THE EFFECTIVENESS OF USING CAKE APPLICATION ON STUDENTS' PRONUNCIATION SKILLS AT SMP UNISMUH MAKASSAR

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ARTICLE INFO	ABSTRACT
	This study aims to find out the use of Cake Application in improving the students' pronunciation skills at the nine grade of SMP Unismuh Makassar. This research used quantitative research with a pre-experimental approach. The researcher gave pre-test to the students, and then the researcher gave the students' treatment using Cake Application. After giving treatment, researcher gave post-test to the students. The population in this study were students of the class IX SMP Unismuh Makassar. The sample of this research was the students of the class IX.A, included 33 students. The result showed that the t-test value was higher than t-table value. The t-test value of pronunciation is greater than t-table (8.21>2.03693). It was concluded that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. That means there were significant differences students' pronunciation skill before and after using the Cake Application. The research conducted shows that the use of Cake Application on students' pronunciation skills was effective.

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INTRODUCTION

Having the ability to communicate in English is very important because English has become an international lingua franca and a tool for global communication. It has become a global language used by people all over the world to communicate, and achieve general and specific goals, in particular maintaining international relations and exchanging cultural knowledge. This language is very urgent to learn in this era of globalization. Having a good speaking like native speakers is one dream of foreign language students including for Indonesian students who learn English as foreign language. However, to realize it is not easy, one of Indonesian students' difficulties in learning English is how to pronounce English sounds correctly. To understand English, it is very important to master pronunciation. Pronunciation skill is one of the most important skills in learning English. Pronunciation is

how we pronounce or produce sounds from words. This aspect becomes the judgment of the interlocutor when speaking in English. When speaking in English, it is important to know that it is not only your vocabulary skills that will be considered but also how you pronounce them. So pronunciation skills are the most important when communicating nationally or internationally.

These reasons have led to an increased desire to achieve the ability to speak English with confidence and use it correctly in different socio-cultural contexts. Pronunciation in English must be spoken well and clearly so that it can be understood by listeners. If one of the pronunciations is wrong, it will change the meaning and cause the listener to feel confused about the meaning of the utterance. With good pronunciation, what we say will be easy to understand even though the grammar we say is still not right, but if our pronunciation is not good or wrong even though our grammar is correct it will be difficult for listeners to understand. Because the slightest difference in sound can change the meaning of a word or sentence. However, as previously mentioned, pronunciation is one of the most difficult aspects of English proficiency. Many Indonesian students experience pronunciation problems due to various factors such as their mother tongue and habits where students are not accustomed to practicing pronouncing words correctly and also because of the differences in sounds in English and Indonesian.

Most students prefer interactive and interesting learning to increase their interest in learning. Interactive learning in question is learning through media applications such as text, images, audio, animation, or video. This is the reason for application developers to create learning applications that can be a guide for students to improve their pronunciation skills. Interactive learning media applications used are media that facilitate students in the learning process and help students to understand the material presented in accordance with existing learning methods. To achieve optimal learning outcomes, learning English must be supported by adequate facilities and infrastructure. In an effort to improve and maximize the process of learning English, we can use information and communication technology as a learning medium.

Developments in information and communication technology have had a great impact on all aspects of human life, especially in the aspect of education. This is marked by the emergence of various technological products that can make it easier for humans to carry out activities. One of the technology products that are now widely used are mobile devices or smartphones and the Internet. Students are generally able to operate smartphones. However, most students only use it to play not for anything related to learning even though there are lots of learning applications that can be accessed from smartphones. One of them is the Cake application, which is an Android-based English learning application that serves to improve student learning activities in the field of English. This application provides speaking, listening, reading and writing features. The Cake App is one of the newest and most popular Android mobile apps made in South Korea. Cake is an application program that teaches people how

to speak more effectively and is easy to use anywhere and anytime. This app gives you confidence and the ability to talk more effectively with the person you are talking to. Thanks to these technological developments, language learning has gained countless benefits and facilities through the development of modern teaching methods that are linked to the relevant technological teaching materials and play a central role in promoting the learning process.

Based on the background of these problems, the researcher interested in conducting the research with the tittle "The effectiveness of using cake application on students' pronunciation skills at SMP Unismuh Makassar".

RESEARCH METHOD

In this research, researcher used quantitative research methods. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or explain a particular phenomenon. According to Robert Donmoyer in Prajitno (2013), quantitative research is an approach to empirical studies to collect and analyze data, then the data is presented in numerical form rather than narrative.

RESULT AND DISCUSSION
1. The Effectiveness of Students' Pronunciation in Diphthongs

This conclusion is related to the students' pre-test results, post-test results, improvements after treatment, and differences between the pre-test and post-test results that are statistically significant. The following are the findings of the data analysis:
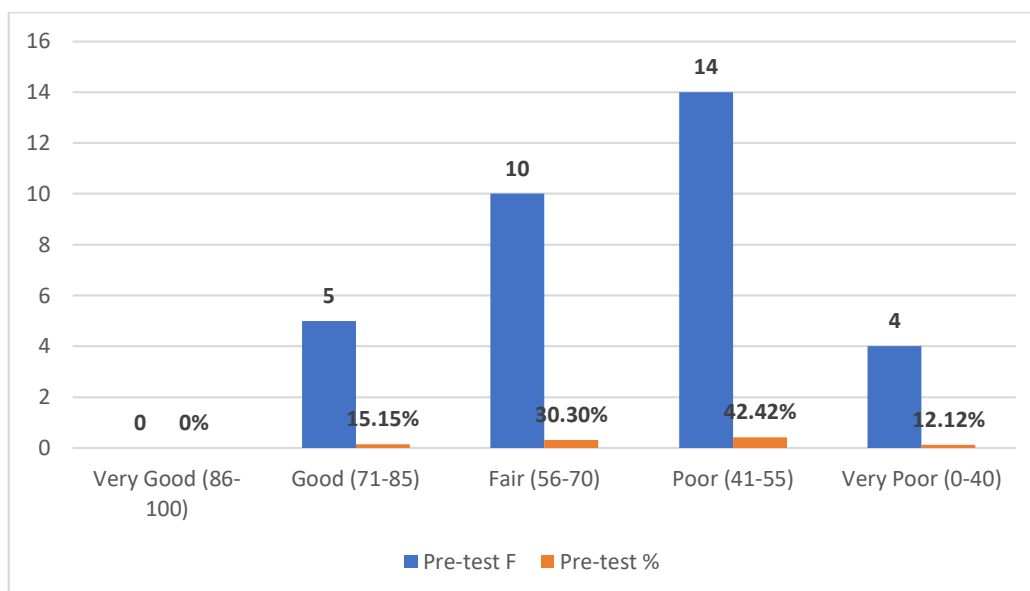
a. Students' Pre-test Pronunciation Score

Table 1 The Students' Pre-test

No.	Classification	Pre-test	
		F	%
1.	Very Good (86-100)	0	0%
2.	Good (71-85)	5	15.15%
3.	Fair (56-70)	10	30.30%
4.	Poor (41-55)	14	42.42%
5.	Very Poor (0-40)	4	12.12%
	Total	33	100%

Based on Table 1, the pre-test percentage showed that there were no students (0%) scored Very Good Category (86-100) for the students' pronunciation skill. For Good Category scores (71-85) there were 5 students' (15.15%), Fair Category scores (56-70) there were 10 students (30.30%), Poor Category scores (41-55), there were 14 students (42.42%). The rest is for the Very Poor Category scores (0-40), there were 4 students' (12.12%). So the results can be concluded that the pre-test of the Students' Pronunciation Skill is categorized as Poor.

To clearly see the percentage of students' scores on students' pronunciation skill, below is a graphic of the pre-test results:

Figure 1 Students' Pre-test Score Percentage

Figure 1 showed that the percentage score of students' pronounciation skill is included in the Poor Category. Before used the Cake application on students' pronunciation skill, there were still many students who found it difficult to pronounce these words with the correct pronunciation. It was showed by the graphic that there were 4 students who got score in the Very Poor category and 14 students got score in the Poor category, while the others got Fair category and Good category and no students got Very Good category.

b. Students' Post-test Pronunciation Score

Table 2 The Students' Post-Test

No.	Classification	Post-test	
		F	%
1.	Very Good (86-100)	4	12.12%
2.	Good (71-85)	12	36.36%
3.	Fair (56-70)	13	39.39%
4.	Poor (41-55)	4	12.12%
5.	Very Poor (0-40)	0	0%
	Total	33	100%

Based on Table 2, the pre-test percentage showed that there were 4 students (12.12%) scored Very Good Category (86-100) for the students' pronunciation skill. For Good Category scores (71-85) there were 12 students' (36.36%), Fair Category scores (56-70) there were 13 students (39.39%), Poor Category scores (41-55), there were 4 students (12.12%). The rest is for the Very Poor Category scores (0-40), there were no students' (0%) scored Very Poor

category. So the results can be concluded that the post-test of the Students' Pronunciation Skill is categorized as Fair.

To clearly see the percentage of students' scores on students' pronunciation skill, below is a graphic of the pre-test results:
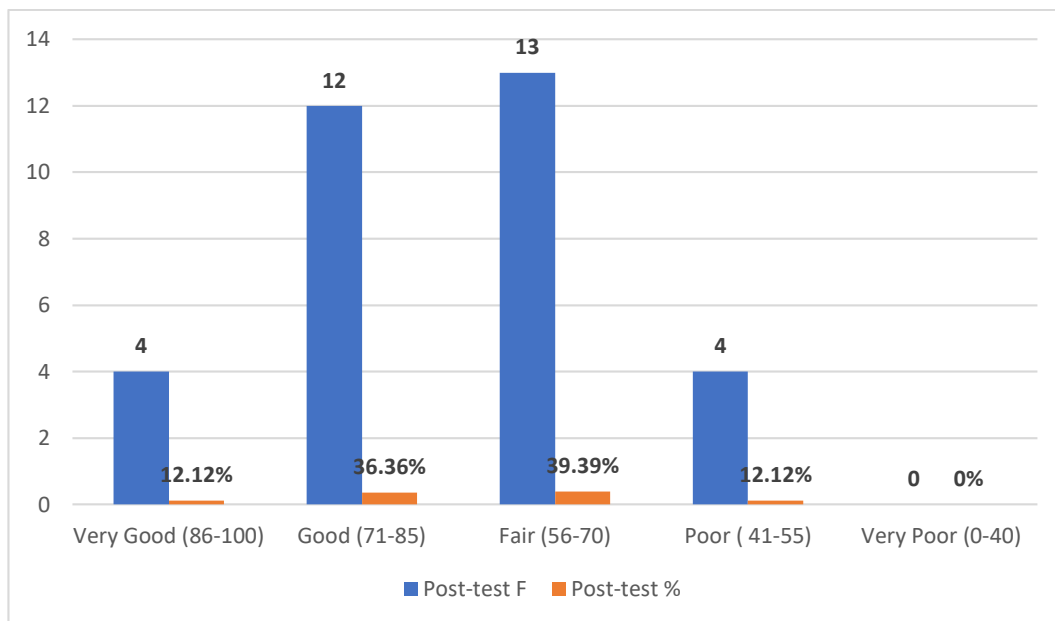

Figure 2 Students' Post-test Score Percentage

Figure 2 showed that the percentage score of students' pronounciation skill is included in the Fair Category. After used the Cake application on pronunciation skill, the students' pronunciation skill was better than the pre-test scores. It was showed by the graphic that there was no student who got score in the Very Poor category, there were 4 students got score in the Poor category, there were 13 students got Fair category while the other got Good category and no students got Very Good category.

c. **The Students' Pre-test and Post-test Mean Score**

The students' pre-test and post-test pronunciation scores are described in the table below:

Table 3 The Students' Pre-test and Post-test Mean Score

Kind of Test	Score
Pre-test	54.24
Post-test	68.45

The table above showes that the students mean score of pre-test was 54.24 while the students' mean score in post-test was 68.45. Based on the analysis it was found that there was improvement of students' pronunciation skill after applying the Cake Application on students' pronunciation skill in the classroom.

d. The Improvement of the Students' Pronunciation Skill

To see clearly the percentage of students' pronunciation skill improvement, the graphic below would show the result:
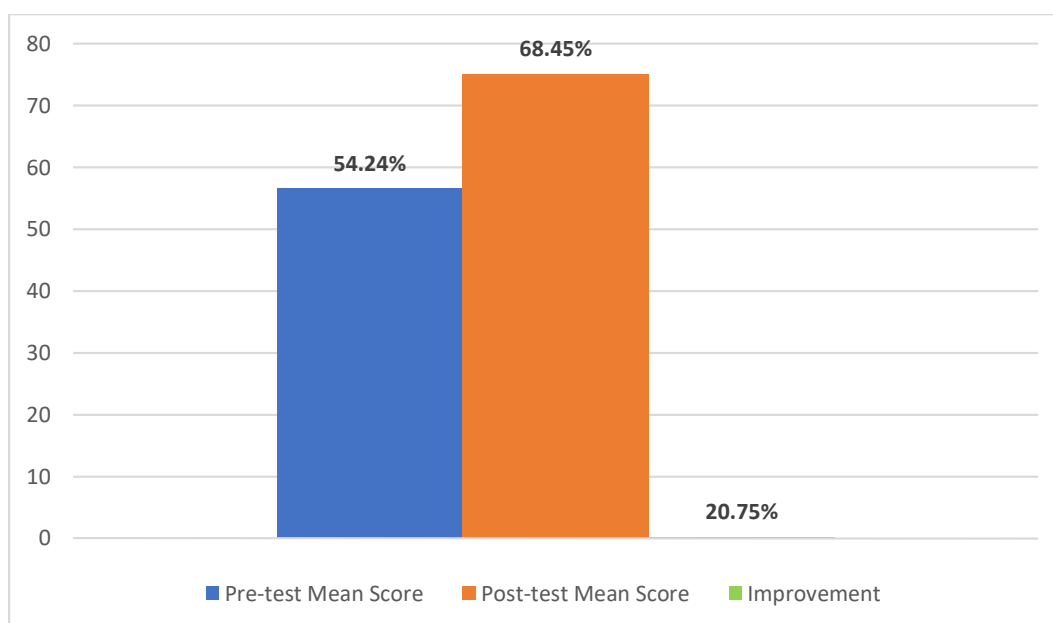
Figure 3 The Percentage of the Students' Improvement

Figure 3 presented about the improvement of the students' pronunciation skill between the pre-test and post-test before and after used Cake Application on their pronunciation skill. The pre-test got 54.24 as mean score and the post-test got 68.45 as mean score. The improvement of the pre-test to post-test was (25.15%).

2. Hypothesis Testing

Through the use of inferential analysis, the hypothesis was examined. In this instance, the author used the t-test (test of significance) for an independent sample test to determine whether there was a statistically significant difference between the mean scores of the students in the pretest and posttest. The writer used the t-test analysis at a level of significance (α) = 0.05 with a degree of freedom (df) = N - 1, where N = the number of subjects (33 students), and the value of the t-table was 2.03693.

Table 4 The Comparison of T-test and T-table Score of the Students' Pronunciation Skill

t-test	t-table	Description
8.21	2.03693	Significance

Table 4 demonstrates that the t-test value is greater than the t- table value. The t-test value of pronunciation skills was higher than the t-table (8.21>2.09693). The t-test value is higher than the t-table. The alternative hypothesis (H1) is considered

accepted while the null hypothesis (H0) is rejected. This shows that the results of students' pronunciation skill using Cake Application as a media in learning pronunciation are significant.

The alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected if the t-test value is higher than the t-table at a level of significance (α) 0.05 and degrees of freedom (df) 33 (N-1=33-1). In contrast, the null hypothesis (H0) is accepted and the alternative hypothesis (H1) is rejected if the result is less than the t-table at a level of significance (α) 0.05 and 32 degrees of freedom (df).

Discussion
1. **The Use of Cake Application on Students' Pronunciation Skill**
    From the results of the explanation of the data above, we can know that the Cake Application learning media on students' pronunciation skill is effective in improving students' Pronunciation skill in term of diphthongs. With the application of this application in learning can encourage students to be active during the learning process and can create a comfortable, interesting and fun learning atmosphere because in the process students are more active in speaking in terms of pronuncing the words, analyzing the english sounds and trying to pronounce them correctly so that students are confident in speaking English. Improving students' pronunciation skills using the Cake Application proved that there were significant differences in students' pronunciation skills before and after applying the used of the Cake Application in learning pronunciation. This application can increase students' motivation and activeness in learning pronunciation because students will be trained to pronounce words correctly with features that easy to use. This is certainly different from learning pronunciation without using Cake Application, students tend to be more passive and less motivated.

    Improving learning outcomes, especially students' Pronunciation skills using Cake Application on students' pronunciation skill, proved that there was a significant difference from learning without using Cake Application. Previous research conducted by Suryani, Nurinsani, and Purnama (2021), found that students were interested in using the Cake application, because it was easy to implement, and had many features to help with speaking skills. In accordance with the results of this study, researchers applied Cake Application on students' pronunciation skill so that students were very enthusiastic and interested in participating in learning so that students' pronunciation skills could increase.

    Another study conducted by Fitria, Dwimaulidiyanti, and Sapitri (2021), state that Cake Application is really suitable to improve the speaking skill. There are differences in variables with this study, this study using the Cake Application variable on students' pronunciation skill. The results obtained are also in line with previous research, the application of Cake Application was effective and can improve students' pronunciation skills.

    From the result of this study the researcher concluded that the use of Cake Application on students' pronunciation skill is effective to improve students' pronunciation skill because

by using this application students are trained to pronounce words correctly with features that easy to use so that this can improve students' pronunciation skills and self-confidence.

2. **Test of Significance Testing and Hypothesis**

From the *t*-test, the researcher found that the value of *t*-test (8.21) was greater than the value of *t*-table (2.03693) level of significance (α) 0.05 at the degree of freedom (df) of 32. Based on the results of the t test, the researcher found that there was a significant difference between the test results before and after learning used Cake Application in the classroom. It was because the students learned and practiced to pronounce words through the Cake Application that could enlarge their new knowledge about pronunciation. Based on the data it can be concluded that the pronunciation skills of class IX.A at SMP Unismuh Makassar have improved.

CONCLUSION

After conducting the research by using Cake Application on students' pronunciation skill in class IX.A students of SMP Muhammadiyah Makassar and based on the result and discussion of the data analysis previously it was showed that the students' pronunciation skill in post-test was higher than the pre-test and the *t*-test value was greater than the *t*-table value. So it can be concluded that the used of the Cake Application on students' pronunciation skill in the classroom was effective to improve the students' pronunciation skill in class IX.A students of SMP Muhammadiyah Makassar.

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