

HALAMAN PENGANTAR

**Yayasan Pendidikan dan Kesehatan Muhammadiyah
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CHAPTER I INTRODUCTION

1.1 Background of the Study

English is a global language, and communication is broader. Without good language skills, it will be hard to communicate with others. English is a world language, and it is by people with a variety of first languages. Language is an important form of communication where language is a tool for communicating ideas or intentions that the sender wants to convey to someone recipient or listener. A person's ability to use the correct terminology can provide added value to that person. Everyone communicates with each other and with ideas through language.

Speaking is an ability that every person has that must be developed and improved. Speaking skills can communicate ideas, feelings, and thoughts verbally and spontaneously. Oral language arts are difficult to master because they involve interaction with other people. Listening skills and speaking skills have a very close relationship. In speaking activities, students must listen first before speaking. because speaking is more than just learning and remembering written words; it is also a spontaneous way to convey thoughts or ideas through sound. Kuning (2020) states that a person can speak English fluently and understand what he says. The meaning of social communication through spoken and unspoken symbols in various situations. Speaking ability is thought to be difficult to maintain once it is reflected in students' English communication skills because they can learn to pinpoint their feelings, emotions, thoughts, and intentions through hone, students tend to stay in class longer (Sitorus et al., 2023).

Meanwhile, Albahlal (2019), said that speaking is a language skill that develops throughout life. Conversation is an important part of second language learning and teaching. Students must be able to talk to others to learn or share information, or to express their feelings. According to (Yanthi,2020). There are many reasons why people find it difficult to speak English, one of which is the media used for teaching and learning. When learning English, students need media that can attract their interest and convey information comfortably. Apart from the factors above, students generally lack self-confidence and lack the desire to learn. This is similar to what happened in SMP 37 MEDAN.

Researchers interested in conducting this research because many students had difficulty speaking English. Teachers only rely on books and dictionaries as learning media, so students have difficulty learning to speak English. The use of books and dictionaries makes students feel bored, causing reduced student interest in learning. Facilities that students can use to study are also still lacking. Speaking ability is very necessary, along with high student motivation. English teachers play an important role in supporting and assisting students in their English language practice in the classroom. In choosing a learning approach in the classroom, teachers must be innovative of course teachers must consider the interests of students when determining whether a learning method is appropriate or not. Teachers must be careful when choosing ways to help students learn. Therefore, various applications for students and teachers in foreign language learning were developed to improve students' speaking skills so that they are more motivated in learning. Teachers can

gain new skills and discover more strategies by using applications in the process of teaching students.

Applications come with various advantages that attract users to use them. One application that has attracted the attention of the author to examine its use is the Cake Application. This application has various features that can be accessed anytime and anywhere by its users. This application is practical and will be the right device for those of you who want to learn English. However, will all of these advantages be able to improve student learning achievement so that students can be said to be able to achieve learning objectives or achieve mastery of learning?

Mastery in learning is essentially a learning approach that is premised on learning that focuses on students' mastery of the subject matter being studied. Through mastery learning, students are given opportunities to advance according to their individual needs and pace and can improve their mastery stage of learning mastery. The complete learning concept is based on learning knowledge or skills well as long as they are given appropriate time according to their need a student is deemed to have finished learning if they can complete, master, or attain at least sixty-five percent of all learning objectives. Meanwhile, the progress of the class is seen from the number of students who can complete or achieve the learning objectives, or at most eighty-five percent of the total number of students in the class have attained learning completeness (Paramita et al., 2022)

Indicators of success in teaching English are measured by the achievement of general instructional objectives and specific instructional objectives that emphasize mastery of the structure of the English language mastery of structures of sounds,

words, phrases, clauses, and sentences with various grammatical rules of the structure of sounds, words, phrases, clauses, and sentences with various grammatical rules inherent in this language system. Various grammatical are inherent in this language system. These rules include tenses, types of sentences and various sentence patterns, adjustments between elements in the sentence, pluralization, and the English grammar rules, and English language skills that emphasized listening and speaking skills and are followed by reading and writing skills (Paramita et al., 2022) Introducing technology to students is one of the trends in education trend. As we know learning is one of the learning media using technology that is integrated into the teaching process. In this 4.0 era, it is advisable to use various learning resources which are the most potential and current issues in education. There are many apps as new media for learning and applications as new media for the English learning and teaching process. It is made to help if students develop their speaking ability as well as improve their skills in using technology.

This application has various features that can be accessed anytime and anywhere by users. This app is basically and useful for students who want to learn English. However, will all these advantages be able to improve student learning outcomes so that students can be said to have achieved learning objectives or achieved learning completeness Learning completeness is basically a learning approach that is based on learning that focuses on students' mastery of the subject matter being studied. Through this learning, students are allowed to progress according to their own abilities and pace and can increase the level of learning completeness.

This is of cake applications. Cake applications are a type of application that trains language skills and some information to students, so that by training speaking skills students will gain knowledge and speak good English. But in reality, speaking English in junior high school has some difficulties. This can be seen from the results of the observation test.

Based on data that the writer researched about students' speaking ability in cake applications. It is found that the result shows as the table below:

Tabel 1.1 Speaking Text Pre-Test

| No | Students | F % | V% | G% | C % | Total% |
|-----|----------|-----|----|----|-----|--------|
| 1. | MVR | 9 | 9 | 17 | 13 | 48 |
| 2. | JPS | 20 | 13 | 13 | 9 | 55 |
| 3. | MF | 20 | 16 | 16 | 12 | 64 |
| 4. | HPS | 17 | 13 | 13 | 9 | 52 |
| 5. | KAM | 8 | 12 | 20 | 16 | 56 |
| 6. | NE | 9 | 13 | 17 | 9 | 48 |
| 7. | SFS | 8 | 12 | 16 | 20 | 56 |
| 8. | SFL | 20 | 16 | 16 | 16 | 68 |
| 9. | G | 16 | 20 | 12 | 16 | 64 |
| 10. | L | 16 | 16 | 13 | 16 | 61 |
| 11 | EPS | 17 | 13 | 13 | 9 | 52 |
| 12. | MRJ | 20 | 16 | 16 | 12 | 64 |
| 13. | PK | 9 | 13 | 17 | 9 | 48 |
| 14. | MA | 9 | 9 | 17 | 13 | 48 |
| 15. | SAT | 13 | 17 | 9 | 13 | 52 |
| 16. | AZS | 20 | 8 | 12 | 16 | 56 |
| 17. | AA | 12 | 20 | 16 | 16 | 64 |
| 18. | S | 16 | 16 | 13 | 16 | 61 |
| 19. | VFT | 17 | 9 | 13 | 9 | 48 |
| 20. | SS | 13 | 20 | 9 | 13 | 55 |

| | | | | | | |
|-------|---------|--------|--------|--------|--------|------|
| Total | Total | 450 | 281 | 348 | 262 | 1120 |
| | Average | 22,5 % | 14,05% | 17,4 % | 13,1 % | 56% |

Tabel 1.2 Classification Score

| No | Classification | Score |
|----|----------------|------------|
| 1 | Excellent | 86 - 100 % |
| 2 | Good | 71 - 85 % |
| 3 | Fair | 56 - 70 % |
| 4 | Poor | 41 - 55 % |

The results of the research test show that the English speaking ability of students at SMPN 37 Medan, the total results conducted were 56%. It was found that speaking English is fair they were unable to mention something in English. This is evidenced by the test that students are not able to follow properly because students do not know and don't have the vocabulary contained in English.

This application is a cake application. The Cake application is an application to facilitate learning English, especially learning to speak English like a native speaker. Cake is the newest popular Android mobile application developed by South Korea It is an application to help people become better speakers. This application gives people the confidence and skills to speak powerfully on stage, in front of the public, or in everyday life. (Nuraeni & Yanthi, 2020)that application caters to people who listen to their recordings, it can be a lot of fun. It's the best application for learning to speak English, as it uses videos to give us examples of that will be very useful in everyday conversation (Batool, 2019) A student can install this application freely. The researcher knew that all students were social media users, making it easy

for them to use the cake application. The researcher believes that social media users, including students, will imitate incorrect pronunciation without knowing whether the pronunciation is correct or incorrect. From the facts above, we can make use of technology by using the Cake Application to improve our speaking. We can improve our understanding of how to speak good English with the Cake application.

The researcher concludes the Cake application is a very important application that the researcher can use in the learning and teaching process. That can also provide opportunities for students to make the best use of the technological media contained in their mobile phones. So the writer chose the title "The Effect of Cake Application to Improve The Students' Speaking Ability of the SMPN 37 Medan". The students will be motivated to speak English well.

1.2 The Problems of the Study

1. Does using cake application as Learning Media affect Speaking Ability of eighth-grade students at SMPN 37 MEDAN?
2. How is the students perception after being taught by using the Cake application at SMPN 37 MEDAN?

1.3 The Objectives of The Study

The objective of this study is to find out whether or not Cake Application effectiveness the students speaking ability.

1. To find out whether the Using Cake Application as Learning Media affect Speaking Ability of eighth grade students at SMP Negeri 37 Medan
2. To describe how the perception of being taught by using the Cake Learning application in the students eighth grade of SMP Negeri 37 Medan.

1.4 The Scope of the Study

There are many skills in English one of them is speaking. Speaking is difficult to learn for most students. Using the Cake application is a way of practicing speaking to improve student's speaking ability. This research deals with knowing the effectiveness of using the Cake application on students' speaking ability.

1.5 The Significance of Study

The findings of the study will be expected to be significant in two ways they are theoretically and practically.

1.5.1 Theoretically

1. This Research expects by using the cake application, this researcher can find out where students' mistakes are so that teachers can provide motivation. Apart from to being a motivation teachers can be a practical source for students to find their ideas.

1.5.2 Practically

The research findings should be helpful for the following:

1. English teachers may utilize this learning medium as an effective teaching approach for teaching speaking skills to students by using the Cake application.
2. Students will be more inclined to communicate in English when it's enjoyable and helps them expand their vocabulary and knowledge.
3. The findings of this study can be consulted by other researchers who carry out related investigations.

1.6 The Hypothesis

To indicate that the writer is considering what the research's conclusion may be, a hypothesis is required. The following is the formulation of the research hypothesis:

| | |
|----|---|
| Ha | : There is significant effectiveness of using Cake Application into students' speaking ability. |
| Ho | : There is no significant effectiveness of using the Cake Application on the Speaking test |

BAB II REVIEW OF LITERATURE

2.1 Theoretical Framework

When research endeavors, theories will be needed to clarify certain topics. The idea that will be used needs to be made clear since the reason will be highly appreciated to have the same perspective with the field implementation. The following explanations were given for the concepts used to assess the feasibility of the investigation.

2.2. Speaking

Speaking and communication are deeply interconnected as speaking serves the primary function of facilitating communication. It involves an interactive process that encompasses both the production and reception of information. For social beings, speaking is a fundamental aspect of carrying out daily activities, making it a crucial skill for people to connect and interact with one another. Numerous experts have provided insights into the nature of speaking. Widdowson describes speaking as a reciprocal exchange where both reception and production are involved. He also highlights how speaking involves language manifestation in spoken conversation and visual media, incorporating gestures and facial expressions. (Astute, 2018) views speaking as a distinctly human activity that warrants examination, particularly when significant observations become apparent. Sola (2011:08) emphasizes that speaking goes beyond public speaking, encompassing various purposes such as conveying information, seeking explanations, and more.

From the aforementioned theories, speaking emerges as a process wherein individuals express ideas through verbal action. It extends beyond everyday

communication to encompass "public speaking," where individuals present their ideas and opinions in front of an audience to successfully communicate information. Furthermore, speaking serves diverse purposes based on different contexts (AL-Garni & Almuhammadi, 2019). In casual conversation, it fosters social contact, while in discussions, it aims to express opinions, persuade, or convince others. (Astute, 2018) emphasize its role in delivering orders, describing objects, complaining, and entertaining, among other functions. In the speaking process, (Sakkir G & Dollah S, 2019) identify essential features needed for effective speaking, including pronunciation, grammar, vocabulary, fluency, and comprehension. The first part of speaking that needs focus is pronunciation which includes using the right sounds accent, and intonation in words. Grammar involves understanding the rules governing word arrangement and forms to reflect multiple meanings. Vocabulary, on the other hand, plays a crucial role in fluency, enabling individuals to compose sentences quickly and convey their ideas effectively. Fluent speaking entails expressing thoughts with ease, free of hesitation, while comprehension is essential for mutual understanding between speakers and listeners, reducing the risk of communication errors (Sakkir G & Dollah S, 2019).

Acquiring proficiency in the various aspects of speaking and effectively addressing speaking challenges are essential for successful communication (Astutie, 2018). Learners may encounter obstacles related to grouping words, using redundant expressions, employing shortened forms, adapting to different speaking situations, using informal language, adjusting their speaking speed, and engaging in interactive conversations (Agustin et al., 2022).

In summary, achieving proficiency in speaking necessitates understanding the different components of speaking and adeptly handling speaking challenges (Astutie, 2018). Fluency comprehension of grammar, vocabulary, and pronunciation collectively lay the groundwork for effective speaking skills. Conquering obstacles like clustering, redundancy, and reduced forms further enhances the ability to deliver clear and impactful spoken communication. By refining these skills, individuals can become more adept speakers, fostering improved communication in diverse settings.

2.2.1 The Definition of Speaking Ability

According (to Putra et al., 2017) communication is defined as the process by which a listener understands what is being said and is then able to respond to the speaker. There are four fundamental English abilities that one should be proficient in, as we all know. It's one of them speaking. But among other things speaking is often regarded as one of the basic means of interaction while using English.

“Speaking is the vehicle of social solidarity, of social making of professional achievement and of business” (Putra et al., 2017). The most common method that people are appraised is through their speech. Speaking is another way that people learn a lot of languages including English. Speaking more than just pronouncing words correctly to form sentences. A person is considered to be a good speaker if they can effectively communicate what's on their mind and help the audience comprehend them. Meanwhile, Nowicka as well as Wilka (stated "Speaking is an observable physical phenomenon and more specifically, an acoustic phenomenon, which describes one of the human activities". From the explanation above, of course, there will be a desire to communicate on the part of students and they will also have communicative goals. When students are involved, they will be motivated by the

need to achieve accuracy goals. Given the aforementioned rationale, communication will naturally be desired. When pupils are engaged, they become more motivated by the requirement to achieve the goal of accuracy. The linguistic form is what's being highlighted to ensure that the objective is met a teacher must devise a method or process for instruction.

2.2.2. Concept of Speaking

Speaking is one of the most vital abilities to practice and improve as a means of communication. Moreover, perfecting speaking abilities is one of the hardest aspects of learning a language. A lot of language learners find it hard to communicate vocally. They frequently find it difficult to communicate due to psychological issues or a lack of appropriate words and sentiments. In the modern world of media and public communication having a strong command of spoken English is essential.

Meanwhile, Sada & Buna (2019) said that since people communicate all the time and everywhere communication is crucial for the human touch. Speaking is the spoken language used to communicate ideas and concepts. if students wants to inspire other students to speak English, they should use the language in real-world conversation and urge others to do the same. Production skill include continuous communication whereas interaction skills require negotiation on the part of the learner. Students may find it simpler to advance their speaking talents with the help of both of these skill students and professors need to be proficient communicators.

(AL-Garni & Almuhammadi, 2019) declares that speaking is a talent that becomes essential to day-to-day living and that it is how individuals establish social bonds with one another as fellow humans. Speaking abilities are placed highest in the

educational field. Speaking also can be effective in communication and requires content that is easily understood by others, such as students as significant and interesting to the audience. The capacity to talk fluently presupposes not only mastery of language features but also the ability to process information and language. It means that fluent speakers must be able to focus on both language features and information and language processing on the fly. So that the speakers can convey their thoughts, interact with others, and respond to the feelings of others.

2.2.3 Types of Speaking

According to (Hidayah et al., 2021) they are five basic types of speaking, they are, imitation, intensive, responsive, interactive, and extensive speech as examples of different speech styles. 1. Imitation Imitations is the first kind. The ability to simply reproduce (Imitate) a word, phrase, or perhaps a sentence is at one end of many types of speech performance. While this is a phonetic level of spoken production, several prosodic, lexical, and grammatical language features can be included in the performance criteria. 2. Intensive intensives speaking involves producing a limited amount of language in a highly control context. An example of this world is to read aloud a passage or give a direct response to simple questions. 3. Responsive is a type of speaking that emphasizes students' ability to speak English spontaneously. Such as by asking and understanding briefly. Such as sort conversations, greetings, small talk, simple requests, and comments. 4. Interactive The duration and complexity of the engagement, which may encompass may exchanges and even multiple participants, is the distinction between responsible and interactive speaking. Interaction can take two forms of transactional language.

2.2.4 Aspects of Speaking

Aspects 14 Kayi (2003) proposes three elements that are used as the parameters in assessing the speaking. There are accuracy, fluency, and comprehensibility. 1. Accuracy is the ability to produce correct sentences using correct grammar and vocabulary in natural interaction (Brown, 2001). It means that accuracy obtained by allowing the speaker to focus on the elements of phonology, grammar, and discourse in their spoken output. The aspect of accuracy in the speaking class is set by providing opportunities for the learners to be engaged in the context of daily life. The teacher should give the students communicative tasks and activities such as games, conversation, role-play, debates, etc. Those kinds of activities can engage the learners in the natural interaction process whenever possible. According to (Rachmawati, 2023) aspects of speaking can be divided as follows: a. Pronunciation Layman in Ansar (2015) states that in employing words from a particular language student have to obey the rules surrounding it. This is to avoid the ambiguity or miss an misunderstanding of meaning that may arise. The way which a particular word or language is pronounced is called pronunciation. misunderstanding of meaning that may arise. b. Vocabulary Thon Bury (Eldania, 2023) states that vocabulary is study of the meaning of words, the vocabulary first in learning English and how the words they use. 15 Therefore, the learners have to know the vocabulary first because one of the language's components that should be important to learn in supporting the student's ability in English. (Sakkir G & Dollah S, 2019) say that vocabulary can be said as the main component of language and it is the first thing will apply linguists turn their attention to. Vocabulary is list of word

and their meaning, especially in a book for learning a foreign language. Vocabulary means the appropriate diction that used in communication. Having a limited vocabulary is also a barrier that precludes learners from learning a language. Grammar One factor - influencing the students' speaking skills is the function of grammar, the fact shows that the students sometimes want to speak with other people but they lack functional grammar. According to (Paramita et al., 2022) grammar which subject matter is the organization of words in to variables communication, often representing many layers of structure, such as phrase sentences, and completes utterances.

2.3 cake

Cake is a mobile application that can be accessed by anyone, anywhere and anytime and can be downloaded from the smartphone's users. The Cake application has received a rating of 4.8 and has been downloaded by nearly 10 million users from various countries. Cake provides unlimited access for users to practice speaking with a simulated conversational model with native speakers. Cake will display a snippet of the video/film followed by the native voice of a native speaker when saying the word or sentence. Cake users can also learn pronunciation by recording a voice and Cake will provide immediate feedback.

Furthermore, we may this app for free and download the app for free from the Google Play Store. In 2018, Cake is one of the most current apps available on mobile devices for learning English. With this app, you can enhance your ability to speak English. Learners are adept at speaking English confidently and with ease in public. Using YouTube videos and specified channel subscriptions, learners study English with the Cake software. This app's abundance of useful English phrases,

words, and idioms—many of which are presented as brief audio or video scripts for English learners to learn—is another benefit of utilizing it to improve your language skills. This is an useful and simple-to-use device for assisting with vocabulary, grammar, listening, and speaking English.

2.3.1 Definition of Cake Application

Speaking competency is the main emphasis of the English language learning software "Cake Application," according to Lestari (Octavia et al., 2022). "Cake" offers the student a range of exercises to support his learning, such as phrase creation, repeating after movies, and pronunciation, Includes a range of additional exercises that may be applied in a primary English-speaking classroom during the speaking, listening, and post-speaking phases. To monitor his progress, the student may also define study goals with this tool. The movie "Cake" looks like a tiny English school.

"The Cake application," according to Yanti (2021), "is the newest, most popular Android mobile application made by South Korea." "The Cake application is an app that can be used to learn English. It is an app to help people get better at speaking. It gives people the necessary skills to speak in public, or in everyday life. Everyday life. According to Sinha (2019), the cake application presents a recording feature that can be listened to by users that can be listened to by users, making it very enjoyable.

Cake presents the forms of small pieces or movies including short conversations or movies or animated material when we use it. There are sample videos to teach us some new English terms, idioms, or vocabulary that are useful for everyday conversation daily conversations. This app is highly recommended for

students to improve English skills especially for speaking, Haris (2022). So, teachers can use this app to teach their students. According to Prayudi (2021), the use of technology has great potential for to change existing language teaching methods. This application can improve English speaking skills, and in learning English using the cookie app students learn through videos, they can learn from audios such as conversations, and even quizzes. This app has all of the voice recognition, they can record their voice their voice. So, they can know what words are mispronounced as feedback from this application. Each student recording will be given an A value if all the words are pronounced correctly, if B, C, D, there is a pronunciation error. Another features of learning to speak using this application is there are lots of English expressions, terms, and idioms that are very useful and must-know audio scripts. This app is not only for learning to speak English but also for listening, grammar, vocabulary, and vocabulary.

2.3.2 Features and Procedure of Cake Application

This application may be downloaded from the Google Play store based on the previous explanation. To use this app, you must first sign up. You can sign in using your Facebook or Google account; alternatively, you can utilize guest mode, which does not need you to sign in but only allows you to access free episodes (material for speaking practice).

To begin the speaking course in this app, tap the microphone icon at the bottom and select the level you want to study. Next, select the episode or topic you want to learn, each of which costs 10 coins. When you sign up, you will receive 30 coins that you can use to unlock the episodes of the speaking course. Here are some things to keep in mind:

1. Coins are used to buy certain episodes when speaking.
2. It is not possible to buy coins. You will get these when you use chat while logged in.
3. The amount of coins you spend determines how many coins you receive; the more you spend, the more coins you get.
4. You won't be able to get any more coins after you have stored up to 50.

Before you are allowed to respond to what you have heard in the speaking course, you are required to listen to the conversation. Your pronunciation will be automatically corrected by this software; miss pronounced words will show up as red and striped. You can read the words aloud several times until you get it right.

2.3.3 Effectiveness Using Cake Application to Improving Speaking

The cake application has been around for a long time and is in high demand among students, presents in the form of small pieces or movies including brief conversations or film or animation material when we use it. Where the video is also presented in an interactive way, such as with clear subtitles and elements of complex word repetition. As a result, students can grasp brief dialogues rather than extensive dialogues, which is boring and confuses students due to the large number of words. Because we know that in order to implement these speaking skills, we need to know effective ways to make it easier for students to learn to speak English, this application is very unique because of the short video presentation, which ensures that students are not confused between the word for word in the dialogue. It is shown that students were enthusiastic during the learning process and students told their

AUFKLARUNG: According Ayu Octavia dan 1(2): 80-85 84 stories about

memorable experience expressively and confidently in their learning stories about memorable experience expressively and confidently in their learning activity.

2.3.4 Advantages and Disadvantages

The advantage of the Cake Application is that it has interesting graphics that can attract students to learn. The features of this application are also easy enough to use. Dilnoza & Kizi (2021) defined learning media as everything that can be used to communicate ideas or information during learning as anything that can be used to communicate ideas or information during the teaching and learning process to attract students' interest and attention. As learning media, there are short films that are read by native speakers. So that users can directly hear native speakers speak.

The weak point of the cake application, is that too complicated for beginners to use because when starting the cake application on the home page, students are not able to use it. Beginners to use because when starting the cake application on the home page, students are directly confronted with a large number of different types of short films which are not organized by theme. For this reason, as a researcher, we must be able to provide clear direction on the advantages and disadvantages of using cake applications. the advantages and disadvantages of learning using the cake application so that students can understand and get the best results in learning. According to Murni (2021) states that learning media can improve student learning outcomes namely: teaching will attract more attention so that it can foster learning motivation which are not organize by theme. For this reason, as a researcher, we must be able to provide clear direction on the advantages and disadvantages of using cake application.

2.4 Previous Study

This media had ever been used try some research. Here is the writer 4 previous research: The first is (Ananda, 2019)) conducted research entitled "The Effect of CAKE Learning Application on Students' English Vocabulary Mastery." This research was conducted at SMK PGRI Tabu Bekasi. The method in this research is the qualitative method. The number of students surveyed was 349 students with a sample taken of 30. The data source was the vocabulary mastery variable. From the variables above, the students to the respondents' (students') questions are based on the tests given by the researcher. The technique of collecting data on the results of learning English in this study was the process of giving treatment to students, namely the experimental group and the control group.

The second is (Ananda, 2019) Improve Students' Speaking Skill Through Cake Learn English for Free App, which is the title of this research Technology has been part of education since technology can give a lot of information and knowledge many educators that prefer using technology as media in their teaching learning process. Using technology in education is expected to help students face this globalization era. In this globalization era, English has become an international language that Indonesian students have to learn about English. Technology also can improve students' English skills. There are so many apps that can help students to improve their skills. This essay discusses how students' English speaking abilities can be enhanced by using the Cake - Learn English for Free APP. Three domain aspects of this APP include: Repeating each expression, reviewing it in a pop quiz, and then moving on to the tips and tricks section. The knowledge you will gain from this essay will include: 1) the definition and methods of teaching speaking; 2) the features

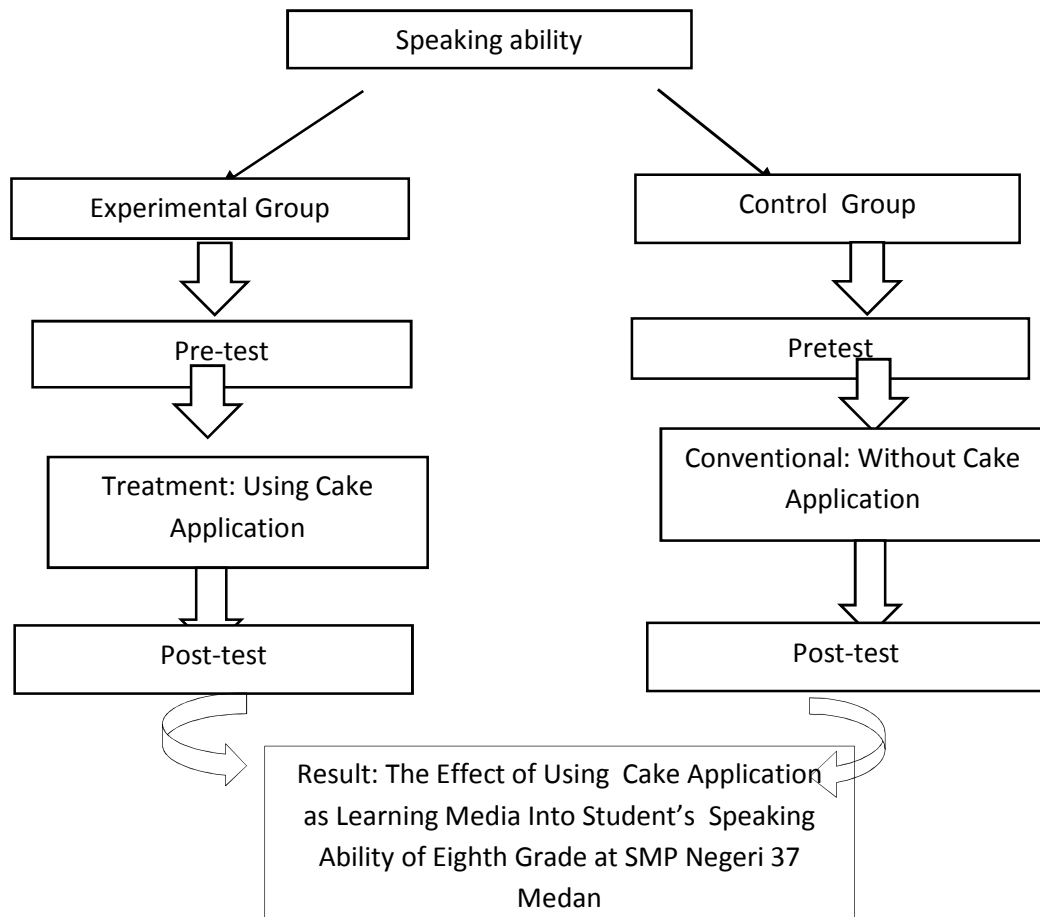
of the Cake Learn English for Free APP; 3) the application of the Cake APP to the speaking skill; and 4) an example of teaching materials and methods for speaking skill using the Cake - Learn English for Free APP

The Third Anggraini (2022) title of this study is "The Implementation of CAKE Application in Teaching Pronunciation at SMA N 1 Balong Ponorogo." This research was conducted at SMA N 1 Bolong Ponorogo. The purpose of this research is to find out the Implementation of the CAKE Application in Pronunciation Teaching. The research used the qualitative method. The instruments were using pretest and posttest. The sampling on students of class X Science 2 at SMA N Balong Ponorogo with research subjects a total of 27 students. Based on the data from the pretest and posttest scores, $N\text{-Gain score} = (\text{score posttest} - \text{score pretest}) / (\text{score posttest} - \text{score pre-test})$ Category Interpretation of N-Gain Effectiveness Percentage (%) Interpretation 76 Effective. The results of the research found that there was an increase in learning outcomes and student activities on each indicator.

2.5 Conceptual Framework

The researcher began this research by starting with the development of technology where this technology can help, train, and hone English language skills. English includes the ability to listen, read, write, and speak. Most people understand English but cannot express it, for that the emergence of this technology is to help hone these skills. For this study, the main target is to focus on one area of ability, namely speaking. Researchers use a media or application that can train or improve speaking skills. In this study, the researcher used one group where the group was

divided into two parts, namely the Experimental Group and the Control class for the first group as the Experimental Group. In the experimental group, treatment was applied, the Experimental group was a group that was given a pre-test then given treatment after that was given a test again, or called a post-test. The next group is the control group where in this control group both were given a pre-test no treatment was applied and did not use media and were immediately given a test again or called a post-test



CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design

This study plan made use of experimental quantitative research methodology. A research design was the method used to complete the study and referred to the framework or approach that provided guidance for data collection and analysis. The research design was the strategy for gathering, calculating, and interpreting data. It separated the sample into two groups so that the dependent variable could be changed experimentally: the experimental class and the control class. Students were taught using the Cake application in both the control and experimental classrooms, and they were also given the option to monitor their progress in both groups by having them complete pre-and post-tests.

3.2 Population and Sample

3.2.1 Population

According to Setiawan and Luthfiyani (2023), a population was a generalization of items or individuals that shared particular traits and attributes, which were identified via inquiry to be investigated or analyzed before a conclusion was reached. Class VIII students at SMP NEGERI 37 MEDAN for the 2023–2024 academic year, including VIII–A, VIII–B, VIII–C, VIII–D, VIII–E, and VIII–F, made up the research population. There were six courses and a total of 185 students enrolled.

3.2.2 Sample

The sample represented a portion of the population's size and makeup. That was a subset of participants drawn from the whole population so that the information gathered (Amin et al., 2023) accurately reflected the population under study, regardless of size. Forty pupils were used in the purposive sampling strategy. Thus, the experimental class consisted of 20 VIII-A pupils, whereas the control group consisted of 20 VIII-B students. Purposive sampling was a technique used by researchers to choose samples that aligned with their goals and satisfied informational requirements. As a result, this study was able to identify samples or information based on specific criteria, all of which were determined at random using the predetermined criteria.

3.3 Instrument of Collecting Data

According to Suhar Arikto, research instruments are aids that are selected and used by researchers to collect data to make their activities more efficient. selected and used by researchers to collect data so that their activities are more systematized and made easier for them. So that the activities are more systematized and easier for him. In this study, the tools used by researchers in analyzing students' English language problems are laptops, mobile phones, pens paper, assessment sheet, Cake Application the internet. There are two types to collecting data.

This exam was given to the experimental and control courses twice; it consisted of a pre-test and a post-test. Before the "Cake – Learn English" application was used, students' pre-test speaking skills were assessed, and the post-test was given after the program was used to aid in the learning process. The pre-test and post-test, which required students to describe a video they viewed on the "Cake – Learn English" application within a time limit of 1-2 minutes, were administered to both the experimental and control courses. A speaking score rubric was utilized

to assess the pupils' performance. To gauge the students' oral rating score, the researcher used the speaking score rubric from Astutie (2018). This rubric included several components, such as understanding and pronunciation.

3.3.1 Pre-test

An evaluation or test given before the commencement of a course, experiment, learning program, or research project was known as a pre-test. Its goal was to evaluate participants' or subjects' existing knowledge, abilities, or baseline comprehension. Educators, researchers, or instructors could assess the efficacy of an intervention, educational program, or training by comparing the pre-test results with the post-test findings. Pre-tests helped in determining the starting point of individuals or groups so that teaching or evaluation could be customized according to their initial comprehension or competency levels.

3.3.2 Post Test

An evaluation or exam given following the conclusion of a course, experiment, learning program, or research project was known as a post-test. To assess the efficacy of the intervention or instructional strategy, the post-test and pre-test results were compared. Post-tests were essential for assessing how much a learning event had benefitted individuals or groups. They supported the evaluation of the achievements and results of the experimental or instructional activity.

3.4 The Technique of Collecting the Data

The technique of data collection was the most important strategic step in research, because the main purpose of research was to gather data. Without understanding data collection techniques, researchers would not have obtained data that met the basic needs of research (Sugiyono, 2018). In collecting data, researchers used tests. The test consisted of a pre-test and post-test to measure the effectiveness of the CAKE App in improving students' speaking ability.

3.4.1 Pre-test

The test will be administered by the researcher before the the experiment. The experimental and control groups' skills are comparable. The pretest's purpose was to evaluate a student's speaking proficiency for exams. In addition to seeing the brief film, students will practice.

3.4.2 Treatment

The two classes will be taught by the researcher using various methods. While students in the control group will get the same instruction, the experimental group will view brief films and learn to speak through both direct and indirect corrective feedback.

3.4.3 Post Test

The pupils will receive the post-test from the researcher following the therapy. The exam will cover a different topic yet be identical to the pre-test. These two ratings will be used as numerical data to assess how training speaking ability has an impact.

3.2 Process of Planning

| No | Step | | Experimental Group | Control Group | Time |
|----|----------|--|--|---|------------|
| 1 | Pre-test | | 1. The Teacher greets and checks the student's attendance 2. The Teacher gives motivation and instruction to the student 3. Teacher gives pre-test | 1. The Teacher greets and checkss the student's attendance 2. Teacher gives motivation and instruction to the student 3. Teacher gives pre-test | 30 Minutes |

| No | Step | | Experimental Group | Control Group | Time |
|----|-----------|--|---|---|------------|
| 2 | Treatment | | <p>1. The Teacher explains what is the Cake Application</p> <p>2. The Teacher explains the Features of the Cake Application</p> <p>3. The Teacher gives an example of a dialog using the Cake application.</p> <p>3 Teacher guides the students to ask about the material</p> <p>4 The Teacher asks students to practice speaking from a short video</p> <p>5 The Teacher asks students to try the exercise in the worksheet</p> <p>6 Teacher invites the students to read the text.</p> <p>7 The teacher asks the students to try the exercise in the worksheet.</p> | <p>1. The Teacher greets and checks the student's attendance.</p> <p>2. The Teacher explains about speaking to the students.</p> <p>3. The Teacher explains about the dialogue and how to spell it.</p> <p>4. The Teacher asks the students to identify the text and dialog from the short video.</p> <p>5. The Teacher sees the result of the students answering the questions on the worksheet and asking the students to communicate with their friend</p> | 60 Minutes |

| No | Step | | Experimental Group | Control Group | Time |
|----|-----------|--|--|---|------------|
| 3. | Post-test | | <ol style="list-style-type: none"> 1. The Teacher greets and check the students and asks them to download the application 2. The Teacher gives motivation 3. The Reseacher gives a Post-test to the students 4. The Teacher asks the students if they have questions 5. The Teacher says goodbye to the students after doing the question | <ol style="list-style-type: none"> 1. The Researcher greets and chek the students and condition 2. The Researcher gives motivation 3. The Researcher gives a Post-test to the students 4. The Reseacher asks the students if they have questions 5. The Researcher says goodbye to the students after doing the question | 45 Minutes |

3.5 Scoring

The rubric proposed by Madsen (1984, as quoted in Ikramah 2017) is used to collect and assess students' speaking abilities. Students' speaking ability scores on the pre-and post-test were assessed using a speaking assessment rubric

3.3 Analytical speaking scoring rubric by Madsen (20017)

| Aspect | Score | Score Description |
|---------------|-------|--|
| Fluency | 17-20 | Speech as fluently as that native speaker. |
| | 13-16 | Speed of speech seems to be slightly affected by language problems. |
| | 9-12 | Speech and fluency are strongly affected by language problems. |
| | 5-8 | Often hesitation and forced silence by language limitation. |
| | 1-4 | Speech is so halting and fragmentally that makes communication impossible. |
| Vocabulary | 17-20 | Almost no inadequate or inaccuracy. |
| | 13-16 | Few times no inadequate or inaccuracy. |
| | 9-12 | Sometimes inadequate or inaccuracy. |
| | 5-8 | Inaccurate or inadequate that affects the understanding. |
| | 1-4 | Inadequate for communication. |
| Grammar | 17-20 | No grammatical inaccuracy. |
| | 13-16 | Few grammatical inaccuracies. |
| | 9-12 | Grammatical inaccuracy doesn't impede understanding. |
| | 5-8 | Grammatical inaccuracy does not seriously impede understanding. |
| | 1-4 | Grammatical inaccuracy makes understanding almost impossible. |
| Pronunciation | 17-20 | Accurate pronunciation. |
| | 13-16 | Few inaccurate pronunciations. |
| | 9-12 | Inaccuracy of pronunciation does not impede understanding. |
| | 5-8 | Inaccuracy of pronunciation does not seriously impede understanding. |
| | 1-4 | Inaccuracy of pronunciation makes understanding almost impossible. |
| Comprehension | 17-20 | Understand everything in normal educated conversation. |
| | 13-16 | Understand quite well the normal educated speech/dialogue, but sometimes need repetition and rephrasing. |
| | 9-12 | Understanding simplified speech//dialogue but need repetition and rephrasing. |
| | 5-8 | Understand only slow, very simple speech, which requires repetition and |

| | | |
|--|-----|--|
| | | rephrasing. |
| | 1-4 | Understand too little for the simplest type of conversation. |

3.6 The Validity of the Test

When assessing a test's efficacy, several validity categories were frequently taken into account. They included discriminant validity, convergent validity, construct validity, criterion-related validity, and content validity. The researcher selected content validity since the creator had described it in the application.

3.7 The Reliability of the Test

Determining the reliability of a written exam was the goal of assessment. To be reliable, a measurement had to be consistent. The capacity to deliver relatively consistent measurement findings was known as reliability (Korb, 2014). An instrument was considered reliable if it could be relied upon as a trustworthy data-gathering tool.

$$KR21 = \frac{n}{n-1} + \frac{\sum I}{\sum T}$$

Where :

n = sample

$\sum I$ = Sigma Item

$\sum T$ = Sigma Total

3.4 The reliability test must meet a passing grade where this value can be said to be quite reliable.

| Number Parameters | Reliability Category |
|--------------------------|-----------------------------|
| 0,8 – 1,0 | Very high reliability |
| 0,6 – 0,8 | High reliability |
| 0,4 - 0,6 | Moderate reliability |
| 0,2- 0,4 | Low reliability |

3.8 Technique of Analyzing Data

1. Employs the mean score system to determine the pre-and post-test scores.

$$M = \frac{\sum X}{n}$$

Where

M = The mean of the score

$\sum x$ = Total Score

n = The number of samples

2. The researcher gathered test results from the students, tabulated the information into a table to assess the test, and then used a formula to calculate the average speaking score of the students
3. Interpretation of student speaking test the result.
4. A hypothesis was tested, an analysis strategy was made, sample data was analyzed using the plan, and the hypothesis was either accepted or rejected based on the outcome. To ascertain how the two classes differed from one another, the author employed the testing formula.

$$t = \frac{Mx - My}{\sqrt{\left[\frac{dx^2 + dy^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Where

Mx = Mean score of Experimental Group

My = Mean score of Control Group

dx = The Deviation Square of Experimental Group

dy = The Deviation Square of Control Group

NX = The Sample of Experimental Group

5. The test's reliability was the consistency demonstrated by a certain instrument, technique, or time period.

6. To determine the perception, the researcher employed a method that included questionnaires and interviews. The distribution of the questionnaires helped the researcher measure students' perceptions.