

CHAPTER I

INTRODUCTION

This chapter discusses about the introduction of the research study which covers background of the study, identification of the study, limitation of the study, statements of the problem, purpose of the study, significant of the study and definition of key term.

1.1. Research Background

Education is an important part of humans and plays an important role in the formation of humanity and the character of every human being. Education is one of the important things and should not be underestimated, therefore everyone must get education both in the family environment, at school and in the community. Through education, people acquire better cognitive and learning skills. It is undeniable that education is very important for the growth and development of the nation's next generation. To encourage adherence to these rules, education must also play a role in instilling pure values in everyone. The purpose of education is to advance the intellectual and emotional development of individuals. Education shapes the character and attitude of individuals towards life and others. It aims to promote the development of the individual's personality as a whole. The importance of the role of education can be a learning experience where one learns about different aspects of life, understands different perspectives and tries to apply them in everyday life. Education is important for children, adults and society. Education gives people knowledge about the world around them and changes it for the better. It develops people's view of life, helps form opinions and see things in life.

The concept of education according to Dewantara (1954) is based on the principle of independence, meaning that humans are given freedom from God Almighty to regulate their lives while remaining in line with the rules that exist in society. Therefore, it is expected that a student must have an independent spirit in the sense of being free outwardly and mentally and energy. The spirit of independence is needed throughout the ages so that the Indonesian nation is not dictated by other countries. Ki Hadjar Dewantara has the term among systems, which prohibit punishment and coercion to students because it will kill the spirit of

freedom and kill their creativity. Seeing these various things is certainly in accordance with the education program carried out by Indonesia today, namely the Merdeka Belajar policy program.

Merdeka Belajar is a new policy program of the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) launched by the Minister of Education and Culture, Nadiem Anwar Makarim. Reporting from the Kemdikbud.go.id page, there are three characteristics of the Merdeka Belajar program, namely the development of soft skills and characteristics through the project of strengthening the profile of Pancasila students, then Focus on essential, relevant, and in-depth material so that there is enough time to build student creativity and innovation in achieving basic competencies such as literacy and numeracy and flexibility for teachers to conduct learning according to the stages of achievement and development of students each and make adjustments to local context and content.

However, the world of education has undergone many changes during the Covid-19 pandemic. Where all learning and teaching activities are carried out at their respective homes online to prevent the spread of the outbreak. In Indonesia, E-learning is one of the solutions for implementing education during a pandemic so that learning can be carried out to achieve the right learning goals (Nafrin & Hudeidah, 2021). Therefore, when using online digital technology, teachers and students must adapt from the beginning during the learning process where previously learning was carried out directly in class but during the pandemic it was done with the help of technology. Teachers must also prepare the right teaching methods for students when using this online technology and students must be able to understand all the material delivered by the teacher through e-learning or zoom meetings.

After the pandemic, education in Indonesia began to adapt to new concepts, such as rebuilding old practices before Covid-19 such as face-to-face learning. In this post-crisis era, true innovation must be created to break old habits. Teachers must be able to change their respective strategies from creative to flexible (Arum et al., 2022). Due to the pandemic, teachers have new innovations and new teaching methods, namely utilizing technology according to today's times, technology is

developing faster and sophisticated, teachers and students are required to be able to utilize existing technology. At this time there are several technologies that are already used in the learning process. Such as Cake application, The Cake app uses a way that is entertaining or fun for students and is based on artificial intelligence.

According to (Octavianita et al., 2022) the CAKE application presents a recording feature that can be listened to by users it is very fun, this application can also involve the students. When we speak, we can also discover new vocabulary It is the best application to learn to speak English. According to Suryani et al., (2021) the CAKE Application can access various language applications through gadgets for the English teaching and learning process. One of them is a cake application. It is one of the most popular speaking apps among students (Hapipah et al., 2021). The app gives students access to a wide range of topics. Such as examples of videos movies and dialogues. The application of CAKE is possible to be used as a media in the learning process.

In the context of English language learning in the classroom, the use of technology such as e-learning can be a valuable innovation. The use of e-learning in the English learning process not only facilitates the delivery of learning material, but also opens up opportunities for students to develop different skills more effectively. E-learning allows students to access learning materials anytime, anywhere, making English lessons more flexible and easier to follow. In addition, e-learning allows students to interact more interactively with teachers through various applications such as Google Classroom, video conferencing, phone calls, live chat, Zoom and WhatsApp groups. This lively exchange encourages students to participate more actively in their learning, improve their English communication skills, and have more fluent, spontaneous conversations. By integrating e-learning technology into English language learning in the classroom, teachers can create a more engaging, dynamic, and student-centered learning environment. This increases students' interest and motivation in learning English especially learning speaking and prepares them for the challenges of the evolving digital age.

According to Brown (2007), speaking is considered an empirically observable productive skill. However, such observations are inevitably influenced by the listening skills of the examinee, which can compromise the reliability and

validity of oral production exams. In other words, when we speak, the listeners can immediately evaluate our speech. Speaking is very important in the era of globalization where we will interact with people not only from our country but also from other countries. One of the things to master is to speak in English, as one of the most popular foreign languages to learn in different countries is English because English is an international language. In English language learning, speaking is considered the most difficult thing for some students to learn, because in English there are some sounds that are not in the Indonesian. According to Anggaraini (2022), one of the competencies that must be mastered by students is the ability to pronounce English correctly and precisely. As a second language learned by students, speaking English fluently may not be easy, in fact there are many students who still have difficulty in speaking English. These difficulties vary and differ for each student, but the most commonly encountered is the pronunciation of English words. Students still struggle in pronouncing English vocabulary while reading or speaking, this is certainly a problem because pronunciation is one of the most important aspects as a basic requirement of the language. English pronunciation is certainly not an easy thing for students because they have to produce different sounds in each letter that are very different from the sounds they know in Indonesian, besides that in general there are several factors that cause students to lack pronunciation. This subject is still considered trivial in language teaching, many language teachers avoid the importance of English pronunciation. Lack of time to practice and also lack of supporting materials and media are the main reasons why pronunciation is still neglected in language learning.

Researchers are very interested in conducting research on CAKE applications because the artificial intelligence (AI) powered Cake application allows users to use e-learning technology more effectively to improve their English skills. The app gives students the opportunity to practice speaking through simulated conversations with artificial intelligence and virtual peers. With artificial intelligence technology, the app recognizes and understands the user's speaking voice and provides immediate feedback on correct pronunciation and intonation. In addition, the adaptive learning capabilities of the Cake app also use artificial

intelligence to determine the needs and skill level of users when speaking in English. Therefore, the teaching materials and exercises provided by this application can be set automatically according to the performance level of each user. In the context of learning English in the classroom using artificial intelligence-based Cake applications, this application can be a valuable addition. The app provides a personalized and interactive learning experience, helps students improve their English skills, and provides relevant feedback to improve their pronunciation and speaking fluency. The use of artificial intelligence technology in this application also reflects the development and use of technology in education in the era of globalization and openness as previously explained.

Several studies related to the use of cake application to improve student speaking skills have been carried out several times. The first research found that result is student interest in using cake application to learn English because easy to used and there are many features in this application that can be used to improve speaking skill Suryani et al. (2021). In addition, the cake application has also been carried out by Gusti et al. (2022) the result of this study is The use of the Cake application effective to improve student learning outcomes compared to conventional methods.

After observing at SMP N 3 Kubutambahan, especially in Class 9B, it can be seen that English learning is still experiencing obstacles, causing most students to lose interest in learning the language. The main challenge faced by students is difficulty understanding, as seen from the lack of focus during learning and the lack of attention to the material taught by the teacher. However, the toughest problem students face is the difficulty of speaking English, where many students find it difficult to master speaking skills. Although teachers have tried to create innovations in learning, these efforts have not given the expected results, because students still feel bored, more interested in gadgets, and have low learning motivation dan especially word stress, There are still many students who get grades below the KKM standard 75. Facing this challenge, researchers provide solutions to teachers by using the Cake application. The Cake application is expected to arouse students' interest in learning because it can be accessed anywhere, can be downloaded on smartphones, and is very easy to use. In addition, the CAKE app

has many features that students can use, especially to learn to speak English, including pronunciation practice. Students can listen to examples of correct pronunciation and immediately practice them to practice their speaking skills. The importance of this solution is realized considering that children today tend to rely on smartphones in everyday life, and the Cake application is a convenient alternative to learning languages.

This study focuses on the use of the Cake application and uses the Classroom Action Research (CAR) approach as a research design. CAR was chosen to test, develop and create new actions, with the aim of simplifying work processes, increasing efficiency and improving the quality of results. This approach is unique, as previous studies have not used CAR in similar contexts. In addition, the study incorporated the Triple E Framework, a new element in the study. The Triple E Framework, which prioritizes learning objectives, is divided into three components: Engagement, Enhancement, and Extension. Engagement focuses on students' active involvement in the material, Enhancement evaluates technology's contribution to learning, whereas Expansion explores the impact of technology on learning beyond the walls of the classroom. By following the Triple E Framework, this study aims to provide a thorough understanding of how the Cake application, within the CAR framework, can effectively improve English speaking skills for Class IXB students at SMP N 3 Kubutambahan. The researcher used this practical approach designed to assess how effectively technology is contributing to students' achievement of learning objectives in a lesson. In contrast to other frameworks, Triple E prioritizes the learning goals themselves over specific technology tools., especially the implementation for IX grade student in SMP N 3 Kubutambahan.

1.2. Problem Identification of the Study

Researchers identified the main difficulty faced by grade 9B students at SMPN 3 Kubutambahan, namely difficulty in pronunciation English especially word stress. This phenomenon emerged after initial observations and interviews with teachers at the school, also reinforced by data on students' English scores that tend to be unstable, based on the result of pre-test some students get score below the KKM standard 75. This raises concerns regarding students' English proficiency levels that may not meet expectations. In facing this challenge, researchers are

interested in examining whether the use of artificial intelligence (AI)-based cake applications can be an effective solution to improve students' speaking skills. This application offers several interesting features, such as videos/movies and sample conversations, which are expected to increase students' interest and motivation in learning English. Thus, the Cake app has the potential to be an effective partner for students in the development of their English-speaking skills.

1.3. **Limitation of the Study**

Taking into account the limited time and resources in this study, researchers specifically focused the research on the implementation of the use of the Cake application as an effort to improve the speaking skills of grade IXB students at SMP N 3 Kubutambahan. The main purpose of this study was to evaluate the impact of using the Cake application and analyses students' effectiveness in the learning process. Through this approach, it is hoped that this research can provide valuable insights related to the use of the Cake application as a means of learning English in this educational environment.

1.4. **Research Questions**

Based on the background that has been described, the author proposes some formulation of the research problem in the following:

1. Can CAKE application improve Pronunciation skills of grade 9th at SMP N 3 Kubutambahan?
2. How does the teacher integrate CAKE application vied from TRIPLE E framework?
3. How do of 9th students at SMP N 3 Kubutambahan extends the use of CAKE application outside the classroom?

1.5. **Objective of the Study**

Based on the research questions formulated by the author, the objectives of this study are as follows.

1. To assess the effectiveness of the CAKE application in improving the pronunciation skill of 9th grade at SMP N 3 Kubutambahan.
2. To identify and analyse the integrative of the CAKE application by teacher based on the TRIPLE E Framework.

3. To examine how 9th grade students at SMP N 3 Kubutambahan extends the use of CAKE application outside the classroom and its impact on their learning.

1.6. Significance of the Study

This study aims to provide theoretical and practical importance for English language teaching and the learning process for students. By conducting this study, the author expects to make a meaningful contribution both theoretically and practically.

1.6.1. Theoretical Significance

Theoretically, this research is expected to support theories related to learning with the use of learning media, especially in technology that is integrated with application-based cake applications. In addition, this study aims to provide insights and knowledge that can be useful in the future related to the use of the Cake application in student English learning.

1.6.2. Practical Significance

Practically, this research was carried out in order to make a valuable contribution to students, English teachers, and other researchers.

a) For students

This study is expected to help students and support their learning process, especially in English speaking pronunciation skill. Through using cake application students are expected to build their awareness of pronunciation as early as possible to improve their speaking skills.

b) For English Teachers

This research is expected to help teachers in English teaching for students to choose learning media that are more effective for students. In addition, the implementation of cake application is expected to introduce the use and the benefits of using technology to support the learning process.

c) For Other Researchers

This research is expected to reference the research conducted by other researchers in a similar field. This research also aims to be

empirical evidence that can be useful to strengthen studies carried out by other researchers.

1.7. Definition of Key Terms

1.7.1. Speaking

a) Conceptual definition

According to Brown. (2007). speaking is considered a productive skill that can be directly observed empirically. However, these observations are inevitably influenced by the test-taker's listening skills, which can compromise the reliability and validity of oral production tests. In other words, when we speak, listeners can directly evaluate our speech

b) Operational Definition

In this study, speaking is defined as the ability of students who are owned by IX grade students SMP N 3 Kubutambahan in using English as indicated through the scores on speaking and pronunciation in English test given to them after they learn to use cake application that are integrated with technology.

1.7.2. Cake application

a) Conceptual definition

According to Octavianita et al., (2022). CAKE application is one of the forms of technology that is used in the education sector, to learn how to speak English in a classroom setting. The Cake application is an application based on artificial intelligence (AI) that is used to help users learn to speak foreign languages, especially English. The app provides a variety of interactive features, such as voice recognition, speaking practice, speaking ability assessment, and adaptive learning

b) Operational definition

CAKE application is operationally defined as an application-based learning medium equipped with videos and conversation simulations.