

**INVESTIGATING THE USE OF THE CAKE
APPLICATION TO ENHANCE PRONUNCIATION
SKILLS OF 6TH GRADE STUDENTS AT SD N 1
BAKTISERAGA:
A CLASSROOM ACTION RESEARCH**



**By:
I KADEK BERLI ARYA SUJANA
2012021129**

**GANESHA UNIVERSITY OF EDUCATION
FACULTY OF LANGUAGE AND ART
ENGLISH LANGUAGE EDUCATION
SINGARAJA**

2024



**INVESTIGATING THE USE OF THE CAKE
APPLICATION TO ENHANCE PRONUNCIATION
SKILLS OF 6TH GRADE STUDENTS AT SD N 1
BAKTISERAGA:
A CLASSROOM ACTION RESEARCH**

SKRIPSI



**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
JURUSAN BAHASA ASING
FAKULTAS BAHASA DAN SENI
UNIVERSITAS PENDIDIKAN GANESHA
SINGARAJA
2024**

SKRIPSI

**DIAJUKAN UNTUK MELENGKAPI TUGAS DAN
MEMENUHI SYARAT-SYARAT UNTUK MENCAPAI
GELAR SARJANA PENDIDIKAN**

Menyetujui

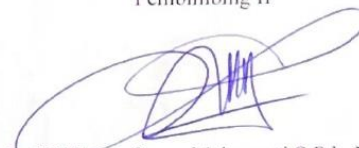
Pembimbing I



Made Hery Santosa, S.Pd., M.Pd Ph.D.

NIP. 197910232003121001

Pembimbing II



Dr. Ni Wayan Surya Mahayanti S.Pd., M.Pd

NIP. 198805172012122002

Lembar Persetujuan Dosen Penguji Skripsi

Skripsi Oleh I Kadek Berli Arya Sujana ini
telah dipertahankan di depan dewan penguji
pada tanggal 08 Juli..... 2024

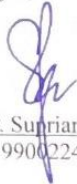
Dewan Penguji,



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
NIP. 198104192006042002

(Ketua)

Penguji I,



G.A.P. Suprianti, S.Pd., M.Pd.
NIP. 199002242014042001

(Anggota)

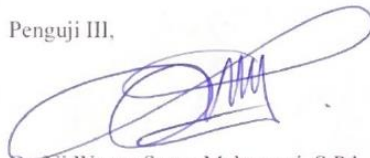
Penguji II,



Made Hery Santosa, S.Pd., M.Pd., Ph.D.
NIP. 197910232003121001

(Anggota)

Penguji III,



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.
NIP. 198805172012122002

(Anggota)

Lembar Persetujuan dan Pengesahan Panitia Ujian Skripsi

Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni
Universitas Pendidikan Ganesha
Guna memenuhi syarat-syarat untuk mencapai gelar sarjana pendidikan

Pada:

Hari : **senin**
Tanggal : **08 July 2024**

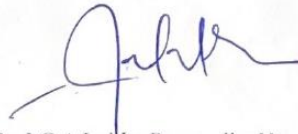
Mengetahui,

Ketua Ujian,



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd. M.Pd
NIP. 198104192006042002

Sekretaris Ujian,



Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd
NIP. 19830402206042001



Mengesahkan
Dekan Fakultas Bahasa dan Seni

Dr. L Gede Nurjaya, M.Pd
NIP. 196503201990031002

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul "INVESTIGATING THE USE OF THE CAKE APPLICATION TO ENHANCE PRONUNCIATION SKILLS OF 6TH GRADE STUDENTS AT SD N 1 BAKTISERAGA: A CLASSROOM ACTION RESEARCH" beserta seluruh isinya, merupakan benar-benar karya sendiri dan tidak melakukan penjiplakan dan mengutip dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung sanksi yang dijatuhkan kepada saya apabila kemudian hariditemukannya pelanggaran atas etika keilmuan dalam karya seni saya ini, atau adaklaim terhadap keaslian karya tulis ini.

Singaraja, 9 Juli 2024

Pembuat Pernyataan



I Kadek Berli Arya Sujana

DEDICATIONS

This thesis is highly dedicated to

The One Almighty God

My Parents,

I Wayan Rempiana S.Pd and Ni Made Rupini

My Brother,

I Gede Joni Parwata S.Pd

My Partner for Life,

Ni Putu Deliana Mentari S.Pd

My Lectures,

Made Hery Santosa, S.Pd, M.Pd., Ph.D.

Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

G.A.P. Suprianti, S.Pd., M.Pd.

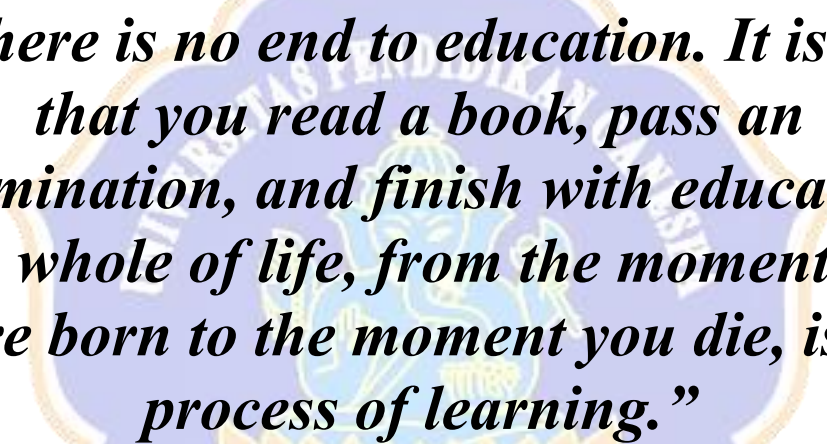
Last but not least, I wanna thank me

I wanna thank me for believing in me

I wanna thank me for doing all this hard work

I wanna thank me for having no days off

I wanna thank me for, for never quitting



“There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning.”

Jiddu Krishnamurti

ACKNOWLEDGEMENTS

First of all, the author would like to express his gratitude to the presence of Almighty God who has bestowed His Grace so that the author can complete this thesis with the title "**Investigating the Use of the CAKE Application to Enhance Pronunciation Skills of 6th Grade Students at SD N 1 Baktiseraga: A Classroom Action Research**". The author also would like to thank the parties who have provided support, motivation, suggestions, guidance, input, and corrections to this thesis..

1. Made Hery Santosa, S.Pd, M.Pd., Ph.D., the first supervisor, and Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd., the second supervisor who had given valuable guidance, assistance, suggestion, and motivation as well as correction to this thesis, and G.A.P. Suprianti, S.Pd., M.Pd., for the beneficial feedback, valuable guidance, helpful advice, and countless time in helping the writer a lot in finishing this research paper,
2. All of the lecturers of English Language Education, who had given valuable knowledge, guidance, motivation, and had set a good example for English Language Education students all this time,
3. Appreciation and gratefulness are also expressed to SD N 1 Baktiseraga which has provided permission and information to the writer in the data collection process,
4. My beloved family, especially my parents for their endless love, sincerity, support, and motivation,
5. And all the amazing friends and classmates for their support, motivation, and memories during this time.

Finally, the author hopes that this thesis research can be useful for the development of English language education. Constructive criticism, suggestions and input are highly expected and appreciated by the writer because they will help improve this research.

Singaraja, 9 July 2024



I Kadek Berli Arya Sujana

TABLE OF CONTENTS

LIST OF TABLES.....	iv
LIST OF FIGURES.....	v
LIST OF PICTURES	vi
LIST OF FORMULA.....	vii
LIST OF APPENDICES	viii
CHAPTER 1 INTRODUCTION	1
1.1. Research Background.....	1
1.2. Problem Identification of Study	8
1.3. Limitation of Study	8
1.4. Research Questions	10
1.5. Objectives of the Study	10
1.6. Significances of the Study.....	10
1.6.1. Theoretical Significance.....	10
1.6.2. Practical Significance.....	11
1.7. Definition of Key Terms	12
1.7.1. Innovative Learning	12
1.7.2. Speaking Skill	13
1.7.3. CAKE Application.....	14
CHAPTER II LITERATURE REVIEW	15
2.1. Theoretical Review	15
2.1.1. Teaching English as a Foreign Language (TEFL)	15
2.1.2. Speaking.....	16
2.1.3. Pronunciation	17
2.1.4. CAKE Application	19
2.1.5. Integrated English Learning	20
2.1.6. Triple E Framework	21
2.2. Empirical Review.....	17

2.3. Theoretical Framework	26
2.4. Conceptual Framework	28
CHAPTER III RESEARCH METHOD.....	28
3.1. Design of the Study	28
3.2 Research procedure	30
3.3. Location and Time of Research.....	32
3.4. Object of the Study.....	33
3.5. Subject of the Study	34
3.6. Research Instrument.....	34
3.6.1. Speaking Test	34
3.6.2. Observation Through Triple E Framework	38
3.6.3. Interview Through Triple E Framework	40
3.7. Research validity and reliability.....	41
3.7.1. Test validity	41
3.7.2. Test Reliability	42
3.8. Data Collection Method	43
3.9. Data Analysis Technique:.....	45
3.10. Trustworthiness.....	46
3.10.1. Data Triangulation	46
CHAPTER IV FINDINGS AND DISCUSSION.....	48
4.1. Findings	48
4.1.1. The Improvement of Students' Pronunciation through the Implementation of the CAKE Application	48
4.1.1.1. Cycle One	48
4.1.1.2. Cycle Two	62
4.1.2 The Integration of CAKE Application within the Triple E Framework.....	71
4.1.3. The Use of the CAKE Application Outside the Classroom..	74
4.2. Discussion.....	76

4.2.1. Improvement in Students' Learning Achievements	76
4.2.2. There is a Connection in Integrating The CAKE Application With Learning Goals.....	79
4.2.3. The use of CAKE Application outside the classroom	81
CHAPTER V CONCLUSION AND SUGGESTION	84
5.1. Conclusion.....	84
5.2. Suggestion	84
REFERENCES.....	87
APPENDICES.....	90



LIST OF TABLES

Table 3. 1 Research Schedule.....	33
Table 3. 2 Population of Grade 6 at SDN 1 Baktiseraga.....	34
Table 3. 3 Pronunciation Rubric (Adopted from Rahmad Purnama, 2019).....	36
Table 3. 4 Score of Students' Classical Achievement in Pronunciation.....	38
Table 3. 5 Triple E Framework Rubric.....	39
Table 3. 6 Tabulation of Content Validity	42
Table 3. 7 Content Validity Criteria	42
Table 3. 8 Ratio Used Measuring Reliability.....	43
Table 3. 9 Result of Test Reliability Analysis Statistic	43
Table 4. 1 The Result of Pre-test of Sixth Grade Students at SD N 1 Baktiseraga 2023/2024.....	49
Table 4. 2 Observation's Result of Pre-Test.....	51
Table 4. 3 Researcher Worksheet of Cycle One.....	56
Table 4. 4 The Result of Students' Pronunciation Score in Post-Test cycle One..	58
Table 4. 5 Observation's Result of Cycle One	60
Table 4. 6 Research Worksheet of Cycle Two.....	66
Table 4. 7The Result of Students' Pronunciation Score in Post-Test cycle Two...	68
Table 4. 8 Observation's Result of Cycle Two.....	70
Table 4. 9 Triple E Framework RubricTable.....	71

LIST OF FIGURES

- Figure 2. 1 Triple E Framework Graphic (<https://www.tripleeframework.com/>). 17
- Figure 2. 2 Conceptual Framework..... 28
- Figure 3. 1 Cyclical AR model based on Kemmis and McTaggart (1988).....29



LIST OF PICTURES

Picture 3. 1 Speaking Test	35
Picture 4. 1 Conversation material.....	53
Picture 4. 2 CAKE Interface	54
Picture 4. 3 CAKE Material.....	64
Picture 4. 4 CAKE Material.....	65



LIST OF FORMULA

Formula 3. 1 Content Validity of Gregory Formula.....	42
---	----



LIST OF APPENDICES

Appendix 1. Lesson Plan Cycle 1	91
Appendix 2. The Lesson Plan Cycle 2	99
Appendix 3. Speaking Assesment Rubric	109
Appendix 4. Result Pre-Test	110
Appendix 5. Result Post-Test Cycle 2.....	112
Appendix 6. Research worksheet cycle one.....	113
Appendix 7. Research Worksheet Cycle Two	114
Appendix 8. Documentation Observation.....	115
Appendix 9. Documentation Cycle 1	116
Appendix 10. Documentation Cycle 2	118

