

THE EFFECTIVENESS OF CAKE APPLICATION ON STUDENTS' SPEAKING SKILL  
IN ENGLISH CLASSROOM

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: August 13, 2022 Revised: September 10, 2022 Accepted: December 20, 2022 Published: August 15, 2024</p> <p><b>Keywords:</b> Speaking Skill Cake Application Pronunciation</p>	<p>The purpose of this study was to determine the importance of using the Cake Application as a result of making speaking training materials. The Cake Application by itself indicates that the researcher created the content as a video using the Cake Application as the source. Research material is a dialogue in which questions are asked and responses are provided. Limitations Analysis of speaking ability in terms of pronunciation is the main emphasis of this study. Pretest and posttest are used in this research strategy, which is an experimental approach. Subjects In this study used sampling. An oral test was used to obtain data for this study. The Pretest and Posttest sections of the test are separated. Before speaking in front of the class, students are encouraged to engage in a debate about their opinion on Tiktok as part of the pretest. Students should engage in a debate about Instagram during the posttest, express their opinion, and then speak out loud in front of the class. Based on the results of the pre-test and post-test, it was found that t count was 10,749 as the significant level with a degree of freedom 30 (<math>df = 31 - 1 = 30</math>), then obtained t table 1.679 from the average score of pre-test 65.48 and post-test 82.32. This shows that the Cake Application material has a significant effect on enhancing abilities speak students in proper pronunciation.</p> <p><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
<p>How to cite: Rahmadani AM, A. R., Latief, H. ., &amp; Hafid, H. (2024). The Effectiveness of Cake Application On Students' Speaking Skill In English Classroom. English Language Teaching Methodology, 4(2), 132-137. <a href="https://doi.org/10.56983/eltm.v4i2.285">https://doi.org/10.56983/eltm.v4i2.285</a></p>	
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## INTRODUCTION

Speaking is one of the most important English as a foreign language skill that students need to learn, along with reading, writing, and listening. The purpose of speaking is to communicate thoughts, feelings, and ideas verbally and impulsively. Since oral communication requires interaction with other people, this is one of the more challenging aspects of using language. Since speaking is more than just learning and memorizing written expressions is also a spontaneous way for students to communicate their ideas verbally, speaking and listening skills are closely related. In speaking practice, students must listen first before speaking.

Chaney (1998:3) asserts that "talking is a useful activity." In various contexts, people convey meaning by using verbal and nonverbal symbols. Wamnebo (2018) compares this by stating that speaking is a linguistic skill that children acquire during their lifetime. Learning and teaching a second language both require speaking. Students must be able to communicate with others to learn, share, and/or express their emotions. Speaking is usually the most challenging part of learning English. There are several factors that cause difficulties in speaking English, including boredom with teaching and learning media. Students need media that can hold their attention while providing entertaining information when learning to speak English.

Along with the previously mentioned elements, students often show poor attention during the teaching and learning process as well as lack of confidence and desire to learn. A similar incident occurred at MAN 4 Bone. Students at MAN 4 Bone, especially class XI, need inspirational learning resources in the teaching and learning process, especially considering that some students admit that they have difficulty with verbal expressions and still lack confidence when speaking English.

Also important to the process of learning to speak is motivation. Students will not pay attention, which will interfere with the learning process if they do not understand the importance of speaking skills. To improve their skills, students have to practice English every day. High student motivation is needed, as well as speaking skills. English teachers are very important in helping and encouraging students as they practice English in class. Teachers must be creative when deciding teaching strategies. Of course, when deciding whether a learning approach is appropriate or not, the teacher must consider the interests of the students. When choosing methods to assist students in learning, teachers must be careful.

As a result, various applications in foreign language learning for students and teachers have been developed to improve students' speaking skills and motivate them to learn. By using the app during the student teaching process, teachers can learn new skills and discover new strategies. The English Cake program is a learning tool that can help students. Cake App is a free application from Cake Corp which was released on March 22, 2018. This program includes many features for learning English, such as language tools to practice speaking with dialogue, watch videos to improve language skills, take quizzes, and compare sentences with responses. Correct each statement to help you remember the help language. Each trait indicates the habit of engaging in stimulating conversations with native speakers. It is selected by the author: Introduce the app, explain its purpose in teaching spoken expression, download and install the app, practice speaking in the Cake App, and receive feedback from the app. This app helps teachers by providing instant feedback on things like clarity, total word content, intervals, and energy levels. When the teacher applies this technique, the students are very enthusiastic. The purpose of this study was to determine the effectiveness of Cake Application in improving students' speaking skills in English class. Researchers hope this Cake Application can help students improve their speaking skills in this study. As a result, students' English learning achievement, especially their speaking ability, will increase.

## RESEARCH METHOD

### Research Design

A pre-experimental study with a one-group pre-test post-test design was used in this study. The goal of this study is to conduct experimental research to determine the effectiveness of Application Cakes in improving students' speaking skills in English class. The effectiveness of the Cake Application was determined after treating students who were taught before and after using it.

Several steps were used in this study. First, as a pre-test, students were given an oral test in the form of a dialogue to measure and test English pronunciation. The pre-test only requires one meeting. Second, this research was handled in the following way through treatment: The researcher started by introducing the Cake Application, explaining its function and how to use it. Students verbally explain what they have learned from the dialogue video. When one student describes the video they have just watched and imitates the pronunciation of the short video, students can practice speaking on their own. Another student heard his friend talking about the short video he had just watched. Throughout the conversation, the researcher provided feedback on the terminology and pronunciation they heard. Finally, after the treatment, the students were given a post-test to see if their pronunciation had improved.

How to test and obtain data by calculating the value and using SPSS to determine the significance of the pre-test. The researcher then compares the t-test value with the t-table value to reach a conclusion. If the t-test value is greater than the t-table value, it is assumed that there is a significant difference between pre-test and post-test, and Cake Application can effectively improve students' speaking skill, especially their pronunciation.

## RESULT AND DISCUSSION

### Research Finding

The researcher obtained two types of data after conducting the research: pre-test scores and post-test scores. The pre-test was given before the treatment, and the post-test was given after the treatment. The following table clearly shows the improvement of students' pronunciation in speaking skills in the eleventh grade of MAN 4 Bone:

**Table 1. Mean Score Speaking Pronunciation**

Indicator	Mean Score		The Improvement (%)
	Pre- Test	Post-Test	
Pronunciation	65,48	82,32	25,71 %

Table 2. Result of Hypotesis

Variable/Indicator	T-test	T-table	Remarks
Speaking Skill	10,749	1,697	Significantly different

The total value of the research  $t$ -test was 10.749, with 30 degrees of freedom (df) and a significance threshold of 0.05, resulting in a  $t$ -table value of 1.679, indicating that the  $t$ -test value was greater than the  $t$ -table (10.749 > 1.679).

The best criteria are used to reject  $H_0$ ; if the  $t$ -test value is greater than or equal to the  $t$ -table value ( $t$ -test or =  $t$ -table),  $H_a$  is accepted; otherwise,  $H_0$  is rejected. The calculation shows that the  $t$ -test value is greater than the  $t$ -table value. This shows that the Cake Application material has a significant impact on improving students' speaking ability in correct pronunciation.

### Discussion

The post-test score is higher than the pre-test score based on the results of each test. The description in the previous section about the data collected through the dialogue test shows that the students' speaking skills improved and increased by 25.71 percent. The average score of the students' pre-test was 65.48 which was supported by an increase in the average score of the post-test which was quite good. According to another, the average score on the pre-test is lower than the average score on the post-test.

Furthermore, the  $t$ -test value is greater than the  $t$ -table value ( $10.749 > 1.697$ ).  $H_0$  is rejected, while  $H_1$  is accepted, according to hypothesis testing. He showed that the students' speaking skills improved significantly after the treatment.

As a result, the researcher concluded that the Cake Application was effective in improving students' English speaking skills in the classroom. Based on the discussion above, it can be concluded that the speaking skills of class XI MAN 4 Bone students can be improved by using the Cake Application as a learning medium in the classroom.

Based on the relevant research results, the following are:

- a. Intan (2020) "The Effectiveness of Cake Apps Towards Students' Speaking Ability to Second Semester Students of English Education Study Program at STKIP PGRI Sidoarjo" Results using CAKE The application of speaking skills to English Education students in 2020 are: the result of the  $t$ -dependent test is  $T_{count} (-4.962) < -t_{table} (-2.22812)$ , while the significance value is Signature Value ( $0.001 < 0.05$ ).
- b. Ai Siti (2021) "The Implementation of Cake Application for Speaking English in Online Learning" As a research method, the researcher employs qualitative

explanatory. Data was gathered through observations and interviews by the researchers. The research question is how to use the Cake application to teach English online. According to the findings of the study, students are interested in using the cake application because it is simple to use and has many features that can help them improve their speaking skills.

- c. Anisa (2021) "The Implementation of Cake Application in Learning English Speaking Skills" This is a qualitative research. Questionnaires and interviews were used as research instruments. The findings show that students feel comfortable and interested in learning to speak using the Cakes application.

Based on several relevant previous studies, it can be concluded that the Cake Application was used in class XI students of MAN 4 Bone, after being treated with the Cake Application in learning to speak. get higher results as a result, Cake Application can be said as an effective learning media in the classroom.

## CONCLUSION

Cake application in English class is effective in improving the speaking skills of class X MAN 4 Bone students. The average score of students' pronunciation in the post-test was higher than their average score of pronunciation in the pre-test ( $82.32 > 65.48$ ), and students' pronunciation in speaking skills increased by 38.28 percent. The Null Hypothesis (H0) is rejected, and the Alternative Hypothesis (H1) is accepted, based on hypothesis testing. The students' speaking skill t-test score is 10,749. Which is greater than the t-table value? (1,697). In other words, Cake Application in English class improves students' speaking ability.

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