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The Innovation of Cake Learning Application on Student's Speaking Ability at Tenth Grade of Senior High School

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Abstract

Cake is an Android-based app that focuses on learning English but keeps it fun. There are many benefits of using this app because this app is completely free. This app can practice speaking, reading and even listening skills. The purpose of this study is to find out whether there is a significant effect between students' speaking ability before and after teaching using the classroom cake learning application X Senior High School. This study uses quantitative research. The design of this study was pre-experimental with a pre-test design and a one-group post-test design. This study took place from March to May 2023 at Senior High School. To collect data, researchers used an oral monologue test to determine students' speaking ability. The population includes all 10th grade students of Senior High School, and this study used one class as the research sample using convenience sampling technique, whereby the total sample was 33 students. Additionally, pretest, treatment, and posttest were used to collect data. The results of data analysis show that the average score of students after being taught with the Cake learning application (78.24) is higher than before being taught with the Cake learning application. Learning application Cake episode (57,64). It can be concluded that there is an influence between students' speaking ability before and after being taught using the cake learning application in class X Senior High School.

Keywords: Cake Learning Application; Speaking Ability; Pre-Experimental Design

Introduction

Technology integration in education has had a big impact on teaching and learning in recent years, especially when it comes to teaching English. To enhance students' learning, educators now use a variety of digital platforms and educational tools, including Edmodo, Quizizz, Duolingo, Kahoot, Schoology, and Cake. These

apps are particularly useful in virtual and remote learning environments, which gained popularity during the worldwide epidemic. Due to the inability of teachers to offer direct support during the learning process, students must learn more autonomously in virtual learning environments.

Therefore, in order to keep pupils motivated and focused, learning materials that are entertaining, interactive, and engaging are crucial. One of the most significant advancements in the contemporary educational era often referred to as Education 4.0 is technology-based learning. To meet the problems of contemporary education, educators are urged to use technology into their lesson plans. Students can access learning materials at any time and from any location with the help of digital learning programs, which also help teachers conduct lessons more efficiently.

Students have more possibilities to practice English on their own because to technological integration, which promotes the growth of language ability, especially in speaking. Speaking is one of the most important English language learning skills since it enables students to vocally communicate their thoughts, feelings, and opinions. Speaking, according to Nunan (2003), is the capacity to communicate effectively in a variety of contexts. Speaking is the main method of communication utilized to transmit ideas and information, according to Chandra (2011).

Pronunciation, grammar, vocabulary, fluency, and comprehension are all part of speaking competency. Gaining proficiency in speaking is essential for students to communicate well in both academic and social settings because English is an international language that is widely utilized in industries like education, technology, business, science, and tourism. Nevertheless, many students still struggle with speaking English, despite the significance of speaking abilities. The majority of tenth-grade students found it difficult to meet the Minimum Criteria Achievement (MCA) score of 76 in speaking examinations, according to classroom observations and interviews at Senior High School. Students' challenges included poor pronunciation, a small vocabulary, poor fluency, and a lack of confidence when speaking in front of others.

Even while professors encouraged students to practice speaking and offered coaching, these efforts were insufficient to solve the students' speaking issues. This situation highlights the necessity for a cutting-edge teaching tool that can help pupils practice speaking. This study suggests using the Cake learning application as an alternate learning medium to address these problems. Cake is an Android app that uses interactive features like short videos with native speakers, pronunciation drills, imitation exercises, and AI-powered speech recognition technologies to help with English language acquisition.

With the help of these tools, students can practice speaking while getting instant feedback on how well they pronounce words. The program also offers bilingual English and Indonesian subtitles, which make it easier for students to comprehend the course material and increase their vocabulary. The Cake

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application has been shown to improve pupils' English proficiency in a number of earlier studies. The Cake application improved students' speaking skills, pronunciation, and vocabulary acquisition, according to research by Agan (2022), Ani (2022), and Agus (2022).

Additionally, Anggraini (2022) discovered that the application improved university students' speaking abilities. Nevertheless, the majority of these studies used classroom action research techniques and concentrated on college or junior high school students. There is currently little experimental study on how the Cake application affects senior high school pupils' speaking abilities. Therefore, this study uses a pre-experimental research method to examine how the Cake learning application affects the speaking proficiency of tenth-grade students at Senior High School.

It is anticipated that this study will offer empirical proof of the Cake application's efficacy as a technology-based learning tool and aid in the creation of novel approaches to enhance students' speaking abilities when studying English.

Method

In order to investigate how the Cake learning application affected students' speaking abilities, this study used a quantitative pre-experimental design with a one-group pre-test–post-test paradigm. According to Sugiyono (2013), this approach enables within-group comparison to detect changes that take place following the intervention. Twenty tenth-grade students from Senior High School participated in the study. Because of institutional and accessibility concerns, a convenience sample strategy was used. Each participant had a comparatively equal level of English ability and had never used the Cake app for official English instruction.

Pre-test, treatment, and post-test were the three consecutive phases of the study, which took place between March and May of 2023. Students conducted an oral monologue speaking pre-test to determine their baseline speaking proficiency prior to the intervention. The Cake mobile learning application was included into speaking practice during the therapy phase. Students used the app for around 20 minutes per session, which were repeated over the course of a week. The learning exercises focused on practicing pronunciation, expanding vocabulary, improving fluency, and mimicking the application's native speaker models. Students completed a post-test using the same oral monologue format after the treatment was finished in order to quantify improvements in speaking performance and ensure that results could be compared.

The research instruments consisted of a speaking test and a questionnaire. Students' speaking performance was assessed using an analytic scoring rubric covering five components: pronunciation, grammar, vocabulary, fluency, and comprehension, with each component rated on a five-point scale. Content validity was ensured through expert judgment by an English teacher at Senior High School,

and the same rubric was applied consistently in both the pre-test and post-test to enhance reliability.

In addition, a ten-item open-ended questionnaire was administered via Google Forms after the post-test to explore students' perceptions of using the Cake application, focusing on motivation, interest, perceived benefits, and technical challenges. Quantitative data were analyzed using SPSS, beginning with a Shapiro–Wilk normality test followed by a Paired Sample t-test to examine the significance of differences between pre-test and post-test scores. Qualitative questionnaire responses were analyzed descriptively by grouping them into thematic categories.

Ethical considerations were addressed by obtaining permission from the school prior to data collection; participation was voluntary, and students' anonymity and confidentiality were strictly maintained, with all data used solely for academic purposes.

Results

The data analysis results from the questionnaire and speaking exams are shown in this section. Descriptive statistics, normality tests, inferential statistics utilizing a paired sample t-test, and student questionnaire responses are all included in the study. SPSS was used for all quantitative analyses.

Descriptive Statistics of Speaking Test

Pre-test and post-test results were used to compare the speaking abilities of the students before and after the intervention. The descriptive statistics show that after using the Cake learning application, pupils' speaking skills significantly improved.

Test	N	Minimum	Maximum	Mean	Standard Deviation
Pre-test	20	40	60	51.25	6.46
Post-test	20	80	95	87.50	4.73

Table 1. Pre and Post Test Descriptive Statistics

Based on the data above, it can be seen that of the 20 participants who took the pre-test, the student who got the lowest score was 40 and the highest score was 60. The pre-test score was around 20 with an average score of 51.25 and 6.50. for standard deviation. Meanwhile, on the posttest results, the student's lowest score was 80 and the highest score was 95. The posttest results had a range of 15 between the lowest and highest scores. The average value of the post-test score is

Test	Kolmogorov–Smirnov Statistic	df	Sig.	Shapiro–Wilk Statistic	df	Sig.

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Pre-test	0.219	20	0.013	0.891	20	0.028
Post-test	0.201	20	0.033	0.891	20	0.028

Table 2. Test of Normality of Speaking Test Scores

87.50 and the standard deviation is 4.70. The data showed that participants who were not given treatment had low scores on the speaking ability test. After treatment, students' grades increased. In the case of students who were not given treatment, they had very low scores, around 40 to 60. Meanwhile, the range of scores for each student with the lowest and highest scores was 20. However, after the treatment was carried out, the average score increased. students' scores for their speaking performance tests. They scored 80 for the lowest and 95 for the highest with a range of only 15 points.

Test	**Statistic**	**df**	**Sig.**
Pre-test	—	20	>0.05
Post-test	—	20	>0.05

Table 3. Shapiro–Wilk Normality Test

The normality test is carried out before showing the results of the paired sample T test. This indicates normality of data distribution across participants. From these data it is known that the degree of freedom (df) for the pre-test and post-test is the same, namely 20, so that in analyzing the data normality test in this study the Shapiro-Wilk technique was used. The normal distribution criterion is if Sig. > 0.05. As stated in the Shapiro-Wilk technique, it shows that Sig. is 0.028, which means that the data is normally distributed because of the significant results from the

pre-test and post-test data.

Test Pair	**Mean**	**N**	**Standard Deviation**	**Std. Error Mean**
Pre-test	51.25	20	6.46	1.45
Post-test	87.50	20	4.73	1.06

Tabel 3. Statistik Paired Sample

In the table above it is stated that the pre-test has an average value of 51.25 while the post-test has an average value of 87.50. Participants in this research were 20 students. In St. The pre-test deviation was 6.463 and the post-test was 4.730. The last one is St. Mean error for the pre-test is stated to be 1.445 and 1.058

for the post- test. Because the average pre-test score is 51.25 < post-test 87.50, descriptively it can be interpreted as a difference in the pre-test and post-test results. Next, to ascertain whether the difference is significant or not, it is necessary to estimate the results of the paired t-test which are discussed in the Paired Sample T-Test table.

Paired Comparison	**Mean Difference**	**Std. Deviation**	**Std. Error Mean**	**95% CI Lower**	**95% CI Upper**	**t**	**df**	**Sig. (2-tailed)**
Pre-test – Post-test	-36.250	3.932	0.879	-38.090	-34.410	-41.230	19	0.000

Table 4. Paired Sample t-Test Results for Speaking Test Scores

Based on the table above, it is known that Sig. (2 tails) is 0.000 <0.05. It can be concluded that there is significance in the pre-test and post-test. This means that there is an influence of using Cake Apps on students' speaking achievement.

Questionnaire Results

Following the post-test, a survey was sent to students to find out how they felt about using the Cake app for speaking practice. Overall, the replies were positive, according to the data. About 80% of students said they were very motivated and interested in using the Cake app. Students stated that the software gave them more confidence when speaking English, helped them pronounce words more accurately, and offered flexible learning options that let them practice whenever and wherever they wanted. A tiny percentage of students did, however, identify technical difficulties that interfered with their ability to learn, especially those pertaining to erratic internet connectivity.

Table 5. Student Interest in Using Cake App (list)

The students' interest	Ya	"Saya suka menggunakan *Cake App* untuk kelas *speaking*. Saya rasa itu membantu" "Saya bisa membuka *Cake App* dimanapun dan kapanpun. Ini fleksibel"
	Tidak	"Saya pikir itu menyenangkan, tapi saya membutuhkan koneksi yang stabilsementara lingkungan rumah saya buruk untuk sinyal" "Menurut saya *Cake App* tidak terlalu membantu. Saya bingung"

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The data above are some of the students' perceptions about their interest in the Cake App. Some of them are not interested in the application because it requires a good connection to open the application. But most of them said that the application helped them in their speaking performance. In the questionnaire, several students gave their perceptions about the advantages of using the Cake App as seen in table 6.

Table 6. Student perceptions about the benefits of using the Cake App

"*Cake App* sangat membantu saya untuk meningkatkan kemampuan berbicara saya. Ini sangat membantu".
"Bagi saya, berbicara itu sulit. Tapi saya merasa mudah setelah menggunakan Aplikasi *Cake App*. Saya akan menggunakannya untuk meningkatkan kemampuan berbicara saya"
"Di Aplikasi *Cake App*, saya tahu cara berbicara dengan jelas dan lancar. Itu aplikasi yang bagus untuk saya "
"Saya tidak pandai berbicara, tapi aplikasi *Cake App* membuat saya percaya diri untuk berbicara"
"*Cake App* sangat menyenangkan dan mudah, videonya juga lucu"
"Walaupun membutuhkan koneksi yang bagus untuk membuka aplikasinya, tapi saya sangat suka dengan *Cake App*"

For most students, using Cake App has many benefits in their speaking performance. It keeps them motivated and confident. This application also helps them practice speaking fluently and clearly. Apart from that, they also felt that the Cake App was cute and easy to use.

Conclusion

According to the study's findings, students' speaking skills at Senior High School's tenth grade level are significantly improved by the Cake learning application. The findings show that students' speaking performance significantly improved following the application's integration, especially in terms of pronunciation, fluency, and general speaking confidence.The results indicate that, particularly in technology-enhanced or blended learning situations, the Cake application can function as a useful supplemental learning aid for speaking teaching. It is appropriate for assisting students' speaking practice outside of the classroom because to its intuitive interface, realistic language input, and adaptable access.

In order to improve student interest and speaking performance, English teachers are urged to use mobile learning apps like Cake into speaking lessons. To optimize learning outcomes, educators should, however, also take into account any potential technical constraints and offer suitable guidance. It is advised that future studies examine the Cake application's long-term impacts, use experimental designs with control groups, and look more closely at how it affects particular speaking subskills.

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