# The Use of Cake Application to Improve Speaking Skill at Ninth Grade of SMPN 11 Pekanbaru

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| Article History | Abstract |
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| <br><br>**Keywords:**<br> | Speaking skill is not easy for many people, especially students. Some of the difficulties experienced by students are related to speaking skills which are included in the aspects of speaking English. Digital learning media is one kind of learning media that is often used today because it is easy to use and can increase student interest in learning. This research aims to analyze the speaking skill of junior high school students, especially at ninth grade of SMPN 11 Pekanbaru and to find out the effectiveness of Cake Application on the improvement students speaking skill. The focus on the study at ninth grade of junior high school because they still have difficulty in speaking even though they already get adequate English material that is learned from the seventh grade. The method of the study was using pre-experimental research with one-group pretest-posttest design. The findings of data analyzed showed that the mean score of speaking skill students (47.35) was included in the poor level category according to Harris (1996) while after giving the treatment ,the mean score posttest increases (69.35) which can be classified into the good level category. In conclusion, it means that the null hypothesis (H0) was rejected, while the alternative hypothesis (Ha) was accepted. Thus, Cake Application is effective to improve students' speaking skill. |

## INTRODUCTION

Language is essential for communicating with one another and can be used for conveying messages. Of the many languages in the world, English is the most widely used language. Based on the findings by Lyons (2021), approximately 7.8 billion individuals inhabit our planet, and out of this vast population, 1.35 billion are proficient in the English language. This data suggests that a mere 0.17% of the global populace possesses the ability to communicate in English, serving as a common means of connecting individuals. According to Crystal (2003), English has become prevalent in numerous fields, such as politics, diplomacy, global trade and business, science and technology, education, the media, information technology, and popular culture. It means that this language has a significant impact on all facets of daily life.

Due to its importance, the Indonesian government incorporates English into the curriculum of the education system. Based on the Merdeka Curriculum, learning English starts in Phase A (kindergarten) and continues until Phase F (senior high school) (Kurka, 2022). While it is regarded as a regional curriculum element during elementary school, English is presented as a subject that must be taught to students in the seventh year of junior high school up to those in the twelfth year of senior high school.

English has four skills—reading, writing, listening, and speaking that should be mastered. According to Rao (2019), speaking and writing are productive abilities, while listening and reading are receptive. However, one of the important skills that should be mastered is speaking. Speaking is one of the most crucial abilities in learning English. Swary (2014) explains that speaking is a crucial ability that should be pressed because it will help people to deliver their messages. In addition, speaking is the ability that will be used the most to improve learners' progress in real-life situations (Brown & Yule, 1983). Chandran (2011), as cited in Natsir (2016), states that speaking is one of the paths to having great communication.

Speaking is an essential ability for interacting with people. Brown & Lee (2015) states that speaking, which uses sounds as its main tool, is an interactive process of creating meaning that includes voice creation, reception, and processing. Speaking is not just making sounds, because things with power and animals can make a sound. The sound referred to here is that which can produce a conversation that conveys a message. Therefore, speaking is the skill that students need to practice more. The more practice, the better they can speak English fluently.
Speaking English well is not easy for many people, especially students. Juhana (2012) says that there are several psychological factors at play when students have to speak English, such as fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation. Hence, numerous students experience a gradual development in their English speaking skills.

Naturally, enhancing students' oral communication abilities necessitates the availability of engaging and fitting educational resources. Learning media is one thing that can be used to help students improve their English learning skills, especially speaking. Baidawi (2016) states that learning media are tools that a teacher brings into the classroom in order to aid the educational process. In order to be able to give motivation and student interest in following the process of educational process, the use of learning media is crucial. By delivering a pleasant experience, learning media may help to improve student learning outcomes. According to Harmer (2007), several learning media contain several forms, such as a blackboard, paper and pens, cassette recorders, videos, computers, and PowerPoint.

The learning media that is currently being used is digital learning media. Digital learning media is one kind of learning media that is often used today because it is easy to use and can increase student interest in learning. Meidasari (2016) adds that digital media has taken a part of the young generation because the students are more familiar with technologies nowadays. This learning media makes sense for teachers to closely examine the trend and take it into account when conceptualizing classes.

One of the available digital learning tools includes the Cake Application, which serves as a platform for individuals to acquire English language skills. This application can be used for free and is developed by Cake Company Limited. This application is only available on the Google Play Store and the App Store. This application offers a wide array of English learning features, such as a speaking tool for honing dialogue skills, video content to enhance speaking abilities, interactive exercises like guess fill-in-the-blank with answer comparisons to aid in perfecting every expression, and it encompasses the distinctive feature of facilitating dialogues with native speakers during speaking exercises. Moreover, speech recognition is one of Cake's features, which allows us to record our voices, check our pronunciation, and receive immediate feedback on how well the students pronounce the words. Such capabilities undoubtedly assist English learners who utilize them to study vocabulary and colloquial idioms before copying the conversations of native speakers. Cake Application is available for all skill levels, because it consistently introduces new words that the students have never heard before, it is the best tool for teaching speaking.

A number of research inquiries have explored the utilization of Cake Application as a means to enhance students' speaking proficiency. First, Chotimah & Pratiwi (2022) investigated the college students at As-Syafi'iyah Islamic University in using Cake application. The primary aim of this research is to examine the effectiveness of Cake Application in enhancing students' English for Specific Purposes (ESP) speaking skills. Furthermore, Fitria et al. (2021) explored the application of Cake Application as a tool for improving speaking abilities, gathered student feedback regarding its efficacy as a learning resource, and assessed the advantages of utilizing Cake Application for speaking instruction. The outcome of these investigations demonstrated that Cake Application serves as an effective educational tool for enhancing students' oral communication skills.

Drawing from the preceding research, it is evident that Cake Application proves to be an efficient digital learning tool for enhancing the oral proficiency of students. Hence, the purpose of this inquiry is to explore utilization Cake Application among students at SMPN 11 Pekanbaru. Researcher chose SMPN 11 Pekanbaru because researcher have seen some of certain challenges faced by students in English language learning, particularly in the domain of spoken English, during teaching practice at this school. Subsequently, after conducting an observation in a ninth-grade classroom and obtaining interview feedback from ten students and one English teacher within the same institution, the researcher identified the challenges encountered by the students. The difficulties faced by students include difficulty remembering new vocabulary, how to pronounce words, using correct and accurate grammar, expressing ideas with good understanding and of course fluently, eliminating their anxiety, and finally the content delivered. All these difficulties are included in the aspects of speaking English.

In addition, English teachers can use various ways to overcome the difficulties mentioned above, especially when teaching speaking to students in class, by using digital learning materials that are aligned with the chosen methodology, techniques and curriculum. To serve diverse learners and their unique learning styles, it is important to craft educational materials carefully, ensuring they more than reflect

teaching styles. One effective approach to achieving this is to combine multiple media formats, with a particular focus on digital learning tools, such as the Cake Application, that align with students' individual learning preferences.

Given the preceding context, the researcher's focus lies in investigating one of the suitable educational tools for the modern digital era, particularly regarding the effectiveness of utilizing the Cake Application as a medium for enhancing speaking skill. Additionally, the researcher displayed a particular curiosity in assessing whether the application contributed to enhancing students' oral communication abilities. Therefore, the researcher also wants to see if students can learn to speak precisely with an application that is easy to find on gadgets, under the title "The Use of Cake Application to Improve Speaking Skill at Ninth Grade of SMPN 11 Pekanbaru" is chosen.

## METHOD

This study included in pre-experimental research with the one-group pretest-posttest design. According Gay (2012, p. 265), this design only has one group that gave a pretest (O), provided a treatment (X), and then in the end, gave a posttest (O). The treatment used was the use of Cake Application. This study also required 3 (three) steps that were carried out by the researcher during the application of independent variables, namely: 1) having a pre-test that measures the dependent (variable Y), 2) applying the independent variable/experimental treatment to research subjects, 3) conducting a post test that measures the dependent (variable X). After the three stages of implementation, the differences in pre-test and post-test results was evaluated and compared in the form of scores, Brown (2019).

The population of this research were the ninth grade students of a junior high school in Pekanbaru, Riau Province, in Indonesia. This research used random sampling to select the sample for the study with lottery. Random sampling is the process of selecting a sample such that each member of the defined population has an equal and independent chance of being selected (Gay, 2012). Thus, the sample was from class 9.1, which consist 37 students. The researcher used the speaking test as a data instrument. The speaking test model that was be used is oral presentation. Oral presentation is a test that can be used to evaluate verbal ability in a holistic and analytical manner. This test contained several guided questions that was delivered by the students in presented topic. The researcher used a pretest and posttest to measure the speaking skill of students.

## RESULTS AND DISCUSSION

To investigate whether Cake Application effective to improve students' speaking ,the researcher conducted a comparison between the average scores of students' pretest and posttest performance. The data for both the pretest and posttest are outlined below:

**Table 1.** Descriptive Statistic

**Descriptive Statistics**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Pretest | 37 | 28 | 72 | 47.35 | 11.45 |
| Posttest | 37 | 58 | 86 | 69.35 | 6.66 |
| Valid N (listwise) | 37 |  |  |  |  |

Table 1 indicates that the average pretest score of the 37 samples is 47.35. Meanwhile, it was found that the minimum value was 28 and the maximum value was 72. The standard deviation value for this research variable was 11.45, which means that the variable has a comprehensive data distribution because the standard deviation value is smaller than the average value.

**Table 2.** Normality Test

**Tests of Normality**

|  | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
|  | Statistic | df | Sig. | Statistic | df | Sig. |
| Pretest | .118 | 37 | .200* | .968 | 37 | .348 |
| Posttest | .095 | 37 | .200* | .973 | 37 | .487 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

According to the Kolmogorov-Smirnov test results, it is evident that both the pretest and posttest data from both the first and second raters exhibit normal distribution, as indicated by their 2-tailed Asymp. Sig. values exceeding 0.05, specifically 0.200 for the pretest and 0.200 for the posttest.

**Table 3.** Homogeneity Test

**Test of Homogeneity of Variances**

|  |  | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Pretest | Based on Mean | 2.229 | 1 | 72 | .140 |
|  | Based on Median | 1.744 | 1 | 72 | .191 |
|  | Based on Median and with adjusted df | 1.744 | 1 | 70.697 | .191 |
|  | Based on trimmed mean | 2.233 | 1 | 72 | .139 |
| Posttest | Based on Mean | .025 | 1 | 72 | .875 |
|  | Based on Median | .008 | 1 | 72 | .929 |
|  | Based on Median and with adjusted df | .008 | 1 | 71.706 | .929 |
|  | Based on trimmed mean | .030 | 1 | 72 | .863 |

Based on the pretest table above, the sig. value. The pretest value is $0.140 > 0.05$, so it can be stated that the data on the pretest value has the same variance or the data is homogeneous. Meanwhile, in the post test table it is $0.875 > 0.05$, it can be concluded that the value of the post test data has the same variance or the data is homogeneous.

**Table 4.** Hypothesis Test

**Paired Samples Test**

| | | | Paired Differences | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | 95% Confidence Interval of the Difference | | | | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df | |
| Pair 1 | Pretest - Posttest | -22.000 | 9.545 | 1.569 | -25.183 | -18.817 | -14.020 | 36 | .000 |

According to the information presented in the table above, it is evident that the two-tailed significance value in both the pretest and posttest tables is 0.000, which is less than 0.05. Since this value falls below the 0.05 threshold, it signifies the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (H0). This indicates the effectiveness of the Cake Application in enhancing students' speaking skills. Drawing from the observations made when implementing the Cake Application as an educational tool within the classroom, data was gathered through the assessments detailed in earlier findings. This segment indicates that the students' proficiency in spoken language is at a suboptimal level. Students' speaking skills were tested with a pretest, the results of the pretest can show students' initial ability. This aligns with the findings of a study by Ramadhani (2022), in which a pretest was employed to assess the students' speaking abilities.

The utilization of Cake Application as a supplementary resource is available for educators within the classroom. According to Harmer's findings (2015), the use of Digital Media can facilitate students in expressing themselves more comfortably, whether in terms of individual words, phrases, or complete sentences, during conversational interactions. Through active participation in Cake Application as a digital learning resource, students received ample inputs encompassing vocabulary, grammar, fluency, pronunciation, and various tasks to trigger their capacity for verbal expression. In general, this led to increased engagement and greater involvement in every educational endeavor.

This is further corroborated by the t-test outcome, where the analysis indicated that, based on the SPSS output presented above, the null hypothesis (Ha) was accepted due to the significance (2-tailed) value of 0.000. This signifies that 0.000 is less than 0.05. The decision-making criteria are as follows: the null hypothesis (H0) is accepted when the value is statistically significant (sig. > 0.05), while the null hypothesis (H0) is rejected, or the alternative hypothesis (Ha) is accepted when the value is statistically significant (sig. < 0.05).

To sum up, this indicates the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (Ha). Consequently, it can be inferred that the Cake Application is indeed effective in enhancing students' speaking abilities.

**CONCLUSION**

In conclusion, the students' speaking skill before being taught by using the Cake Application at the ninth grade, especially the 9.1 grade of SMPN 11 Pekanbaru is categorized as poor level with the mean score 47.35 according to Harris (1996).

Meanwhile, after gave the treatment, Cake Application effective to improve students' speaking skill at the 9.1 grade students of SMPN 11 Pekanbaru. Evidently,

the two-tailed significance (sig) value registers at 0.000, clearly indicating that 0.00<0.05. Consequently, this signifies the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (Ha), confirming the effectiveness of Cake Application in enhancing students' speaking skills.

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