



**CAKE APP IN STUDENTS' PRONUNCIATION ABILITY:  
A CLASSROOM ACTION RESEARCH STUDY**

**THESIS**

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**CAKE APP IN STUDENTS' PRONUNCIATION ABILITY: A CLASSROOM  
ACTION RESEARCH STUDY**

Xix, 95 pages, 10 tables, 9 pictures, 9 appendices

## **ABSTRACT**

Cake English application which is equipped with fun learning activity features has been implemented in this study to improve students' pronunciation at MTs Khazanah Kebajikan, Ciputat. The aims of this research are: (1) to improve students' English pronunciation by using the Cake English application; (2) to determine the effectiveness of using the Cake English application in helping students pronounce vocabulary correctly; (3) to find out and assess the extent to which students' pronunciation has been improved. With Classroom Action Research (CAR) and qualitative approach, research data was collected through two cycles with interview, observation, and documentation techniques. The results of this study indicate that the implementation of the Cake English application in the classroom can be useful as a medium for practicing, giving assignments, and evaluating. The application of the Cake English application also resulted in several changes, namely: (1) the mindset of the English teacher about the strategy and appearance of teaching pronunciation to be more creative; (2) students' learning abilities and activities are increased and errors in pronunciation are reduced; (3) student learning activities become more active and fun by watching, listening, and practicing through the Cake English application.

*Keywords: Pronunciation, Application, Cake English*

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***CAKE APP DALAM KEMAMPUAN PENGUCAPAN SISWA: SEBUAH  
PENELITIAN TINDAKAN KELAS.***

Xix, 95 halaman, 10 tabel, 9 gambar, 9 lampiran

### **ABSTRAK**

Aplikasi Cake English yang dilengkapi dengan fitur-fitur aktivitas belajar menyenangkan telah diimplementasikan dalam penelitian ini guna meningkatkan pronunciation siswa di MTs Khazanah Kebajikan, Ciputat. Tujuan dari penelitian ini diantaranya adalah: (1) untuk meningkatkan pengucapan bahasa Inggris siswa dengan menggunakan aplikasi Cake English; (2) untuk mengetahui efektifitas penggunaan aplikasi Cake English dalam membantu siswa melafalkan kosa kata dengan benar; (3) untuk mengetahui dan menilai sejauh mana peningkatan pronunciation siswa. Dengan Penelitian Tindakan Kelas (PTK) dan pendekatan kualitatif, data penelitian dikumpulkan melalui dua siklus dengan teknik wawancara, observasi, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa implementasi aplikasi Cake English di dalam kelas dapat berguna sebagai media untuk latihan, memberikan tugas, dan evaluasi. Penerapan aplikasi Cake English juga menimbulkan beberapa perubahan, yaitu: (1) pola pikir guru bahasa Inggris tentang strategi dan penampilan mengajar pronunciation menjadi lebih kreatif; (2) kemampuan dan aktivitas belajar siswa meningkat dan kesalahan dalam pronunciation berkurang; (3) aktivitas belajar siswa menjadi lebih aktif dan menyenangkan dengan menonton, mendengarkan, dan berlatih melalui aplikasi Cake English.

Kata kunci: *Pengucapan, Aplikasi, Cake English*

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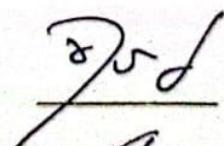
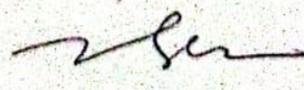
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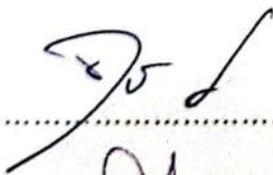
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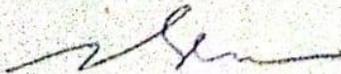
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# **DEDICATION**

**I dedicated this thesis to:  
Myself, mother, father, and sister**

# **MOTTO**

**“Do what you love,  
and love what you do.”**

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# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

It is known that a language is an arrangement of conventional speech, sign or signature, written symbols and other artifacts of communication that human express as parts of their community. Language may also be defined as a tool of communication in the form of a system of sound symbols created through human speech instruments. The forms of communication, identity speech, play, imaginary expression, and emotional freedom are claimed as the language functions.

In learning language, there are many skills that must be mastered. Basic things which students need to do are that they need to read and memorize the vocabularies, try to practice to write the vocabularies without any errors, listen carefully how to pronounce the vocabularies and the most important thing they need to pronounce the vocabularies in a proper way. When they learn about language, especially English, students are expected to have good pronunciation so that it is easy to understand when they are communicating.

According Gilakjani (2016:2), pronunciation is the construction of a sound system that does not interfere with communication either from the speaker or from the listener's point of view. Furthermore, also stated that pronunciation is the way of uttering a

word in an accepted manner. He also has identified pronunciation as the way certain sounds are made.

Reciting Al-Qur'an, Surah Al-Muzzammil (73), Verse 4:

أَوْ زِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا

“Or a little more; and recite the Quran (aloud) in a slow, (pleasant tone and) style.”

This surah explains that we need to read Al-Qur'an carefully. The point is to read the Al-Qur'an slowly, fluently, and feel the meaning also the purpose of the verses just so that it impresses the heart. Tartil in Al-Qur'an means, "Read it slowly while clarify the stop and start letters so that the reader and listeners can understand and appreciate the contents of the messages." In conclusion, this surah also tells about that we need to read carefully until we can pronounce the words properly.

In Indonesia, English is a foreign language and speaking skill seems to be unsatisfied. Gilakjani (2016:123), states that the difficulties faced by many learners of English as a foreign language is a misunderstanding on the pronunciation of English expressed at normal speed through the material listening. The common problem that they faced are they are afraid of making mistakes and lack of confidence. According to Robin (2022:31), teachers should be provided with courses and materials that help them improve their pronunciation instruction.

English pronunciation is one of the most difficult skills to learn, and students can spend a lot of time developing their pronunciation according to Gilakjani (2016:1). And it is explained by Gilakjani (2012:119) that understandable pronunciation is one of the fundamental criteria of the skill of the learner and is also one of the most critical aspects of language teaching. Good pronunciation leads to understanding, while bad pronunciation leads to considerable difficulty in understanding the language.

The aim of pronunciation instruction is not to ask learners to speak as native speakers. The real purpose of oral communication should instead be an intelligible pronunciation. If students want to change the way they pronounce English words, they need to change the way they think of the sounds of those words. This is valid both for individual sounds and for broader parts of speech, such as syllables, stress patterns, and rhythm. A speaker has acceptable pronunciation when other people can understand him/her and the speaker's English is of great value to listen to.

Teaching English pronunciation requires many practices or drills since it deals with speaking activity. If a person continuously asks you with "what?", "huh?" or "could you repeat that", it means that your pronunciation needs improvement. Another difference from the first language is the inability to hear certain English sounds that the native language does not contain. As the examples above, many students are unable to distinguish the word 'soup' and 'soap'. Hence, this problem is very crucial since the

students can't produce a sound that they can't hear. Descriptions of the sound and stress can help students enhance their awareness of sound differences.

The teachers can teach English Pronunciation using IPA (International Phonetic Alphabet). Knight (2012:19) says that the symbols for the voiceless consonant with an example word to show where each sound occurs. They are \* /p/ as in pig \* /f/ as in fun \* /θ/ as in theory \* /s/ as in soon \* /ʃ/ as in ship \* /t/ as in tank \* /k/ as in kind \* /h/ as in home \* /tʃ/ as in cherub. These are the symbols for the voiced consonants.\* /b/ as in bent \* /v/ as in vole \* /ð/ as in they \* /z/ as in Zen \* /ʒ/ as in pleasure \* /d/ as in dale \* /g/ as in grind \* /m/ as in mail \* /n/ as in nail \* /ŋ/ as in sang \* /dʒ/ as in June \* /l/ as in lull \* /r/ as in red \* /j/ as in yogurt \* /w/ as in went.

Talking about IPA, students' difficulties in pronouncing words are not only stress, pitch and intonation, there are also homophones and minimal pairs. Homophones are defined as words that are pronounced the same, and they spelled differently. Meanwhile, minimal pair is two words which different meanings that are identical except for one sound segment that occurs in the same place in the string.

Moreover, this research covers information and communication technologies (ICT). The availability or more appropriately the surplus number of sites, apps, online language learning devices, and more, unfortunately, have not much been explored maximally for educational benefits by most English teachers and learners in Indonesia. Vazquez

(2014:11) notes that smartphones and other handheld devices are ideal both to distance and face-to-face learning teaching to students. However, this chance cannot be taken advantage of by many English teachers. Consequently, teaching pronunciation remains monotonous and unable to increase students' participation and learning awareness.

The use of technology-based learning pronunciation, such as applications or software, allows students to study as long as they want and to self-train. Possibility to use the app for studying outside school decreases the anxiety of learning, because students do not have an instructor or peer pressure to decide the way they learn. All is for its own reasons. Such a situation that is indirectly generated will lead to Brown (2007:56) terms "willingness to communicate". The more confident students are in facilitating English-language conversation, the more likely they are to improve their pronunciation.

Based on the theses title, this research will introduces about Cake English application. The Cake English Learning App is one of the best app to improve students' English skills, especially for learning vocabulary and pronunciation. Cake application is a free English learning application available for both Android and IOS users. The application published by Playlist Corporation, offers a variety of attractive offers, such as the availability of video conversations and subtitles, speaking exercises with native speakers, AI Speech Recognition features (which are used to check pronunciation), and claims that all offers are available free of charge.

According to what the Cake English app has offered to their users, they want to deliver the message that learning English is just a piece of cake which means learning English is actually not that hard if we keep practicing. This app allow the students to do their daily lesson, they can set their time start from 10 minutes to 60 minutes per day just as they want. Cake English app also provides a lot of pronunciation exercise through audio and videos for beginner learner which is learn to pronounce new vocabularies every single day.

This research explores the first grade students of Junior high school when they pronounce words or sentences. In order to improve these skills and to help them overcome these difficulties, the researcher suggests to use of Cake English application for teaching pronunciation that may help both students and teachers. Based on the background, the writer want research with the title Learning English Through Cake English App To Improve Junior High School Students' Pronunciation.

## **B. Identification of the Problem**

According to the whole explanation above, it is important to apply Smartphone Application to the teaching learning process using Cake English app to improve and develop first grade students of MTs Khazanah Kebajikan's English pronunciation skills to get better. The problems that the researcher found are:

1. It is difficult for students to achieve pronunciation accuracy.

2. The students cannot distinguish the pronunciation yet, they still cannot differentiate minimal pairs and homophones.
3. The students tend to pronounce the vocabulary just like the way it is written.
4. The students often misplace stress, using wrong intonation and pitch.
5. The students often stutter when they pronounce the words.

### **C. Limitation of the Problem**

The researcher wants to explore the use of a smartphone in learning English pronunciation. By using Cake App students can maximize and improve their pronunciation to the first grade students in MTs Khazanah Kebajikan. Several students' exercises and practices for native pronunciations are available in the application.

The use of the application is aimed students to spend their times about 10 until 60 minutes to do their daily exercises and practices. The students may learn how to improve their pronunciation properly while memorizing how to pronounce new vocabularies using this Cake English application.

### **D. Focus of the Study**

Based on the limitation above, the writer focused her research on finding out students' improvement in pronunciation after being taught by using Cake English application. The writer coordinated with the teacher and colleagues while observing the students' results. There was no specific

material created because the implementation of the research only addressed the teaching methodology. The writer clearly made and agreed to the English teacher's escort because any kind of content would do. The lesson plan and course grid were designed to fulfil the needs of the students and according to the local curriculum, basic competence, and competency standards.

#### **E. The Objective of the Study**

The study aims to increase English pronunciation skills of MTs Khazanah Kebajikan, after they learn by using Cake English application:

1. The use of Cake English application for English teacher about teaching strategies and performances in learning pronunciation.
2. The effectiveness of using Cake English application in learning abilities and activities to make sure that the first grade students of Junior High School to pronounce the vocabularies in proper way also to assess far the students' improvement in learning English pronunciation.
3. To find out the change of condition and utilization in teaching learning process after using Cake English application.

#### **F. Significance of the Study**

1. Theoretical Benefit
  - a) To improve and develop awareness of the educational medium.

- b) The analysis approach may be used by another researcher in teaching and learning.
- c) This research can be used for development of teaching and learning approaches.

## 2. Practical Benefit

### a) For teachers

Teachers will be easier to help in the teaching process. Especially in English speaking lessons. So the teachers will not be burdened by the students' English because they already have preparations using the Cake English application.

### b) For students

Students can improve their writing skills in class or anywhere whenever they have free times, they can use this application to fill their time while improving their English speaking skills.

### c) For writer

The writer can learn about a new method to teach English to make the lesson and class to be more exciting.

## **CHAPTER II**

### **LITERATURE REVIEW**

The analysis of related literature is presented in this chapter. It covers some theories about English pronunciation, teaching pronunciation, and Cake English application. The explanation of each literature is explained briefly as follows:

#### **A. Pronunciation**

##### **1. Definition of Pronunciation**

One of the indications of quality of English study graduates is their capacity to speak English well, as the study program is based on a foreign language, namely English, which is achieved with four master's talents, that is: speaking, listening, reading and writing skills.

Among the four mentioned, speaking skills are the most easily observed. The English speaking capability of students may be assessed by many assessment markers, notably fluency, vocabulary, grammar, and pronunciation. Speaking pronunciation is a factor to be considered since acquiring a new (foreign) language means that we must be able to express it in accordance with the sound language rules. Speech assessment is typically connected as native speakers with pronunciation. Baxter (2010:2) also says that speaking requires someone to be linguistically competent, capable of adequately expressing the sound of language, has enough

vocabulary, and masters the component of the grammar. Nunan (2014) also says that speaking requires someone to be linguistically competent, capable of adequately expressing the sound of language, has enough vocabulary, and masters the component of the grammar.

English students need to master English pronunciation. In the first half of the year, students receive a pronunciation lesson in order to assist English pronunciation. The core of this lesson is introducing and practicing English sounds. This also includes a lot of practice in English for sound pronunciation or vocabulary.

Pronunciation plays an essential role in communication since pronunciation mistakes can influence the clarity of the delivery of a person. Morley as mentioned by Keshavarz and Abu Bakar (2017:3) says that clarity of pronunciation is an element of the competency in communicating. Therefore, a language teacher is unable to ignore foreign language learners' pronunciation difficulties. Language students should always attempt and improve the pronunciation of their chosen language.

According to Harmer (2001:89), many teachers do not know their students' good pronunciation due to waste of time. They said it was sufficient for someone to be able to converse and comprehend while studying the language. Harmer stressed that the key objective in language acquisition is to enable students to communicate in the target language. In order to comprehend and understand, communication might be interpreted.

Many language learners believe that speaking English easily is sufficient. Their opinions are incorrect for several reasons as proposed by Harmer (2001:113) namely: (1) the teacher can easily understand the speech of his students because they are accustomed to bad English; (2) other students are the same-language speakers, and (3) they do not communicated to native English speakers in a real language situation.

Therefore, teachers and students must pay attention to the attempts to achieve good pronunciation in language learning in the language learning process, as good pronunciation is an essential component of language. Only if a listener speaks clearly can he grasp what it says.

## **2. Factors Affecting Pronunciation**

Based on the preceding study and research, Seom (2021:3) mentioned 5 factors affect and hinders pronunciation learning, including the motivation, mother tongue influence, age and the teachers' instruction on target language are found in this studying, including the attitude. This study examined just four elements, namely motivation, mother tongue influence, age, and teachers' instruction on target language. The findings and discussions of these four criteria are clearly shown in the next paragraph.

### **a. Motivation**

For many, when they do not care, it is hard to accomplish something. Excellent pronunciation is often motivationally impacted. It probably will not improve a lot if the student doesn't care. This is especially the case when

the student has the ability to grasp it. Many students lose interest in continued improvement of pronunciation after they have been comprehensible. Fortunately, a teacher may utilize several strategies to encourage students to improve their pronunciation. Relevance creation is one method students may develop their intrinsic motivations.

#### **b. Mother tongue / Native language influence**

When you are studying a foreign language you may use all factors connected to speech, such as sounds, stress and intonation of the native language of students. Based on the previous research, almost all of the students in his research get difficulties in pronouncing consonant sounds like /v/ in reversed, /θ/ in thirtieth, /ð/ in there, /ʃ / in sugar, /tʃ / in temperatures, and /dʒ/ in intelligent. The difficulty of pronouncing such sounds is due to a lack of access to sounds in the native tongue of the participants. The participants who have Sunda as their mother tongue tend to produce sound /p/ or /f/ rather than /v/. It is because in Sunda language there is no such a sound. Those who have Java as their mother tongue tend to produce /d/ when they pronounce the word there. Therefore the word sounds /deə/ instead of /ðeə/. For general, almost all of participants tend to pronounce sound /dʒ/ in intelligent by changing the sound with J in Bahasa Indonesia as Jakarta. Again, it is because sound /dʒ/ does not exist in Bahasa Indonesia.

### **c. Age**

The third element influencing and hindering English pronunciation study participants is their age. This age refers to the era during which participants are significantly and intensely learning the pronunciation. Younger students are most likely to develop native prediction, particularly between 1 and 12 years of age. Almost often keep an "accent" when the learner is older. However, the same degree of fluency and precision with reference to the starting language study age can be achieved.

Some scholars say it is better than adults to start learning a stranger language in an early age. This indicates that the study participants had learned a foreign language during a relevant time-span known as Critical Period Hypothesis (CPH). Unfortunately, when they initially acquired English, they did not study English actively and thoroughly. They began when the average age of freshm was around 18 years old. At other words, while they were not in a time called CPH, participants began acquiring English pronunciation.

### **d. Target Language Exposure**

In this study, the ultimate element which can affect pronunciation acquisition is also targeted language exposure. Some of the Junior High School English teachers have not taught or focused on pronunciation. They were simply taught vocabulary, reading and doing some exercise on their task book by their teachers. This evidence explains that exposure is relatively restricted in the field of pronunciation. Almost all participants have

difficulty learning pronunciation since they are not used to learning such a subject.

### **3. Problems in Pronunciation**

Indonesian learners typically experience problems in learning English, particularly in the pronunciation system, as mentioned in the preceding chapter. When a baby begins to speak, he listens to his mother's sound and he will copy his mother instinctively. Since his childhood, he has been used to his mother language. This mother tongue was "deeply instilled within him in his habit,". Furthermore, he believes that "the habit of manipulating his speech organs to generate foreign sound will be hard for him." It is understandable that the motions in his organs have been designed to create the sounds of speaking in his own language. "We all make the identical speech organs to generate sounds that are used to making," explains Kelly (2006:4), added "these can vary in the set of sounds that we acquire: a kid raised in an English-language environment develops English phonemes, while a French-speaking youngster develops another set, and so on." In other words, a youngster from Indonesia will of course acquire Indonesian phonemes that are difficult to adapt for him.

"The challenge facing the learner in acquiring a second language is because of the dissimilar components between his and the target language". He also states, "The difficulty of learning depends partly on the degree of variation between the two languages." The more comparable the more it will be for the learner to master the foreign language. We believe

that some of its aspects are quite simple for the student who comes into touch with a foreign language and others highly difficult.

Those aspects which are comparable to his mother tongue are easy for him and other elements are difficult. The teacher who has compared 13 other languages with their mother tongues will better be able to understand what the true challenges of learning are and better be able to teach them. In addition, describes the nature of the difficulties in pronunciation in foreign language acquisition. First of all, the issue relates to foreign sound identification. Learners must recall their acoustic properties in order to recognize them immediately in an utterance. Secondly, the difficulty is with their speech organs producing noises. In order to generate them they need be able to hear and recognize the acoustic quality of foreign noises. The last difficulty is that the stress, pitch, and intonation characteristics are produced.

Beside the problems that already explained above, for Indonesian learners, whose mother tongues is very different from English, minimal pairs and homophones, so far, are considered to be a difficult thing to learn in pronunciation lesson. Learning pronunciation by minimal pairs and homophones is supposed be able to help learners to establish the habit of thinking in English.

### a. Minimal Pairs

Minimal pairs is a pair of words, as pin and bin, or bet and bed, Differences only by one sound in each words in the same place, especially when a pair is selected to show that the two sounds include a phonemic contrast.

**Table 2. 1 Example of Minimal Pairs**

Batter – Barter	Fool – Full
Mad – Mud	Ban – Van
Fan – Fun	Sin – Thin
Heart – Hard	Thing – Think
Not – Note	Bit – Beat

The principal problem with homophones is the comprehension of the phrase by the students. In other words, the students can say that the words sound the same as they listen. However, they can't tell which word is spoken.

### b. Homophones

Homophones are one of two or more spoken words, but of distinct sense, derivative or orthography (such as the words to, too, and two). The students can't identify some phonemes for minimum pairings.

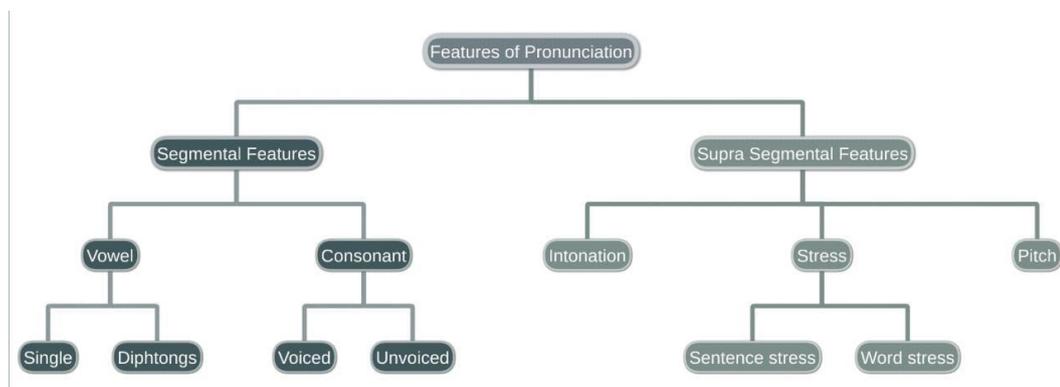
**Table 2. 2 Example of Homophones**

Buy – Bye	Coarse – Course
Be – Bee	Die – Dye
Ant – Aunt	Fair – Fare
Foul – Fowl	Hear – Here
Deer – Dear	For – Four

As a result, the set of minimum pairings is also stated in the same way for certain students. They cannot recognize or correctly pronounce the sound. Therefore, comprehending and generating phonemes are the weakness of minimum pairings.

#### 4. Aspects of Pronunciation

Pronunciation refers to how the production of sound is used to convey meaning when speaking. In other words, pronunciation refers to how a word is spoken. It involves a language's consonants and vowels (segments), as well as aspects of speech such as stress, pitch and intonation. Even though the discussions appear to be separate, they are actually working together. As a result, the difficulties of each may have an impact on someone's pronunciation.



**Picture 2. 1 Features of Pronunciation**

## **a. Segmental Features**

### **1) Vowels**

English vowels are classified into two types: single vowels (also known as pure vowels or monophthongs) and diphthongs. A vowel differs from a consonant in that it is produced differently. A vowel is a voiced sound in which the air passes out freely and continuously, causing any audible friction.

### **2) Consonants**

Consonants are created by stopping the air flow in a range of ways. The components are sound that interrupts air tracking or speech sounds generated with some type of lip closure that limit air departure. It involves a constriction of the mouth that causes the air stream to get obstructed. There are two types of consonants: voiced and unvoiced.

## **b. Supra Segmental Features**

Supra segmental which refers to such features or aspect: stress, intonation and pitch. Phonemes are sound units that we can examine, as we have seen. As the name indicates, supra segmental features are speech qualities that usually apply to segment groups or phonemes. Stress, intonation and how sounds in linked speech are key elements of English. However, certain speakers are primarily influenced on the intelligibility of Supra segmental elements of pronunciation.

### **1) Stress**

Stress is given to a certain syllable or word. Word stress errors are typically a consequence of transferring from the native language of the learner. For example, the initial syllable of a word generally involves stress. The first, middle or last word syllable might be stressed.

### **2) Intonation**

Intonation is important not just in transmitting significance in spoken English but also in communicating the speaker's attitude towards what is uttered.

### **3) Pitch**

Each word is stated to be "pitch" with a certain amount of lowering or tone. The direction of the pitch may be (1) rising, (2) falling and (3) sustained from the highest point in the phrase, which in the same sentence is the most strenuous. If the foreign language is exactly like the own language of the students, which is obviously impossible, in its sound system and grammatical systems, there is no problem of learning, so the difficulty that students have in learning a second language is due to the fact that elements found between their own language and their target language differ.

## **B. Teaching Pronunciation**

### **1. The Importance of Teaching Pronunciation**

Pronunciation is a vital element in good communication since a bad pronunciation causes the other person to be misunderstood and impressed negatively. Pronunciation, is a vital component in a language, because the language is a language of its nature. Pronunciation is a major and challenging difficulty facing non-native English speakers when they study English. A major error made by many overseas students studying English as a foreign language is not properly addressing the pronunciation of English.

It is not easy to learn foreign language, because so many things have to be mastered. Speaking is one of the most essential things, because it helps individuals to communicate. The most noticeable issue is pronunciation while talking in a foreign language, especially English. If someone gets it wrong in pronunciation, the listener is directly aware of this and this may generate misunderstandings. This takes place since not a few words in English have nearly the same pronunciation, but have a different meaning. So pronunciation has a very significant function to play in speaking. In this connection the function of a teacher as a model in foreign language instruction has to be good, especially in proper English, so that it may be a positive language example for students. English teaching pronunciation is not easy and takes much attention and certain strategies in the learning process should be provided by teachers.

## **2. Teacher's Role in Teaching Pronunciation**

Teachers have enormous responsibility in their classrooms as examples for pronunciation, impact their teachers in a favorable or negative manner, and their major aim is to establish a warm and helpful environment. However, they are insufficient in their practical skills, as teachers are left to discover what is important for themselves when they can only illustrate pronunciation by their own speech performance. According to Jahara (2021:2) second language students will not identify important phonological distinctions. On the other hand, there are called talented learners that can take the target language pronunciation out of it, but, on the other hand, many students - if not most of them - need to have as detailed an explanation as possible so that difficult sounds may be acquired and imitated while speaking. In general, kids require an instructor who would point out how sounds should be spoken and guided so as to attain comprehensible pronunciation.

Beside of guiding and teaching the students about how to pronounce words and phrases properly, teachers are required to give them their score along with corrective feedback. Esmaili & Behnam (2014:206) in her research stated that Corrective feedback is the teacher's response to an error in a learner's utterance. Corrective feedback (CF) has been defined simply as "response to learner utterances containing an error". It means that corrective feedback is the teacher's response to a learner's error, such as a comment about the error. As a result, corrective feedback refers to teacher

and peer reactions to learner production. The teacher corrects the students' pronunciation mistakes in order to improve their understanding. When students pronounce and make mistakes, the teacher directly comments on the student's error. Meanwhile for the pronunciation scoring, Kyubyong Park and Thomas Mulc (2019:3) adopted the standard absolute category rating (ACR) test, where workers are required to give integer scores between 1 and 5.

**Table 2. 3 Table Scoring Rubric of Pronunciation Accuracy**

<b>Score</b>	<b>Quality</b>	<b>Definition</b>
5	Excelent	No Mispronunciations
4	Good	Few minor mispronunciations
3	Fair	Many minor mispronunciations
2	Poor	Few major mispronunciations
1	Bad	Many major mispronunciations

### **3. Goals in Teaching Pronunciation**

Wrembel in his work, as mentioned by Kissova (2019:3) in her article introduced the following goals for learners to develop their pronunciation and better-spoken English in second language acquisition:

- a) Functional intelligibility
- b) Developing spoken English that is easy to understand for listeners
- c) Functional communicability

- d) Developing spoken language that serves communicative needs effectively; - increased self-confidence
- e) Developing a positive self-image
- f) Speech-monitoring abilities and speech-modification strategies that will allow students to develop intelligibility, communicability and confidence outside the classroom.

### **C. Cake English Application as the Learning Media**

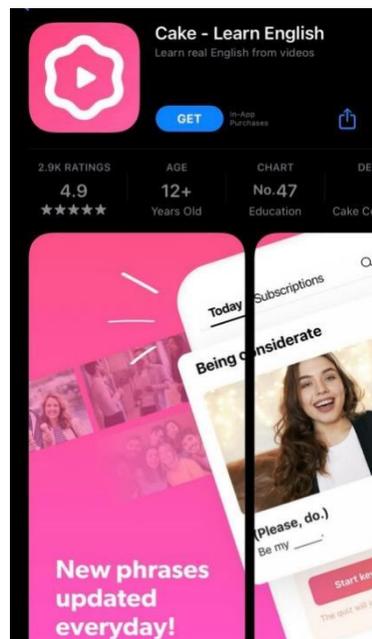
The technical uplift of the globalized world of now, as an increasingly advanced instrument we can use in the world of education to speed up the presented learning process. It is important to still adopt technology. It is important. Shift will lead improvement. Progress. As age grows, in every area of life so many shifts arise. One factor that speeds up over time is technology. In certain ways, technology plays an important role. Everything that was unchanged should be told that the rhythm of time would not work. If it hits infrastructure, schooling, physical, agriculture and culture will improve efficiency and the commodity processed will be greater.

Ronghuai, Michal, and Junfeng (2019:12) pointed out that Technologies change what people can do. As new technologies emerged, I came possible to represent information and knowledge in many forms, including pictures, graphics, animations, and movies. Technology is also exploited in education. Education technologies can continue to increase the standard of service and the quality of the goods produced in all areas of

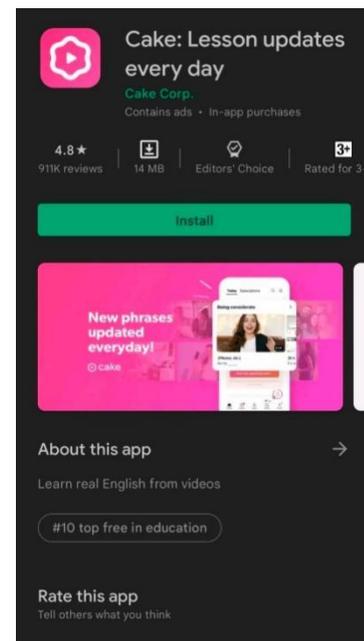
education. The product of schooling is the knowledge and competition of students. The use of technology has been shown to increase the interest of a child in learning by means of more enticing graphics, which avoid irritation from burnout. As in Indonesia, technology is not always used in education in most schools.

The definition of digital technology is a modernized application or medium used as a learning resource as a technical theory and implementation. Informatics technologies are being used for a lot of education. Knowledge for learning media will make it easier for students to look for the required information during the learning process. Computers and the Internet are accessible at any classroom. A medium should be used.

Cake English Application for Android or IOS users is a free English learning tool. A variety, including available video chats and subtitles, speech exercises with native speakers, AI Speech Recognition capabilities (which are used to check for pronunciation), and promises that all offers may be received without charge, is provided in the application by Playlist Corporation.



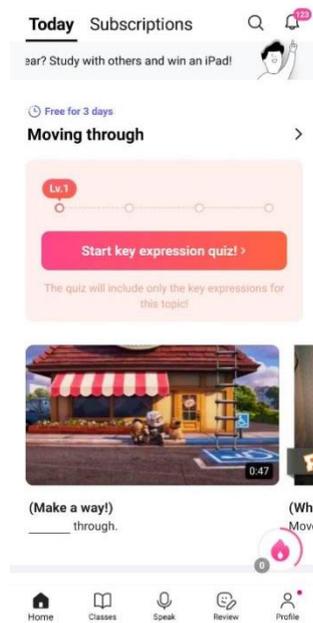
**Picture 2. 2 Cake App on IOS**



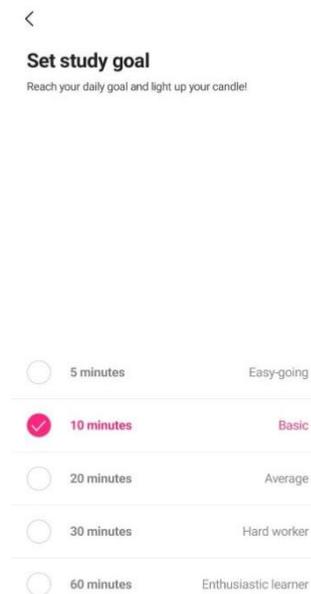
**Picture 2. 3 Cake App on Android**

The Cake English App is ideal for improving pronunciation, as the major characteristic of the app is pronunciation and the speech lesson, and the app also provides countless videos that can be seen and used directly from various channels. Teachers may use this App as a teaching media for pronunciation learning, because this App can assess the pronunciation of students and it does much to help because the score automatically makes it easy for teachers to know whether or not their students speak well.

Based on explanation above this App can be downloaded on Google PlayStore. To access this App we have to sign in first, the students can sign in using their Google account. To start the course, the teacher can tell the students to set the timer for the maximum time of study, it can be around 10-60 minutes/day.

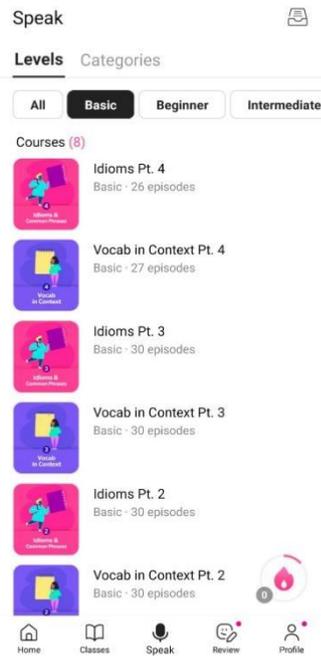


**Picture 2. 4 First look of Cake App**

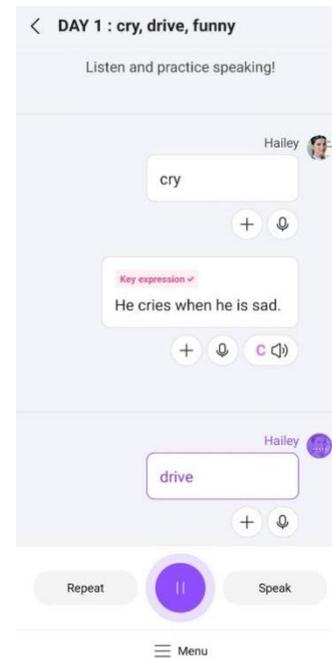


**Picture 2. 5 Learning time setting**

After that, if the students are ready, they can tap on the speak section, there will be some categories for primary school students until college students and the teacher can select the basic (for practice pronouncing vocabularies) or beginner (for practice pronouncing sentences) menu because both of them are includes the most suitable theories for Junior High School Students.



Picture 2. 6 Theory Selection



Picture 2. 7 Assessing Progress

Then, there will be a speaker to give them some examples how to pronounce the words, at this point the students need to hear the speaker properly. If they are ready, they can directly try to speak to assess their pronunciation, the application will give them their score right away. Since Junior High School students love to mimicking sounds, this App will suits them the best to study. Lastly, for the scoring, the writer has investigate that Cake Application has its own rubric.

**Table 2. 4 Table Rubric of Pronunciation Assessment on Cake Application**

<b>Score</b>	<b>Pronunciation</b>	<b>Clearly</b>	<b>Fluency</b>
4	The pronunciation was clear and accurate (0 error)	Pronounce clearly and perfect	Can pronounce the whole words or phrases
3	The pronunciation was good but the students rarely pronounced some characters (2 errors)	Pronounce clearly and nearly perfect	Can pronounce the words or phrases but still has errors in some parts
2	Pronunciation was difficult to understand, unclear pronunciation (3-4 errors)	Pronounce nearly unclear	Can pronounce the words or phrases but has so many errors
1	Students cannot pronounce, unable to understand (5 or more errors)	Pronounce totally unclear	Cannot even pronounce any words or phrases, all errors

**Total all score : \_\_\_\_\_ = %**

**20**

Grade	Category	
A	Perfect	A = 100%
B	Good	B = 61% - 80%
C	Fair	C = 41% - 60%
D	Bad	D = 40% - 0%

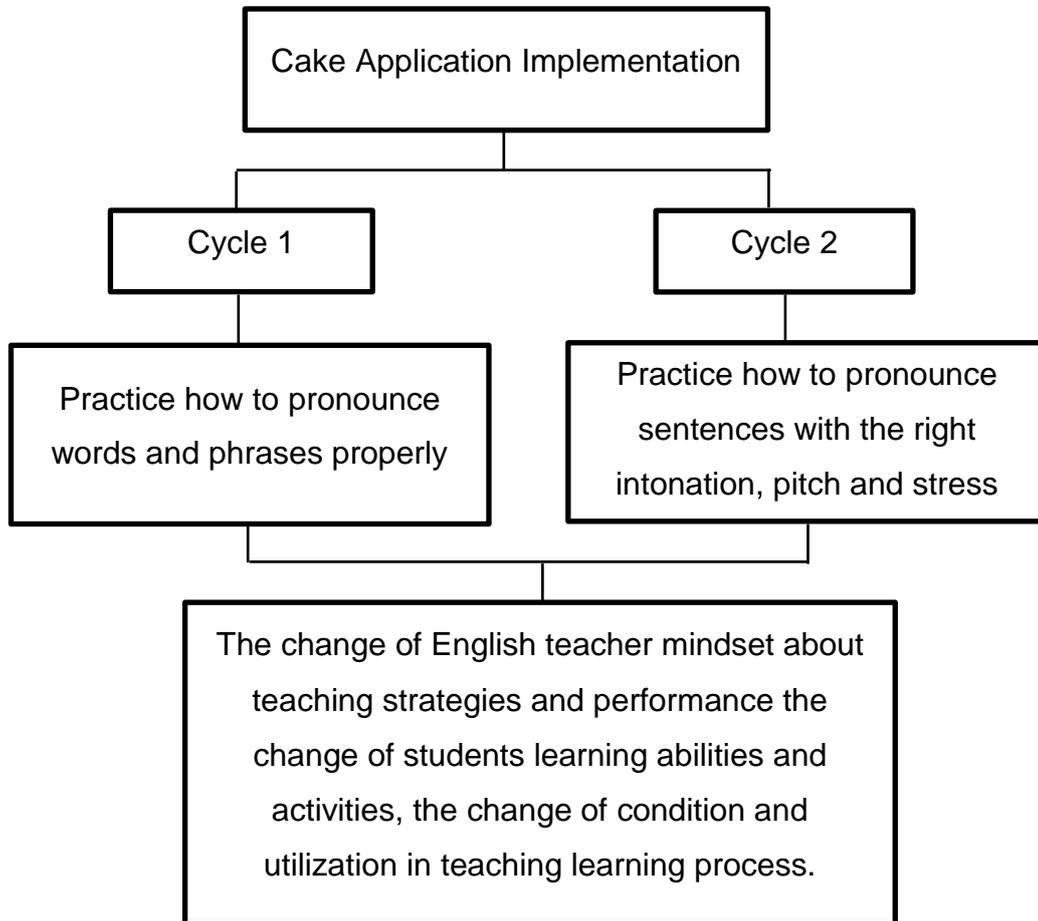
#### **D. Theoretical Framework**

Indonesian students competence in English is still far from being adequate, especially for their English speaking skill. This is the biggest reason why learning and improving pronunciation might be a difficult thing for Junior high school students. Because they are still not used to it, a lot of Junior high school students have trouble to pronounce the words and sentences properly.

Pronouncing a proper English has become an important problem for theoreticians and teachers of language education because they are considered the oral performance in the process of language learning. A teacher should be able to evaluate the steps for implementing high school language learning strategies and applying language learning techniques specific to school setting conditions. Whereas, the teacher often does not have a plan to teach the language class this is why the students does not have any motivation to develop their pronunciation skill.

This study seeks to establish a new teaching technique solution. The answer should lead students to speak and try to pronounce English words and sentence without pressure or boredom. This study aimed to develop the students' pronunciation skills, thus assessing the individual language deficiency and planning the necessary steps to be taken to help them learn the English language and become successful in the global future.

**Picture 2. 8 Graphic of Theoretical Framework**



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Time And Place**

The writer will examine to research the methodology in the first grade students of MTs Khazanah Kebajikan which is located on Jl. Talas I, RT.1/RW.1, Pisangan, Kec. Ciputat Tim., Kota Tangerang Selatan, Banten. It will be held on the first semester of 2021/2022 academic year, starting from October 28, 2021 – November 11, 2021.

#### **B. Method of the Study**

This study was a Classroom Action Research. A classroom Action Research (CAR), according to Kemmis and McTaggart (2013:76), is a type of collective self-reflective inquiry carried out by participants in social situations to improve the objectivity and rationality of their own social or educational practices as well as their comprehension of these practices and the contexts in which they are used.

Thus, the writer applied qualitative approach as the method of the study. What is mean by qualitative research is a sort of social science research which collects and uses non-numeric data and which aims to interpret its significance by studying targeted populations and locations, helping to understand the social life of the person. It also can be defined as a research that intends to understand the phenomena about what is

experienced by research subjects holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods (Mohajan, 2018:7).

During the entire analysis, qualitative researchers must strive to preserve a non-judicial inclination. The purpose of the investigator is to observe and explain group patterns, similitudes and differences as they happen. The researchers' ability to say the group's or culture's history objectively and accurately impedes their forecasts or expectations of a person or group.

Furthermore, the investigator may not observe subtle nuances of character and language which may be important for interpreting group activity or interactions. Although absolute objectivity is impossible, it is crucial that researchers approach the field or study community with an open mind, an understanding of their own biases and a determination to separate themselves as much as possible from these prejudices when they observe and reflect the group.

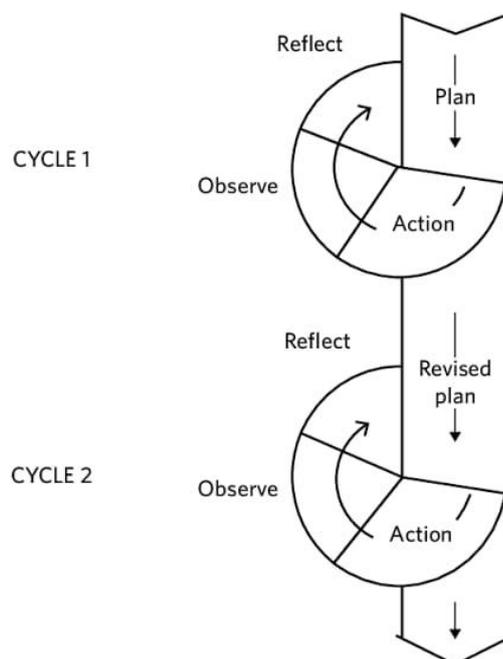
### **C. Research Design**

This study was an Action Research aimed to improve the English pronunciation of the first grade students of MTS Khazanah Kebajikan. In a classroom action research project, the teacher is the main investigator and focuses their research on "academic problem(s)" identified in their class. The teacher independently gathers the data and then reflects on what they

have done with it. Data collection can be done in stages or through what are referred as "cycles(s)".

Action research has a variety of models, as shown in the schema, and the one used in this study is Kemmis and McTaggart in Burns (2013:7). This model was put into use throughout a number of cycles. For the first cycle, the researcher was tasked with identifying the current problems encountered by MTS Khazanah Kebajikan first grade students, particularly in pronunciation mastering.

**Picture 3. 1 The Model of the cycles in Action Research by Kemmis and McTaggart**



Following this problem analysis, an action was planned and carried out. The writer was also required to determine whether any issues or failed plans had occurred during the action. Here, the writer was required to make revisions to the planned action and reimplement it. Regarding reflection, it

was done at every meeting, and an evaluation was done at the conclusion of each cycle.

This study applied a qualitative approach in order to seek the challenges encountered by the students in using Cake English application during the speaking lesson. This study was concluded that qualitative is a natural approach to researching such a real setting. Naturalistic approach is a non-experimental research technique, particularly qualitative, where individuals are observed in their natural environment. The writer, whose existence is either known or unknown to the subjects, is observing and documenting behaviors or other phenomena of interest. This method falls under the larger field study category or studies carried out outside the laboratory or the learning institution. No naturalistic observation requires environmental manipulation, because the behaviors of concern are those that manifest themselves in daily circumstances.

In this research study, the writer directly participated in the research in order to solve the problems in teaching and learning process of speaking comprehension and to bring improvements to the students' English pronunciation of first grade students of MTs Khazanah Kebajikan, Ciputat.

#### **D. Subject of the Study**

The data was taken from the first-grade students at MTs Khazanah Kebajikan, Ciputat in the academic year 2021/2022. The writer chose a group of students from 7A and 7B class, the class has 67 students in total

who would be the research participants. In accordance with the research issue, the research subject is the source of the necessary information. In order to obtain reliable data, a qualified informant must be determined according to (purposive) data needs.

This study aims to determine the form of participation, the implementation of participation, the benefits of participation, and factors that influence participation in learning. Therefore, we need subjects that fulfill the above criteria in order to get data. The research object can be defined as a research student who wants to know what is happening therein. The writer should observe the activities of students extensively for the purpose of this study. The object of this research is an English pronunciation practice video and we can access it on Cake English Application.

### **E. Techniques For Collecting Data**

This study uses qualitative research. This study uses three methods in the collection of data to obtain reliable data. There are observations, interviews and documentations. The interview is to provide information about the perspective of the students on English speaking lessons and the view of the teacher on current language skills of the students. Then the observation and documentation are carried out during the lesson.

#### **1. Observation**

Observation in qualitative research "is one of the oldest and most fundamental research methods approaches. This approach involves

collecting data using one's senses, especially looking and listening in a systematic and meaningful way according to Smit and Onwuegbuzie (2018:1). The writer observed the teaching and learning process before, during, and after using the Cake English application. A collaborator accompanied the writer to assist in monitoring the process. During the research, the observation technique also provided field notes data about the whole condition.

The questions that will be asked by the writer as follows:

1. Do you like English lessons?
2. Why do/don't you like English lesson?
3. Are you currently bored with class learning methods?
4. Is it difficult for you to pronounce English words or phrases?
5. What application do you usually open on your smartphone?
6. Did you know about Cake English application?

## 2. Interview

Qualitative research interviews allow you to explain your beliefs, attitudes and experiences. Qualitative research may provide insights into a phenomenon. The profound interviews in quality research are significant. The interview was used for information on the teaching and learning process from students. It also dealt with the complexities of teaching and learning. The interview is aim to gather information about how they perceived the problems occurring in class and the effects of the action. This technique has

been developed to provide some more explanations of why the problem of speaking understanding by the student will help the required data. The study concluded why students have difficulties with English language learning. The interview is one of the most commonly used and fundamental approaches for the collection of quality data. Interviews are used to gain information on the thoughts, values and emotions of people in their own terms about circumstances.

The writer will interview students as follows:

1. Do you think learning English pronunciation is important?
2. Did it took so much time for you to understand Cake English application to learn English pronunciation?
3. Do you think Cake English application can help you to improve your pronunciation?
4. Do you find it easier to memorize how to pronounce words or phrases using cake English application?
5. Are you interested to learn more about how to pronounce words or phrases using Cake English application?

### 3. Documentation

According to Scott (2014:1), documentation is a method of data collection for research that the researcher will use by collecting records of past events, whether in the form of text, images, or monumental works from someone. In this study, documentation was obtained from students,

documentation in the form of score result after they tried to take exercise using Cake English App also some photos of the students during the learning process.

#### **F. Techniques For Analyzing Data**

This research is a descriptive study, with more of a description of the results of interviews, observation and questionnaires studies. Research data analysis is a process used by researchers for reducing data to a story and interpreting it to derive insights. The data analysis process helps in reducing a large chunk of data into smaller fragments, which makes sense.

The data collected is the students' pronunciation score before trying the Cake English application and after using the Cake English application. In this data we can assess whether students' speaking skill has increased or not. The writer will also see the development of students who have used the Cake English application, whether students' grades will increase or not.

#### **G. Research Procedures**

This research uses the model of Kemmis and McTaggart (2013:75). It is made up of two cycles, each with different steps. The first cycle will have the following specifics:

##### **1. Preliminary Study**

The preliminary study this research was to determine the critical factor, in this case the students' pronunciation, that was influencing the current issue. It was completed at the time the researcher conducted the

interview and observation. Both of those actions were taken not just by the writer but also by other participants, including an English teacher and colleagues. The steps aimed at resolving the current issue were planned together.

## 2. Planning

The next action was to create a plan after the preliminary study had been completed. This plan was designed to identify the strategic response to the students' poor pronunciation. The writer worked with other partners to develop this action. The purpose of this research was to implement a pronunciation learning class utilizing the Cake App on a mobile phone for first-grade students at MTS Khazanah Kebajikan.

## 3. Action and Observation

The writer observed the teaching and learning process in the classroom as the English teacher carried out the class. Since the writer was the one who instructed the students, she could be both as an observer and a teacher. The collaborator was taking images and video while the research was being conducted. At the conclusion of the lesson, the researcher delivered a monologue and asked the students to complete an exercise using the Cake App. In the following meeting, the assignment was to be turned in. This action was completed in three meetings.

#### 4. Reflection

The action's implementation was examined and analyzed by the writer at its conclusion. The researcher examined this data to determine whether there were any insignificant results or other parts that required improvement. We discussed the outcome to determine whether the action was effective or ineffective.

The outcome of this action also determined whether the first cycle should continue into the next cycle or not. The unexpected and insignificant result from the first cycle needed to be improved into the next cycle. Implementing a new, more suited and efficient activity was how the improvement was accomplished. The design for the subsequent cycle was done as follows:

##### 1. Revised plan

The writer gathered all the insignificant results from the first cycle while revising the plan. The strategic action in this case was redesigned. The writer attempted to revise it by identifying the difficulties that the students faced and coming up with a solution for some problems that needed to be taken into consideration.

##### 2. Action and Observation

The revised plan's action was carried out by the writer. Then the writer was the one who would take over from the teacher and manage the whole classes. As the research was being conducted, the collaborator took

images and recorded it as well. The outcome of the new plan's implementation was immediately evaluated that day. The writer asked the students to learn some materials from Cake App and asked them to do another exercise at the end of the meeting. It was done to prevent any insufficient data analysis. The second action and observation also was done in three meetings.

### 3. Reflection

The final stage of cycle II involved reflection, during which the writer evaluated the effectiveness of using Cake App to improve the students' pronunciation. If the pronunciation of first-grade students at MTS Khazanah Kebajikan was better than the result from the first cycle or even before the implementation, it indicated that the implementation of this research was successful. The writer ended the research at this point because its objective had been achieved.

## **H. Indicators of Success**

There are three points as the indicators of success in this research:

1. The effectiveness of Cake English application for English teacher about teaching strategies and performances in learning pronunciation.

2. The increase of the first grade students of Junior High School abilities and activities to pronounce the vocabularies in proper way.
3. The better change of condition and utilization in teaching learning process after using Cake English application.

## **CHAPTER IV**

### **FINDING AND DISCUSSIONS**

This chapter will present the research findings from each cycle, as well as a discussion of the research. The result of the research discovered through the description of each cycle. The findings of this study were discovered by analyzing the student's pronunciation, observations, and interviews. The discussion of this research was based on the research's results and findings, as well as some theories about the research.

#### **A. Findings**

Findings are the main observations made based on empirical facts/data derived from responses to the study's research questions. They depict the situation as it is found on the ground. The conclusion, on the other hand, provides a summarized deductive or inductive explanation and interpretation of the main findings (usually influenced by the research's orientation or point of view). As a result, it provides meaning or a possible interpretation and explanation for the findings. The writer presents the study's findings based on observations and interviews with the subject of the study. The information was also gleaned from documentation.

**Table 4. 1 Problems which were discovered from observation**

No	Problems
1.	The pronunciation of several students was fair but the rest was poor.
2.	The students stuttered when the teacher asked them to pronounce some words
3.	The students were passive and shy especially in pronouncing words or phrases in English.
4.	The students' fluency was mostly poor.
5.	The English teacher still not used to use smartphone for their teaching and learning process.
6.	The English teacher had to invite and to persuade the students one by one to make them speak

### 1. Preliminary Study

Preliminary study is a descriptive research activity that does not test hypotheses. The answers to the questions of what, how, how much, and not why are revealed through this preliminary study. At this stage, research is conducted on the learning process that is typically carried out in the classroom by teacher in order to reflect on how the pronunciation teaching and learning process is typically carried out. In this preliminary stage, the following aspects are investigated: (1) teacher's teaching strategies and performances, (2) student learning abilities and activities, and (3) conditions and utilization of new learning methods in the teaching and learning process. The data was collected in the first meeting on October 28, 2021.

(1) Teacher's teaching strategies and performances

This section presents research findings discovered in the field through observations and interviews conducted by the writer. This is related to the teacher's strategies for teaching pronunciation at MTS Khazanah Kebajikan.

Finally, the writer collects data after investigating the teacher's strategy for teaching pronunciation in the classroom. Ms. Rizki, as the teacher of English subject especially for the first grade students said that sometimes the students get pronunciation lesson and it is called conversation subject. The writer observes that the teacher is using repetition technique in order to help the students to start pronouncing some words or phrases into sentences. In order to develop a formula for how long things stay in our memory, and the results revealed that repetition is one of the ways we retain information. Repeating a sound allows students to correct their pronunciation rather than reading the word as it appears in their mother tongue pronunciation. By asking students to pronounce and use unfamiliar words in sentences they have created throughout the lesson (roughly 5 times), that word is stored in their memory. "Firstly, I will tell how to pronounce the words or phrases one by one and giving them example repeatedly, then I ask the students to repeat what I mention. After that, I will mention the whole sentence and ask them to repeat it again" that is how the students learn pronunciation according to their English teacher.

(2) Students' learning abilities and activities

During the class, the writer also observing while asking some questions to the students. “We honestly really love and always enjoy English classes, even though speaking in English is hard we are still need to learn how to pronounce the words one by one because we knew that English is a global language and it will be so important for us in the future,” one of the students said then continue following the teacher to pronounce some words. From what the writer observes, most of the students are indeed excited to follow the lesson. “But sometimes, it also feels a bit boring if we keep learning like this, I mean, we can try something new when it comes to learn something, right?” The other student joined to give their opinion.

Beside from that, the writer found some errors when the students are pronouncing the words or phrases, this is proven when the teacher was trying to assess the students one by one to shout out the words or phrases. The writer has found out of 67 students who passed the English pronunciation test scores only 51 students. Some of the students had poor ability in pronouncing the words/phrases. It happened because the students had difficulties in learning pronunciation, they still found it hard to pronounce some of the vowels (/æ/, /ɑ:/, /i:/) and consonants (/v/, /g/, /r/ and /dʒ/) because they really pronounce them just the way it is written. The students are also still stuttered when the teacher asked them to shout out the whole sentence, it makes them to pronounce it without the right intonation, pitch and stress. Therefore, the students’ ability needed to be improved.

(3) Conditions and utilization of new methods in teaching and learning process

Through the observations, the writer discovered that the students are enjoy to play with their smartphone because in this era, kids nowadays can easily understand when it comes to technology. But somehow it is very unfortunate knowing the fact that most of the students are often using it to open social media to see some videos that people share or gaming application only. From here, the writer concludes that the students enjoy to see or watch something in the form of video graphics. In this research, the writer used Cake English application as the strategy for the students to improve their pronunciation. This strategy was expected to be able to enhance the students' ability in pronouncing the words or phrases properly.

**Table 4. 2 Problems which were discovered from questionnaires**

<b>No</b>	<b>Students point of view of English teaching and learning process</b>
1.	They like to learn new things but still lack of motivation to do it
2.	They think the current teaching and learning process is kinda boring because they keep doing the same task on their class
3.	It is still difficult for them to pronounce words or phrases in English
4.	They barely use their phone for learning, because they often open social media and gaming application instead
5.	None of them know what is Cake English Application

## 2. Cycle 1

This cycle consisted of two treatments in order to achieve the goal for the research, there were plan and action. The following was a brief explanation of cycle 1.

### 1. Plan

In the plan treatment, the teacher prepared all things that related to the lesson. On the first lesson based on the lesson plan, the students will study about asking questions by using Cake English application, the materials is the example of the words or sentences to ask some questions, also the example of how to pronounce them properly with the right pitch, stress and intonation. This research had been planned to be held on November 3, 2021. Firstly, the writer will explain about the Cake English application that is available on smartphone, the writer will also explain a little material about asking question. After that, the writer will explain to the students how to sign up and how to use Cake English application then start to take the test for the students. This implementation would be aimed to:

- 1) Introduce cake english application to the students
- 2) Teaching the students about the materials
- 3) Give more opportunities for the students to practice
- 4) Encourage the students to practice more
- 5) Raise students' awareness of their own pronunciation accuracy
- 6) Enhance the students' pronunciation accuracy

- 7) Increase the students motivation to learn how to pronounce the words and phrases properly
- 8) Make the students more active and enjoy in pronouncing words and phrases through cake english application task

## 2. Action and Observation

In this treatment, the writer applies action based on the lesson plan. The action research consisted of three meetings.

The first meeting for this research was held on November 3, 2021 at MTS Khazanah Kebajikan. The writer explains about the Cake English application which they can download on their smartphones. Then the writer teaches them about how to ask a question with the proper pronunciation also the feature of pronunciation. Then, Writer gives an example of asking a question.

The second meeting, the writer explains about how Cake English application works to assess their pronunciation then ask the students to practice on using the application related to the materials that had been given on the first meeting so that the students can get used to it and figure how to use the Cake English application.

At the end of the meeting, the writer ask the students to tell about their difficulties on using the Cake English application to assess their pronunciation. The last meeting in the first cycle was held on November 5, 2021. In this meeting, the writer took a pronunciation ability test by telling them which assessment on the application that they need to do then ask the

students to distributed their worksheets that had been scored on the application.

### 3. Reflection

Following the completion of the first, second, and third meetings, the researcher examined the successful and unsuccessful outcomes from the first cycle.

**Table 4. 3 Result of cycle 1**

Result of cycle 1			
Meeting	Oral Diary (OD)	Successful Result	Unsuccesful Result
1st Meeting	Giving oral teaching and introduce Cake Application to the students	The students' awareness of the importance of learning English Pronunciation	The students pronunciation was still low.
2nd Meeting	Giving pronunciation practice using Cake Application	The students became more aware of their own pronunciation.	The students are still passive and still awkward to use smartphones in teaching and learning process because they are not used to it.
3 <sup>rd</sup> Meeting	Take assessment task using Cake Application	1. 1. Less number of mispronunciation occurred. 2. The students already	1. The students still made some errors in their pronunciation

		understand how Cake Application works	<p>2. The students' accuracy still did not meet the Cake Application standard.</p> <p>3. Only during English class the students learn how to pronounce words.</p>
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### 3. Cycle 2

Cycle 2 was carried out based on the results of cycle 1's reflection. Cycle 2 consisted of two meetings and followed the same steps as Cycle 1.

#### 1. Revised Plan

In this cycle 2, which had been planned to hold on November 10, 2021 the writer plans to hold only 2 meetings. Through this cycle 2 the writer prioritizes the value of students about proper pronunciation. The writer prepared a new lesson plan about expressing something in English so it focused more on the pitch, intonation also stress but the students still need to pronounce each word or phrase with the right pronunciation.

The researcher had to redesign the cycle 2 plan because the first cycle had a number of shortcomings. The main goal of this cycle was to make learning more effective and enjoyable, in addition to increasing the

students' pronunciation accuracy. Thus, the objectives of the second cycle were:

- 1) Make the students enjoy English class by implementing short video learning through Cake Application.
- 2) Make the students more active and enjoy in English pronunciation class.
- 3) Make the students like to do learn more about pronunciation through Cake Application.
- 4) Raise the students' motivation to learn by giving compliments.
- 5) Give more opportunities for the students to practice.
- 6) Encourage the students to practice more
- 7) Improve the accuracy of the students' pronunciation.
- 8) Increase the students' motivation to to learn how to pronounce the words with the right intonation, pitch and stress.
- 9) Make the students to be more confident to speak louder.
- 10) Let the students operate their own smartphones by themselves to assess their pronunciation using Cake Application.

## 2. Action and Observation

The meeting was held on November 11, 2021. The writer started the meeting by asking the students understanding about how to pronounce some vowels and consonants based on what they get on the cycle 1. Then the writer explained about how to expressing something in English with the right pronunciation also proper pitch, intonation and stress. After that, the

students can practice again just like what they did on the cycle 1 and directly take the test because they already understand how to use the application well. Writer distributed their score again and the test is taken as a result of cycle 2.

For the final day, students are interviewed based on the research design about their own experiences during the teaching and learning process using the Cake English application.

### 3. Reflection

The outcome of this cycle mainly met the writer's expectations once the third, fourth, and sixth meetings were completed as intended. The successful completion of cycle 2 was a direct outcome of the Cake Application's implementation as a teaching and learning media.

The students demonstrated significant improvement in this area, both in terms of pronunciation accuracy and class participation. The students' tendency to be shy was the biggest problem in the class, therefore the improvement in this one area stood out the most. Due to the fact that they were no longer being forced to perform, the students were becoming more motivated. However, as there was successful result gained, the unsuccessful result occurred as well. The following table allows you to closely examine the results.

**Table 4. 4 Result of cycle 2**

Result of cycle 2			
Meeting	Oral Diary (OD)	Successful Result	Unsuccessful Result
4 <sup>th</sup> Meeting	Telling the students to practice the materials through shorts video on Cake Application	<ol style="list-style-type: none"> <li>1. The number of mispronunciations decreased regularly in each practice</li> <li>2. The students' motivation to learn English pronunciation increased.</li> <li>3. Though they made mistakes and failed, the students' confidently tried it again</li> </ol>	The students were stuttered sometimes.
5 <sup>th</sup> Meeting	Take another assessment task using Cake Application	<ol style="list-style-type: none"> <li>1. The students' awareness of their pronunciation increased</li> <li>2. The result of first assessment and second assessment had shown a</li> </ol>	The students needed more practice in pronouncing spontaneously.

		significant improvement	
6th Meeting	Interview the students about Cake Application	<ol style="list-style-type: none"> <li>1. The students struggled with their shyness but eventually overcame it and tried their best to participate</li> <li>2. The students become more excited in teaching and learning process when using Cake Application</li> <li>3. The students are starting to use Cake Application both inside and outside the class.</li> </ol>	The students' focus sometimes got distracted when using smartphones in teaching and learning process.

## B. Discussions

The discussion section's purpose is to interpret and describe the significance of your findings in relation to what was previously known about the research problem being investigated, as well as to explain any new understanding or insights that emerged as a result of your research. The research questions you posed and the literature you reviewed will always connect the discussion to the introduction according to Annesley (2010).

This discussion part is conducted from all the findings that are already explained above.

### 1. Analysis Of The Data

Based on observations from several meetings during the writer's teaching field practicum in October-November 2021, the writer was bold enough to conclude that the students, in general, lacked pronunciation accuracy. The students were shy by nature, as evidenced by their speaking performances when the writer observed them in class. Aside from being shy, the students lacked pronunciation, which could be scrutinized because they made more errors than mistakes in mispronouncing certain vowels and consonants. In this case, the writer first wondered if they would find Cake English Application interesting or if it would be compatible with them. However, the students in both classes were so obedient and respectful that the writer's concern faded. According to the cycle results, students' ability to pronounce some words and phrases improves after implementing the Cake English Application strategy in the teaching and learning process.

**Table 4. 5 All problems which had been discovered**

No.	Problems	Data Source	Related to
1.	The students were passive and shy especially in pronouncing words or phrases in English.	Observation, analysis, interview	Students

2.	The pronunciation was mostly poor.	Observation, analysis, interview	Students
3.	The students were unaware of their own pronunciation accuracy.	Observation, analysis, interview	Students
4.	The students still lack of practicing their pronunciation	Observation, interview	Students
5.	The English teacher mostly used her own pronunciation	Observation, interview	Teacher
6.	The English teacher keeps using the same method in teaching and learning pronunciation	Observation, interview	Teacher
7.	They barely use another media for teaching learning process other than school book	Observation	Media

## 2. Cycle 1

The writer's factor and the student's factor are the two factors that affect cycle 1's success. The writer's ability to handle classes and provide explanations was a contributing aspect. Class management is a crucial component of the teaching process. The writer could maintain control over the students in both classes and require them to all participate in practicing their pronunciation with the Cake English application. Although they initially found it difficult and confusing to use, the writer patiently guided the students and gave them detailed instructions until they could properly understand how the Application works. It made it easier for the students to implement

the strategy for perfectly pronouncing words or phrases. Second, the explanation provided by the writer was important to the completion of this research. A clear explanation is required to provide the information in a way that enables the students to gain a comprehension of the subject.

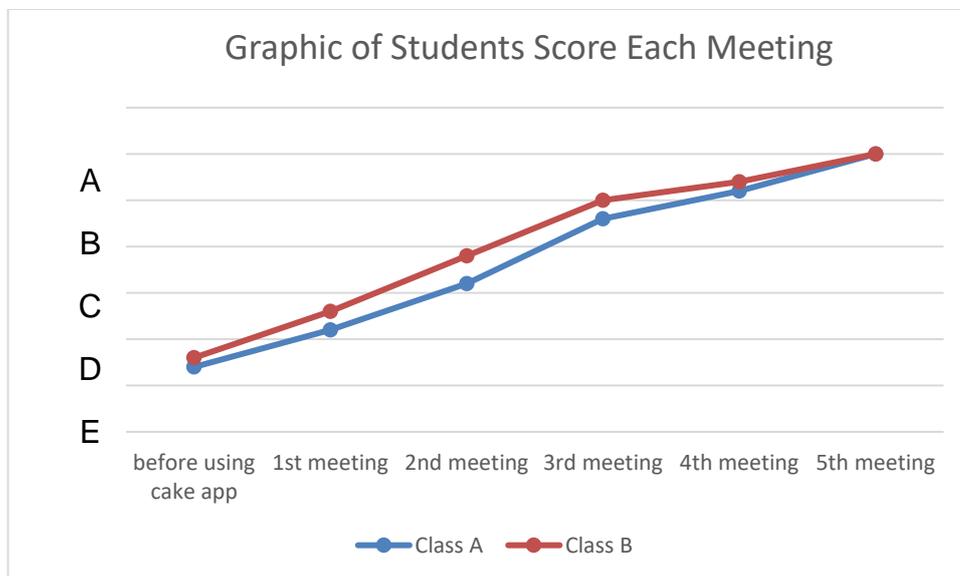
### 3. Cycle 2

In cycle 2, the writer's voice was louder and the explanations of the subject were more thorough. It made it much easier for the students to understand the explanations provided by the writer. The students are already more knowledgeable about the Cake English Strategy and what they had to do with the Application during this cycle. They started to watch some short videos to practice their own pronunciation until they can pronounce the vowels and consonants properly also some sentences with the right pitch, intonation and stress. It helped them get a better understanding of proper pronunciation and gave them more self-assurance while pronouncing words or sentences. Additionally, the students showed significantly better interest in studying English pronunciation.

**Table 4. 6 Students Pronunciation Scores Given From Cake English App**

<b>Grade</b>	<b>Category</b>	<b>Correct</b>
A	Perfect	0 – 5 mistakes
B	Good	5 – 10 mistakes
C	Fair	10 – 15 mistakes
D	Bad	15 – 20 mistakes

**Picture 4. 1 Graphic of Student Score Each Meeting**



At the end of the cycle 2, the writer found out that the students are enjoying the English class and thinking that practicing their pronunciation is important when it comes to learning English. They also gave their opinion that the Cake English Application is not that hard to understand, they are all agreed that it can helps them a lot in learning pronunciation. The application really caught their attention because it has so many videos and audios which can make them mimicking and following how to pronounce the words or phrases so it is easier for the students to memorize them. The students are also willing to download Cake English Application and try to learn how to pronounce everything using it again.

W	: Do you think learning English pronunciation is important?
S1	: At first I thought it was not that important, because English is hard for me. But then I changed my mind because I feel like I

accomplished something big when I got good scores for my pronunciation

S2 : For me, I already aware that English pronunciation is important because it helps us to communicate properly.

W : Did it took so much time for you to understand Cake English application to learn English pronunciation?

S3 : Not at all, since it is easy to use.

S4 : Yup, it is totally easy to understand only in an hour.

W : Do you think Cake application can help you to improve your pronunciation?

S5 : Since we can do it repeatedly and can do it everywhere so of course it would be easier for us to improve our pronunciation with Cake Application

S6 : I agree with that, it is also provide us some audio and video as the examples to pronounce the words that I didn't know before.

W : Do you find it easier to memorize how to pronounce words or phrases using cake English application?

S7 : Since I'm starting to use the application frequently, it helps me a lot to learn and memorize it properly.

W : Are you interested to learn more about how to pronounce words or phrases using Cake English application?

S8 : Of course, even though sometimes I'm still lack of it, I will keep trying because the application is fun.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

The analysis of related literature is presented in this chapter. It covers some theories about English pronunciation, teaching pronunciation.

#### **A. Conclusions**

This study focused on enhancing pronunciation implementing the Cake English application and a mobile phone as the media. Two cycles of this research, each involving six meetings throughout a month, were completed. The Cake English Application was flexibly implemented in the teaching and learning activity through observation, interview, and documentation. Since the Cake English Application can be used as a task, homework, or even an icebreaker, it was considered of as a flexible activity. The application can be used mostly inside the class as a practice exercise, an assignment, and as a kind of evaluation for the students' efforts to improve their pronunciation. Cake English Application had caused several changes from various aspects during its implementation. These improvements were as follows.

## **1. The change of English teacher mindset about teaching strategies and performances**

The implementation of the Cake English Application undoubtedly provided more ideas for English teachers to teach pronunciation. She had previously done her best and had constantly drilled the students. Nonetheless, the students made mistakes and even errors. The English teacher struggled to improve the students' pronunciation because the students easily forgot what she taught them. Following the deployment of teaching pronunciation using the Cake English application, the writer's findings were in fact accepted by the English teacher as one of the effective answers to the issues she faced in her classes. The English teacher greatly valued the application of this research and intended to continue using the writer's methodology.

## **2. The change of students learning abilities and activities**

Prior to this, the students were quite shy and paid little attention to their own pronunciation skills. Even when using the Cake English application for the first time, the students displayed zero interest. When the students were shown their own improvements after using the application, the writer discovered that the students began to be more aware and realize their own ability. The writer took advantage of the students' awareness to increase their interest in learning pronunciation in this situation. As they made fewer mistakes, the students' pronunciation truly improved in each

cycle as measured by the scores. Furthermore, they began to be able to distinguish between errors and mispronunciations of words or phrases. As a result of their excitement and increased activity after receiving their results, the students' behavior in class was also influenced by the Cake English Application.

### **3. The change of condition and utilization in teaching learning process**

Before the researcher applied the Cake English Application, the teaching and learning process used a variety of methods and techniques. In addition to the shyness of the students, which made it difficult for them to study and gave them few opportunities to practice, another concern is that they rarely use their mobile phones in learning process. Additionally, the methods employed by the teacher were still focused around writing and submitting assignments, so they were not used to learn English pronunciation. The students begin using their own mobile phones to practice pronunciation after the Cake English application is implemented. Since watching, listening, and practicing their pronunciation were entertaining, the teaching and learning process became more enjoyable. In fact, they felt encouraged and gave themselves more opportunity to focus on their pronunciation. By using the Cake English application both in and outside of class, the students had more chance to practice their pronunciation.

The results of this study suggested that the students' English pronunciation has successfully been improved through the use of Cake English Application. With the help of this application, students now have more opportunities to work on their pronunciation. It was ensured that the students completed certain tasks outside of their English lessons because they had to practice pronouncing certain words, phrases, and even sentences in class.

## **B. Suggestions**

### **1. For Students**

The researcher strongly advises the students to continue using the Cake English Application because the students have a problem with being shy and have a tendency to be afraid if they mispronounce some words or phrases, and because they only use their mobile phones for social media and gaming. As a result, the researcher expected that the students' pronunciation would decrease when they stopped learning pronunciation, hence why the writer think that the students should continue using the Cake English Application. The application proved to be a useful technique for the students' self-development, and they did notice an improvement in their pronunciation. It was strongly advised that the students seek out several exposures from other sources in order to avoid focusing just on their teachers or dictionaries for practice.

## **2. For English Teacher**

It is strongly advised that the English teacher never give up on helping the students get better at speaking, especially with their pronunciation. To make the classroom more exciting for the students, it is also advised that the English teacher try out a new activity once. The English teacher is encouraged to use the school's various media facilities as often as possible because they are accessible. Cake English Application is recommended for English teacher to improve their pronunciation, it also helps the teacher to make it easier when it comes to assess the scoring.

## **3. For Other Researchers**

The goal of this study is to investigate how well the Cake English Application can improve the pronunciation of junior high school students. It is definitely advised that other researchers do a more thorough and effective study than this one because there are numerous strategies to improve pronunciation.

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# APPENDIX

## APPENDIX 1 RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Satuan Pendidik : MTS Khazanah Kebajikan  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VII/7 A & B  
 Materi Pokok : Self-Introduction  
 Tahun Pelajaran : 2021/2022  
 Alokasi/Waktu : 3 x 60 menit

### A. Tujuan Pembelajaran

- 1.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan interaksi lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri/pengenalan diri, kesukaan ataupun informasi lainnya menggunakan Bahasa Inggris sesuai dengan konteks penggunaannya.
- 1.2 Mengungkapkan atau menjelaskan tentang jati diri, kesukaan ataupun informasi lainnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang tepat dan sesuai konteks.

### B. Kegiatan Pembelajaran

#### 2.1 Kegiatan Pendahuluan

- 2.1.1 Melakukan pembukaan dengan salam pembuka, berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
- 2.1.2 Memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari.
- 2.1.3 Guru memberikan penjelasan lengkap tentang materi, memberi tugas mandiri serta penilaian.

#### 2.2 Kegiatan Inti

2.2.1 Guru memberikan materi penjelasan berupa video pembelajaran melalui aplikasi Cake English. Pada pertemuan pertama dan kedua, materi pembelajarannya adalah "Tell Me About Yourself". Di dalam video pembelajaran tersebut terdapat contoh ungkapan, seperti:

- Hi, my name is Alexandra
- I am currently a student at ABC University

2.2.2 Guru menugaskan siswa untuk menonton video pembelajaran yang diberikan dan mempelajarinya.

2.2.3 Guru memberikan contoh untuk mengucapkan kalimat mengenai perkenalan diri menggunakan aplikasi Cake English.

2.2.4 Siswa diminta untuk mengerjakan tugas mandiri untuk pengambilan nilai sesuai materi yang terkait menggunakan aplikasi Cake English sesuai arahan dari guru pada pertemuan ketiga.

### **2.3 Kegiatan Penutup**

2.3.1 Guru memberikan waktu untuk siswa mempelajari dan memahami materi, lalu meminta siswa untuk memberikan nilai murni yang diperoleh dari aplikasi Cake English dalam bentuk foto.

2.3.2 Guru memfasilitasi rangkuman kesimpulan dari materi pembelajaran.

2.3.3 Guru memberikan kesempatan untuk berdiskusi bersama siswa mengenai materi pembelajaran yang telah disampaikan.

## **C. Penilaian**

3.1 Pemahaman siswa tentang materi yang diberikan selama proses belajar sedang berlangsung.

3.2 Siswa dapat mengerjakan tugas yang diberikan selama proses pembelajaran.

3.3 Siswa akan diberikan nilai secara langsung dari aplikasi Cake English dan mendapatkan feedback atau tugas untuk perbaikan.

#### **D. Media dan Bahan Mengajar**

##### 4.1 Media

ndphone

pyektor

##### 4.2 Bahan Mengajar

leo Pembelajaran

plikasi Cake English

Tangerang Selatan, 03 Nov 2021

Mengetahui,  
Guru Pamong

Mahasiswi PBI UMJ



**RIZQIANA, S. Pd**



**TASYA AMANDA WINZKY**

**NIM. 2017850004**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Satuan Pendidik : MTS Khazanah Kebajikan  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VII/7 A & B  
 Materi Pokok : Form of Time  
 Tahun Pelajaran : 2021/2022  
 Alokasi/Waktu : 3 x 60 menit

### A. Tujuan Pembelajaran

- 1.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan interaksi lisan yang melibatkan tindakan mengucapkan dan memberi pernyataan terkait penggunaan bentuk waktu menggunakan Bahasa Inggris sesuai dengan konteks penggunaannya.
- 1.2 Mengungkapkan atau menjelaskan tentang penggunaan bentuk waktu yang baik dan benar dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang tepat dan sesuai konteks.

### B. Kegiatan Pembelajaran

#### 2.1 Kegiatan Pendahuluan

- 2.1.1 Melakukan pembukaan dengan salam pembuka, berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
- 2.1.2 Memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari.
- 2.1.3 Guru memberikan penjelasan lengkap tentang materi, memberi tugas mandiri serta penilaian.

#### 2.2 Kegiatan Inti

2.2.1 Guru memberikan materi penjelasan berupa video pembelajaran melalui aplikasi Cake English. Pada pertemuan pertama dan kedua, materi pembelajarannya adalah "I will see you when you wake up". Di dalam video pembelajaran tersebut terdapat contoh ungkapan, seperti:

- See you in the morning
- I often sleep around this hour

2.2.2 Guru menugaskan siswa untuk menonton video pembelajaran yang diberikan dan mempelajarinya.

2.2.3 Guru memberikan contoh untuk mengucapkan kalimat mengenai bentuk waktu menggunakan aplikasi Cake English.

2.2.4 Siswa diminta untuk mengerjakan tugas mandiri untuk pengambilan nilai sesuai materi yang terkait menggunakan aplikasi Cake English sesuai arahan dari guru pada pertemuan ketiga.

### **2.3 Kegiatan Penutup**

2.3.1 Guru memberikan waktu untuk siswa mempelajari dan memahami materi, lalu meminta siswa untuk memberikan nilai murni yang diperoleh dari aplikasi Cake English dalam bentuk foto

2.3.2 Guru memfasilitasi rangkuman kesimpulan dari materi pembelajaran.

2.3.3 Guru memberikan kesempatan untuk berdiskusi bersama siswa mengenai materi pembelajaran yang telah disampaikan.

## **C. Penilaian**

3.1 Pemahaman siswa tentang materi yang diberikan selama proses belajar sedang berlangsung.

3.2 Siswa dapat mengerjakan tugas yang diberikan selama proses pembelajaran.

3.3 Siswa akan diberikan nilai secara langsung dari aplikasi Cake English dan mendapatkan feedback atau tugas untuk perbaikan.

#### **D. Media dan Bahan Mengajar**

##### 4.1 Media

ndphone

pyektor

##### 4.2 Bahan Mengajar

leo Pembelajaran

plikasi Cake English

Tangerang Selatan, 03 Nov 2021

Mengetahui,  
Guru Pamong

Mahasiswi PBI UMJ



**RIZQIANA, S. Pd**



**TASYA AMANDA WINZKY**

**NIM. 2017850004**

## APPENDIX 2 CLASS MATERIALS



UNIVERSITAS MUHAMMADIYAH JAKARTA

FAKULTAS ILMU PENDIDIKAN

Jln. KH. Ahmad Dahlan Cireundeu – Ciputat, 15419

Telp.(021) 7442028 Fax. (021) 7442330

Website: [www.fipumj.ac.id](http://www.fipumj.ac.id), Email:  
[fip\\_umj@yahoo.co.id](mailto:fip_umj@yahoo.co.id)

1x Drill

So, can you tell us a little about yourself?

1/50 +

1x Drill

See you in the morning.

9/9 Try saving a sentence! +

**APPENDIX 3 STUDENTS RESULT ON CAKE ENGLISH APPLICATION**

UNIVERSITAS MUHAMMADIYAH JAKARTA

FAKULTAS ILMU PENDIDIKAN

Jln. KH. Ahmad Dahlan Cireundeu – Ciputat, 15419

Telp.(021) 7442028 Fax. (021) 7442330

Website: [www.fipumj.ac.id](http://www.fipumj.ac.id), Email:  
[fip\\_umj@yahoo.co.id](mailto:fip_umj@yahoo.co.id)

< Speak Speaking as Kimberly

Mary  
Hi.

Kimberly  
Hello.

Mary  
Nice to meet you. I'm Mary Smith.

Kimberly  
I'm Kimberly Jones.

Kimberly  
Please call me Kim.

Mary  
Where are you from?

**Kirana Aurelia** ?



Obtained stars: **16**

< Speak Speaking as Kimberly

 Kimberly  Hello-

 Mary

Nice to meet you. I'm Mary Smith.

 Kimberly  I'm Kimberly Jones.

 Please call me Kim.

 Mary

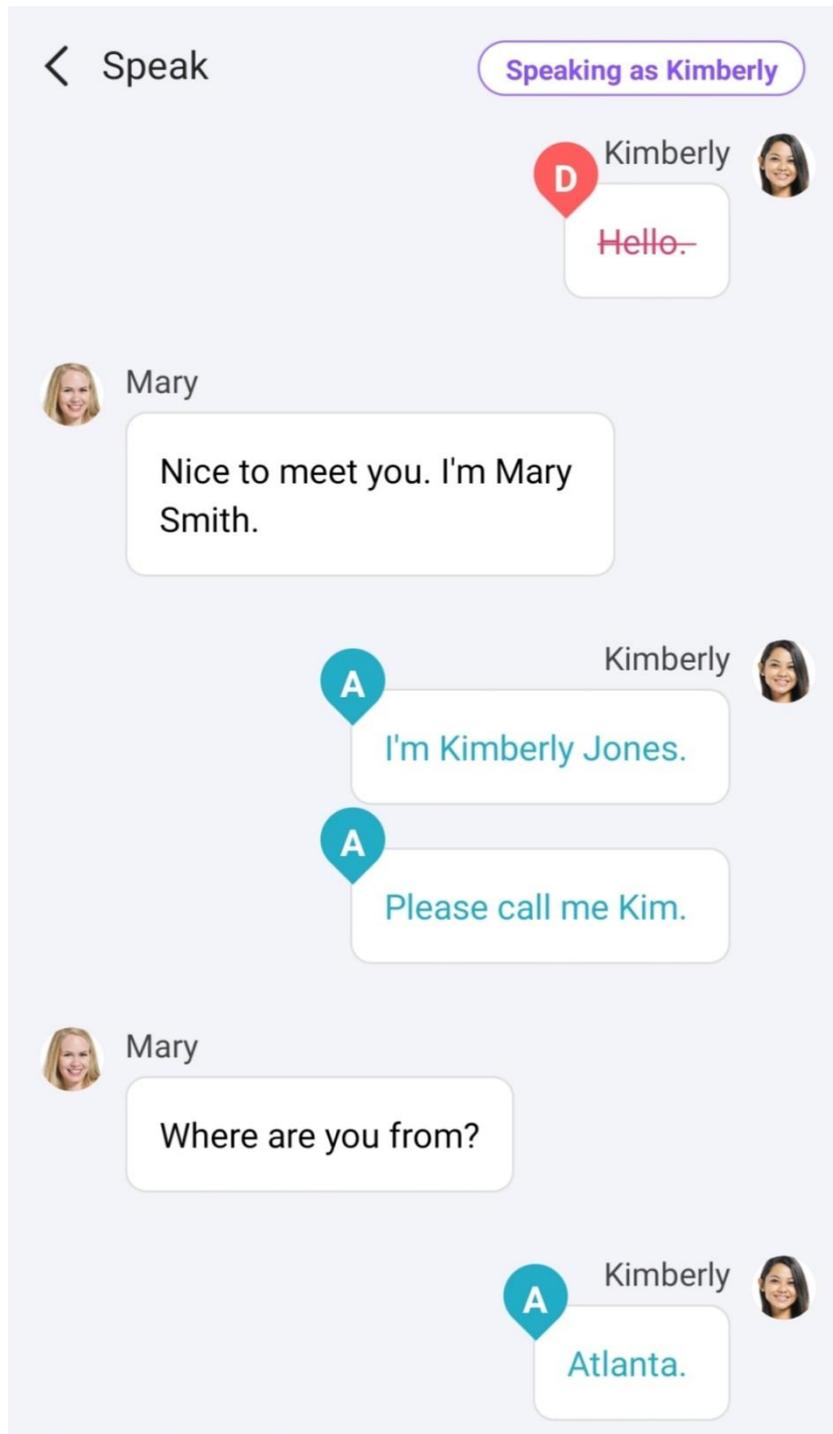
Where are you from?

 Kimberly  Atlanta.

Michelle Ascari



Obtained stars: **16**



M. Feri Rafi Zamzami



Obtained stars: 16

< Speak Speaking as Kimberly

Mary  Hi.

Kimberly  Hello.

Mary  Nice to meet you. I'm Mary Smith.

Kimberly  I'm ~~Kimberly Jones.~~

Kimberly  Please call me ~~Kim.~~

Mary  Where are you from?

Adnan Kurniawan



Obtained stars: **18**

< Speak Aditya Isa Mahendra

Gaby   
You ~~met Jimin~~ the day before  
yesterday, didn't you?

Gaby   
~~I've~~ been on a roller coaster for  
the first time in my life.

Gaby   
I woke up in the ~~middle of the~~  
night ~~last~~ night.

Gaby   
~~They are paid~~ weekly.

Gaby   
~~Hived~~ in this neighborhood  
about three ~~decades~~ ago.



Obtained stars: **12**

< Speak Naurah Alifah Luzain

Gaby  I've been on a roller coaster for the first time in my life.

Gaby  I woke up in the middle of the night last night.

Gaby  ~~They are paid weekly.~~

Gaby  ~~I lived in this~~ neighborhood about three decades ago.

Gaby  ~~Chuseok is August 15th by the lunar calendar.~~



Obtained stars: 10

< Speak Nurul Jihan Fissama

Gaby 

You met Jimin the day before yesterday, didn't you?

Gaby 

I've been on a roller coaster for the first time in my life.

Gaby 

I woke up in the middle of the night last night.

Gaby 

They are paid weekly.

Gaby 

~~Lived~~ in this neighborhood ~~about~~ three decades ~~ago~~.



Obtained stars: 12

< Speak Reza Alamsyah

Gaby **A**  
You met Jimin the day before yesterday, didn't you?

Gaby **B**  
I've been ~~on a roller coaster~~ for the first time in my life.

Gaby **A**  
I woke up in the middle of the night last night.

Gaby **B**  
~~They are paid~~ weekly.

Gaby **B**  
I ~~lived~~ in this neighborhood ~~about~~ three decades ago.



Obtained stars: **12**

## APPENDIX 4 DOCUMENTATION

### Giving materials and introduction to Cake Application



### Giving instructions to take pronunciation task and assessment



**Potrait of student trying out Cake Application**



**Potrait of writer with 7th grade English teacher of MTS Khazanah Kebajikan**



## APPENDIX 5 GUIDANCE CONSULTANT LETTER



**AGENDA KONSULTASI BIMBINGAN SKRIPSI**  
**FAKULTAS ILMU PENDIDIKAN**  
**PRODI PENDIDIKAN BAHASA INGGRIS**  
**Semester Ganjil dan Genap Tahun Akademik 2021/2022**

Dosen Pembimbing : Aswir, M. Pd

Mahasiswa : Tasya Amanda Winzky

Judul : *Cake App In Students' Pronunciation Ability:*

*A Classroom Action Research Study*

No.	Tanggal	Waktu	Materi	Catatan	Paraf
1	2 Januari 2021	17:00 – 18:00	ACC proposal skripsi dengan judul "Cake App In Students' Pronunciation Ability: A Classroom Action Research Study	<ul style="list-style-type: none"> <li>Buat referensi dengan mendeley</li> </ul>	
2	9 Januari 2021	8:00 – 10:00	Revisi proposal skripsi	<ul style="list-style-type: none"> <li>Masukan hal yang bersangkutan dengan pronunciation saja</li> <li>Ganti materi speaking dan dalam materi pronunciation</li> </ul>	
3	17 Januari 2021	19:00 – selesai	Pengumpulan revisi BAB 1	<ul style="list-style-type: none"> <li>Tulis sumber kutipan dengan benar</li> </ul>	
4	14 Februari 2021	20:00 – selesai	Pengumpulan revisi BAB 2	<ul style="list-style-type: none"> <li>Cari materi yang lebih mendalam</li> </ul>	

5	18 Maret	23:00 - selesai	Pengumpulan revisi BAB 3	<ul style="list-style-type: none"> <li>Pilih tempat penelitian yang sesuai</li> </ul>	
6	17 April	8:00 – 10:00	ACC proposal skripsi		
7	3 Mei	20:00 – selesai	Pembuatan artikel		
8	29 Juni 2021	13:00 – 15:00	Ujian Seminar Proposal		
9	16 Agustus	19:00 – selesai	Revisi BAB 1-3	<ul style="list-style-type: none"> <li>Ada beberapa grammar yang salah</li> </ul>	
10	4 Oktober	12:00 – 13:00	ACC Penelitian skripsi		
11	30 November	20:00 – selesai	Penyerahan artikel		
12	5 Januari	18:00 – selesai	Pembuatan bab 4 & 5		
13	13 April	19:00 – selesai	Revisi Artikel	<ul style="list-style-type: none"> <li>Gunakan referensi tahun terbaru</li> </ul>	
14	25 April	19:00 - selesai	ACC Artikel	<ul style="list-style-type: none"> <li>Sudah terbit di Univ. Cokroaminoto</li> </ul>	
15	25 Juni	21:00 – selesai	Revisi bab 1-5	<ul style="list-style-type: none"> <li>Perbaiki beberapa grammar</li> <li>Memakai tahun referensi terbaru</li> <li>Modifikasi bagian minimal pairs</li> </ul>	
16	29 Juli	08:00 – selesai	ACC Skripsi	<ul style="list-style-type: none"> <li>Sudah diperbolehkan untuk daftar sidang skripsi</li> </ul>	

17	19 Agustus	10:00 – selesai	Penyerahan berkas sidang		
18	6 September	08:00 - selesai	Sidang Skripsi	<ul style="list-style-type: none"> <li>Dengan Mr. Sofian dan Mrs. Zaitun sebagai penguji</li> </ul>	
19	7 September	10:00 - selesai	Revisi Skripsi	<ul style="list-style-type: none"> <li>Mengubah judul, merevisi tahun referensi dari 2010-2022, menambah beberapa materi agar lebih lengkap.</li> </ul>	
20	7 Oktober	08:00 - selesai	Pengumpulan tanda tangan serta penyerahan skripsi		

DITETAPKAN DI : Jakarta

PADA TANGGAL : 29 Juli 2022

  
**MUTIARANI, M.Pd., S.S**

NIDN. 0417048101

  
**Aswir, M.Pd.**

NIDN. 0315087304

**APPENDIX 6 LETTER OF WITNESSED THESIS DEFENSE**

**01.** Why I Conduct This Research? Background Of The Study

THESIS DEFENSE CONTENDER CLASS OF 2017 LATIFA RACHMA RAMADHAN

85 views · 5 mo ago

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MSH - Official 7.22K subscribers SUBSCRIBED

**Theory**

Kim, 2015, p. 15-24)

Through development of listening in foreign language, it is aimed to help students to distinguish the sound of genuine context and real situations in the relevant language; to recognize the semantic changes cause by emphasize, stresses and intonations in a context and to become skillful in order to understand the contents of speech completely and correctly.

(Khalili Sabet, 2012, p. 216).

In various literature, it is found that listening skill are sometimes ignored, whereas listening is one of the skills that has a very important role .

(Sobour, 2013, p. 127).

Movie always record the reality that developed and expanded in society then project it into a screen (Sobour, 2013, p. 127).

THESIS DEFENSE CONTENDER CLASS OF 2017 RIKI SURYA

63 views · 5 mo ago

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**FINDINGS AND CONCL**

- Challenges : - maximize the short time effectively  
- students discipline  
- absence of parents
- Approaches : - varied approaches  
- parents
- Supports : - governments -> training programs, guidelines for designing inclusive online education, disability-friendly online learning content.  
  
- Integration between teacher and parents to provide best education for their children

**THESIS DEFENSE CONTENDER CLASS OF 2017 PUTRI ANDINI**

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**CONCLUSION**

The alternatives hypothesis ( $H_1$ ) was accepted and null hypothesis ( $H_0$ ) was rejected, because the score of t-test sig. (2-tailed) was  $0.043 < \alpha = 0.05$ .

Vocabulary value of both class has significant difference after the treatment using U-Dictionary and improved students vocabulary learning.

**THESIS DEFENSE CONTENDER CLASS OF 2017 HANNY KUSUMA WARDHANI**

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SUBSCRIBED

## APPENDIX 7 RESEARCH PERMISSION LETTER



### UNIVERSITAS MUHAMMADIYAH JAKARTA FAKULTAS ILMU PENDIDIKAN

Jl. Kh. Ahmad Dahlan Cireundeu, Ciputat 15419 Telpun (021) 7442028 Fax (021) 7442330  
Website: www.fipumj.ac.id E-mail: fip@umj.ac.id

Nomor : 016/F.8-UMJ/X/2021  
Lamp : -  
Perihal : Permohonan Penelitian

Oktober 2021

**Kepada Yth.,  
Bapak/ Ibu Kepala Sekolah  
MTS Khazanah Kebajikan  
di  
tempat**

*Assalamu'alaikum wr. Wb.*

*Semoga Allah SWT melindungi dan memberi keberkahan kepada kita semua dalam menjalankan aktivitas sehari-hari. Amin.*

Bersama ini kami sampaikan kepada Bapak/Ibu bahwa mahasiswa/i kami, atas nama:

Nama : Tasya Amanda Winzky  
No. Pokok : 2017850013  
Program Studi : Pend. Bahasa Inggris (PBI)  
Judul Skripsi : *Learning English Through Cake App To Improve Junior High School Students' Pronunciation*

saat ini sedang melaksanakan penelitian dalam rangka penulisan tugas akhir (skripsi). Sehubungan dengan hal di atas, kami mohon agar kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa/i tersebut untuk mengadakan penelitian di lembaga yang Bapak/Ibu pimpin.

Demikian, atas perhatian dan perkenan Bapak/Ibu kami ucapkan terima kasih.

*Wabillahitaufiq walhidayah  
Wassalamu'alaikum wr.wb.*

Dekan  
  
 Dr. Iswan, M.Si

**Keterangan:**

1. Untuk Validator / Lembaga ybs.
2. Copy untuk arsip pribadi

## APPENDIX 8 LETTER OF COMPLETION FROM SCHOOL



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**YAYASAN KHAZANAH KEBAJIKAN**  
**MADRASAH TSANAWIYAH KHAZANAH KEBAJIKAN**  
**TERAKREDITASI A**

NO. AKREDITASI : 038/BAN-SM-Prov/SK/2018  
 NSM. 121.23.67.40.029 | NPSN. 20623035  
 Bank BRI Rek. No. 0919.01.019236.53.0

Jl. Talas 1 Rt. 01/010 Pondok Cabe Ilir, Pamulang, Tangerang Selatan, Banten 15418 Telp. (021) 74707253, 7428382 Fax. (021) 7495254  
 Website : mtskhazanahtangsel.sch.id, Email : mtskhazanah08@gmail.com, mtskhazanah@yahoo.com

---

**SURAT KETERANGAN**  
 NO : MTs.S.28.04.07/01.09/PP.00.5/008/2021

Yang bertanda tangan dibawah ini Kepala MTs Khazanah Kebajikan Kota Tangerang Selatan menerangkan bahwa :

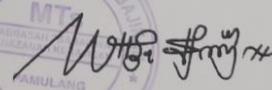
Nama	: Tasya Amanda Winzky
No.Pokok	: 2017850013
Program Studi	: Pend. Bahasa Inggris (PBI)

Benar Bahwa nama tersebut diatas telah diterima di sekolah MTs Khazanah Kebajikan dalam rangka penelitian yang berkaitan dengan penyelesaian Skripsi yang berjudul :

**“Learning English Through Cake App To Improve Junior High School Student’ Pronunciation”**

Demikianlah surat keterangan ini dibuat dengan sebenarnya, agar pihak yang berkepentingan maklum.

Tangsel, 14 Oktober 2021  
 Kepala  
 MTs Khazanah Kebajikan



**Wahyuddin, S.Pd**

## APPENDIX 9 WRITER'S CURRICULUM VITAE

NAME : Tasya Amanda Winzky  
Date and Place of Birth : Jakarta, 9 September 1999  
Adress : Bumi Citra Lestari D4/6, Depok, Jawa Barat  
Phone Number : 089604400648  
Email Adress : [tasyawinzky16@gmail.com](mailto:tasyawinzky16@gmail.com)

### WORK EXPERIENCE

Internship (PLP) at MTs Khazanah Kebajikan 2020

- Teacher Internship

English Teaching and Learning 2022

- Freelance English Tutor

### Organization

None

### Education

PAUD AT-TAUBAH 2002 - 2005

SD NEGERI CURUG 3 2005 - 2011

SMP ISLAMIYAH DEPOK 2011 - 2014

SMK LINK AND MATCH 2014 - 2017