



Using the Cake Application to Develop Student's Speaking Skill

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Abstract

An Android app called Cake is dedicated to teaching English. Another option for teaching speaking English is to use cake applications. Because this program is entirely free, there are a lot of benefits. It is not possible to practice speaking, reading, or even listening abilities with this application. The purpose of this study is to determine whether speaking skills of students in SMP Negeri 1 Siniu class IX before and after using the cake application were significantly influenced. Quantitative research is used in this study. With a single group pre- and post-test designs, this research design is pre-experimental. This study was conducted in SMP Negeri 1 Siniu in June 2024. The researcher employed spoken monologues to gauge the students' speaking proficiency in order to gather data.

Keywords: *Developing speaking skill, Cake Application, Fluency, Appropriacy*

Introduction

In this era of globalization, the English language is important for our lives. In fact, it is the second-most spoken language in the world. Globalization has broadened the use of the English language and the ability to speak in the professional world. Learning English in junior high school is important given that it is not only a preparation for the globalization process but also the provision of junior high school students to continue the higher education level of the established English teaching as a lesson that must be controlled by students.

The researcher conducted an interview with students and an English teacher at SMP Negeri 1 Siniu and found the problem. Most of the ninth-grade students found it difficult to express their ideas freely in speaking activities. They were unmotivated to speak because of several reasons: they were unconfident to speak, they had limited English vocabulary, and they did not know how to construct meaningful phrases and sentences to deliver their ideas.

However, there are many techniques to improve students' speaking skills. The researcher considered that it was necessary to find out an alternative way to create a suitable and interesting technique related to the students' condition. To solve those problem.

In this study, the researcher offers a solution to solve these problems, which is by using a Cake application as a tool for learning media. The researcher chose this application because it has features that can be used in learning, so the students can be more interested and not bored when learning English. The application is expected to help students learn, especially speaking, so they can find the new vocabulary used in text, learn how to pronounce, and imitate it when they perform.

Literature Review

Definition of Speaking Skill

Keith and Marrow say. "Speaking is an activity to produce utterances for oral communication." It means that this activity involves two or more people, in whom the participants are both hearers and speakers, having to reach for whatever they hear and make their contribution at a high speed. Each participant has an intention or a set of intentions that he wants, so the English teacher should activate the students speaking abilities by providing communicative language activities in the classroom and then giving them the opportunity to practice their speaking skills as much as possible.

Definition of Cake Application

The Cake application is an English learning application that functions to increase student learning activities in the field of English. This application provides speaking, writing, listening, and reading features.

Method

There are a variety of research methods, including experimental research. In this research, the researcher used pre-experimental research. Pre-experimental research used one group, which is the experimental group. This study-experimental group assessed the students' achievement in speaking after being taught by using the cake application. In this research, the researcher gave a pre-test to students, then gave them treatment about speaking by using a cake application. In the application, the researcher gives a student's video, and then the students observe and understand the contents of the video carefully. After the treatment was given, the researcher gave the students' post-test.

Results

The output table above shows a summary of the descriptive statistical results of the two samples researched by the researcher, namely the pre-test and post-test scores. For the pre-test score, the average learning result or mean was 71.00, while for the post-test score, the average learning outcome score was 93.40. The number of respondents or students used as research samples was 25. For standard values. The deviation in the pre-test was 2.041, and the post-test was 3.742. Last is the standard value. The mean error for the pre-test was 408 and for the post-test was 748. Because the average value of the learning outcome in the pre-test is 71.00 < post-test 93.40, that means, descriptively, there is a difference in the average learning outcome between the pre-test and post-test results.

Table 1. Deviation of the pre-test and post-test of the pre-experimental class

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre test	71.00	25	2.041	.408
Post test	93.40	25	3.7 42	.748

	N	Correlation	Sig.
Pair 1 Pretest & Post test	25	-.055	.796

The output table above shows the results of the correlation test, the relationship between the two data points, or the relationship between the pre-test and post-test variables. Based on the output above, it was discovered that the correlation coefficient (correlation) value is -.055 with a significance value (Sig) of .796. Because sig .796 > probability 0,05, it can be said that there is no relationship between the two pre-test variables and the post-test variables.

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Post test	-22.400	4.359	.872	-24.199	-20.601	25.695	24	.000

Based on the “Paired Samples Test” output table above, the Sig value is known. If (2-tailed) is $0.00 < 0.05$, then H_0 is rejected and H_i is accepted. So it can be concluded that there is an average difference between the learning outcomes of the pre-test and post-test, which means that there is an influence of using the cake application on improving learning outcomes for the English subject of 9th grade SMP Negeri 1 Sinu students.

The “Paired Samples Test” output table above also contains information about the “Mean Paired Differences” value of -22,400. This value shows the difference between the average pre-test learning results and the average post-test learning results, or $71.00-93.40 = -22.4$, and the difference is between -24,199 and -20,601 (95% Confidence Interval of the Difference Lower and Upper).

Discussion

After the researcher did the observation, she found that most of the IX students were not able to speak fluently, and they were not really interested in explanations and guidance from the teacher. Some of them did not pay attention to the teacher. When the researcher gave a pretest to the students', the result showed that the majority of students got standard scores according to their KKM scores. This means that students’ speaking skills are not good.

Based on this problem, researchers applied the cake application to improve students’ speaking skills. Researchers expect that by implementing this application, students will be more enthusiastic and motivated to speak. During the treatment, the researcher introduced and explained the cake application at the first meeting.

Then the researcher asked the students to watch the available speaking video and try to repeat the sentences provided in the video via the application. After watching the video and practicing, the researcher asked them to come forward in pairs or small groups and start practicing speaking in pairs.

To prove whether the method was successful or not, researchers gave a posttest to students. The test is the same as the pretest. The results show that students obtained better scores compared to the scores obtained in the pretest. The average student's score on the pretest was 71.00, and the posttest was 93.40. In the pretest, there were five students who got a score higher than the minimum score and could be categorized as successful, but there were twenty students who got a lower score according to their KKM value and were categorized as less successful.

In the posttest, there were four students who passed the minimum score. At least they got better scores on the posttest than on the pretest. This means that the cake application has a very significant influence on student's confidence in speaking because it not only provides information but also has entertainment that makes students happy and knows what they should talk about.

To be reliable, the researcher used the paired simplest-test, and the result of the study showed that the average value of learning outcomes in the pretest was 71.00 < posttest 93.40. So that means, descriptively, there is a difference in the average learning outcomes between the pretest and the result of the of the posttest. This means you can be sure that the cake application can help improve students' speaking skills. Other researchers also conducted similar research conducted by Kiki Wahyuni (2023) and Ersya Salsabillah (2023), and the results show that the use of animation videos could improve speaking skills.

Conclusion

Based on the explanation in Chapter IV, the researcher concluded that the answer to the problem formulation is divided into several points: First, students' speaking ability before being taught using Cake This learning application for class IX SMP Negeri 1 Siniu can be categorized as poor with a mean score of 71.00. Second, students' speaking abilities after being taught using the Cake Learning application in class IX SMP Negeri 1 Siniu were categorized as good with a mean score of 93.40. Third, there is a significant influence on students' speaking abilities before and after being taught using the Cake Learning application in class IX of SMP Negeri 1 Siniu. It can be seen that the sign (2-tailed) value is 0.000. It can be stated that $0.00 < 0.05$. This means the nil hypothesis (H_0) is rejected, while the alternative hypothesis (H_i) is accepted.

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