparison between his result only for the result of Significant for score 2.459 which interpreted that this research more improve using cake application. Another comparison between the mean score which this research higher than previous research.

The Cake Application offers several advantages when implemented in classroom settings, enhancing both teaching effectiveness and student engagement. *Firstly*, it provides a dynamic platform for interactive learning experiences. Through its multimedia capabilities, including audio and visual aids, the Cake Application accommodates various learning styles, making lessons more accessible and engaging for students. This interactive approach not only captures students' attention but also promotes active participation and deeper understanding of the subject matter at SMPN 23 Barru.

The Cake Application facilitates personalized learning experiences. Teachers can tailor lessons and content according to individual student needs and learning paces. This customization ensures that students receive targeted instruction, addressing their specific strengths and areas for improvement. By adapting to diverse learning profiles, the application fosters a supportive learning environment where each student can progress at their own pace, ultimately enhancing learning outcomes at students SMPN 23 Barru.

Another advantage of the Cake Application is its ability to foster collaborative learning. Through features such as group activities, discussion

---

[34] I Gusti et al., "The Use of Cake Application to Improve Speaking Ability," *Journal of Applied Studies in Language* 6, no. 2 (2022): 214–20.

forums, and shared projects, students can collaborate effectively with peers. This collaborative environment promotes teamwork, communication skills, and critical thinking as students work together to solve problems and achieve learning objectives. Such collaborative experiences not only deepen understanding but also prepare students for real world interactions. Cake Application supports continuous assessment and feedback. Teachers can easily track student progress, assess learning outcomes in real-time, and provide timely feedback. This facilitates ongoing adjustments to instructional strategies and allows for immediate intervention when needed.

The Cake Application enriches classroom learning by offering interactive, personalized, collaborative, and feedback-driven educational experiences. Its versatile features empower teachers and engage students, fostering a conducive environment for effective teaching and enhanced learning outcomes. The novelty of this research comparing to the previous research from the aspect of certain strategies such interactive, personalized, collaborative which more focused implemented by the researcher better that previous research that only develop students confidence. It showed the research from Yanti that APPS creating fun learning, improving students' motivation and their speaking skill, also affects students' confidence. The Cake Application's interactive, personalized, and collaborative features can be integrated to enhance overall learning outcomes which relevant to this research shows that these strategies not only boost confidence but also improve engagement, comprehension, and retention.

According to researchers, the cake application is suitable for junior high school students. Because their English is still basic and requires supporting media

not only to increase their vocabulary but also their pronunciation, the cake application is able to help improve students' pronunciation. In fact, one of the things that makes students lazy about learning English is that the material presented is sometimes boring. The use of appropriate learning media in the learning process will generate interest and desire, motivation and stimulation of learning activities, and even have a psychological impact on students. The use of appropriate learning media in the learning process will greatly contribute to the effectiveness of the process of delivering information or learning materials, so that it can maximize the achievement of learning objectives.
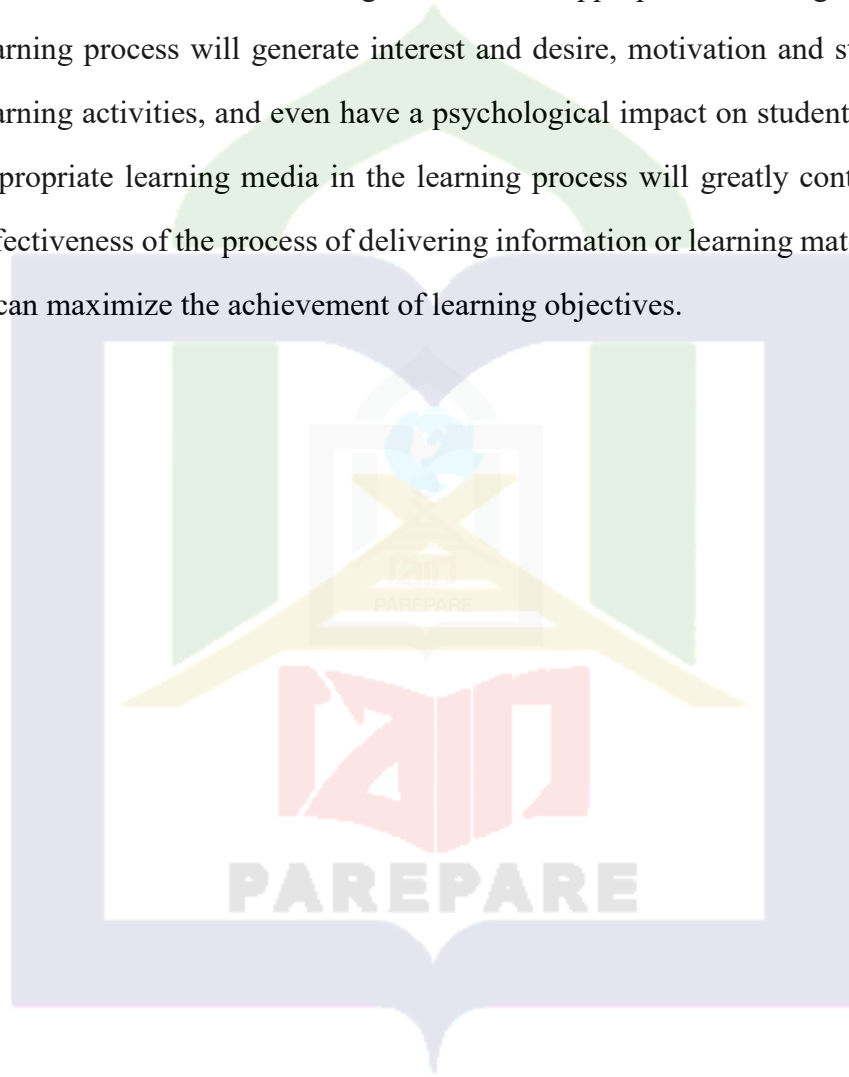
CHAPTER V

CLOSING

A. Conclusion

According to the findings referred to the effect of cake application to Students' Pronunciation at SMPN 23 Barru showed the experimental class categorized as *Very Good* category with score 81,55 while control class categorized as Good with score 74,83. It obtain 2,459 > 1,654, then the null hypothesis was rejected and ha hypothesis was accepted. There is significance different between Control Class and Experimental Class. This treatment implemented in the Experimental Class has statistically significant improvements compared to the Control Class.

B. Suggestion

1. For English Teacher, to improve students pronunciation using cake application for more improvement.

2. For Student, to improve further concentration and motivation during the learning process in correct English pronunciation using the cake application.

3. For Next Researcher, to improve more research which referred to the effect of cake application to Students' Pronunciation.

BIBLIOGRAPHY

Al-Qur'an, Al-Karim

Achmad, Haydar. Student, Interviewed, 2023.

Alvindi, Alvindi and Nisa Febriyanti Tanjung. "Getting To Know Phoneme And Its Benefits In Sound Science." Jurnal Bintang Pendidikan Indonesia 1, no. 3 (2023)

Alwasila, Osman Alteyp. "Consonantalized Nasal and Lateral Vowel/ə/Versus Nasal and Lateral Syllabic Consonants." Journal of Critical Studies in Language and Literature 3, no. 3 (2022)

An, Duk-Ho. "Clause Types, Intonation and Stranded Embedded Clauses." Journal of Linguistics, 2022.

Anggaraini, Siska. "The Implementation of Cake Application in Teaching Pronunciation At Sma N 1 Balong Ponorogo Siska Anggaraini English Education Department Faculty of Education and Teachers Training," 2022.

Cahbana, Angga, and Mujibah Achyar SE. "Pengaruh Aktivitas, Likuiditas, Dan Solvabilitas Terhadap Harga Saham (Studi Pada Perusahaan Sub Sektor Industri Farmasi Yang Terdaftar Di Bursa Efek Indonesia Periode 2009-2020)." Fakultas Ekonomi dan Bisnis, 2022.

Chotimah, Chusnul. "The Use of Cake Application on Students' Speaking Skill in English for Specific Purposes (Esp)." Lingua 18, no. 1 2022. https://doi.org/10.34005/lingua.v18i01.1851.

Fitri, Fitria Indriani. "Penerapan Metode Repeat After Me Dalam Melatih Pengucapan Kosakata Bahasa Inggris Di SMA Muhammadiyah 2 Plang Karaya." Jurnal PkM Pemberdayaan Masyarakat 4, no. 1 (2023)

Fitria, Anisa and Asri Dwimaulidiyanti. "The Implementation of Cake Application in Learning English Speaking Skills." International Conference on Education of Suryakancana, 2021.

Freedomsiana. "Intonasi: Pengertian, Macam, Dan Contoh," 2022. https://www.freedomsiana.id/intonasi-adalah-pengertian-macam-dan-contoh/.

Gusti, I, Ayu Putu, Dewi Paramita, I Wayan, Dana Ardika, Evin Yudhi Setyono, Ni Nyoman Yuliantini, Ni Ketut Suciani, and Politeknik Negeri Bali. "The Use of Cake Application to Improve Speaking Ability." Journal of Applied Studies in

Language 6, no. 2 (2022)

Hake Richard R. "Analyzing Change/Gain Scores." Indiana University Bloomington, 1999. file:///C:/Users/Master Com/Downloads/785-Article Text-1542-1-10-20121201.pdf.

Henry, James A, Sarah M Theodoroff, Catherine Edmonds, Idalisse Martinez, Paula J Myers, Tara L Zaugg, and Marie-Christine Goodworth. "Sound Tolerance Conditions (Hyperacusis, Misophonia, Noise Sensitivity, and Phonophobia): Definitions and Clinical Management." American Journal of Audiology 31, no. 3 (2022).

Herlina, Lina. "Efektivitas Penggunaan Film Dalam Mengajar Pronunciation." Jurnal BELAINDIKA (Pembelajaran Dan Inovasi Pendidikan) 2, no. 2 (2020)

Lestari Nurjanah, Sri Eka, Dodi Mulyadi, and Testiana Deni Wijayatiningsih. "The Analysis of Speechnote Application for Measuring the Accuracy of Students' Pronounciation."jurnal Lingua Idea 10, no.1 (2019) https://doi.org/10.20884/1.jli.2019.10.1.1435.

Manggopa, Rolina Emmy, and Endah P Haryono. "Pengaruh Bahasa Ibu Dalam Pembelajaran Bahasa Inggris Pada Mahasiswa Politeknik Negeri Manado." In PROSIDING SEMINAR NASIONAL, 55, 2020.

Marpaung, Agus Salim. "English of Education," 2023.

Iman, Nurul. "12 Aplikasi Belajar Bahasa Asing Untuk Android, Makin Mahir Tanpa Kursus." DailySocial, 2020. https://dailysocial.id/post/aplikasi-belajar-bahasa-asing#:~:text=Cake merupakan salah satu aplikasi,berukuran 7%2C3 MB saja.

Sugiyono. "Metode Penelitian Kuantitatif Kualitatif Dan R&d. Intro (PDFDrive)." Bandung Alf, 2011.

Rahmi, Iftita. "An Analysis of Students' Pronunciation Errors in Reading Aloud at SMA Negeri 8 Pekanbaru." Universitas Islam Negeri Sultan Syarif Kasim Riau, 2020.

Ramadhan, Deni. "Exploring Indonesian EFL Learners' Problems in Pronouncing θ and ð Consonant." Universitas Nahdlatul Ulama Sunan Giri, 2023.

Ranita Febrianti. "Tutorial Penggunaan Aplikasi Cake." youtube, 2021.

Safaruddin, Jafar. English Teacher, Interviewed, 2023.

Saputri, Riski. "Error Analysis Of English Pronunciation At 8th Grade Students of SMP Astra Makmur Jaya in Tikke Raya." IAIN Palu, 2020.

Suharsimi, Arikunto. Prosedur Penelitian:Suatu Pendekatan Praktik. Jakarta, 2016.

Sumiati. "Aplikasi Pembelajaran Bahasa Inggris 'Seru Dan Menyenangkan.'" 14kompasiana, 2022. https://www.kompasiana/sumiati93247/61fd0d31870000472e4b3013/aplikasi-pembelajaran-bahasa-inggris-cake?page=all&page_images=3.

Tiamanda, Fadila. "The Use of Cake Aplication to Improve Students' Vocabulary (A Quasi-Experimental of the Tenth Grade Students of SMA Negeri 1 Mayong in Academic Year 2021/2022)." Universitas Islam Sultan Agung Semarang, 2022.

Tim Penyusun. *Pedoman Penulisan Karya Tulis Ilmiah IAIN Parepare* (Parepare: IAIN Parepare Nusantara Press, 2023)

Williams, Zachary J, Jason L He, Carissa J Cascio, and Tiffany G Woynaroski. "A Review of Decreased Sound Tolerance in Autism: Definitions, Phenomenology, and Potential Mechanisms." Neuroscience & Biobehavioral Reviews 121 (2021)

Yanthi, Winda. "The Use of Cake Application in Teaching Speaking to Senior High School's Students." The 2nd Bogor English Student Teacher (BEST) CONFERENCE 2020, no. 2017 (2020).

———. "The Use of Cake Application in Teaching Speaking to Senior High School's Students." In Bogor English Student and Teacher (BEST) Conference, 2021.

Zakiyyah, Fina, Arso Setyaji, and Sukma Nur Ardini. "The Analysis of Pronunciation Application Based on the Concept of Artificial Intelligence." In UNCLLE (Undergraduate Conference on Language, Literature, and Culture), 2022.

APPENDICES

Appendix 1 : Instrument of the Research

       	KEMENTERIAN AGAMA REPUBLIK INDONESIA **INSTITUT AGAMA ISLAM NEGERI PAREPARE** **FAKULTAS EKONOMI DAN BISNIS ISLAM** **Jl. Amal Bakti No. 8 Soreang 91131 Telp. (0421)** **21307**
	VALIDASI INSTRUMEN PENELITIAN **PENULISAN SKRIPSI**

NAMA MAHASISWA   :   Nurmoulida Cahyani

NIM   :   19.1300.097

FAKULTAS   :   Tarbiyah

PRODI   :   English Education Program

JUDUL   :   The Effect of Cake Application to Students' Pronunciation at SMPN 23 Barru

1. Pre-Test

    Read The Dialogue below with correct pronunciation

The Dialogue About Introduction

Danny   : May I sit here?

Andy   : Yes you may.

Danny   : I am Danny. What is your name?

Andy   : You can call me Andy.

Danny : What are you doing here Andy?

Andy : I am waiting for my mother. How about you?

Danny : I just left my home and waiting my mother too.

Andy : We have the same purpose actually. Where do you live Danny?

Danny : In Delima Street 05, and you?

Andy : I live next to your street. It is Srikaya street 05.

Danny : Nice. Just call me if you want to visit my home.

Andy : May I get your phone number?

Danny : Sure you may. 081234527898.

Andy : Ok, I will call you soon.

Danny : I am waiting for it.

1. Post-Test

   Read The Dialogue below with correct pronunciation

The Dialogue About Holiday Activities

Maira : Hello Amara. Do you remember me?

Amara: Hi Maira. You look so well.

Maira : It must be two weeks since our holiday at school.

Amara: That's right. I spent my holiday at the beach and got my skin tanned.

Maira : Yes. I see you are a bit different, but that is okay. What do you do in our holiday?

Amara: I got a freelance job as a translator. It's a bit challenging but it was fun

Maira : What languages do you translate?

Amara: Apart from English, I translate Arabic and Spanish.

Maira : I am not really sure I can do the same thing as you do because my Spanish skill is so poor. I :also plan to drop that subject this semester

Amara: Where do you study that language?

Maira : Only at school

Amara: I sometimes travel to different parts of this country to do translating because I don't want to :get bored, also to Spanish because My grandmother from Spain. I enjoy living there. Next :week I have an assignment to translate document from Spain.

Maira : Will you have time to invite me whist you want to go Spain?

Amara: Yes, I'd love to.

Maira : I'll give you my phone number. Ring me in the evening.

Amara : Thank You.

Pronunciation Rubric

Category	Aspect				Score
	Vowel	Consonant	Word Stress	Sentence Stress	
1	Vowel errors are frequent	Consonan terrors are frequent	Frequently miss places stress on multisyllabic words	Sentence stress israrely identified	
2	Pronounc es some vowels incorrectly consistently	Pronounces some consonant incorrectly consistently	Places stress on the right syllable of multisyllabic words, but miss place iton large number of words.	Frequent misplacestress on focus words and other key words	
3	Make in consistent vowel errors	Make in consistent consonant errors	Places stress onthe right syllable of multisyllabic words, but miss place iton certain words	Place stress on focus words andother key words sometimes	
5	Pronounc es vowels correctly most of time	Pronounces consonants correctly most of time	Places stress onthe right syllable of multisyllabic	Place stress on focus words and other key words most oftime	

			words, but miss places it on a few words		
5	Pronounces vowel correctly all the time	Pronounces consonants correctly all the time	Places stresson the right syllable of multisyllabic words all the Time	Place stress on focus words andother key wordsall the time	

Setelah mencermati instrumen dalam penelitian skripsi mahasiswa sesuai dengan judul diatas, maka instrumen tersebut dipandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

Parepare, 22 Juli 2023

Mengetahui,

Pembimbing Utama

Pembimbing Pendamping

Dr. Zulfah, M.Pd.
NIP. 198304202008012010

Munawir, M.Pd
NIP.19880930202211016

Appendix 02 : Student's Score

No	Nama	Jawaban					TOTAL
		1	2	3	4	5	
1	Abdul Hafit	10	15	10	10	10	55,00
2	Abdullah Muchtar	15	15	15	15	15	75,00
3	Achmad Haydar	10	10	10	5	10	45,00
4	Alfiyah Zahrani Hakim	10	15	15	15	10	65,00
5	Alif El Rangga	10	5	10	10	10	45,00
6	Aulia Fitra Ramadhan	10	10	15	10	10	55,00
7	Bayu Tirta Nirwana	10	10	10	10	10	50,00
8	Citra Dewi	10	10	15	10	5	50,00
9	Denis	10	15	5	10	5	45,00
10	Hajratul Aswad	10	15	10	10	10	55,00
11	Humairah	10	10	10	10	10	50,00
12	Ibnu Alif	10	15	10	10	10	55,00
13	Intan Saskia	10	15	15	10	10	60,00
14	Muh. Asyraf Hazimi	10	10	10	15	10	55,00
15	Muh. Ilham	15	5	10	10	10	50,00
16	Muh. Resya Dwi Putra	10	10	15	10	10	55,00
17	Muslimah	10	15	10	10	10	55,00
18	Nur Anaya Sakina	15	15	15	15	10	70,00
19	Nur Cahya	15	10	10	10	10	55,00
20	Nur Rahmawati	15	15	5	10	10	55,00
21	Nurul Aulia	10	10	10	5	10	45,00
22	Ridho Alfiansyah	15	15	10	15	10	65,00
23	Risna Irwanda	10	15	10	10	5	50,00
24	Sarni	15	10	10	10	10	55,00
25	Sri Ardiansyah	10	15	15	15	10	65,00

26	Thalita Mulya	5	15	10	10	10	50,00
27	Tri Lestari	15	10	10	10	15	60,00
28	Muhammad Irfansyah	15	15	15	15	5	65,00
29	Miftah Hulianna Aziz	10	10	10	10	10	50,00
30	Alfiah Mutmainnah	15	10	10	10	10	55,00

No	Nama	Jawaban					TOTAL
		1	2	3	4	5	
1	Abdul Hafit	20	20	10	20	20	90,00
2	Abdullah Muchtar	15	20	20	20	15	90,00
3	Achmad Haydar	20	20	10	5	10	65,00
4	Alfiyah Zahrani Hakim	20	20	15	20	10	85,00
5	Alif El Rangga	20	5	10	20	20	75,00
6	Auliyah Fitra Ramadhan	10	20	20	20	20	90,00
7	Bayu Tirta Nirwana	20	10	10	10	20	70,00
8	Citra Dewi	20	20	20	20	5	85,00
9	Denis	10	15	5	20	20	70,00
10	Hajratul Aswad	20	20	20	20	10	90,00
11	Humairah	20	20	20	10	10	80,00
12	Ibnu Alif	10	20	20	20	10	80,00
13	Intan Saskia	20	20	20	10	10	80,00
14	Muh. Asyraf Hazimi	20	20	20	15	10	85,00
15	Muh. Ilham	20	20	20	10	10	80,00

No	Nama						TOTAL
16	Muh. Resya Dwi Putra	20	20	15	10	20	85,00
17	Muslimah	20	15	20	10	20	85,00
18	Nur Anayah Sakinah	20	15	15	15	10	75,00
19	Nur Cahya	20	20	20	20	20	100,00
20	Nur Rahmawati	20	15	5	10	20	70,00
21	Nurul Aulia	10	20	10	5	10	55,00
22	Ridho Alfiansyah	15	20	20	20	20	95,00
23	Risna Irwanda	20	20	20	20	20	100,00
24	Sarni	20	20	20	20	20	100,00
25	Sri Ardiansyah	20	20	15	15	20	90,00
26	Thalita Mulya	20	15	20	10	20	85,00
27	Tri Lestari	20	20	10	10	20	80,00
28	Muhammad Irfansyah	15	15	15	15	20	80,00
29	Miftah Hulianna Aziz	20	20	20	20	10	90,00
30	Alfiah muthmainnh	20	20	20	10	20	90,00

No	Nama	Jawaban					TOTAL
		1	2	3	4	5	
1	Muh Rahlil Ibrahim	15	15	5	10	10	55,00
2	Feri Heriawan	10	10	10	15	15	60,00
3	Abd. Wahab	15	15	10	5	10	55,00
4	Muh Youry	10	15	15	5	10	55,00
5	Zaki Ahmad Amin	15	15	5	10	10	55,00

No	Nama						Jumlah
6	Adhelia Adhesta	10	10	10	10	10	50,00
7	Putra Angraeni	15	15	10	10	10	60,00
8	Syahril	10	15	15	5	5	50,00
9	Nabila Zhafira Putri	15	5	5	15	5	45,00
10	Feby Sari. S	10	10	10	5	10	45,00
11	Raniah Nurul Qalbi A, W	15	15	10	15	10	65,00
12	Alya Regina Putri	10	15	5	15	10	55,00
13	Hariani	15	5	10	10	10	50,00
14	Diana Fahira	15	15	5	5	15	55,00
15	Mawar	10	10	10	15	10	55,00
16	Ahmad Zaky	15	15	10	10	10	60,00
17	Firdaus	10	5	10	5	15	45,00
18	Nur Aisyah	15	10	10	10	10	55,00
19	Aulia Restu Ramadhani	10	15	15	10	10	60,00
20	Haerunnisa	15	10	10	10	10	55,00
21	Ainun Abdullah	15	15	5	15	10	60,00
22	Akilah	15	5	10	5	10	45,00
23	Herlina Ningsih	15	15	5	15	5	55,00
24	Novianti	15	10	10	10	10	55,00
25	Risma Ramadhani	15	15	5	15	5	55,00
26	Iin Purnama	10	10	10	15	10	55,00
27	Lilis Sugiarti	15	15	10	10	15	65,00
28	Nurul Mutmainnah	10	15	10	15	5	55,00

No	Nama	15	10	10	10	10	TOTAL
29	Nurhalisah	15	10	10	10	10	55,00
30	Atma Suci Wulandari	10	15	15	10	10	60,00

No	Nama	Jawaban					TOTAL
		1	2	3	4	5	
1	Muh Rahlil Ibrahim	20	20	10	20	20	90,00
2	Feri Heriawan	15	20	20	20	20	95,00
3	Abd. Wahab	20	20	10	5	5	60,00
4	Muh Youry	20	20	15	20	20	95,00
5	Zaki Ahmad Amin	20	5	10	20	20	75,00
6	Adhelia Adhesta	10	20	20	20	20	90,00
7	Putra Angraeni	20	10	20	10	10	70,00
8	Syahril	20	20	5	20	20	85,00
9	Nabila Zhafira Putri	10	15	20	20	20	85,00
10	Feby Sari. S	20	20	20	20	20	100,00
11	Raniah Nurul Qalbi A, W	20	20	20	10	10	80,00
12	Alya Regina Putri	10	20	10	20	20	80,00
13	Hariani	20	20	20	20	10	90,00
14	Diana Fahira	10	5	20	5	15	55,00
15	Mawar	15	20	20	20	10	85,00
16	Ahmad Zaky	10	20	10	20	10	70,00
17	Firdaus	10	20	20	20	10	80,00
18	Nur Aisyah	15	10	10	10	15	60,00

19	Aulia Restu Ramadhani	15	20	15	20	20	90,00
20	Haerunnisa	15	20	10	20	10	75,00
21	Ainun Abdullah	10	20	10	20	10	70,00
22	Akilah	15	10	10	10	10	55,00
23	Herlina Ningsih	10	20	15	20	5	70,00
24	Novianti	15	10	20	10	10	65,00
25	Risma Ramadhani	10	15	20	15	10	70,00
26	Iin Purnama	5	10	20	10	10	55,00
27	Lilis Sugiarti	15	10	10	10	15	60,00
28	Nurul Mutmainnah	15	10	15	10	5	55,00
29	Nurhalisah	10	15	10	15	10	60,00
30	Atma Suci Wulandari	15	20	10	20	10	75,00

Appendix 03 : Documentation

XVIII

Appendix 04 : SK Consultant

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 4036 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;
Kesatu	:	Menunjuk saudara; 1. Dr. Zulfah, M.Pd.
		2. Munawir, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Nurmoulida Cahyani
NIM	:	19.1300.97
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Using Cake Apps To Improve Students' Pronounciation At Junior High School 23 Barru

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di	:	Parepare
Pada Tanggal	:	26 September 2022

Dekan,

XX

Appendix 05: Research Recommendation from IAIN Parepare

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor   : B-1840/In.39/FTAR.01/PP.00.9/05/2024   30 Mei 2024
Sifat   : Biasa
Lampiran : -
H a l   : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI BARRU
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
  KAB. BARRU

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: NURMOULIDA CAHYANI
Tempat/Tgl. Lahir	: JALANGE, 22 Juli 1999
NIM	: 19.1300.097
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: JL. ANDI UNRU, PALANRO, KEC. MALLUSE TASI KAB. BARRU

Bermaksud akan mengadakan penelitian di wilayah BUPATI BARRU dalam rangka penyusunan skripsi yang berjudul :

THE EFFECT OF CAKE APPLICATION TO STUDENTS' PRONUNCIATION AT SMPN 23 BARRU

Pelaksanaan penelitian ini direncanakan pada tanggal 29 Mei 2024 sampai dengan tanggal 15 Juli 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

Page : 1 of 1, Copyright©afs 2015-2024 - (muhlis)   Dicetak pada Tgl : 10 Jun 2024 Jam : 10:46:37

CS Scanned with CamScanner

Appendix 06: Letter of Researching from Dinas PMP Barru

PEMERINTAH KABUPATEN BARRU

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Mal Pelayanan Publik Masiga Lt. 1-3 Jl. Iskandar Unru Telp. (0427) 21662, Fax (0427) 21410
http://dpmptsptk.barrukab.go.id : e-mail : barrudpmptsptk@gmail.com .Kode Pos 90711

Barru, 19 Juni 2024
Kepada

Nomor : 336/IP/DPMPTSP/VI/2024
Lampiran : -
Perihal : Izin Penelitian

Yth. Kepala UPTD SMP Negeri 23 Barru

di -
Tempat

Berdasarkan Surat dari Dekan Fak. Tarbiyah IAIN Parepare Nomor : B-1840/In.39/FTAR.01/PP.009/05/2024 perihal tersebut di atas, maka *Mahasiswi* di bawah ini :

Nama : NURMOULIDA CAHYANI
Nomor Pokok : 19.1300.097
Program Studi : PENDIDIKAN BAHASA INGGRIS
Perguruan Tinggi : IAIN PAREPARE
Pekerjaan : MAHASISWI (S1)
Alamat : PALANRO SELATAN KEL. PALANRO KEC. MALLUSETASI KAB. BARRU

Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/Kantor Saudara yang berlangsung mulai tanggal **19 Juni 2024 s/d 15 Juli 2024**, dalam rangka penyusunan **Skripsi** dengan judul :

THE EFFECT OF CAKE APPLICATION TO STUDENTS' PRONUNCIATION AT SMPN 23 BARRU

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD (Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang Undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) eksampelar copy hasil penelitian kepada Bupati Barru Cq. Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kabupaten Barru;
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara (i) untuk memberikan bantuan fasilitas seperlunya.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperluhnya.

Kepala Dinas,

Dokumen ini telah ditandatangani secara elektronik
Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Barru

ANDI SYUKUR MAKKAWARU, S.STP.,M.Si
Pembina Utama Muda, IV/c
NIP. 19770829 199612 1 001

TEMBUSAN : disampaikan Kepada Yth.
1. Bapak Bupati (sebagai laporan);
2. Kepala Bappelitbangda Kab. Barru;
3. Kepala Dinas Pendidikan Kab. Barru;
4. Dekan Fak. Tarbiyah IAIN Parepare;
5. Mahasiswi yang bersangkutan.

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
"Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunakan setifikat yang diterbitkan BSrE

Balai Sertifikasi Elektronik

Apendix 07: Statement has carried out Research from SMPN 23 Barru

PEMERINTAH KABUPATEN BARRU
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 23 BARRU
Alamat : Buaka, Desa Kupa Kec. Mallusetasi Kab. Barru 90753
E-mail : barru.mlts.smpn2mallusetasi.gmail.com

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 400.3/ 35/UPTD/SMPN 23.BR/2024

Yang bertanda tangan di bawah ini Kepala SMP Negeri 23 Barru menerangkan bahwa :

Nama	: NURMOULIDA CAHYANI
Nomor Pokok	: 19.1300.097
Program Study	: Pendidikan Bahasa Inggris
Nama Universitas	: Institut Agama Islam Negeri (IAIN) Parepare
Judul Penelitian	: **"THE EFFECT OF CAKE APPLICATION TO STUDENTS' PRONUNCIATION AT SMP NEGERI 23 BARRU"**

Bahwa nama tersebut di atas telah melakukan penelitian dalam rangka penyusunan skripsi d UPTD SMP Negeri 23 Barru pada tanggal 19 Juni 2024 s.d. 15 Juli 2024..

Demikian surat keterangan ini kami buat dengan sebenarnya agar dapat dipergunakai sebagaimana mestinya.

Buaka, 18 Juli 2024 2024
Kepala SMPN 23 Barru

Dra.Hj.HATIMAH
NIP. 196808041994122002

XXIII

CURRICULUM VITAE

Nama NURMOULIDA CAHYANI Lahir di Jalange, 22 Juli 1999. Anak pertama dari dua bersaudara yang lahir dari pasangan bapak Ruslan Ibrahim dan Ibu Misdarwati. Pendidikan yang di tempuh penulis yaitu SDN 8 Jalange dan Lulus tahun 2012, SMPN 2 Mallusetasi masuk pada tahun 2012 dan melanjutkan studi di SMPN 1 Mallusetasi tahun 2014 lulus tahun 2015, melanjutkan jenjang di SMAN 4 Barru dan lulus tahun 2018. Hingga kemudian melanjutkan studi ke jenjang strata satu (S1) di Institut Agama Islam Negeri (IAIN) Parepare dan memilih program studi Pendidikan Bahasa Inggris, penulis melaksanakan Praktik Pengalaman Lapangan LOKASI PPL di MTS DDI Takkalasi pada Tahun 2022 kemudian melaksanakan Kuliah Pengabdian Masyarakat di Desa Padaelo Kabupaten Pinrang pada tahun 2022 dan menyelesaikan tugas akhirnya yang berjudul "The Effect of cake Application to Students' Pronunciation at SMPN 23 Barru", untuk memperoleh gelar Sarjana Pendidikan (S.Pd).