


TEACHING ENGLISH SPEAKING SKILL THROUGH CAKE APPLICATION FOR TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: May 9, 2023 Revised: August 11, 2023 Accepted: November 15, 2023 Published: December 31, 2024</p> <p>Keywords: Speaking Skill “CAKE” Application Pre-experimental</p>	<p>This research aims to find out is there any improvement of the students' speaking accuracy especially in their vocabulary and pronunciation by using “CAKE” application for the tenth grade students of SMA Muhammadiyah 1 Unismuh Makassar. The researcher used a pre-experimental research using quantitative design. The population was the tenth grade students of SMA Muhammadiyah 1 Unismuh Makassar and the sample was X MIA class that was selected by using purposive sampling technique. The instrument used was speaking test which contain pre-test, treatment and post-test. The research findings indicated that the use of “CAKE” application in teaching speaking accuracy especially in vocabulary and pronunciation were giving significant effect to the students' speaking ability. It was proved by the mean score of students speaking accuracy in vocabulary of the pre-test was 66.84 then improved to be 77.04 in post-test and the mean score of students' speaking accuracy in pronunciation of the pre-test was 66.08 then improved to be 77.08 in post-test. In addition, t-test value higher than the t-table value (17.791 > 2,064). It means that there is an improvement by using “CAKE” application to improve students' speaking accuracy in vocabulary and pronunciation.</p> 
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INTRODUCTION

Language is one of the most important things in communication, because by using language, humans can convey feelings or thoughts so as to produce interactions between humans. One of the most popular languages for the whole world to master is English because English is an international language, so every country makes English their second language. This is the main factor why English must be taught in school.

There are four skills in English that must be learned by students, those are speaking, writing, listening and reading. But the problem most often faced by students is in speaking skill. Speaking is the process of develop and distribute meaning through the use of verbal and

nonverbal symbols. Speaking is an important part of learning and teaching a second language (Nasrullah, 2019).

Based on the writers's experience, students are constrained in speaking skills because of their lack of ability in vocabulary and pronunciation. Without mastering vocabulary and a good pronunciation, it will be difficult to master speaking skills. According to Polar (2008 : 33) one of the most difficult aspect for students to master is speaking. There are several factors that affect speaking ability such as vocabulary and pronunciation. Vocabulary and pronunciation can improve speaking skill because vocabulary can affect accuracy and pronunciation can affect fluency of speaking ability.

Based on several research, speaking is one of four skill that must be mastered by the students. And also, speaking is really needed to produce effective communication in many language. However, speaking skill is the one of the most difficult for students to master English. Many students prefer to silent than speak up because the lack of vocabulary, on the other hand, although students have a lot of vocabulary but they do not know to pronounce it, so students will still prefer to silent than speak up.

Based on the fact above, teacher must be finding the best way to teach English speaking. Teacher must be creative to create a good leaning process, make English lesson more interesting, give attention to the speaking component, so it can be improve students' speaking skill. Furthermore due to the rapid development of technology, teachers and students can take advantage of this opportunity to learn anything, especially English. Students can use their gadgets to learn English anytime and anywhere so that students will enjoy learning English more. Along with the development of this era, there are more technology based media that can help students improve their English, especially in pronunciation.

In addition to the development of technology, learning media are increasingly developing through gadgets such as applications that support learning English. One of them is the "CAKE" application, which provides many features for learning English such as watching videos, practice using dialogue, and guess fill the blank comparing the right answer and stimulate by native speakers. Batool (2019) said that it is a recommended application to learn speaking especially in English, it uses video to give us the example of word and then try to pronounce it. (Rouse 2007) An application is software that has a specific function. Some applications are independent with others are assisted by multiple programs. Programs included in the application help the application to work for the users.

In this case, the researcher believe that "CAKE" application can be a solution to students' promblem in improving their pronunciation skill because this application provides free features to learn English. One of them is video feature, this feature make users even more exited to try and learn English. Other feature include speech recognition than can check our pronunciation by record our voice and get direct feedback of users' pronunciation performance.

RESEARCH METHOD

This research applied pre-experimental research using quantitative approach to analyze data. Research with pre-experimental is a research where the experiment is not serious because there are still external variable that may also impact the formation of the dependent variable (Sugiyono, 2017:109). In the pre-experimental research, there are three types, they are one-shot case study, one-group pretest-posttest design, and intact-group comparison but in this research, the researcher conducted one-group pretest-posttest design.

The variables of this research were teaching use “CAKE” application as an independent variable and students’ speaking skill especially in their accuracy (vocabulary and pronunciation) as a dependent variable.

The population was the tenth grade students of SMA Muhammadiyah 1 Unismuh Makassar and the sample was X MIA class that was selected by using purposive sampling technique.

This research used speaking test and recording as instruments. The researcher asked to the students to tell their experience about 2 until 5 minutes and recorded. This instruments applied to the pre-test and post-test segments with a duration of 2 times 45 menit for each segments. The pre-test aims to determine the students’ basic ability in speaking skill and has been done at the firts meeting. While the post-test aims to determine the effect of using “CAKE” appliication in teaching speaking skill and has been done at the last meeting in the class.

The researcher used three step in collecting data. Firts, before doing treatment, the researcher was to give a pretest as the first meeting to specify the students’ basic ability in speaking skill. After giving pretest, the researcher has given treatments six times to the students on a different day. Treatment means that the researcher used “CAKE” application in teaching speaking skill then the students expressed their opinion about what they have seen in the video through “CAKE” application according to the learning material. Post test was the last data collection method. Post-test has been given by researcher to know the students’ speaking ability after the students were given treatment.

RESULT AND DISCUSSION

A. RESULT

The results of this study relate to the classification of student scores based on the results of the research, using the speaking test instrument which consists of the students' pre-test and post-test. In this case, the researcher conducted two tests at the beginning and the end of the study which aimed to find answers to the research questions from the previous chapter.

1. The improvement of students' speaking skill in term of accuracy

a. Vocabulary

Table 1 Improvement of students' vocabulary in speaking skill

Variable	Kind of Test	Students' Mean Score	Classification	Improvement (%) Pre-Test → Post-Test
Vocabulary	Pre-Test	66,84	Good	15%
	Post-Test	77,04	Very Good	

From the table above it can be seen that the progress of the students mean scores, especially the students' vocabulary before and after the test. In the pre-test, the average score of the students is 66,84 which was categories as a good classification. After the researcher treated the students, the average score of the students was 77,04 which was categories as very good classification. The result based on the students' average scores, especially in students' vocabulary, it improved by 15% from the pre-test to post-test. Before the treatment, students only spoke soberly, some students only spoke for a few second because they lacked vocabulary. It was different in the post test, after being given treatment, students spoke longer than the pre-test, many students using a wide vocabulary and only some students make few mistakes in word choices.

This proves that the use of "CAKE" application in teaching speaking can improve the students speaking accuracy especially in vocabulary. After the treatment, the students' mean score in speaking accuracy especially in vocabulary was improved from 66,84 to 77,04.

b. Pronunciation

Table 2 Improvement of students' pronunciation in speaking skill

Variable	Kind of Test	Students' Mean Score	Classification	Improvement (%) Pre-Test → Post-Test
Pronunciation	Pre-Test	66,08	Good	17%
	Post-Test	77,08	Very Good	

From the table above it can be seen that the progress of the students average score, especially on the students' pronunciation before and after the test. In the pre-test, the average score of the students was 66,08 score which was categories as a good classification. After the researcher administered the treatment to the students, the students scored an average of 77,08 which was categories as a very good classification. As a result, the average student performance especially in students' pronunciation improved by 17% before and after the test. In the post-test, some many students had almost or usually clear/accurated pronunciation and intonation

so that what they conveyed could be understood. It was different before being given treatment, they had difficulty speaking because they did not know how to pronounce it.

This proves that the use of “CAKE” application in teaching speaking can improve the students speaking accuracy especially in pronunciation. After the treatment, the students’ mean score in speaking accuracy especially in pronunciation was improved from 66,08 to 77,0.

2. Scoring classification of students’ speaking achievement in pre-test and post-test

a. Vocabulary

Table 3 Classification of students’ vocabulary score in pre-test and post-test

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1.	Excelent	91 - 100	-	-	2	8%
2.	Very good	75 - 90	6	24%	12	48%
3.	Good	61 - 74	9	36%	11	44%
4.	Average	51 - 60	10	40%	-	0%
5.	Poor	< 51	-	-	-	-
Sum			25	100%	25	100%

From the table above it can be seen that in pre-test, there are 10 students categorized as an average classification with a percentage gain of 40%, 9 students categorized as a good classification with a percentage gain of 36%, and 6 students categorized as a very good classification with a percentage gain 24%. Futhermore in the post-test, students have an increase after being given treatment where there are 11 students categorized as a good classification with 44% percentage, 12 students categorized as a very good classification with 48% percentage, and 2 students categorized as an excelent classification with 8% percentage where before the treatment was carried out there were no students who were included in this classification.

In order to know clearly the students’ score percentage of speaking accuracy in vocabulary, it may can see the chart below.

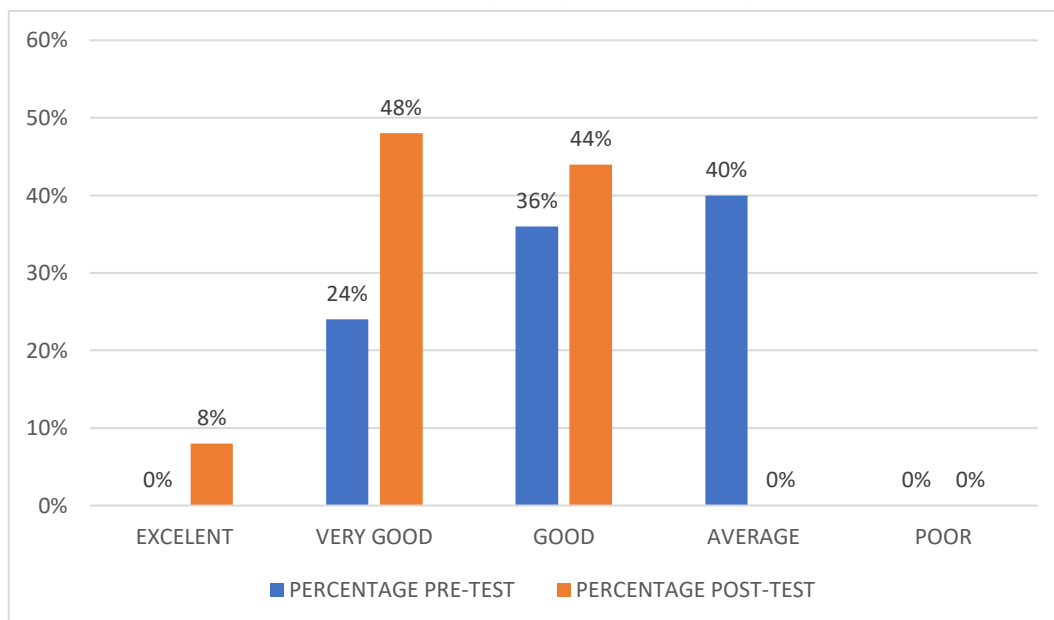


Figure 1 Percentage of students' vocabulary score in pre-test and post-test

The chart above shows there is improvement of percentage of the students' speaking accuracy especially in vocabulary which at pre-test, 40% students got average classification, 36% students got good classification, and 24% students got very good classification. While in the post-test, 44% students got good classification, 48% students got very good classification, and 8% students got excellent classification. It proves that there is significant improvement of percentage of students' speaking accuracy in vocabulary by using "CAKE" application in teaching speaking skill.

b. Pronunciation

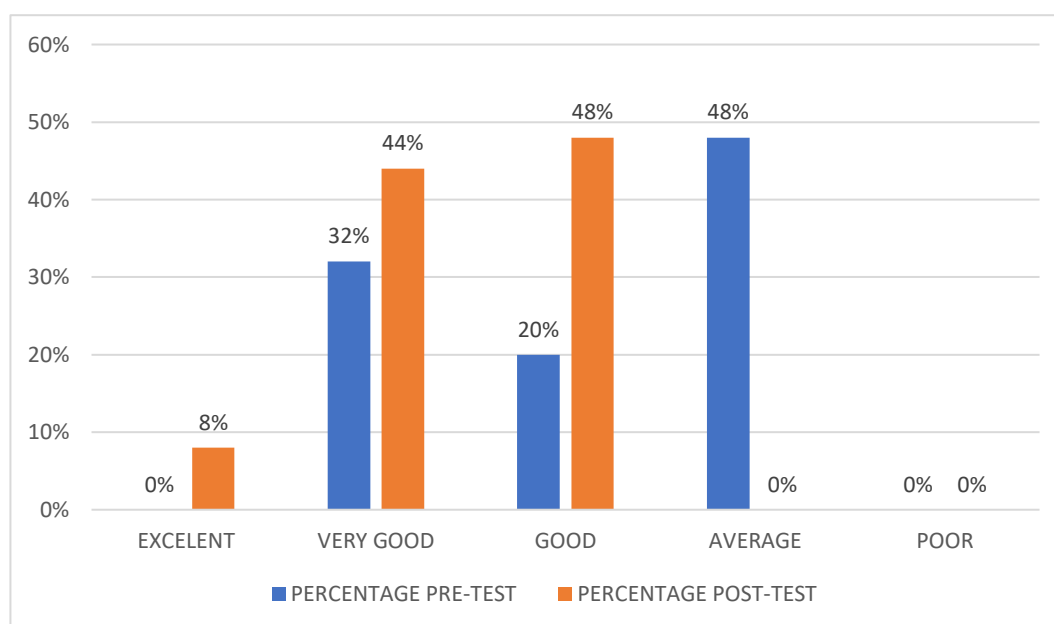
Table 4 Classification of students' pronunciation score in pre-test and post-test

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1.	Excelent	91 - 100	-	-	2	8%
2.	Very good	75 - 90	8	32%	11	44%
3.	Good	61 - 74	5	20%	12	48%
4.	Average	51 - 60	12	48%	-	-
5.	Poor	< 51	-	-	-	-
Sum			25	100%	25	100%

From the table above it can be seen that in the pre-test, there are 12 students categorized as an average classification with 48% percentage, 5 students categorized as a good classification with 20% percentage, and 8 students categorized as a very good classification with 32% percentage. Then in the post-test, students have an increase after being given treatment where there are 12 students categorized as a good classification with 48% percentage, 11 students categorized as a very good classification with 44% percentage, and 2 students categorized as an excellent classification with 8% percentage where before the treatment was carried out there were no students who were included in this classification.

In order to know clearly the students' score percentage of speaking accuracy in vocabulary, it may can see the chart below.

Figure 4.2 Percentage of students' pronunciation score in pre-test and post-test



The chart above shows there is improvement of percentage of the students' speaking accuracy especially in pronunciation which at pre-test, 48% students got average classification, 20% students got good classification, and 32% students got very good classification. While in the post-test, 48% students got good classification, 44% students got very good classification, and 8% students got excellent classification. It proves that there is significant improvement of percentage of students' speaking accuracy in pronunciation by using "CAKE" application in teaching speaking skill.

3. Hypothesis Testing

In order to decide the significance level of the pre-test and post-test, the researcher conducted t-test analysis at the significance level of α 0.05. If the significance value $\leq \alpha$ 0.05, H_0 is rejected and H_a is accepted. Significance values can be seen from the t-test results below.

$$\bar{D} = \frac{\sum D}{N} = \frac{268}{25} = 10,6$$

$$T_{value} = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} = 17,791$$

Table 5 paired sample T-test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	posttest speaking - pretest speaking	10.6000	2.97909	.59582	9.37029	11.82971	17.791	24	.000

The hypothesis in this study is that Ho and Ha claim that under Ho (null hypothesis), there is no significant difference in students' speaking skill in this case on their vocabulary and pronunciation before and after using "CAKE" application treatment, while under Ha (alternative hypothesis) there is a significant difference in students' speaking skill in this case on their vocabulary and pronunciation by using "CAKE" application in learning.

The researchers used the SPSS 25 program to analyze the t-test. According to the output table, the T-test results obtained a significant value of 0.000, which is less than the value of $\alpha 0.05$. Also, the significance value of T in the distribution table is 0.05, which means that if the df (degrees of freedom) is 24, the result of the data above in the T value distribution table is $24 = 2.064$. To clarify the description, the researchers describe them in the table below.

Table 6 T-test and T-table of student' improvement

VARIABLE	T-TEST VALUE	T-TABLE VALUE
SPEAKING	17.791	2.064

Table 4.6 shows that the t-test value is higher than the t-table value ($17.791 > 2.064$). This means there is an improvement on students' speaking skill especially on their vocabulary and pronunciation by using "CAKE" application. From these data, it can be concluded that Ho was rejected and Ha was accepted, implying that students' abilities improved significantly after using "CAKE" application treatment.

B. DISCUSSION

The improvement of students' speaking skill dealing with vocabulary

In improving the students' speaking accuracy skill especially on their vocabulary the researcher used "CAKE" application in teaching speaking. Where the use of "CAKE" application can help students to increase their vocabulary and easier to remember it because of the features in the "CAKE" application.

The classification from poor to excellent or from the score 0 to 100 with the criteria had been proposed by Mansur in Hamid (2015 : 47). The data had been showed that in the pre-test there were no students in excellent score but there were many students in average score. In pre-test, some students found many difficulties in speaking like some of them could not speak because they lack of vocabulary, it made them difficulties to tell what they want to tell. It was so different with post-test that some of them got more high score than in pre-test. The students got a significance progress after treatments, they could speak better than pre-test.

According to the table 4.1, the mean score of the students' speaking accuracy dealing with vocabulary was 66,84 which it can be concluded that speaking accuracy dealing with vocabulary were categorized as good classification. The result of the post-test was 77,04 can be categorized as very good classification.

The result of post-test showed the significant progress obtained by students, most of students got very good classification, most of students success to improve their vocabulary score, in other word, the students' speaking accuracy dealing with vocabulary increased by using "CAKE" application. According to Isabelle (2023) on her website that find the tools that work for students is one of the way to memorize vocabulary because everyone learns differently. So if students don't know what works for we yet, try as many different methods as possible - or a combination of them - flashcards, apps, lists, games or post-it notes are great ways to memorize vocabulary. So, teaching speaking skill especially in vocabulary can help students' to improved their ability by using "CAKE" application

The improvement of students' speaking skill dealing with pronunciation

To improve the students' speaking accuracy dealing with pronunciation the researcher used "CAKE" application in teaching speaking. Where the features of "CAKE" application can help students to improve their pronunciation in speaking.

The classification from poor to excellent or from the score 0 to 100 with the criteria had been proposed by Longman in Lukman (2022 : 63). The data had been showed that in pre-test there were many students classified in good score. In pre-test, some students found many difficulties in speaking especially in pronunciation like some of students have enough vocabulary but they do not know how to pronounce it. It was so different with post-test where some of them got very good score and there were two students got excellent score. They could better speak with a good pronunciation than pre-test.

From the table 4.2, the mean score of students' speaking accuracy dealing with pronunciation in pre-test was 66,08 that can be categorized as good classification. While the

result of post-test was 77,08 can be categorized as very good classification. It can be conclude that students' got significant progress in teaching speaking skill especially in pronunciation by using "CAKE" application. "CAKE" application provided the features to improve the students' speaking skills in vocabulary, pronunciation, fluency and grammar. With the "CAKE" application, students can practice speaking skills and facilitate conversations with native speakers. There is also a function to check the student's pronunciation through student voice recognition (Anggraini S, 2022: 18).

CONCLUSION

Based on the finding and discussion in this research. The researcher concluded that there is a significant differences in students' speaking skill especially in their accuracy (vocabulary and pronunciation) before and after using "CAKE" application in teaching speaking. Significant differences score between pre-test and post-test showed that the use of "CAKE" application in teaching speaking was succesful to improve the students' speaking accuracy (vocabulary and pronunciation) especially for tenth grade students of SMA Muhammadiyah 1 Unismuh Makassar.

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