

## ENHANCING STUDENTS' ENGLISH PRONUNCIATION THROUGH CAKE APPLICATION

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### ABSTRACT

*The researcher who was taking part in this study was putting a strong emphasis on pronunciation and application as the primary areas of investigation. This was carried out to enhance the student's capacity to acquire an accent. This study used both an experimental technique and a quasi-experimental configuration to develop its research structure. Each of these approaches was used in conjunction with the other. Participants in this study were categorized into two independent groups: the control group and the experimental group. Both groups were responsible for carrying out the research experiment. There was no difference between the obligations that were given to both of the groups. It was revealed through the data processes that enhancing the pronunciation skill using cake application has a beneficial impact on the students' English pronunciation students' level.*

**Keywords:** *Cake Application, Pronunciation, Student Ability.*

### INTRODUCTION

English is one of the compulsory subjects in Indonesia. Students are required to learn English following the material that has been set. One of the competencies that students have to master is the ability to pronounce English properly and correctly. As a second language learned by students, speaking English fluently is not easy; in fact, many students still need help speaking English. These difficulties vary and differ for each student, but the most frequently encountered is the pronunciation of English words. Students still need help pronouncing English vocabulary when reading or having conversations; this is certainly a problem because pronunciation is one of the most critical aspects of the basic requirements of language.

English pronunciation is undoubtedly not easy for students because they have to produce different sounds in each letter, which is very different from the sounds they know in Indonesian; besides, several factors cause students to master the pronunciation. This subject is still considered trivial in language teaching; many teachers need to pay more attention to the importance of English pronunciation.

From the importance of pronunciation activities in learning to speak above, many students still experience difficulties learning pronunciation. Based on the researcher's interview with the English teacher and observations at SMPN 13 Tarakan, in the process of learning pronunciation, the researcher found several problems. Learning to speak is considered a complex subject by some students because students cannot understand what they hear; students feel bored and lazy to learn pronunciation because the method is not fun and results in some students not coming to class; 50% of some students have vocabulary few words so that they have difficulty listening and do not understand what they hear.

Looking at this fact, many media could be used that are fun and exciting for students; one of them is a Cake Application. The researcher chose the Cake Application because it was a medium that could be used anywhere and anytime, with the sophistication and features

provided by the Cake Application. Furthermore, students can apply it for the educational purposes, including language learning without being limited in terms of time and space out of the school time (Hapipah et al., 2021).

Next, the Cake Application was published by Playlist Corporation, which comes from South Korea (Nawangsih, 2019). The Cake Application was used to practice reading, listening, and pronunciation. The learning provided was more up-to-date, and the learning method used was a short video to get new vocabulary so that students could stay energised while studying. Many topics are already available for the pronunciation learning method, and students can choose the topics they like. Based on the background description stated above, the researcher conducted a study entitled “Enhancing Students’ English Pronunciation through Cake Application at SMPN 13 Tarakan”.

## **METHOD**

This research used an experimental method with a quasi-experimental design. It was assessed according to the purpose of this study, which is to improve students' abilities by grouping variable classes into two, namely the experimental and control groups (Sugiyono, 2012). Group selection is carried out by purposive sampling with the ability of the sample to be considered homogeneous. The first group, called the experimental group, was given the Cake Application learning treatment, and the second group was the control group, with which no treatment was given. This research was carried out on November 12<sup>th</sup> and November 19<sup>th</sup> in 2023. The researcher used the Cake Application to improve students' pronunciation abilities.

The population in this study were 26 students of SMPN 13 Tarakan at Class VIII.4. Furthermore, 13 students were determined to participate in this study using random sampling techniques. The first 13 participants were grouped into the control group and the remaining 13 participants involved in the experimental group.

Data was collected using a conversation tested via the cake application feature. Each student would have asked to take the test independently using a smartphone device prepared by the researcher. Then, the researcher recorded test results with screenshots and analysed them using SPSS v26. Using the cake application features, students were assessed based on intonation and pronunciation. The audio in the application recorded the words spoken by the students. Additionally, the pre-test was given to both control and experimental groups as the benchmark before they were treated using the Cake Application. This pre-test was also intended to record the participant's initial ability. In this pre-test, both groups of students were instructed to work on the features of Cake Application. Subsequently, the results were recorded with screenshots. The final stage was the post-test. The two groups returned to work on the Cake Application at this stage. The results of this test was processed to determine the success of using the Cake Application in enhancing students’ pronunciation. The post-test results would be recorded by taking the screenshots and further processed to obtain the final data result.

Data analysis is the most potent thing in a research. Moreover, a good and complete set of data without being followed by good analysis will also cause futility. Data analysis is a process of simplifying data in a form that is easier to read and interpret (Putra, 2021) so that data is a fact or part of an existence depicted with symbols, images, values, and descriptions

of characters that have meaning in a particular context. In this study, two data analysis tests were carried out: the analysis prerequisite test and the hypothesis test. The prerequisite test of analysis was employed by testing the normality and homogeneity between the subjects of the experimental group and the subjects of the control group. Then, a hypothesis test was carried out between the experimental and control groups.

## FINDINGS

In this section, the researcher outlines the findings obtained in analyzing the research data on the use of cake applications to improve student pronunciation. In this research model, students are divided into two classes: the control and experimental groups. Based on the test results for the two groups, the data was obtained and summarized in the following table.

Table 1. The pre and posttest results of experiment and control classes

No	Experimental		Control	
	Pre-Test	Post-Test	Pre-Test	Post-Test
1	40	40	20	50
2	40	50	20	60
3	40	50	40	40
4	40	60	40	50
5	40	60	40	50
6	40	60	40	50
7	40	60	40	60
8	50	50	40	60
9	50	50	40	80
10	50	50	60	60
11	50	60	60	60
12	60	80	60	60
13	60	80	60	80

The data displayed in the Table 1 shows the following information: The average pre-test value of the experimental group was 46.15, and the average value of the control group pre-test was 43.08. After treatment in the experimental group, the average post-test value was 57.00. The average post-test value of the control group was 58.00. Treatment in the experimental group was carried out two times with a duration of 45 minutes for each session. This information shows significant differences between the experimental and control groups in the pre-test and post-test values. In the pre-test values, the experimental group's average score was lower than the control one. However, after the treatment, the value of the middle experimental group increased significantly compared to the control group, which decreased significantly. It shows that the treatment carried out in the experimental group positively impacts increasing the post-test value. However, it is also necessary to consider the other factors affecting these results, such as the participants' characteristics, the treatment's implementation, and environmental factors.

At the treatment stage, the average score of 20 students was obtained, namely 46.15, a minimum score of 20, and a maximum score of 6. The data was obtained from the summation results using the IBM v26 SPSS application. According to Susetyo (2014,

p.266), SPSS is one of the data analysis programs that helps calculate, process, and analyze the research data statistically from simple to complex and the complex one. The following explains the data findings using a descriptive statistics table.

**Table 2. Descriptive Statistics**

		PREEKS	POSEKS	PRECONT	POSCONT
	Valid	13	13	13	13
	Missing	0	0	0	0
Mean		46.15	57.69	43.08	58.46
Std. Error of Mean		2.130	3.233	3.820	3.172
Median		40.00	60.00	40.00	60.00
Std. Deviation		7.679	11.658	13.775	11.435
Skewness		.849	.898	-.203	.744
Std. Error of Skewness		.616	.616	.616	.616
Minimum		40	40	20	40
Maximum		60	80	60	80
Percentiles	25	40.00	50.00	40.00	50.00
	50	40.00	60.00	40.00	60.00
		50.00	60.00	60.00	60.00

**Table 3. Test of Normality**

Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Result PRE CONT	.281	13	.006	.811	13	.009
POS CONT	.293	13	.003	.855	13	.033
PRE EKSP	.327	13	.000	.756	13	.002
POS EKSP	.268	13	.011	.847	13	.026

a. Lilliefors Significance Correction

Based on the displayed normality test results, it can be concluded that the pre-test data was normally distributed because the significance value (sig) obtained was 0.09, which was greater than the significance level ( $\alpha$ ) used, namely 0.05. Meanwhile, the post-test data was declared normally distributed because the significance value (sig) obtained at 0.33 was also more significant than the significance level ( $\alpha$ ) used, namely 0.05. It is essential to know whether data is usually distributed in inferential statistics because many hypothesis-testing methods require a normal distribution. If the data is not normally distributed, then an appropriate testing method should be used to make the analysis results more accurate. Apart from that, we can choose the correct statistical technique to analyze the data and obtain better conclusions by recognizing the data distribution.

**Table 4. Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.642	3	48	.592
	Based on Median	.299	3	48	.826
	Based on Median and with adjusted df	.299	3	45.042	.826
	Based on trimmed mean	.708	3	48	.552

From the variance homogeneity test of 0.592 and the significance level of 0.05, it can be concluded that the data was homogeneous because the sig value obtained was greater than the predetermined significance level. This means there was a significant difference between the variances of the two data groups. In statistical analysis, knowing whether or not the two data groups have the same variance is essential. Particularly, when both data groups have the same variance (homogeneous); parametric statistical tests such as the t-test can be used. However, if the two data groups are not homogeneous, it is recommended to use non-parametric statistical tests such as the Mann-Whitney test to compare the two data groups. This aims to make the analysis results obtained more accurate and valid.

**Table 4.** Independent Samples Test

Levene's Test for Equality of Variances			t-test for Equality of Means							
F	Sig.	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Result	Pre-test	.039	.844	-1.700	24	.867	.769	4.529	-8.578	-10.117
	Post-test			-1.700	23.991	.867	.769	4.529	-8.579	-10.117

Based on the independent samples t-test test results on the analyzed pre-test data, a significance value (sig) of 0.170 was obtained, more significant than the significance level ( $\alpha$ ) used of 0.05. Therefore, it can be concluded that there was no significant difference between the pre-test values between the experimental group and the control group. In this case,  $H_0$  (no significant differences) was rejected, and  $H_1$  (there is a significant difference) was accepted.

## DISCUSSION

In learning foreign languages, especially English, students often need help with several obstacles, including correct pronunciation (pronunciation) and speaking skills. This research intends to improve students' pronunciation abilities using cake applications. The app was chosen so that students could learn the pronunciation of foreign language words in a more fun way. The results of this study stated that the use of learning media, namely cake game applications, had a significant influence on improving students' pronunciation abilities. The mean scores of both control and experimental classes at the pre-test and post-test stages were significantly different.

Based on the pre-test results obtained, sig values.  $1.70 > 0.05$  and data from the results of pre-tests and posters for both classes, namely the experimental and control groups, it can be concluded that  $H_1$  was accepted and  $H_0$  was rejected. It signifies that gaming apps can help enhancing students' pronunciation abilities. The data analysis results showed that the students' post-test scores were higher than the pre-test scores. If a significant value  $< 0.05$ , then  $H_0$  was accepted, which means there is no significant influence between independent variables. It aligns with the research conducted by (Wilson & Sutrisno, 2022), which found a significant effect between application use and student learning.

## CONCLUSION

Based on the research and discussion results, the use of cake application positively impacts students' ability in their English pronunciation. It can be seen from the research results. It is revealed from the sig value based on the independent samples' test results that  $1.70 > 0.05$  for the data of the pre-test and post-test results taken in both classes, namely the experimental and control group. Therefore, it can be concluded that  $H_1$  was accepted and  $H_0$  was rejected. Overall, the use of cake applications is effective in improving students' pronunciation in English.

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