CAKE APPLICATION AS A DYNAMIC LEARNING ASSISTANT FOR MIDDLE HIGH EFL LEARNERS: LEARNING ENGAGEMENT AND ITS IMPACT ON STUDENTS` PRONUNCIATION PRACTICES

SKRIPSI

Submitted Partial Fulfillment of the Requirements

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Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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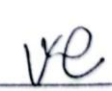   (   ) Tidak Lulus

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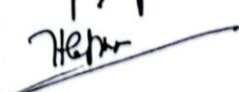Ketua   Sekretaris

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Dengan ini menyatakan bahwa skripsi saya yang berjudul **"Cake Application as a Dynamic Learning Assistant for Middle High EFL Learners: Learning Engagement and Its Impact on Students' Pronunciation Practices"**. Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN,

FRISKA ELMADINI

ABSTRACT

Friska Elmadini. 1902050003 "Cake Application as a Dynamic Learning Assistant for Middle High EFL Learners: Learning Engagement and Its Impact on Students` Pronunciation Practices". Skripsi. Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatera Utara. Medan. 2023.

The purpose of this research is to find out the impact of the CAKE application on students' pronunciation so that students can correct mistakes in pronouncing English words. This research was conducted at SMK Pariwisata Imelda Medan, Jl. Bilal No. 48, Pulo Brayan Darat I, Kec. Medan Timur, Medan City. This research uses quantitative experimental. The population taken in this research was class XII Tata Boga department 2023/2024 academic year, and the sample taken in this research consisted 2 classes, namely XII-TB1 (experimental group) 26 students and XII-TB2 (control group) 23 students. The experimental class uses the CAKE application while the control class uses the audio lingual method. The instrument in this research used an oral test. The results of the two classes show that the class using the CAKE application is higher than those using the audio lingual method. Data were analyzed using t test (independent test) with significant values (1 side dp= $0.003 \leq 0.05$ and 2 side dp=$0.006 \leq 0.05$) so H0 was rejected and Ha was accepted. There is an impact of using the CAKE application on student pronunciation.

Keyword: *CAKE Application, Pronunciation.*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu`alaikum Warahmatullahi Wabarakatuh

First of all, let us praise and thank the presence of Allah Subhanahu Wata`ala who has bestowed countless favors and gifts, and don't forget to offer our prayers and greetings to the Prophet Muhammad SAW., so that we can get his intercession at the end of the year. Furthermore, the writer would like to thank Friska Elmadini's parents who have provided a lot of support and prayer before and after completing her studies at UMSU.

This research is entitled "Cake Application as a Dynamic Learning Assistant for Middle High School EFL Students: Learning Engagement and Its Impact on Students' Pronunciation Practices". In writing this research, there were many obstacles and difficulties that the writer faced and without the help of the following parties, it would have been impossible for the writer to complete this research properly.

This research can be completed because there are parties who participate, for this reason, the writer would like to thank the people below:

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13. Her classmates VIII-A Morning 2019/2023 academic year and parties not mentioned in this thesis, thank you for everything and the help. May Allah repay your kindness.

Finally, this research is still not perfect, so the writer hopes for comments and suggestions from the readers. The writer hopes that this research will be useful for the readers.

Wassalamu`alaikum Warahmatullahi Wabarakatuh

Medan, 09 September 2023

The Writer

Friska Elmadini
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CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language of communication is very important for various sectors, especially in education. Education is the acquisition of a group's information, abilities, and habits from one generation to the next through teaching, training, or study. Indonesia is one of the countries that has made English a foreign language that must be learned and applied.

English aims to be able to communicate with other English users in several countries. In Indonesia, English has long been a compulsory subject introduced early for students from elementary school to university. Then, Hamdani & Puspitorini, (2022:111) stated that students must do four skills well in learning English: reading, listening, writing, and speaking. These four skills are intimately connected and cannot be separated if you want to learn English. Of the four skills, the most important is speaking. To master, one must be able to speak fluently and have good pronunciation. This was also conveyed by Maiza, (2020:18) that pronunciation is one of the aspects possessed by an English learner that must be mastered, especially in speaking. Good pronunciation will facilitate direct communication in various countries. If the pronunciation of words in English is excellent and correct, then the listeners will easily understand them, and vice versa if the pronunciation of words in English is not good, then the listeners will not understand.

Pronunciation is the way the sound of words is pronounced through language. These words can be pronounced in many different ways, depending on various circumstances, such as where they were raised, where they live, and their ethnicity. Pronunciation is an important type of learning in English class, providing a pleasing image and conveying the right signals between speaker and listener. In English pronunciation, there are 2 types of letters, namely vowels and consonants, the same as in Indonesian, but pronouncing English words is more difficult than pronouncing Indonesian words. With the ability to pronounce the sounds of the language, English foreign language (EFL) students will have adequate communicative competence.

In English, several words are similar but different in meaning. With this, the students have some problems. This incident occurred at the SMK Pariwisata Imelda Medan. The writer directly observed the school when doing PLP (introduction to the school field). These obstacles are that students are afraid when speaking English, students are afraid there will be mistakes in pronunciation of English words, and the method used by the teacher is less attractive to students. Students also say that speaking English is difficult. Most of them are not interested in learning English. According to Mulonsari et al., (2014:2) stated that there are several factors faced by middle and upper students in speaking English, namely internal and external factors. First, internal factors exist in themselves, such as a lack of self-confidence. Second, external factors are the environment that

influences students in learning English, such as socializing friends, the teacher's teaching methods, or inadequate school facilities.

Various aspects such as the mother tongue, affect the ability to pronounce language sounds when learning pronunciation. Mother tongue pronunciation norms differ from English pronunciation rules, which may interfere with the ability of EFL learners. In the mother tongue many words do sound not like English, so students will have problems pronouncing these words. For example, in the mother tongue, there is no "th" sound, and students will have trouble if they encounter words like "think, that, though, these, this, those" and so on. In addition, the pronunciation of the spelling and sound of each letter in English is different from mother tongue, for example, the letter "a" in the word "bag", the pronunciation will be different from the letter "a" in the word "car" and many more. Based on the factors mentioned above, the teacher must be able to choose the best learning approach or method to help students understand English pronunciation properly and precisely, even though they are not the same as native speakers.

In this case, the writer suggests a tool in the form of a mobile application to make it easier for students to pronounce English well. As we know many technological tools make it easier for us to learn. The advent of digital technology, multimedia, and social networks in today's world has drastically changed our lives. According to Xodabande, (2017:1) stated that in general, the fields of education and teaching and learning foreign languages have also benefited greatly

from these technological developments and advances. The influence of these technologies is altering language learning and providing unfathomable tools and possibilities to language learners and teachers. Technology plays an important role in the teaching and learning process by helping the organization and dissemination of information to students, teachers, and parents. Mobile learning will provide self-directed and effective instruction. This cellular technology has changed the habits of society, especially today's youth, whose life is incomplete without cellular.

One such application is the CAKE application. This application is an Android-based application that focuses on fun learning English. This application is also free when downloaded. This application provides various English-language videos with native speakers and English and Indonesian subtitles that are easy to understand. This application also provides materials according to the four abilities, namely listening, reading, speaking, and writing. Then this application provides quizzes like games that will make students happy and certainly not boring. This application will invite students to consistently follow every English challenge. If students consistently complete the challenges, not only will their level increase, but their English language skills will also increase.

The writer's goal in using this application is to determine the effect of students' pronunciation when speaking English. By using this application, the writer can find out whether the student is correct or wrong in pronouncing every word in English. The student will also know that the word he/she is pronouncing

is wrong, that way the student will always correct the wrong pronunciation, and then the student will remember the pronunciation of the word. Based on the explanation and some of the problems faced by students, the writer would like to raise the title "Cake Application as a Dynamic Learning Assistant for Middle High EFL Learners: Learning Engagement and its Impact on Students` Pronunciation Practices".

B. The Identification of Problem

The problem of this research is identified as follows:

1. The impact of using the CAKE application on pronunciation learning.
2. The students` achievement taught by using CAKE application higher than using audio lingual method.
3. The students have difficulty pronouncing English words.

C. The Scope and Limitation

The scope of this research was pronunciation practice, and the limitation of this research is related the mistake of the students` speaking (Phonetic Transcription).

D. The Formulation of the Problem

1. Is there any significant impact of the application CAKE in learning pronunciation?

2. Which one has higher students` achievement, using a CAKE application or using the audio lingual method for students` pronunciation?

3. What causes students difficulty in pronouncing English words?

E. The Objective of the Study

1. To find out the impact of the application CAKE in learning pronunciation.

2. To find out the higher students` achievement in learning pronunciation.

3. To find out the causes of students' difficulties in pronouncing English words.

F. The Significant of the Study

In this research, many contributions were made, both theoretically and practically:

1. Theoretically

   This research is to enrich knowledge and theory about applying the CAKE application directly to students' pronunciation

2. Practically

   Research results are useful for:

   a. For students, can know the application CAKE is useful for students in learning pronunciation.

   b. For teachers, can be applied in teaching strategies or methods for learning pronunciation which makes students enjoy learning.

   c. For other researchers, can help them to further research the references in it.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

Theories are required to clarify some of the concepts used in research to avoid misunderstanding. The notion leads to an analysis based on variables to narrow the problem's scope.

1. Method, Technique, and Strategies

A method is a way or path to achieve a desired goal. Methods are also said to be steps that must be carried out systematically so that the activity is achieved. For example, if a teacher wants to teach, the most important thing is that the teacher must use learning methods so that learning in class can be achieved as expected.

Technique is a way that is used or carried out when the activity process takes place in implementing a specific method. A teacher can change learning techniques even in the corridor of the same method. One method can be applied through various learning techniques. For example in the discussion, the teacher can use the technique of dividing active students with passive students.

Strategy is a long-term plan to achieve certain goals. In learning you must also use strategies so that the class does not feel bored. According to Kuamr,

(2022:507) stated that strategy is an activity that is carefully planned to achieve a goal. There are many types of learning strategies, one of which is cooperative learning strategies, learning that places students in small groups in order to foster a sense of responsibility in students and provide equal opportunities for students to be successful in learning.

2. Mobile CAKE Application

2.1. Definition of CAKE Application

Mobile apps are applications created with computerized programs to be integrated with mobile devices such as smartphones, tablets, and digital watches. Currently, mobile apps are commonly recognized as smartphone applications with sophisticated programming. In the modern era, applications provide many benefits for both creators and users. The benefits of these mobile apps are as a means of disseminating information, facilitating work, as a medium for entertainment and learning, as well as a medium for friendship and communication. One of the mobile apps as a learning medium is the CAKE application.

The CAKE application is an android-based application that can be used to learn English, in this application there are many features such as short conversation videos that have been given Indonesian subtitles, thus making the learning process more interesting. This application can also detect incorrect pronunciation of words spoken in English. This

application has a sound feature that we can hear how to pronounce the word and emphasize the word. This was also stated by Momeni, (2022:2) that the CAKE application has a rating of 4.6 on the Google Play Store. This is an English learning app that helps students learn a language using audio, video, and network services.

2.2. Basic Features of the CAKE Application

This app can be downloaded from the Google Play Store, as described above. First, you have to log in to use this application, you can log in using your Facebook account or Google account. The features available in this application are:

a. Listening

In this application, we can see and listen to various kinds of English film video clips according to native speakers, accompanied by subtitles that are easy to understand and understand. After that, we can test our skills by playing to arrange words according to the snippets of sentences we hear and we can record our voices to test our abilities using the audio available in this feature.

b. Reading

In this application, reading is not the main focus or goal, but with so much we hear while looking at English text, we will naturally be led to follow what the speaker is saying, that way it will help us learn reading in English.

c. Speaking

In this application, speaking becomes a very exciting challenge because we are required to follow the pronunciation according to the native speakers. We can practice speaking by recording our voices following native speakers so we can automatically see the results of our speaking skills immediately by looking at the grades that appear such as A, B, or C because the CAKE application uses the sophistication of Artificial Intelligence, and we can also keep repeating our pronunciation until we reach grade A or until we are fluent. We are free to repeat the pronunciation without limit according to our wishes. That way our pronunciation will also be good. In this application there is also a conversation feature between two people, we are invited to join and become one of the speakers in the conversation. Then we can also choose the role of the speaker alternately according to our wishes. This feature is a favorite feature because here we will feel like we have a speaking partner, it's really fun.

d. Vocabulary

In this feature, listening to and seeing video clips every day will help us get new vocabulary every day. That way we will have a lot of vocabulary and will be able to speak English very fluently.

e. Adventure

This app also provides challenges. We are free to choose the level according to our abilities such as beginner, intermediate, or master. Not only that, but we are also free to choose the videos we like, such as comedy shows, TV shows, movies, travel, animation, and others. Then this application of course also provides listening and speaking quizzes. This quiz will test our listening, speaking, and memory, the questions in these quizzes will help us remember and will add new vocabulary to our memory. We are also asked to do feel-in-the-blank following what the native speakers say, so we have to remember the form of writing "Words" in English, the quizzes here also help us remember and train our listening. At the end of each quiz session, we will be given a reward in the form of several stars according to the results of our ability to complete the quizzes.

f. Competition Event

This application invites us to learn English consistently because the CAKE application will give us learning targets every day and remind us to study according to the hours we have set. Learning every day our spark will continue to grow and the more sparks we get, the more star scores we will achieve. In the middle of playing a game/quiz sometimes an ad with a duration of 25 seconds will appear, this ad will help us provide additional lives when our lives run out, so we can continue the game. When we make mistakes or answer/fill in questions

incorrectly, our lives will continue to decrease or even run out and we have to wait sometime for our lives to be filled again and then we can continue playing quizzes again. With the concept of this game, the CAKE application will accumulate income from the star scores that we have obtained from several game challenges that we have gone through, then we will see our position/position from other competitors/users of this application. The cool thing is that we are not only competing with CAKE application users from Indonesia, but we are also competing with all CAKE application users who come from various countries or are universal.

2.3. Advantages and Disadvantages of the CAKE Application

The presence of a mobile learning application is very helpful and makes it easier for students and teachers, moreover it has several advantages and disadvantages.

a. Advantages

1. Flexible study time, of course with this mobile application, the time to learn English becomes more flexible. You can set your study schedule so you can study anywhere and anytime without being bound by time and location.

2. Save transportation costs, if you learn English through a course, you will have to spend more on transportation and other costs. You

can save more money with this learning mobile app because you don't have to pay to take courses.

3. Learning methods are more up-to-date, and this mobile application introduces learning methods that are more relevant today. This application presents short videos with various categories and completes them with subtitles and translations. With this method the user can practice reading, listening, and pronunciation skills at the same time.

4. You can subscribe for free to the themes you like, this application also has many special themes that users can subscribe to. For those who like learning English through films, users only need to search in the subscription column and click on the film channel, after which the film clips will appear and users can watch them.

b. Disadvantages

1. Depending on the internet connection, this can be a bottleneck if the internet connection is slow or there is no signal. Some of the features in the application that you have cannot be accessed if there is no internet connection.

2. The paid version, although you can use it for free, the CAKE mobile application also provides a paid version. In this paid version, you will get even more material for learning English through video media.

2.4. The CAKE Application of Method in Learning Pronunciation

The Cake application is an English Education-based application that uses a fun method. Applying this application to pronunciation is also very easy. First, students are required to open the application, then students can see the home page of the application. Students can choose several features, one of which is practicing pronunciation. Students just click on the path feature and students can click start to practice pronunciation. After that, the value will come out and if not satisfied with the results students can practice again.

3. **Mobile Devices as EFL Study Aids**

Since the development of technology, learning models have also developed, one of which is mobile learning or commonly known as MALL (Mobile Assisted Language Learning). Mobile learning is a learning model that incorporates mobile devices so that students have access to learning materials, study aids, and learning applications regardless of location or time constraints. Mobile learning helps EFL (English foreign language) students as a learning tool for learning English. MALLs are beneficial for language learners for many reasons. First of all, the average language learner owns a cell phone. More than 90% of people in developed countries have mobile phones, compared to only 40% who own computers. Besides, most people carry their cell phones with them wherever they go. This allows them to study

anytime, anywhere. Assuming their language learning applications and activities are fun, they will be motivated to continue learning outside the classroom. According by Fansury et al, (2021:29) stated that in terms of mobile learning functions, the first is to increase student mobility, and the second is to increase the mobility and vitality of the learning process and the movement of information. Furthermore, rather than examining students' learning results, the efficacy of MALL was frequently assessed by surveying their views. MALL researchers have focused their attention on students' word acquisition and growth of speech and hearing skills, while studies on grammar, pronunciation, and writing have been weak.

Although the use of Android-based malls in teaching pronunciation can provide significant variations, their use in learning activities is still rarely carried out. One variation of activities that can be carried out in the classroom is to use an android application in pronunciation learning activities. Teachers can collaborate on the use of Android-based MALL with voice notes/pronunciation sound detectors. This collaboration produces a fun activity atmosphere because students experience their new experiences in using mobile phones as part of learning pronunciation. With this MALL applied to pronunciation learning, students will listen and practice repeatedly how to pronounce the word. If there is an error, the Android-based application will detect where the error is.

4. Pronunciation

4.1. Definition of Pronunciation

Pronunciation is the study of techniques or procedures for pronouncing English words. Pronunciation refers to how a term or language is pronounced. This may apply to the widely accepted sound patterns used in pronouncing certain words or languages with certain accents, or just the way certain people pronounce certain words or languages. When using English we must pay attention to pronunciation. Pronunciation is also called the act or result of producing speech sounds, including articulation, emphasis, and intonation, often concerning some standard of correctness or acceptance.

According to Laila et al., (2019:2) stated that the purpose of pronunciation is to investigate how speakers produce speech sounds, either by referring to received pronunciation (RP) or to practical use that is founded on regional linguistic impact as clearly as possible in the community. By pronouncing, the speaker may have improved their articulation precision, fluency, and choice of words and sounds to blend in their use of speech sounds. Thus an error in pronouncing a word will affect the understanding of a word. Mispronunciation can cause misunderstandings between speakers and listeners when communicating with each other so that the contents of the message to be conveyed cannot be received properly. For example when you say "I love the beach" but the

way you pronounce it sounds like "I love bitch". Of course, the opponent talking will misunderstand so they think that is not good.

Learning pronunciation will take quite a long time to be able to produce pronunciation like a native speaker. This has become one of the controversial issues in teaching English as a second or foreign language. Pronunciation is more challenging to study in this area and has more variables than other second language learning fields. Pronunciation also refers to elements of speech that extend beyond the level of the individual voice, such as inflection, emphasis, rhythm, pitch, and speed. According to Hewings, (2004:3) stated that pronunciation introduces several main components of speech to form the pronunciation of a language. These components make up and down the tone of voice so that it is used to convey meaning.

4.2. Elements of Pronunciation

In learning pronunciation, there are two types of elements that must be learned. The first is segmental, this element involves consonant and vowel sounds or phonemes. The second is supra-segmental, these elements include stress, rhythm, intonation, tone, length, etc. In general, learning this pronunciation is to be able to distinguish the elements of pronunciation in each text or speech and understand them well so that they are fluent in terms of communication through speech.

1. Segmental Features

There are two aspects in segmental features, namely consonants, and vowels. Described in the form of a table below.

Table 2.1 Chart of English Consonant and Vowel Sounds

MANNER		VOICING	PLACE						
			Bilabial	Labiodental	Interdental	Alveolar	Palatal	Velar	Glottal
Obstruent	Stop	Voiceless	p			t		k	ʔ
		Voiced	b			d		g	
	Fricative	Voiceless		f	θ	s	ʃ		h
		Voiced		v	ð	z	ʒ		
	Affricate	Voiceless					tʃ		
		Voiced					dʒ		
Sonorant	Nasal	Voiced	m			n		ŋ	
	Liquid Lateral	Voiced				l			
	Liquid Rhotic	Voiced					r (ɹ)		
	Glide	Voiced	w				j	(w)	

a. Consonants

Consonants are letters that represent certain speech sounds, specifically sounds that block air from leaving the mouth, such as with the tongue, lips, or throat. Most of the letters of the English alphabet are consonants, except a, e, i, o, and u, which are vowels. Consonants are letters that represent the types of sounds we use in speech. These sounds involve the partial or complete closure of the vocal tract. According to Laila et al., (2019:74) by forcing the airflow from the lungs outward into the oral or nasal passages, where it is altered or affected at many points of articulation, a consonant sound is created. English consonant sounds are usually produced by some sort of narrowing or stop in the oral cavity. 24 consonant sounds are made with a narrow or complete closure of

the vocal tract. According to Indriani, (2001:14) stated that there are several sets of letters that we must recognize to recognize consonant sound.

1. Bilabial Plosives/Stop (/p/, /b/)

    At this point, the soft palate is lifted and the nasal resonators are turned off, the main resistance to airflow being provided by the closure of the lips. Lung air is compressed behind this closure, and the vocal cords are wide open for /p/ but can vibrate for all or part of the compression stage for /b/ according to the situation in speech. Example: /p/ (pen, please, cheap, shape), /b/ (banana, begin, ribbon, rubber).

2. Alveolar Plosives/Stop (/t/, /d/)

    At this point, the soft palate is lifted and the nasal resonators are turned off; the primary airflow barrier is formed by the closure created between the tip and edges of the tongue and the alveolar ridges of the upper and lateral teeth. The lip positions for /t/ and /d/ will be conditioned by adjacent sounds. Example: /t/ (try, tall, after, late), /d/ (dog, date, good, road).

3. Velar Plosives/Stop (/k/, /g/)

    At this point, the soft palate is lifted and the nasal resonators are turned off, the primary barrier to airflow formed by the closure created between the back of the tongue and the

soft palate. Lung air is compressed behind this closure during the wide-open vocal cords stage for /but can vibrate for all or part of the compression stage for /g/ according to the situation in speech. Example: /k/ (kind, cake, talk, baker), /g/ (glow, guard, big, leg).

4. Palato-Alveolar Affricates (/tʃ/, /dʒ/)

At this point, the soft palate is lifted and the nasal resonators are turned off; an airflow barrier is formed by the closure created between the tip, blade, and edges of the tongue and the alveolar ridges of the upper and side teeth. At the same time, the front of the tongue is raised toward the hard palate in readiness for fricative release. In addition, it should be noted that the fortis /tʃ/, when at the end of a syllable, has the same effect of reducing the length of the previous sound as /p, /t, /k; the relatively long previous sound is retained before /dʒ, /b/, /d, /g. Example: /tʃ/ (chain, watch, nature, capture), /dʒ/ (jeep, judge, joke, large).

5. Labio-Dental Fricatives (/f/, /v/)

At this point, the soft palate is lifted and the nasal resonator is turned off, the inner surface of the lower lip makes light contact with the edges of the upper teeth so that the escaping air creates friction. The actual point of contact will vary

somewhat according to adjacent sounds. The tongue positions of adjacent vowels will be maintained or anticipated during labio-dental friction. Example: /f/ (fool, father, photo, offer), /v/ (very, value, prove, believe).

6. Dental Fricatives (/Ɵ/, /ð/)

At this point, the soft palate is lifted and the nasal resonators are turned off, the tip and edges of the tongue make light contact with the edges and inner surfaces of the upper incisors and more intense contact with the upper side teeth so that the discharge between the front surface of the tongue and the incisors causes friction. In some speakers, the tip of the tongue may protrude through the teeth, for /Ɵ/ the friction is muted while for /ð/ there may be the vibration of the vocal cords according to the situation. Example: /Ɵ/ (thin, thick, both, earth), /ð/ (there, this, mother, breathe).

7. Alveolar fricatives (/s/, /z/)

At this point, the soft palate is lifted and the nasal resonators are turned off, the tip and blade of the tongue make light contact with the upper alveolar ridge, and the side edges of the tongue are in close contact with the upper side teeth. Airflow escapes through a narrow groove in the middle of the tongue and causes friction between the tongue and the alveolar

ridge. There are very few gaps between the teeth. Example: /s/ (sample, pencil, nice, stew), /z/ (zoo, dizzy, zero, lazy).

8. Bilabial Nasal (/m/)

At this point, the lips form a closing as for /p, /b; the soft palate is lowered, adding resonance of the nasal cavity to the pharyngeal cavity and the oral cavity closed by the lips. Example: /m/ (milk, miss, mine, calm).

9. Alveolar Nasal (/n/)

At this point, the tongue forms a closing for /t, /d; the soft palate is lowered, adding resonance of the nasal cavity to the pharynx and portions of the oral cavity behind the alveolar closures. The position of the lips will depend on the adjacent vowels. Example: /n/ (near, now, down, garden).

10. Velar Nasal (/ŋ/)

At this point, a closure forms in the mouth between the back of the tongue and the velum; the soft palate is lowered, adding resonance of the nasal cavity to the pharynx and a small portion of the oral cavity behind the velar closure. The position of the lips will depend on the previous vowel. Example: /ŋ/ (link, blink, bring, swing).

11. Laterals (l)

At this point, the soft palate is raised in position, shutting off the nasal resonators, and the tip of the tongue contacts the ridges of the upper teeth, allowing air to escape on both sides or in the case of unilateral edges of the tongue. closure of the upper side teeth. Example: /l/ (fall, allow, leave, relaxed).

12. Post-Alveolar Frictionless Continuant (/r/)

At this point, the soft palate is raised in position, turning off the nasal resonators, and the tip of the tongue is held close to, but not touching, the back of the ridges of the upper teeth, the back edge of the tongue. touch the upper molars. Example: /r/ (arrive, diary, hurry, agree).

13. Labio-Velar Semi Vowel (/w/)

At this point, the RP vowel allophone /w/ is articulated by the tongue assuming a half-back position close to the near vowel and moving away immediately to the next sound position, lips rounded. Example: /w/ (way, awake, forward, work).

b. Vowels

Vowels is a speech sound that is a component of a language's sound system and serves as the building block of a syllable. It is generated by a vocal tract that is relatively open and vibrates without perceptible friction. A vowel is a symbol that stands in for

a speech sound produced with the mouth and vocal cords open and without contacting the teeth, lips, or top of the mouth with the tongue. It is contrasted with consonants, which are formed by obstructing one's airway in some way to create a harder, more defined speech sound. When a voiced air stream is molded into a vowel, the cheeks, tongue, and mouth's general structure are altered. According to Kelly, (2001:30-33) stated that eight diphthongs and twelve pure consonants are typically used by English users. The RP vowel phonemes will be handled in a sequence based on the quality connection in the accompanying thorough description. First, illustrations of spelling forms, variations of length of long vowels followed by 'dark' and comparative. Second, articulatory description and an assessment of the quality of the cardinal vowels (Indriani, 2001).

1. (/i:/)

   The front of the tongue is raised to a height slightly below and behind the near front position, the lips are extended, and the tongue is in tension with the side rims making firm contact with the upper molars. Example: see fee, feed, keen.

2. (/I/)

   The part of the tongue that is closer to the center than forward is raised just above the semi-closed position, the lips

are loosely extended, and the tongue is loose with the side margins making light contact with the upper molars. Example: still, if, imagine, slowly.

3. (/e/)

The front of the tongue is raised between a half-open and half-closed position, the lips are wide open and slightly wider, and the tongue may be tenser with the side margins making light contact with the upper molars. Example: set, bed, get, send.

4. (/æ/)

The mouth is slightly more open. The front of the tongue is lifted just below the half-opened position, with the side rims making very light contact with the upper back molars. Neutrally open lips. Example: tab, mad, racks, tap.

5. (/ʌ/)

The jaws and lips open neutrally, the center of the tongue raised just above the fully open position, no contact between the tongue and upper molars. Example: up, oven, drum, jump.

6. (/ɑː/)

The jaws and lips open neutrally, apart from the tongue between the center and back in a fully open position there is no

contact between the tongue and the upper molars. Example: aunt, card, ask, hard.

7. (/ɒ/)

The jaw is slightly open, the lips are rounded, the back of the tongue is in a fully open position, and there is no contact between the tongue and the upper molars. Example: song, doctor, offer, on.

8. (/ɔ:/)

Moderate lip rounding, back of the tongue raised between half open and half closed position, no contact between the tongue and upper molars. Example: always, horse, sure, born.

9. (/ʊ/)

The part of the tongue that is closer to the center than to the back is raised just above the half-closed position, the tongue is held loosely, and there is no firm contact between the tongue and the upper molars. Her lips are round but loose. Example: cook, pull, could, stood.

10. (/u:/)

Lifting the tongue relaxes from its nearest position and slightly forward from the true back, the lips tend to round. Example: rude, moon, blue, shoe.

11. (/ɜ:/)

The tongue is raised between half closed and half open, with no strong contact between the tongue and upper molars, and lips neutrally open. Example: earn bird, girl, first.

12. (/ə/)

This vowel has a very high frequency of occurrence in unaccented syllables. Lifting the tongue between half open and half closed, however, the tongue may be slightly more elevated and retracted. Example: ago, apply, appear, adore.

2. Supra-segmental Features

Supra-segmental features such as the style used in a word or sentence. Supra-segmental denotes the part of speech other than the consonant and vowel components. In the supra-segmental features in pronunciation as 3 important aspects namely stress, rhythm, and intonation.

a. Stress

Word stress is the emphasis or change in pitch in pronouncing a specific syllable in a word. According to Kenworthy, (1988:28) stated that the correct word stress patterns are essential for the learner`s production and perception of English. Even though most of the constituent sounds are adequately spoken, an English listener may have tremendous trouble comprehending a word if a non-native speaker uses the incorrect stress pattern.

Kelly (2000:66) stated stress in a word can be located on the first, middle, or last syllable. A stressed syllable has three qualities that may be found in each English word: a longer syllable, loudness, and pitch alteration.

Table 2.2 Different Stresses in Syllables

Ooo	oOo	ooO
CAlender	deCember	KangaROO
MElody	computer	Employee
PHOtograph	perCENtage	Understand

a. Rhythm

According to the Oxford Learning Dictionary, rhythm is a pattern of sound or movement that is strong and regular. Meanwhile, according to the Cambridge Dictionary, rhythm is a pattern of sounds, and words that can change. Rhythm is a feature and result of the phonological structure of English. Rhythm is a feature and result of the phonological structure of English. Kenworthy (1988:30) also adds rhythm is a result of word stress and the way important items are backgrounded by appearing on a strong beat and insignificant are backgrounded by appearing on a weak beat. Rhythm is also related to the pattern of syllables seen in phrases and sentences, therefore rhythm produces a melody in every word or sentence that is spoken. According to Laila et al., (2019:117) stated that the key variables that determine the

rhythmic form of the language we speak are sentenced stress and related aspects of speech.

b. Intonation

Intonation can be interpreted as the tone in music. These tones can go up or down. Laila et al (2019:120) also added that intonation is a language melody that has high and low-pitch patterns in phrases and sentences. Kelly (2001:86) also added that intonation is related to the rise and fall of our tone when speaking, as well as the way we communicate our thoughts so that we can understand other people's opinions. Intonation is described as a series of symbols or signs. This symbol is used to describe a word. This sign is also known phonetically in almost all places in the world.

Table 2.3 Tone Symbol

TONE	TONE MARK	EXAMPLE
Mid Tone	No Mark	gaa
Low Tone	\	gàa
Falling Tone	^	gâa
High Tone	/	gáa
Rising Tone	v	gǎa

4.3. The Importance of Pronunciation

Learning how to pronounce sounds, words, and phrases correctly is just as important as learning grammar. By studying pronunciation, students will know how to pronounce a word correctly. This is intended

so that students understand how to pronounce words in a foreign language to avoid mistakes in speaking or reading. There are 3 aspects of pronunciation needed, namely phonetics (the individual sounds in a language), word pressure (the syllables in a word and where to place the main stress or accent), and sentence pressure (how we pronounce words when we put them together in sentences). Pronunciation is important in communicating. Pronunciation is one aspect that will be the judgment of the interlocutor. According to Gilakjani & Sabouri, (2016:968) stated that listeners judge the speaker's English ability based on his pronunciation. If you don't pronounce English words properly and correctly, it will make the other person confused.

Studying pronunciation will have an impact on the sound system or the ability to produce English sounds properly and correctly which includes phrases, sentences, and dialogue about English discourse. Obstacles in learning pronunciation are considered difficult because of differences in pronunciation styles, accents, and sound systems. There are several reasons why pronunciation is important. The first is avoiding misunderstandings, the second is maintaining good relations with other people, and the third is giving a good impression to the other person. That's why pronunciation is important when speaking English.

B. Conceptual Framework

The CAKE application is a modern learning application to make learning more interesting in English lessons. As we know that most students get bored quickly when the teacher explains English material. Most teachers still use conventional methods so that students are not active in class. In English lessons, the teacher should use modern methods such as the CAKE application, especially in English speaking skills. This application can make students not feel bored and learning will be more interesting.

Pronunciation is a way of pronouncing or pronouncing a word in English. Pronunciation is very important to learn. Learning pronunciation is not easy, we have to know the elements of English pronunciation such as vowels, consonants, word stress, intonation, and others. Most students rarely learn about it so when speaking English the pronunciation looks bad. On this occasion, the author wants to find out the impact of using the CAKE application for learning pronunciation.
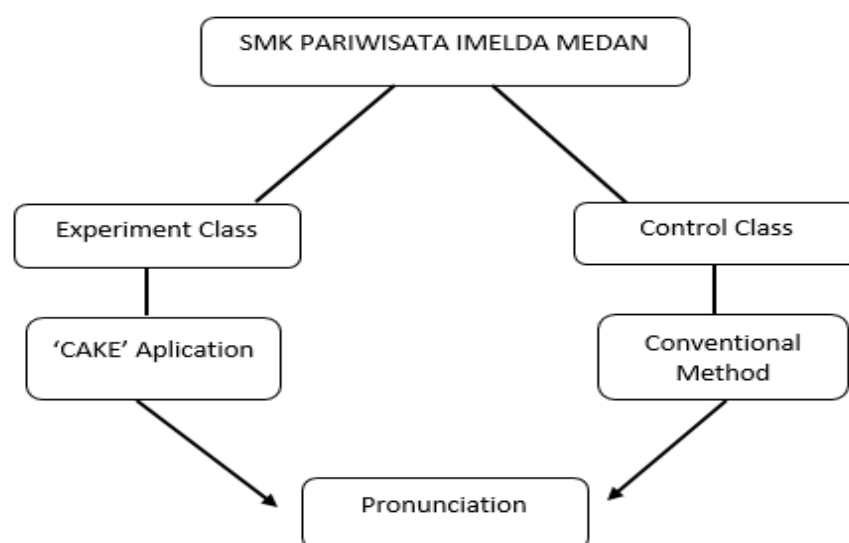
C. Related Studies

Several previous researchers conducted research related to this as follows:

Agussalim (2018) with the title "The Effect of Cake Applications on English Learning Outcomes of Class X Students of SMKS Muhammadiyah Sidrap". The results of this study indicate that using the "CAKE" application in the learning process has a more positive impact on students than on teachers.

Fitria, Dwimaulidiyanti, and Sapitri (2021) with the title "The Implementation of CAKE Application in Learning English Speaking Skills". The results of this study indicate that learning to speak using the "CAKE" application has a positive impact, there are no negative student responses. Students are very enthusiastic when using this "CAKE" application.

Oktavianita, Fitri, Raflinazy, and Ihsan (2022) with the title "The Effectiveness of Using CAKE Application in Improving Students Speaking Skills". The results of this study indicate that students play an active role when using the "CAKE" application in the teaching and learning process because they don't feel intimidated. Students also compete with each other to show their best performance in speaking skills.

M. Fadly Farhy Abbas (2020) with the title "Implementation of Android Application to Solve the Students` Pronunciation of Ending-ED". The results of this study indicate that the application of android-based learning media in students' pronunciation can help students improve their pronunciation skills.

D. Hypothesis

Based on the formulation of the problem put forward by the author, the writer's hypothesis is stated as follows:

H0 : There was not impact of using the CAKE application on students' pronunciation.

Ha : There was impact of using the CAKE application on students' pronunciation.

CHAPTER III
METHOD OF RESEARCH

A. Location and Time

This research was conducted in SMK Pariwisata Imelda Medan, JL. Bilal No. 48, Pulo Brayan Darat I, Kec. Medan Timur, Medan City, in the 2022/2023 academic year. The reason the writer chose the research location was that the writer found some problems faced by students, especially in terms of the pronunciation of words in English. This research was conducted for 3 weeks with 6 meetings in each class.

B. Population and Sample

The population in this research taken 2 classes from the Tata Boga department there are XII-TB1 and XII-TB2 in the 2023/2024 academic year. The sampling technique in this research taken all of the population which class of XII-TB1 (26 students) and class of XII-TB2 (23 students). Then the total of sample are 49.

C. Research Design

This study used a quantitative experimental method. According to Sugiyono (2019:14), Quantitative research is a research method based on the philosophy of positivism, is used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses

research instruments, data analysis is statistical in nature to test established hypotheses.

In this research, the writer divided the class into two groups. The first is the experimental group and the second is the control group. The experimental group taught using the CAKE application while the control group only used audio lingual method. The groups given the same test based on the learning material to find out the differences.

Table 3.1
Research Design

Class	Group	Pre-test	Treatment	Post-test
XII-TB1	Experiment	✓	"CAKE" Application	✓
XII-TB2	Control	✓	Audio Lingual Method	✓

D. Instrument of Research

The instrument in this research used an oral test related to students' pronunciation. The test is in the form of conversational dialogue taken from the CAKE application itself. If students pronounce the correct word and get an A, the student is able to pronounce English words very well. Likewise, if students get a C or D grade, it means that the student has not been able to pronounce English words properly.

E. Technique of Collecting Data

To collect data the writer will use the following steps:

1. The writer asks permission from the principal to research

2. The writer asked permission from the English subject teacher to do research in her class.

3. The writer make a lesson plan for classroom learning.

4. The writer introduces herself in front of the students and then provides information about CAKE application.

5. The writer give a pre-test first to the two groups.

6. After giving the pre-test, the writer give treatment to these students according to their group.

7. After carrying out the treatment, the writer then gave a post-test to the two groups.

8. The writer record how they pronounce the English word.

9. Gives a score for each group.

F. Technique of Analyzing Data

Data analysis consists of categorizing data based on variables and categories of respondents, tabulating data based on variables from all respondents, presenting data for each variable analyzed, making calculations to answer the problem formulation, and completing calculations to test hypotheses (Sugiyono, 2019). To find out the difference in student scores, it will be analyzed using Statistical Package for Social Science (SPSS) type 29.0. According to Brown (1987:10) assessment of students' pronunciation is based on two aspects, namely pronunciation and fluency.

Table 3.2

The Two Components Evaluate Pronunciation Achievement

Aspect	Score	Note
Pronunciation	40-50	Occasional mispronunciation, but understandable.
	30-40	Some consistent phonemic errors as well as stress and intonation, but understandable.
	20-30	There are frequent phonemic errors as well as stress and intonation that are sometimes unintelligible.
	10-20	There are frequent phonemic errors as well as stress and intonation that make the speaker unintelligible.

Aspect	Score	Note
Fluency	40-50	His speech is smooth and easy, almost like a native speaker.
	30-40	Some pauses but with a flow closer to the original so that the pauses don't interfere with clarity.
	20-30	Lots of pauses that interfere with clarity.
	10-20	Speech is very jerky and has a plot that is not original so it is not clear.

CHAPTER IV
DATA AND DATA ANALYSIS

A. Description of Data

The research test was taken on students' pronunciation. This research used a pre-test and post-test in the experimental and control groups. Assessment of each student is seen based on 2 aspects, namely P: Pronunciation and F: Fluency. The results of the two tests can be seen in the following table:

Table 4.1

The Result of Pre-test and Post-test of the Experimental Group

No.	Initial Name	Pre-test Point	P	F	Total	Post-test Point	P	F	Total
1	ASR	C	20	30	50	B	35	40	75
2	APA	B	32	32	64	B	35	40	75
3	DAP	C	23	23	46	B	35	35	70
4	FN	A	42	42	84	A	45	45	90
5	MBS	D	20	15	35	D	20	20	40
6	MAP	B	30	30	60	B	33	37	70
7	MY	B	32	32	64	B	33	35	68
8	MR	B	32	32	64	B	33	35	68
9	MF	C	31	31	62	B	33	35	68
10	NR	B	31	31	62	A	45	46	91
11	NAF	C	21	30	51	B	33	36	69
12	NM	C	21	21	42	C	25	25	50
13	NRW	C	21	21	42	B	35	35	70
14	NSN	B	31	31	62	B	35	40	75
15	NAA	C	21	21	62	B	33	35	68
16	NJ	B	32	32	64	A	41	46	87
17	NRD	B	31	31	62	A	43	45	88
18	RDA	C	21	21	42	B	33	35	68
19	RS	C	22	22	44	B	35	35	70

20	RPA	B	31	31	62	A	43	45	88
21	RMG	C	25	27	52	B	36	40	76
22	SVS	C	21	21	42	C	24	23	47
23	SW	C	21	21	42	B	35	37	72
24	VA	B	31	31	62	A	45	45	90
25	YT	B	32	32	64	B	38	40	78
26	YRBS	D	10	10	20	D	15	15	30
		Total			1406				1841
		Mean			54,08				70,808

Table 4.1 shows the pre-test and post-test scores for the experimental group. The lowest pre-test and post-test scores were 20 and the highest scores were 91. Based on the results of the two tests from the experimental group, if we look at the mean value, the difference in value is 16,728 points. This means that the application can increase the value of each student even though the value of each student goes up and down. Both tests were taken by means of an oral conversation test between two people.

Table 4.2

Result of Pre-test and Post-test of the Control Group

No.	Initial Name	Pre-test			Total	Post-test			Total
		Point	P	F		Point	P	F	
1	A	A	42	42	84	B	35	35	70
2	AL	C	21	21	42	C	21	21	42
3	AAZ	C	21	21	42	B	25	25	50
4	BP	C	21	21	42	C	21	21	42
5	CJ	A	41	41	82	C	21	23	43

6	DA	B	32	32	64	B	31	31	62
7	DIBM	A	41	41	82	A	41	41	82
8	DAK	D	10	10	20	D	15	10	25
9	ENA	B	32	32	64	B	31	35	66
10	FA	A	41	41	82	B	33	33	66
11	F	A	41	41	82	D	15	20	35
12	GSY	B	32	32	64	B	35	35	70
13	IM	C	21	21	42	A	41	41	82
14	MHM	B	32	32	64	B	33	33	66
15	MA	A	41	42	83	C	21	23	44
16	NZL	B	31	32	63	C	21	22	43
17	NAG	B	31	31	62	A	42	42	84
18	NA	C	21	21	42	C	23	23	46
19	PS	C	21	21	42	C	21	21	42
20	ST	B	31	31	62	B	33	33	66
21	SA	B	31	31	62	B	35	35	70
22	YPA	C	21	21	42	B	35	35	70
23	ZAW	C	21	21	42	B	32	32	64
		Total			1356				1330
		Mean			59				57,83

Table 4.2 shows the pre-test and post-test scores for the control group. The lowest pre-test and post-test scores were 20 and the highest scores were 84. Based on the results of the two tests from the control group, if we look at the mean value, the difference in value is 1,17 points. This means that the pronunciation of the control class is still not optimal. Both tests were taken by means of an oral conversation test between two people. After looking at the two data from both the pre-test and post-test of the two groups, it can see the difference in scores using the CAKE application and those using conventional methods.

B. Data Analysis

1. Descriptive Statistics

Descriptive statistics are methods used to collect or analyze data in the form of numbers and to provide useful information or information. Based on the results of the SPSS which were divided into 2, namely the pre-test and post-test from the experimental group and the control group. After that the score will know the maximum, minimum, mean and standard deviation values can be seen in the following table.

Table 4.3

The Result of Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	26	20	84	54.08	13.136
Post-Test Experiment	26	30	91	70.81	15.218
Pre-Test Control	23	20	84	58.96	18.207
Post-Test Control	23	25	84	57.83	16.447
Valid N (listwise)	23				

From table 4.3, it can be seen the results of the maximum, minimum, mean and standard deviation values in the pre-test and post-test for the experimental group and the control group.

2. Normality Test

The normality test is a test that is carried out with the aim of assessing the distribution of data in a group of data or variables, whether the distribution of the data is normal or not normal. In this study, normality tests were analyzed using SPSS. The results of the normality test can be seen in the following table.

Table 4.4
Result of Normality Test

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Class Learning Outcomes	Pre-Test Experiment	.227	26	.001	.902	26	.017
	Post-Test Experiment	.273	26	<,001	.879	26	.005
	Pre-Test Control	.215	23	.007	.879	23	.010
	Post-Test Control	.205	23	.013	.919	23	.064
a. Lilliefors Significance Correction							

The normality test is a test conducted to see if the data is normal or not. Data is said to be abnormal if the significance value (Sig) $\leq 0,05$, then the data is considered not normally distributed. While the data is said to be normal if the significance value (Sig) $\geq 0,05$, then the data is considered normally distributed. From the results of the normality test above, the experimental pre-

test was obtained (Sig = 0.017) and the experimental post-test was obtained (Sig = 0.005), the control pre-test was obtained (Sig = 0.10) and the control post-test was obtained (Sig = 0.64). Based on table 4.4, the significance value of the pre-test and post-test of the experimental group and the control group is greater than 0.05. It can be said that the data of the two groups are normally distributed.

3. **Homogeneity Test**

Homogeneity test is to ensure that two or more population groups to be measured have the same level of diversity (homogeneous) or not the same (heterogeneous). The scores of the two groups will be analyzed by SPSS, the results of the scores of the two groups can be seen in the following table.

Table 4.5

Result of Homogeneity Tests

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Students Learning Outcomes	Based on Mean	2.284	1	47	.137
	Based on Median	1.273	1	47	.265
	Based on Median and with adjusted df	1.273	1	46.905	.265
	Based on trimmed mean	2.144	1	47	.150

Based on table 4.5 above if the p-value ≥ 0,05 is , then the data group can be considered homogeneous. If the p-value ≤ 0,05 is , then the data group can be considered heterogeneous. The table above shows that the sig = 0.137 means that the p value ≥ 0.137. This means that the group data is greater than 0.05 and can be considered homogeneous.

4. Hypothesis Tests

In this study using the independent t test with a sample of 49 students who were divided into two groups, namely the experimental group and the control group. Both groups were given the same pre-test and post-test to find out whether there was an effect or not after being given treatment in each group. The results of this t test can be seen in the following table.

a. If the significance value of the t test ≥ 0,05 it`s mean H0 is accepted and Ha is rejected.

b. If the significance value of the t test ≤ 0,05 it`s mean H0 is rejected and Ha is accepted.

Table 4.6

The Result of Hypothesis

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Students Learning Outcomes	Post-Test Experiment	26	70.81	15.218	2.985
	Post-Test Control	23	57.83	16.447	3.430

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
		F	Sig.	t	df						
Students Learning Outcomes	Equal variances assumed	2.284	.137	2.869	47	.003	.006	12.982	4.524	3.880	22.083
	Equal variances not assumed			2.855	45.152	.003	.006	12.982	4.546	3.826	22.138

Based on table 4.6 above, it shows the significant value of the t test in both groups. The result of t = 3173 with a significant value (1 side dp = 0.003 ≤ 0,05 and 2 side dp = 0.006 ≤ 0,05). This means that the significant value is less than 0.05 which can be said that H0 is rejected and Ha is accepted. It can be concluded that by using the CAKE application there is a significant impact on students' English pronunciation.

C. Discussion

This research aims to determine the impact of the CAKE application on students' pronunciation, where all samples took part in this research. The writer took samples from the class XII Tata Boga department at the SMK Pariwisata Imelda Medan.

After getting the results from the data analysis above, it was found that the use of the CAKE application (Mean = 70,808) had a significant effect on students' pronunciation compared to using the audio-lingual method (Mean = 57,83). Then student achievement is also achieved by using this CAKE application or the score is higher than using the audio-lingual method.

This agrees with Agus Salim (2022) with the title "The Effect of Cake Applications on English Learning Outcomes of Class X Students of SMKS Muhammadiyah Sidrap". The results of this research show that student learning outcomes increase or are better by using the CAKE application with a value 3.39 > 2.052 at a significance level of 5% with db 27. Therefore, the null hypothesis states that "there is no effect the application of Cake to the results of class X English learning at SMK Muhammadiyah Sidrap" was rejected, while the alternative hypothesis which states "there is an influence of the application of Cake on the English learning outcomes of class X students at SMKS Muhammadiyah Sidrap" is accepted. Likewise by Hamdani (2022) with the title "Students' Perception on the Use of CAKE Application to Improve Speaking Skills". The results of this research show that from several student statements

about the CAKE application, students are more likely to say that this application is good for improving speaking skills, and this application also has many good features for use in learning. Then students also recommend this application to other students in terms of improving English speaking skills.

Based on the above, it has been proven that using any learning application, especially CAKE, is useful for improving EFL (English Foreign Language) students' English learning skills. This is also proven by Ali Momeni's theory (2022) which states that with the superiority of technology in today's era, mobile-assisted language learning has been placed as an important milestone in English language learning. One application that can help English language learning is the CAKE application, this application promises to teach English learners through realistic, interesting and engaging English videos. Then, with the CAKE application students also don't feel bored, students also feel that learning English is not difficult so they will improve their English skills and students' grades will also increase.

D. Findings

Based on the explanation of the discussion above, it shows that there is a significant impact of using the CAKE application on students' English pronunciation and these results are obtained from an independent sample t-test. The average value of the two classes is for the experimental class (Mean = 70.808) and for the control class (Mean = 57.83). From this average value, it can be

concluded that the class that uses the CAKE application is higher than the class that uses the audio-lingual method. Then, the results from the t-test, shows (1 side dp = 0.001 ≤ 0.05 and 2 side dp = 0.003 ≤ 0.05), its mean H0 is rejected and Ha is accepted. This means that there is a significant impact using the CAKE application on student pronunciation. Then, student achievement also increased compared to previously who only used ordinary methods. Students also said that this application was very fun so that students did not feel bored and had difficulty learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After collecting the data and analyzing the data, the conclusion from this research there are:

1. The results obtained by H0 is rejected and Ha is accepted, which means that there is a significant impact by using the CAKE application for student pronunciation.

2. Based on the results of the average value of the experimental pre-test (54,08) and the experimental post-test (70,808), then the average value of the control pre-test (59) and the control post-test (57,83) indicates that using the CAKE application there is a slight change in the students' English pronunciation. This means that student achievement using the CAKE application is higher than using the audio-lingual method.

3. Students find it difficult to pronounce English words because they lack confidence, the sound of words in English is also different from Indonesian so they are afraid of pronouncing the word wrong, then the teacher's teaching method makes them bored so they don't really like English lessons but after the writer uses the CAKE application, the students are very enthusiastic and they also say that English lessons are fun so they want to learn more about English vocabulary, grammar, and pronunciation.

B. Suggestion

From this research, the writer would like to give some suggestions as follows.

1. For English Teachers

   a. Before giving material, invite them to play a game for a while so they get excited first.

   b. Then the teacher must use methods that make students interested in learning, such as showing interesting power points so they see and listen to the material.

   c. Give rewards when they can answer correctly such as additional points or snacks.

   d. Give motivation to students after learning is finished so that their morals are also formed.

2. For Students

   a. Before the teacher enters the class, it would be nice if you first read the material that the teacher will explain later.

   b. When you go home, you should also repeat the lesson that the teacher has given the material to.

   c. Write down everything explained by the teacher.

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LESSON PLAN

Experiment Group

Nama Sekolah	: SMK Pariwisata Imelda
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XII Tata Boga 1 / Ganjil
Materi Pokok	: Asking for and Giving Service
Keterampilan	: Speaking (Pronunciation)
Alokasi Waktu	: 2 x 45 Menit

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator Pencapaian

3.1 Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi personal lisan dan tulis yang melibatkan tindakan menawarkan jasa, serta menanggapinya, sesuai dengan konteks penggunaannya.	3.1.1 Mengamati ungkapan atau tutur kata yang digunakan dalam *Asking for and Giving Service.* 3.1.2 Mengidentifikasi ungkapan atau tutur bahasa kata yang digunakan dalam *Asking for and Giving Service.* 3.1.3 Membandingkan ungkapan atau tutur kata yang digunakan dalam *Asking for and Giving Service.*
4.1 Menyusun teks interaksi personal lisan dan tulis yang melibatkan tindakan menawarkan jasa, serta menanggapinya, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.	4.1.1 Menggunakan struktur teks dan unsur kebahasaan ungkapan *Asking for and Giving Service* dengan benar dan tepat. 4.1.2 Melakukan percakapan *Asking for and Giving Service* secara berkelompok atau berpasangan dengan percaya diri.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat :

1. Mengamati ungkapan atau tutur kata yang digunakan dalam asking for and giving service.
2. Mengidentifikasi ungkapan atau tutur kata yang digunakan dalam asking for and giving service.
3. Membandingkan ungkapan atau tutur kata yang digunakan dalam asking for and giving service.
4. Menggunakan struktur teks dan unsur kebahasaan dalam ungkapan asking for and giving service dengan benar dan tepat.
5. Melakukan percakapan asking for and giving service secara berkelompok atau berpasangan dengan percaya diri di depan kelas dan kehidupan sehari-hari.

D. Materi Pembelajaran

1. Fungsi Sosial
   Menjaga hubungan interpersonal dengan guru dan teman.

2. Struktur Teks
   Waiter   : Hello, do you happen to need any help?

Customer : Yes, Could you get us some more napkins, please?
Waiter : Sure, Anything else?
Customer : Could I get a refill on this iced tea, too?
Waiter : Of course. I will be right back
Customer : Thank you so much!

3. Unsur Kebahasaan
   a. Kosa kata dan tata bahasa.
   b. Ucapan, tekanan kata, intonasi.
   c. Ejaan dan tanda baca

E. Media Pembelajaran

1. Media = Video percakapan dari aplikasi "cake".
2. Alat = Laptop, spidol, pulpen, papan tulis.
3. Sumber materi = Website, Buku paket, blog, youtube dan aplikasi "cake"

F. Langkah-langkah Kegiatan Pembelajaran

1. Pendahuluan

   - Guru memberi salam kepada siswa.
   - Guru menanyakan kabar siswa.
   - Guru mengabsensi kehadiran siswa.

2. Kegiatan Inti

   a. Mengamati
   - Peserta didik mengamati video percakapan tentang asking for and giving service.
   - Peserta didik mengamati ungkapan-ungkapan yang dapat digunakan dalam asking for and giving service.

   b. Menanya
   - Guru mengajukan pertanyaan kepada siswa tentang apa yang mereka lihat di dalam video tersebut.
   - Peserta didik mengajukan pertanyaan tentang hal-hal yang ingin diketahui yang berhubungan dengan asking for and giving service.

- Guru menjelaskan materi dan menjawab pertanyaan yang diajukan murid.

c. Mengumpulkan Informasi
- Guru membuat group yang terdiri dari min. 2 siswa dan max. 3 siswa untuk membuat percakapan yang berhubungan dengan materi.
- Masing-masing kelompok mendiskusikan tentang apa yang ingin mereka buat.
- Peserta didik mengumpulkan informasi dari berbagai sumber untuk menyelesaikan tugas.

d. Mengasosiasi
- Peserta didik membandingkan ungkapan asking for and giving service
serta responnya yang telah dikumpulkan dari berbagai sumber.
- Peserta didik mencari arti berbagai ungkapan asking for and giving service.
- Peserta didik menyusun percakapan sesuai urutan pada konteks asking for and giving service.

e. Mengkomunikasikan
- Peserta didik secara berkelompok atau berpasangan melakukan practice di depan kelas dengan menggunakan ungkapan asking for and giving service.
- Guru memberikan umpan balik terhadap hasil kerja peserta didik.

3. Penutup
- Guru meminta siswa menyimpulkan kegiatan pembelajaran yang telah di pelajari.
- Guru memberikan motivasi kepada peserta didik.
- Guru memberikan informasi sedikit tentang materi berikutnya.
- Guru dan peserta didik mengucapkan salam.

G. Penilaian

- Penilaian Keterampilan   = Speaking (Pronunciation)
- Kelancaran

- Kehadiran
- Sikap sopan dan santun

A	80-100	Very Good
B	60-80	Good
C	30-60	Average
D	10-30	Fail

Medan, 11 Agustus 2023

Mengetahui,

Kepala Sekolah SMK Pariwisata Imelda

Mahasiswa

Saudin Elson Sitorus S.Pd

Friska Elmadini

LESSON PLAN

Control Group

Nama Sekolah   : SMK Pariwisata Imelda

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XII Tata Boga 2 / Ganjil

Materi Pokok   : Asking for and Giving Service

Keterampilan   : Speaking (Pronunciation)

Alokasi Waktu   : 2 x 45 Menit

H. Kompetensi Inti

KI 1   : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2   : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3   : Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

I. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator Pencapaian

3.1 Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi personal lisan dan tulis yang melibatkan tindakan menawarkan jasa, serta menanggapinya, sesuai dengan konteks penggunaannya.	3.1.1 Mengamati ungkapan atau tutur kata yang digunakan dalam *Asking for and Giving Service.* 3.1.2 Mengidentifikasi ungkapan atau tutur bahasa kata yang digunakan dalam *Asking for and Giving Service.* 3.1.3 Membandingkan ungkapan atau tutur kata yang digunakan dalam *Asking for and Giving Service.*
4.1 Menyusun teks interaksi personal lisan dan tulis yang melibatkan tindakan menawarkan jasa, serta menanggapinya, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.	4.1.1 Menggunakan struktur teks dan unsur kebahasaan ungkapan *Asking for and Giving Service* dengan benar dan tepat. 4.1.2 Melakukan percakapan *Asking for and Giving Service* secara berkelompok atau berpasangan dengan percaya diri.

J. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat :
6. Mengamati ungkapan atau tutur kata yang digunakan dalam asking for and giving service.
7. Mengidentifikasi ungkapan atau tutur kata yang digunakan dalam asking for and giving service.
8. Membandingkan ungkapan atau tutur kata yang digunakan dalam asking for and giving service.
9. Menggunakan struktur teks dan unsur kebahasaan dalam ungkapan asking for and giving service dengan benar dan tepat.
10. Melakukan percakapan asking for and giving service secara berkelompok atau berpasangan dengan percaya diri di depan kelas dan kehidupan sehari-hari.

K. Materi Pembelajaran

4. Fungsi Sosial
   Menjaga hubungan interpersonal dengan guru dan teman.

5. Struktur Teks
   Waiter   : Hello, do you happen to need any help?

Customer : Yes, Could you get us some more napkins, please?
Waiter   : Sure, Anything else?
Customer : Could I get a refill on this iced tea, too?
Waiter   : Of course. I will be right back
Customer : Thank you so much!

6. Unsur Kebahasaan
   d. Kosa kata dan tata bahasa.
   e. Ucapan, tekanan kata, intonasi.
   f. Ejaan dan tanda baca

L. Media Pembelajaran

4. Media   = PPT
5. Alat   = Laptop, spidol, pulpen, papan tulis.
6. Sumber materi = Website, Buku paket, blog, youtube.

M. Langkah-langkah Kegiatan Pembelajaran

4. Pendahuluan

   - Guru memberi salam kepada siswa.
   - Guru menanyakan kabar siswa.
   - Guru mengabsensi kehadiran siswa.

5. Kegiatan Inti

   f. Mengamati
      - Peserta didik mengamati power point tentang asking for and giving service.
      - Peserta didik mengamati ungkapan-ungkapan yang dapat digunakan dalam asking for and giving service.

   g. Menanya
      - Guru mengajukan pertanyaan kepada siswa tentang apa yang mereka lihat di dalam power point tersebut.
      - Peserta didik mengajukan pertanyaan tentang hal-hal yang ingin diketahui yang berhubungan dengan asking for and giving service.

- Guru menjelaskan materi dan menjawab pertanyaan yang diajukan murid.

h. Mengumpulkan Informasi
- Guru membuat group yang terdiri dari min. 2 siswa dan max. 3 siswa untuk membuat percakapan yang berhubungan dengan materi.
- Masing-masing kelompok mendiskusikan tentang apa yang ingin mereka buat.
- Peserta didik mengumpulkan informasi dari berbagai sumber untuk menyelesaikan tugas.

i. Mengasosiasi
- Peserta didik membandingkan ungkapan asking for and giving service
  serta responnya yang telah dikumpulkan dari berbagai sumber.
- Peserta didik mencari arti berbagai ungkapan asking for and giving service.
- Peserta didik menyusun percakapan sesuai urutan pada konteks asking for and giving service.

j. Mengkomunikasikan
- Peserta didik secara berkelompok atau berpasangan melakukan practice di depan kelas dengan menggunakan ungkapan asking for and giving service.
- Guru memberikan umpan balik terhadap hasil kerja peserta didik.

6. Penutup
- Guru meminta siswa menyimpulkan kegiatan pembelajaran yang telah di pelajari.
- Guru memberikan motivasi kepada peserta didik.
- Guru memberikan informasi sedikit tentang materi berikutnya.
- Guru dan peserta didik mengucapkan salam.

N. Penilaian

- Penilaian Keterampilan   = Speaking (Pronunciation)
- Kelancaran

- Kehadiran
- Sikap sopan dan santun

A	80-100	Very Good
B	60-80	Good
C	30-60	Average
D	10-30	Fail

Medan, 11 Agustus 2023

Mengetahui,

Kepala Sekolah SMK Pariwisata Imelda   Mahasiswa

Saudin Elson Sitorus S.Pd   Friska Elmadini

Appendix 3   Conversation Dialogue

Conversation Dialogue

Please, Read this Conversation with your Friends and Practice in Front of the Class

Waiter   : Hello, do you happen to need any help?

Customer   : Yes, could you get us some more napkins, please?

Waiter   : Sure, anything else?

Customer   : Could I get a refill on this iced tea, too?

Waiter   : Of course, I will be right back.

Customer   : Thankyou so much.

Appendix 4   Photo Screenshot Experiment Group

Application Image

Photo Screenshot of XII-TB1 Experimental Value

Note : P (Pronunciation)

F (Fluency)

(1) Rasya with Mely   (2) Fadilah with Faisyah   (3) Naida with Silvi
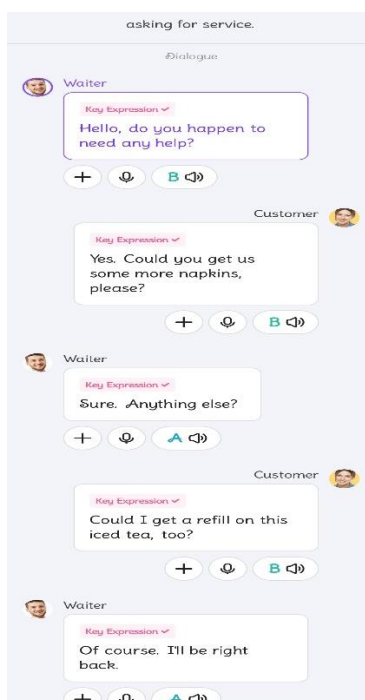
Rasya : P (43), F (45)   Fadilah : P (45), F (45)   Naida : P (25), F (25)

Mely : P (33), F (35)   Aisyah : P (35), F (40)   Silvi : P (35), F (37)

(4) Nailah with Dwi
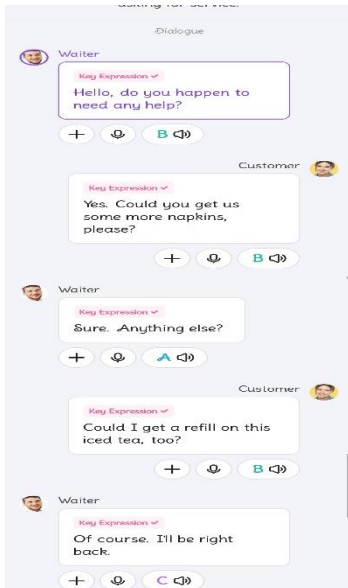
Nailah : P (35), F (35)

Dwi : P (35), F (35)

(5) Nur with Reva
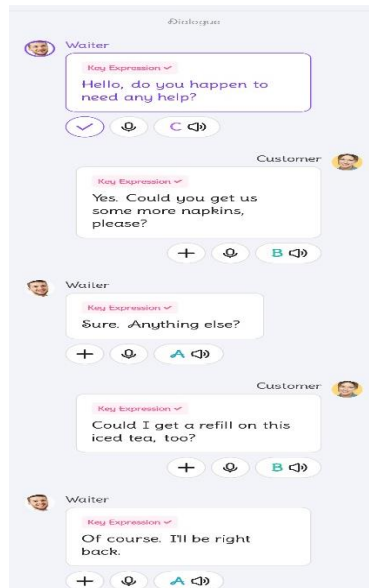
Nur : P (43), F (45)

Reva : P (36), F (40)

(6) Nisa with Rafli
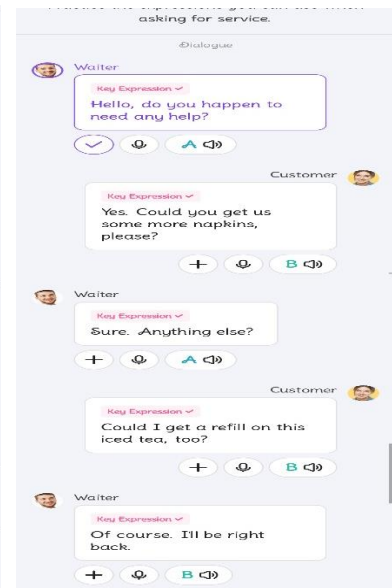
Nisa : P (40), F (46)

Rafli : P (35), F (35)

(7) Santa with Marselina
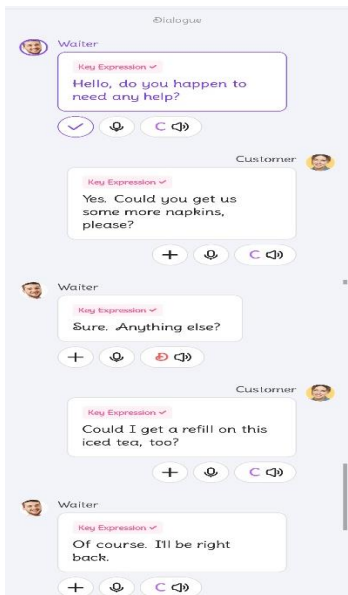
Santa : P (24), F (23)

Marselina : P (20), F (20)

(8) Nayla with Yumiko
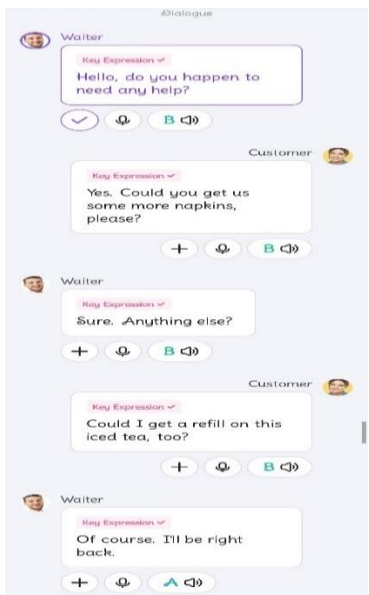
Nayla : P (35), F (40)

Yumiko : P (38), F (38)

(9) Viore with Neza
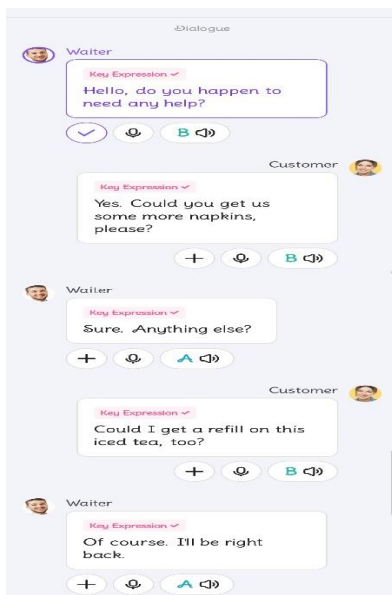
Viore : P (45), F (45)

Neza : P (33), F (35)

(10) Nadia with Marsya   (11) Miftah with Maulida   (12) Amanda with Yaselin
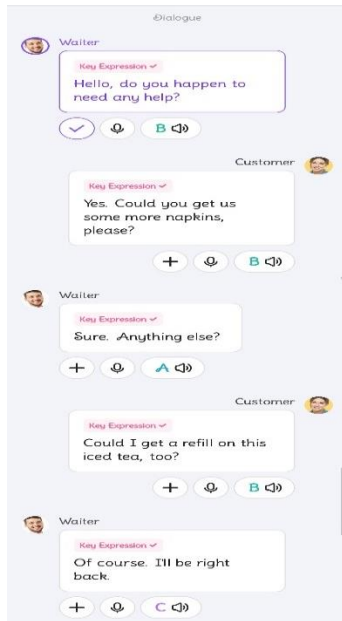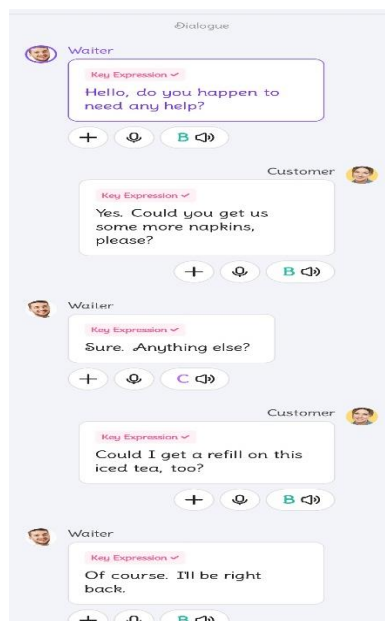
Nadia : P (33), F (36)   Miftah : P (33), F (35)   Amanda : P (35), F (40)
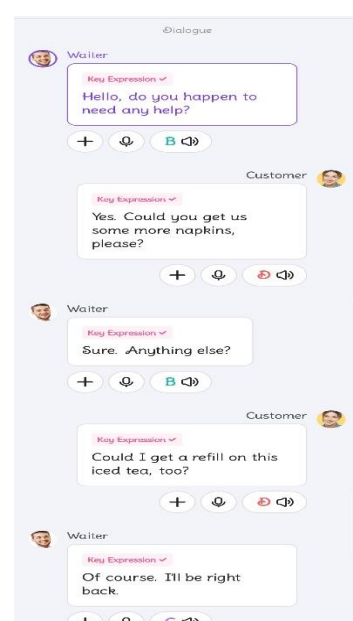
Marsya : P (33), F (35)   Maulida : P (33), F (35)   Yaselin : P (15), F (15)

(13) Nabila with Rahma

Nabilla : P (45), F (45)

Rahma : P (33), F (35)

Appendix 5   Photo Screenshot Control Group

Photo Screenshot of XII-TB2 Control Group Value
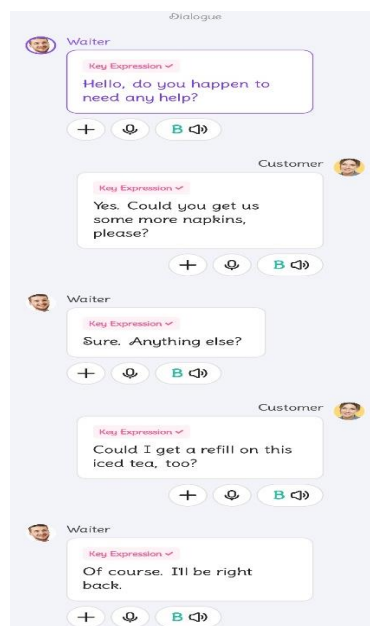
Note : P (Pronunciation)

     F (Fluency)
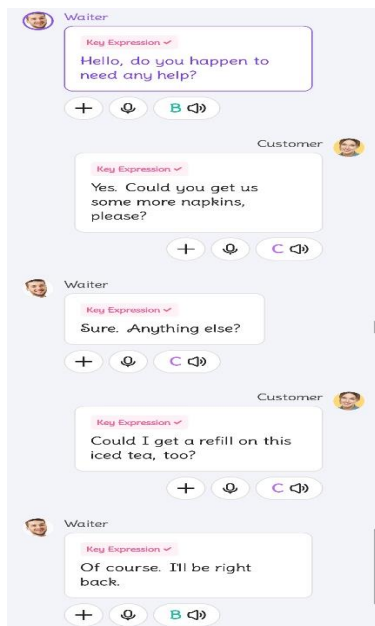
(1) Diana with Ayu   (2) Gendis with Amrina   (3) Farel with Budi

Diana : P (31), F (31)   Gendis : P (35), F (35)   Farel : P (23), F (23)
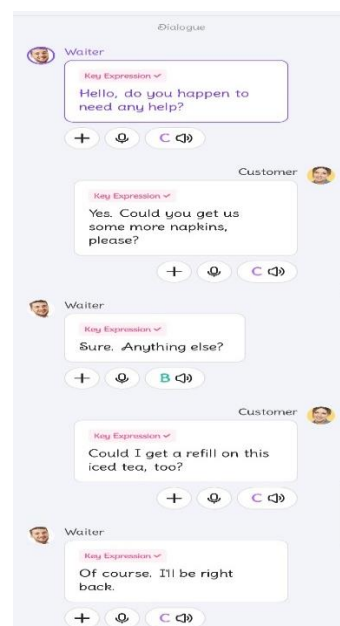
Ayu : P (21), F (21)   Amrina : P (32), F (32)   Budi : P (21), F (21)
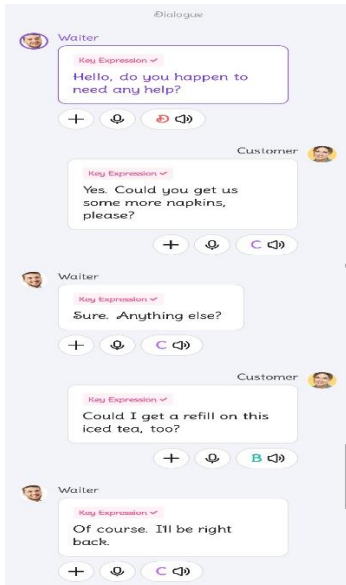
(4) Firman with M. Adam (5) Ismail with Azhari (6) Dina with Nabila

Firman : P (15), F (20)   Ismail : P (41), (41)   Dina : P (41), F (41)
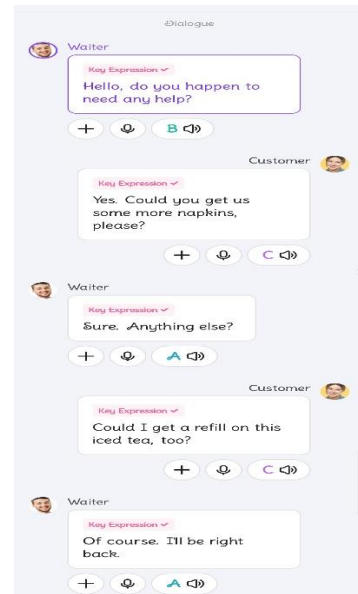
M. Adam : P (25), F (23) Azhari : P (25), F (25) Nabila : P (21), F (21)
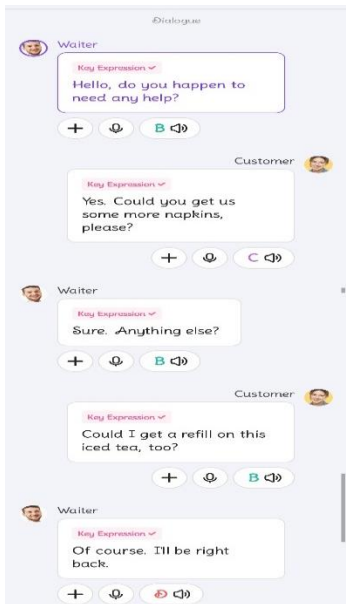
(7) Eriska with Nur (8) M. Hafizh with Pradani (9) Saskia with Naycila
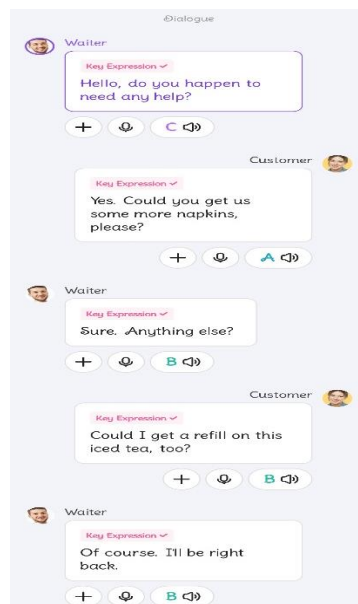
Eriska : P (21), F (21)   M. Hafizh : P (31), F (31)   Saskia : P (32), F (32)
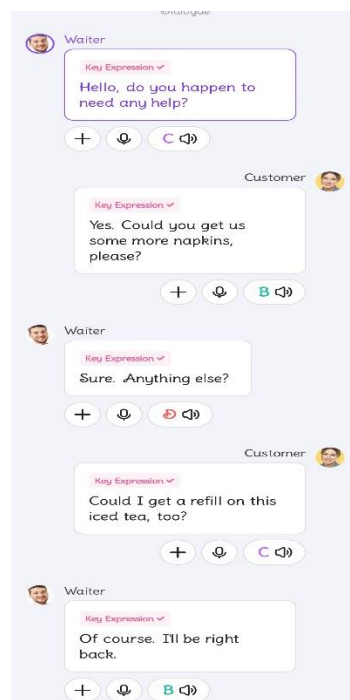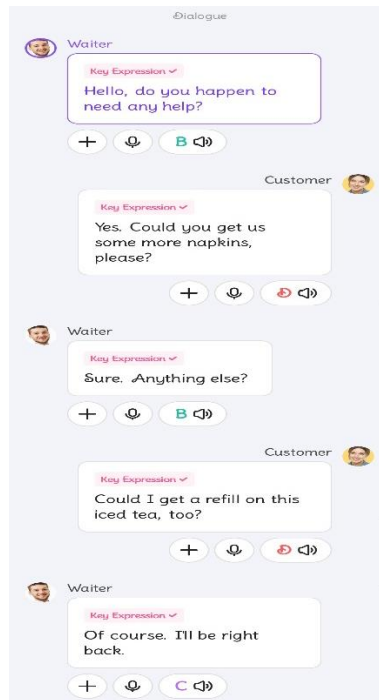
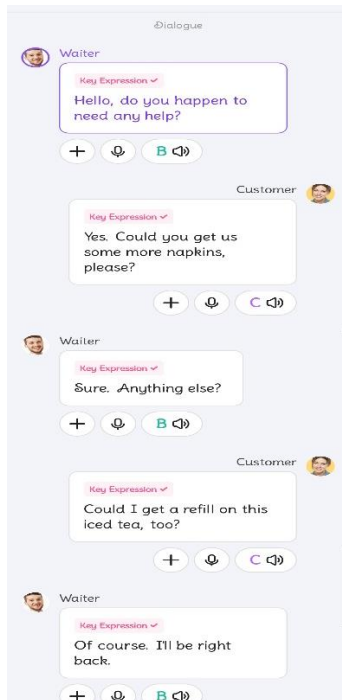Nur : P (23), F (23)   Pradani : P (21), F (21)   Naycila : P (41), F (41)

(10) Yumna with Sukma   (11) Zeni with Duwi   (12) Cindy with Hafizh

Yumna : P (35), F (35)   Zeni : P (31), F (31)   Cindy : P (21), F (23)

Sukma : P (35), F (35)   Duwi : P (15), F (10)   Hafizh : P (31), F (31)

Appendix 6   Documentation

Appendix 7   Form K-1

Form: K-1

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama	: Friska Elmadini
NPM	: 1902050003
Program Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 115 SKS

IPK = 3,64

Persetujuan Ket./Sek. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Cake Application as a Dynamic Learning Assistan for Middle High EFL Learners: Learning Engagement and Its Impact on Students` Pronunciation Practices	
	EFL Students` Competence in Listening Music for Vocabulary	
	The Impact Using Buzz Group Technique in Speaking Skill for EFL Learners	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 23 Desember 2022
Hormat Pemohon,

Friska Elmadini

Keterangan:

Dibuat Rangkap 3:

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

Appendix 8   Form K-2

Form: K-2

Kepada Yth : Bapak/Ibu Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : Friska Elmadini

NPM   : 1902050003

ProgramStudi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Cake Application as a Dynamic Learning Assistan for Middle High EFL Learners:
Learning Engagement and Its Impact on Students` Pronunciation Practices

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

Habib Syukri Nasution, S.Pd., M.Hum.

25 Desember 2022

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan,23Desember 2022
Hormat Pemohon,

Friska Elmadini

Keterangan:

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

Appendix 9   Form K-3

Nomor   : 3494 /II.3/UMSU-02/F/2022
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
                 Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Friska Elmadini
N P M   : 1902050003
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : **Cake Application as a Dynamic Learning Assistan for Middle High**
                   EFL Learners: Learning Engagement and Its Impact on Students'
                   Pronuncation Practices.

Pembimbing   : Habib Syukri Nasution, S.Pd., M.Hum.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
    1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
    2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak
       selesai pada waktu yang telah ditentukan.
    3. Masa daluwarsa tanggal : **26 Desember 2023**

Medan   2   Jumadil Akhir   1444 H
        26 Desember   2022 M

Wassalam
Dekan

Dra. Hj. Syamsuyurnita,MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :
    WAJIBMENGIKUTISEMINAR

Appendix 10   Berita Acara Bimbingan Proposal

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi   : Universitas Muhammadiyah Sumatera Utara
Fakultas   : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi   : Pendidikan Bahasa Inggris
Nama Lengkap   : Friska Elmadini
NPM   : 1902050003
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Cake Application as a Dynamic Learning Assistant for Middle High
                         EFL Learners: Learning Engagament and Its Impact on Students'
                         Pronunciation Practices

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan	Keterangan
10/12-2022	Submit the title	*(signature)*	
16/12-2022			
16/12-2022	Acc for title	*(signature)*	
30/3-2023	Chapter I, II, III, References, Appendix	*(signature)*	
4/5-2023	Acc for Proposal	*(signature)*	

Medan, 19 Mei 2023

Diketahui oleh;
Ketua Prodi   Dosen Pembimbing

(signature)   *(signature)*

(Pirman Ginting, S.Pd., M.Hum.)   (Habib Syukri Nasution, S.Pd., M.Hum.)

Appendix 11   Berita Acara Seminar Proposal

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 31 Bulan Mei Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap	:	Friska Elmadini
N.P.M	:	1902050003
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Cake Application as Dynamic Learning Assistant for Middle High EFL Learners: Learning Engagament and Its Impact on Students' Pronunciation Practices

No	Masukan dan Saran
Judul	
Bab I	Please put the primly data in your background.
Bab II	
Bab III	How do you analyse and collect the data.
Lainnya	
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Khairun Niswa, M.Hum)

Dosen Pembimbing

(Habib Syukri Nasution, S.Pd., M.Hum)

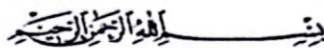Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum)

Sekretaris

(Rita Harisma, S.Pd., M.Hum)

Appendix 12   Pengesahan Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Friska Elmadini
N.P.M   : 1902050003
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : Cake Application as Dynamic Learning Assistant for Middle High EFL
                     Learners: Learning Engagement and Its Impact On Students'
                     Pronunciation Practices.

Pada hari Rabu, tanggal 31, bulan Mei, tahun 2023 sudah layak menjadi proposal skripsi.

Medan, 20 Juli 2023

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

(Dr. Khairun Niswa, M.Hum)   (Habib Syukri Nasution, S.Pd., M.Hum.)

Diketahui oleh
Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum.)

Appendix 13   Surat Pernyataan Bukan Plagiat

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini:

Nama   : Friska Elmadini
NPM   :1902050003
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Cake Application as a Dynamic Learning Assistant for Middle High
                          EFL Learners: Learning Engagement and Its Impact on Students'
                          Pronunciation Practices

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tergolong Plagiat.

3. Apabila point 1 dan 2 diatas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana semestinya.

Medan, 13 September 2023

Diketahui oleh Ketua Program Studi   Hormat saya
Pendidikan Bahasa Inggris   Yang membuat pernyatan,

Pirman Ginting, S.Pd.,M.Hum   **Friska Elmadini**

Appendix 14   Surat Permohonan Izin Riset

Nomor   : 2731 /II.3/UMSU-02/F/2023   Medan, 4 Muharram   1445 H
Lamp   : ---   22 Juli   2023 M

H a l   : **Izin Riset**

Kepada : Yth. Bapak/Ibu Kepala
SMK Pariwisata Imelda Medan
Di
Tempat.

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama   : **Friska Elmadini**
N P M   : 1902050003
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : **Cake Application as Dynamic Learning Assistant for Middle High**
EFL Learners: Learning Engagement and Its Impact On
Students' Pronunciation Practices.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

Wassalam
Dekan

Dra. Hj. Syamsuyurnita, MPd.
NIDN : 0004066701

**Pertinggal

Appendix 15 Surat Balasan Riset SMK Pariwisata Imelda

YAYASAN PENDIDIKAN IMELDA MEDAN

SMK PARIWISATA IMELDA

Jl. Bilal No.48 Pulo Brayan Darat I, Kec. Medan Timur, Medan - Sumatera Utara, Kode Pos 20239
Email : smkpar.imelda@gmail.com Website: smkpariwisataimelda.sch.id
Tlp: 081364645001- 085361419848 NPSN :69938168

Nomor   : 308/SMK-PAR/IM/VIII/2023
Lampiran   : -
Perihal   : Izin Penelitian

Kepada Yth :

Bapak/Ibu Dekan Universitas Muhammadiyah Sumatera Utara

Prodi : Pendidikan Bahasa Inggris

Di

Tempat

Dengan Hormat,

Assalamu'alaikum Wr.Wb

Sehubungan dengan surat Bapak/Ibu Nomor :2731/II.3/UMSU-02/F/2023 Tertanggal 22 Juli 2023 tentang mohon izin Penelitian, maka dengan ini kami memberikan izin Penelitian kepada Mahasiswa Bapak/Ibu sebagai berikut :

Nama	: Friska Elmadini
NIM	: 1902050003
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Cake Application as Dynamic Learning Assistant for Middle High EFL Learners: Learning Engagement and Its Impact On Students' Pronunciation Practices

Dengan ini juga kami menyatakan bahwa Mahasiswa tersebut diatas melakukan Penelitian pada :

Tanggal	: Sabtu, 12 Agustus 2023
Tempat	: SMK Pariwisata Imelda Medan
	Jl. Bilal No.48 Medan

Demikian surat ini kami perbuat. Atas perhatian dan kerjasama yang baik diucapkan terima kasih

Medan, 14 Agustus 2023
Kepala SMK Pariwisata Imelda Medan

Saudin Elson Sitorus, S.Pd

Appendix 16   Berita Acara Bimbingan Skripsi

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama Lengkap	: Friska Elmadini
NPM	: 1902050003
Judul Skripsi	: "Cake Application as a Dynamic Learning Assistant for Middle High EFL Learners: Learning Engagement and Its Impact on Students` Pronunciation Practices."

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
05/09-2023	Chapter IV, V	
08/09-2023	Revise chapter I, II, III, IV, V	
08/09-2023	Reference , Appendix	
11/09-2023	Abstract	
13/09-2023	Acc for Skripsi	

Medan, 13 September 2023

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Pirman Ginting, S.Pd.,M.Hum)

(Habib Syukri Nasution, S.Pd., M.Hum.)

Appendix 17   Curriculum Vitae

I.   Personal Detail

Name   : Friska Elmadini

NPM   : 1902050003

Majoring   : English Education

Place and Date of Birth   : Jambi, 02 Agustus 2001

Gender   : Female

Religion   : Islam

Status   : Single

Name of Father   : Agus Subono

Name of Mother   : Fatmawati

Address   : Jln. Imam, Gg. Melayu No. 3C, Tanjung Gusta,

                                             Medan Helvetia, Kota Medan

Phone/Number   : 0823-6182-2697

Email   : friskaelmadini28@gmail.com

II.   Formal Education

2007-2013   : Primary School at Yayasan Perguruan Rahmat

                                             Islamiyah

2013-2016   : Junior High School at MTSN 3 Medan

2016-2019   : Senior High School at MAN 2 Model Medan

2019-Right Now   : The Student of Universitas Muhammadiyah

                                             Sumatera Utara