Teaching speaking through Cake application
for the second year students at SMA Negeri 2 Gadingrejo

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ABSTRACT

Cake Application is a mobile application that can be used as an alternative way to teach English speaking. The objective of the research is to see Cake Application is effective in increasing students' speaking ability. The approach of the research is quantitative with one group pre-test and post-test design. This research used convenience sampling which is non-probability sampling to select the subject. The subjects are 30 students of class XI IPA 1 at SMA Negeri 2 Gadingrejo in the academic year 2022/2023. This research focuses on all speaking aspects are accuracy, fluency and comprehensibility. A speaking test was used to collect the data, the test was subjective in the form of incomplete dialogue with prompts, and the students were asked to respond directly to the dialogue after the speaker (researcher). The students' speaking scores on the pre-test (6.32) and post-test (11.9) were compared by using a Paired Sample T-test. The result shows that the t-value (20.420) is higher than the t-table (2.0452) with a significant level of 0.05. It means that there is a statistically significant difference and indicates that the Cake application is appropriate for teaching English speaking.

Keywords: Cake application, speaking skill, teaching speaking

I. INTRODUCTION

Speaking is one of the language skills most widely used in communication. According to Richards (2008), speaking is a priority skill to be mastered for many second-language or foreign-language students.

Nevertheless, many problems are faced by students. A study conducted by Octavianita, Fitri, Rafinazly, and Ihsan (2022) indicates that students lack speaking because of fewer opportunities to practice speaking English in the classroom. As a result, they can understand what people say in English and avoid speaking in the classroom. According to Fitria, Dwimaulidiyanti, and Sapitri (2021) In their study, pronunciation, fluency, intonation, fillers word, and accuracy are the other problems that are encountered by students which can hinder their speaking ability. In addition to students' perspective to find out the problem in teaching speaking, the creativity of the teacher to provide the effective and appropriate teaching method and materials needs to be considered. According to Xiaoyu (2018) in her study, teachers lack creative approaches and resources in teaching speaking as well as limited access to authentic English.

Accordingly, to solve the problems, the process of learning to speak should be meaningful. In other words, teachers should provide essential activities to give students more chances to practice speaking in the classroom by using materials sourced from English common expressions that are usually used by native speakers.

In the 21st century, technology is useful in any field, such as in education. Teachers can take advantage of technology to provide materials. Digital tools are also a form of technology, such as mobile phones and computers. According to Smaldino, Lowther and Russell (2013), digital tools expand and enhance teacher capabilities to create interactive and attractive instructional teaching plans in whole-class settings. Mobile applications can be a representation of digital tools that can be used in teaching, for instance, Duolingo, Cakap, HelloTalk, Cake application and so on. Chaniago & Mariana (2022) in their study about the effect of the Cake application usage as mobile-assisted language learning on students' English speaking skills revealed that the Cake application has a significant impact and improvement on students' speaking ability.

The Cake application was developed by Playlist Corporation in South Korea. The Cake application can be installed on Play Store (for Android users) or App Store (for iOS users). This application provides many features such as daily expression and conversation clips, original lectures, classes and quizzes, speaking practice, speech recognition by using AI (Artificial Intelligence), today's conversation, and audio lessons. This application is based on native speakers' conversational routines that can help the teacher provide material that supports natural communication.

In designing speaking instructional materials, there are many things to consider, according to Richards (2008), the characteristic of spoken interaction is the use of fixed expressions or routines. Pawley and Syder (1983, cited in Richards 2008) stated that routine expressions can be found in the repertoire of native speakers. By that, the Cake application provides numerous videos about English common expressions used by native speakers that are classified into different categories. Likewise, the researcher chose the application because it fulfilled three speaking aspects, they are accuracy, fluency and comprehensibility (Heaton, 1988). The features in the Cake application could help students to develop their three aspects of speaking mastery such as AI speech recognition, their pronunciations are assessed by artificial intelligence and get feedback directly. The contents of videos could comprehend the use of expressions based on appropriate situations and develop their accuracy. Furthermore, the improvement of their fluency and comprehensibility depends on how often they review the expressions they have learned in the quizzes feature and the use of this application over a long period.

Therefore, this research was conducted to investigate the effect of the Cake application in teaching speaking to second-year students at SMA Negeri 2 Gadingrejo.

II. METHODS

This study applied quantitative research with one group pre-test and post-test as the research design. By using non-probability sampling in which the individual did not have a chance to be selected as the sample. The kind of non-probability sampling used in this research is convenience sampling, the samples are taken based on the availability of a group or class to be part of the research. Moreover, the data were gotten from the speaking test which was administered

twice; before and after the treatment. The scores of students' speaking test were analyzed by using Paired Samples T-test to know the improvement.

III. RESULT AND DISCUSSION

This section presents the result of statistical analysis to answer the research question. The researcher wanted to know significant improvement of the students' speaking achievement after the students were taught through the Cake application. Several tables are provided below in order to give detailed information on the analysis.

Result of Speaking Pre-test Score

To know the initail ability of the students' speaking. a pre-test was conducted before the treatment. Then, the students' speaking scores were assessed by the researcher and the English teacher at SMA Negeri 2 Gadingrejo. The result of their pre-test is illustrated in the table below.

Table 1 Pre-test Result

Students' Range Score	Criteria	Frequency	Percentage	Mean
16-18	Very Successful	-	-	6.32
13-15	Successful above Average	-	-	
10-12	Average	1	3.3 %	
7-9	Unsuccessful below Average	9	30 %	
3-6	Unsuccessful	20	66.7 %	
	Total	30	100 %	

From the table above, it can be noticed that most of students got score around 3 to 6 (66.7 %), that are classified as most unsuccessful students in speaking test. Nonetheless, there are 9 students (30 %) who are unsuccessful below the average score and 1 student (3.3 %) reached the average successful. It can be stated that 1 out of 30 students achieved a successful speaking score. The mean of pre-test is 6.32.

Result of Speaking Post-test Score

After students were thaught through the Cake application, the students took a speaking test as their post-test. This test was used to measure students' speaking improvement in order to prove the research question that there was statistically significant improvement of the students' speaking achievement after the students were taught through the Cake application. The table below shows students' post-test score.

Table 2 Post-test Result

Students' Range Score	Criteria	Frequency	Percentage	Mean
16-18	Very Successful	1	3.3 %	11.9
13-15	Successful above Average	7	23.4 %	
10-12	Average	20	66.6 %	
7-9	Unsuccessful below Average	2	6.7 %	
3-6	Unsuccessful	-	-	
	Total	30	100 %	

Table 2 shows there is no students who got the lowest score, yet there are 2 students (6.7 %) who are unsuccessful and below average score. Most of students (66.6 %) have reached the average successful, 7 students (23.4 %) are successful and above average and 1 student (3.3 %) reached very successful. It can be stated that there is an increase in the number of students who have reached the average successful on post-test. The mean of post-test is 11,9.

Table 3.3 below describes the statistical computation by using SPSS 20 about the students' speaking improvement by comparing the mean of the pre-test and post-test.

Table 3 Mean of Students' Pre-test and Post-test Score

Statistics

		Pretest	Posttst
N	Valid	30	30
	Missing	0	0
Mean		6.32	11.90
Std. Error of Mean		.339	.352
Median		6.00	11.50
Mode		6	12
Std. Deviation		1.859	1.927
Variance		3.457	3.714
Range		8	8

Minimum		3	9
Maximum		11	17
Sum		190	357
Percentiles	25	5.38	10.50
	50	6.00	11.50
	75	8.00	14.00

Overall, the mean of the pre-test is 6.32 and the post-test is 11.9. It means that the gain score of students' speaking ability is about 5.6. It is also stated that the minimum score of the pre-test is 3 and the maximum score is 11 while the minimum score of the post-test is 11 and the maximum score is 17.

Hypothesis Testing

In this research, there is only one research question that should be answered. However, to know whether the hypothesis "there is statistically significant improvement of the students' speaking achievement after the students were taught through the Cake application" was accepted or not. To examine the hypotheses, the researcher used Paired Samples T-test with SPSS 20. The result of Paired Sample T-test can be seen in Tables 4 and 5.

Table 3 Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	11.900	30	1.9271	.3518
	Pretest	6.317	30	1.8592	.3394

Table 4 Paired Samples Test

Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			

							t	df	Sig.
Pair 1	Posttes t – Pretest	5.583 3	1.4976	.2734	6.1425	5.024 1	20.42 0	29	.000

The difference in students' speaking ability between the pre-test and post-test can be proved by looking at the result of the Paired Sample T-Test in hypothesis testing. The result shows that the students' speaking was significantly improved. It was known by comparing the t-value and t-table. T-value in this research is 20.420, while to decide the t-table the researcher adjusts to the significant level used (0.05) and df (29) so that the t-table is 2.0452. Therefore, it can be concluded that the t-value is higher than the t-table. It indicates that the hypothesis proposed by the researcher is accepted. In other words, the Cake application contributed to the improvement of the pre-test and post-test.

Discussion

The data in this research were taken from class XI IPA 1 students. The researcher only used one class to conduct the research because of one group pretest-posttest design. The result of speaking achievement was obtained through pre-test and post-test. It was found that the mean scores of the post-test were higher that the pre-test. The mean score of the pre-test is 6.32 and the score of the post-test is 11.9 which means that the gain is 5.6. The finding approves H_a of this research that there is a significant difference in students' speaking achievement as an alternative way to teach speaking at SMA Negeri 2 Gadingrejo. The improvement of students' speaking ability can be proven by statistical computation by using a Paired Sample T-test. The result shows a significant difference because the t-value (20.420) is higher than the t-table (2.0452) with a significant level of 0.05.

Moreover, the result is in line with previous research by Chaniago and Mariana (2022), which studied the effect of cake usage as mobile-assisted language learning on students' English speaking skills, Cake application can help to enhance students' speaking skills. Another advantage of using the application is that it contains numerous English expressions and idioms that are highly helpful about what must be known. The advantages influenced the result that was shown in their findings, there was a significant impact of the usage of the Cake application on students' English speaking ability. Another research that found the advantages of the Cake application to teach speaking is proposed by Nuringtyas and Khoirina (2021), in their research about the use of the Cake application to teach Speaking for Tourism. They stated that the result of the post-test was better than the pre-test, students could speak smoothly with few unnatural pauses and lexical and phonological errors.

Furthermore, the feature that helped students achieve better skills in English speaking is the theory of speaking by Richards (2008), to teach speaking it is important to reflect on conversational routines by native speakers because routine conversations show variation and contain fixed expressions, most of the

routines are unplanned, vague or generic expressions, showing the interaction between speaker and listener, and in a formal or informal setting. All of these can be found in the native speaker repertoire provided in the Cake application. Besides that, the features meet three aspects of speaking proposed by Heaton (1988) which are accuracy, fluency and comprehensibility. The features provided in the Cake application can help students achieve the average score because they learn speaking by starting from watching movie clip videos, practicing their pronunciation using AI speech recognition and doing quizzes to review the materials. The features helped students reduce unnatural pauses and grammatical, phonological and lexical errors.

In detail, the aspect of accuracy has three things that become a concern, namely pronunciation, grammar and vocabulary. Features in the Cake application, Movie Clip Videos are used to help students reduce their mistakes in grammar and vocabulary because of fixed expressions, which means that the sentences are formed according to English usage, so they can use fixed expressions without hesitation. Meanwhile, to practice pronunciation, students can use AI speech recognition and get direct feedback. For the next aspect, fluency is related to how smoothly the speakers speak with a few unnatural pauses and the speakers don't take much time to search for words. To practice their fluency, students watch various kinds of videos that contain fixed expressions in different situations, this way can train students so that students do not think about words one by one and translate them because with fixed expressions they try to think directly in English. The features in the cake application that are used for students to practice their comprehensibility are quizzes because in this feature students are asked to review and understand the sentences they have watched in movie clip videos.

As a result, the Cake application provides satisfactory results to improve students' speaking achievement so that they could take part in English conversation more confidently, although in this case, it was just the use of appointment expressions.

CONCLUSION AND SUGGESTION
Conclusion

The research result of the Cake application to teach speaking to eleventh-grade students answered the research question that had been proposed as well and the hypothesis was proven by statistic computation in the previous chapter. So, it can be concluded that the Cake application has a beneficial contribution to students' speaking ability in each aspect toward the students of XI IPA 1 at SMA Negeri 2 Gadingrejo in the academic year 2022/2023, the result shows statistically significant improvement of students' speaking ability after being taught through Cake application. By using the Cake application in the teaching and learning process, students can take part in English conversation confidently, especially in making appointments.

Sugesstion

Some suggestions are provided by the researcher concerning the study that has been done:

1) The researcher had difficulty with classroom management because of the limitation of time to decide on the class environment, especially regarding seating arrangement. The English teacher can arrange the seats that allow students to do group work to avoid students being busy with themselves.

2) The researcher suggests that English teachers optimize the use of quizzes to review the materials that have learned by having an online report of the quiz result to avoid the intense use of Smartphones that can lose their focus, so there were opportunities for students to open other applications such as Whatsapp. Besides that, optimizing the use of quizzes might help students who have not reached the average score or higher because of the limited time in this research.

3) The researcher found that most of the students had difficulty understanding speakers in English and needed to be spoken repeatedly to understand what was being said. In this case, the researcher suggests that the teacher get used to using English to communicate in the classroom so that they are more accustomed to English.

4) For future researchers, qualitative research can be used to find out new results about this since the researcher only uses quantitative research. Furthermore, for other researchers who are interested in the implementation of the Cake application in teaching English, there are still many other things that can be studied such as students' learning strategy, students' motivation, Cake application as self-learning and gender because those are not a concern in this research. Besides that this research only focuses on speaking, other researchers can search for any other English skills such as vocabulary and writing. The location where this research has been conducted is at SMA Negeri 2 Gadingrejo, further researchers can take other locations to allow for different results.

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