CHAPTER I

INTRODUCTION

A. Background

Speaking is the act of conveying information to one or more persons by utilizing the mouth as an instrument to make sounds and initiate speech. One of the best methods to promote human interactions is through speech. Conversely, speaking allows people to express themselves, particularly for language-learning students. In addition to listening, writing, and reading skill, speaking is one of the skill that students must master in English as a foreign or second language (Omidvar, 2017). However, in reality, most students cannot speak English well while learning in class. Two factors cause this, namely the internal factors of the students themselves and then the external factors that influence such as the environment, family, and learning methods in the classroom (Muamar et, al., n.d.)

Most students who have problems speaking English are students who have low self-confidence issues. Speaking skill and self-confidence are inseparable. Students are not confident in speaking for fear of making mistakes that make them bad in the eyes of others, but this is precisely what makes students' English speaking Skills improve (Maulina, 2022) some students lack knowledge in speaking English which makes them unconfident but on the other hand, many students have good English skill, for example, they have a lot of vocabulary, good pronunciation, good hearing, good writing, but they cannot speak directly because they are unconfident.

The learning environment in this case, the school affects students' English proficiency in addition to the issue of low self-esteem. School should be the most effective place to learn English, but not all schools can be a good environment to learn English, one example is the learning methods in the classroom. Learning methods in the classroom are very influential because most of the subject matter has been obtained in the classroom. Monotonous and old-fashioned learning methods have been making students bored and not have good motivation to learn. Indeed, traditional teaching methods provide an important role for teachers and students have benefits in the form of maximum knowledge in a short time, but at the same time critical thinking, concept understanding, and student potential have been not achieved as desired (Ullah & Iqbal, 2020). Some teachers who still use traditional teaching methods should be able to adapt to the times, now is the digital era, but in reality, there are still many teachers who cannot adapt to technology. Teachers need to be able to use technology as a teaching tool because this is sharply at odds with students' lifestyles, who typically adapt to technology more readily.

According to Fitrani et al., (2021), the use of technology as a learning medium can be an alternative to solving space and time problems in the learning process so that teachers do not need to impose material on students excessively. Introducing technology as a learning medium for students today is not difficult, as previously explained students today are more familiar with technology so they have been more easily understanding and quickly adapting to the teacher's learning methods. Indirectly, learning media is a very important communication

tool between teachers and students. Learning media can be in the form of hardware or software to facilitate and improve student learning outcomes. Students who understand and adapt to the teacher's learning methods more easily understand the subject matter and they are not bored with learning methods that are more unique according to students' views. Thus, students feel they are getting what they want and the learning methods in the classroom have improved students' learning abilities.

In English language learning classes, choosing the right learning media has greatly affected learning outcomes. On the other hand, not all teachers can choose the right media and methods. Instructors can sometimes require students to perform dialogues in front of the class, which subtly skews the learning process and outcomes. However, this exercise prevents students from expressing their own opinions and views. In addition to being proficient with basic instructional materials, educators also need to be adept at utilizing technology by designing and producing digital learning resources (Pratiwi et al., 2020)

As explained Previously, the use of digital technology media has been very effective for students today. Mobile phones are among the technical devices that nearly every student owns. Since kids are so reliant on their mobile phones these days, using them as learning tools has had a positive effect. If so far students only use mobile phones for fun and do not use mobile phones as media and learning resources, then this is where the effectiveness of using mobile phones as a learning media can combine two aspects at once, namely having fun and learning at one time.

Many of their classmates struggle with studying English, according to a quick interview conducted with the English teacher and a few students at SMA Negeri 1 Parepare. According to the teacher, the students' inability to speak stemmed from their lack of confidence and fear of making mistakes. However, several students claimed that their difficulties stemmed from their perceptions of English's difficulty and their own bad English, which led to the creation of self-doubt in these individuals. This fact challenges the researchers to study this occurrence more thoroughly and look for the best way to resolve this issue.

Researchers provide learning materials based on digital technology in response to some of the issues mentioned above. The media consists of an application called Cake that students can download for free on their smartphones. According to the study, the Cake application is the most useful tool for enhancing students' English-speaking abilities. It has changed students' perceptions about learning English and created a new, more enjoyable learning environment.

Based on the description above, the researcher is very interested in conducting research entitled "Improving Students' Speaking skill using Cake Application at the tenth grade of SMAN 1 Parepare".

B. Problem Statement

Based on the background above, the researcher formulated the problem statement as follows: Students' Speaking skill are Low. Based on the problem statement, it raises a research question, namely: Can the use of the Cake Application able to improve the students' Speaking skill in the tenth grade of SMAN 1 Parepare?

C. The objective of the research

Relevant to the problem statement above, the objectives of this research are: to find out whether the use of the Cake Application can improve students' speaking skill in the tenth grade of SMAN 1 Parepare.

D. Significance of the research

1. Teachers: The researcher expects that by using the Cake Application as a speaking learning tool, teachers will be inspired and gain fresh perspectives on the use of digital media as a teaching tool. Teachers can also select from a wider variety of effective speaking learning resources to help students become more proficient speakers.
2. Students: by using the Cake Application as speaking learning media, students have a different atmosphere and experience in learning to speak, they can have fun while learning to speak and it has been effective in improving their English speaking skill.
3. Other researchers: this research can be a reference and consideration in preparing research that has similarities with this research.

4. Readers: All readers, in particular those who are learning to speak English, are expected to find this research to be beneficial. This research can be used as one of the options for improving English speaking skill.

E. Scope of the Research

The scope of this research has been focused on the use of Cake Applications in improving students' Speaking skill in tenth-grade students of SMAN 1 Parepare. The researcher assessed the students' pronunciation, grammar, vocabulary, fluency, and comprehension. From the results of the assessment, we have seen the difference in students' English speaking skill before being taught using the Cake Application and after being taught using the Cake Application.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Related Research Findings

In compiling this research, researchers found several studies related to this research, namely as follows:

Chotimah and Pratiwi (2022) in their study "The Effect of Cake Application on Students' English Speaking Ability for Particular Purposes (ESP)". The numerous pronunciation problems in this study suggest that ESP students struggle with speaking English, according to the researchers. This issue develops because the instructor does not employ engaging educational resources. The researcher employed the Cake Application as a practical workaround to enhance the speaking skills of the students. The study's findings indicate that using the Cake Application can help students enjoyably develop their speaking skills. They employed qualitative research methods in this study. Surveys were employed as research tools to gather data regarding how the Cake Application improved students' speaking skills. In this research, the researchers used quantitative research methods and speaking tests to collect information about students' speaking abilities.

Furthermore, Hamdani et al., (2022) in their research entitled "Students' Perception on the Use of Cake Application to Improve Speaking skill". This study aimed to find out how students felt about using the Cake program to get better at speaking. Twelve fifth-semester Bhayangkara University of Jakarta industrial

engineering students served as the study's subjects. The present investigation employs descriptive qualitative research methodologies, utilizing data obtained from questionnaires and interviews. The study's findings demonstrated that the majority of pupils concurred and acknowledged that the cake application provided them with chances to enhance their speaking abilities. Qualitative research methodologies were not employed by the researchers in this study. In this study, the researchers employed quantitative methodologies and directly applied the Cake Application as a learning tool in the classroom.

The third research is from Pulungan and Siregar (2020) in their research entitled "Developing Cake Application as Digital Media for Teaching Speaking in Junior High School". The goal of this project is to create digital resources that are suitable for teaching English speaking and attract students' interest in the subject. Since the research's result is a product that can be utilized as educational materials, researchers must adhere to several stages in the procedure, namely: They gather information and data, carry out a needs analysis, create a preliminary media draft, make revisions, and then produced the final result. Lastly, electronic media. They employed questionnaires and interviews to gather data. This study used both qualitative and quantitative research approaches simultaneously, using qualitative techniques to examine interview data and quantitative techniques to assess questionnaire data. The study's findings demonstrated that the Cake Application might be used as a workable medium for teaching English to students while also meeting their demands. The Cake Application has been used by researchers as a direct learning medium in this study.

Then Rihani Bariza (2020) in her research entitled "Investigating the Role of the Cake Application in Enhancing English Foreign Language Learners' Speaking Skill the Case of first-year students of English at Biskra University". The first-year English majors at Biskra University were the study's subjects. The goal of this study was to investigate a technology tool utilized by Biskra University students to enhance their speaking abilities the Cake application. The study included qualitative research methodologies, using instructor interviews and student questionnaires. The study's findings demonstrate how crucial it is for students to use the Cake Application to develop their speaking skills. In contrast, the focus of this study is high school students who are not enrolled in college. Researchers have focused more on students than on professors in this study in the later stages.

Furthermore, Wimaulidiyanti et al., (2021) in their research entitled " The implementation of Cake Application in learning English speaking skill". This study set out to ascertain the advantages of the Cake Application for English language acquisition as well as how students react to it. A qualitative research methodology was applied in this study. Data was gathered using questionnaires and interviews as the instruments. The study's findings were encouraging, as students expressed interest in and comfort level with using the Cake Application to practice speaking English. The researcher's study concentrated on how students perceived or thought about utilizing the Cake Application. Using a Cake application, the researcher focuses on teaching speaking in this study.

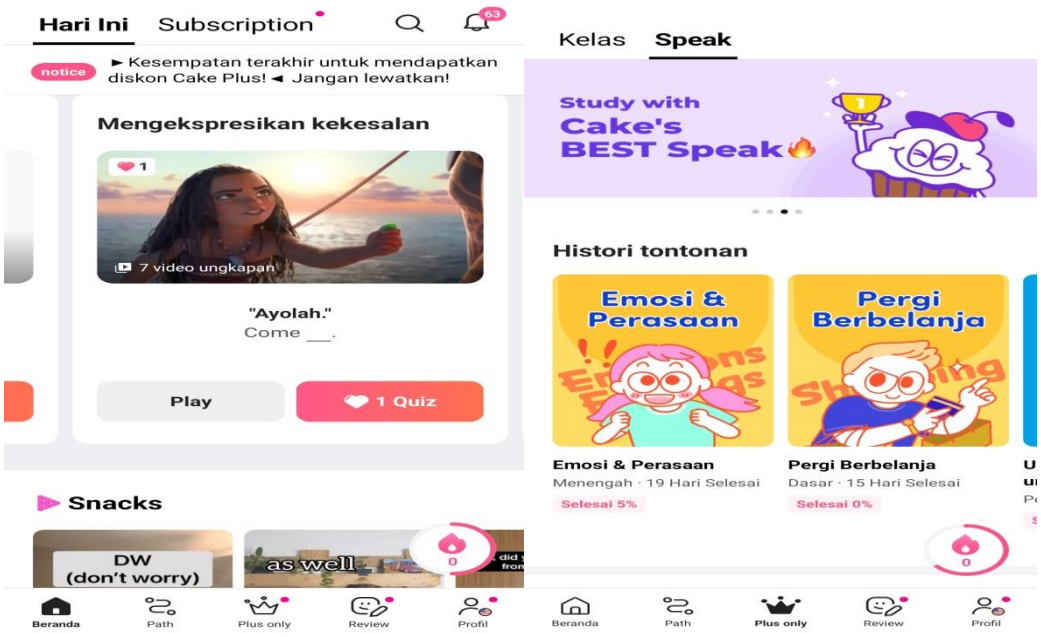
There are similarities between this research and some of the earlier studies mentioned above, namely regarding enhancing students' English speaking abilities through the use of Cake Applications. The remaining portion explains how this study differs from earlier ones. The majority of the previously mentioned studies made use of qualitative research techniques. To gather information, they employed questionnaires and interviewing methods. In this research, researchers used quantitative quasi-experimental research methods. On the other hand, the researchers above mostly conducted research at the junior high school level and on campus or university. While in this study, the researcher felt challenged to try to conduct research at the high school level. Then, most of the above studies only explain the relevance and purpose of using Cake Application in English teaching. In this research, the researcher focuses on the direct use of Cake Application in the classroom as a learning media for tenth-grade students of SMAN 1 Parepare.

B. Concept Of Theory

a. Cake Application

Cake app is an app designed for learning English. This app was created by a company called Playlist Corporation in 2018. It can be downloaded by all Android users via Playstore and all iOS users via the Apple store. Although it hasn't been released for long, the number of downloads is already more than ten million. This shows that the Cake app is a favorite of many people in helping them learn English in a fun way. The Cake app provides a variety of interesting features that have been making learning more enjoyable. Lessons are presented in

the form of short videos and audio to learn sentences or grammar, and how to apply them directly in a conversation. The sentence or grammar learned has been repeated several times so that users can understand it more easily. In addition, users can also speak with native English speakers through a feature that has been prepared by the Cake Application system. Users can also record and evaluate their English pronunciation through the AI Speech Recognition feature (Iman, 2020). Here is a picture of the initial display of the cake application homepage:



You have to log in before you can use this app. You have two options for logging in: using your Google or Facebook account, or using guest mode, although utilizing guest mode limits your access to the available free episodes. To begin a speaking lesson on this app, touch the microphone icon located at the bottom, choose your learning level, and then pick the episode or subject you wish to study. Each episode has a 10-coin cost. You will receive 30 coins upon logging

in, which you can use to unlock a speaking-only episode. Here are some things to keep in mind:

1. In talks, coins are used to buy particular episodes.
2. You cannot purchase coins. When you utilize the conversation feature after logging in, you get coins.
3. How many coins you receive is determined by how much you spend; the more you spend, the more coins you receive.
4. You are limited to 50 coins in your storage and cannot accept more.

In the speaking course, you are required to listen to the conversation before responding to questions based on what you have heard. Your pronunciation has been automatically corrected by the app; if you pronounce any words incorrectly, they will be underlined and colored red. You can repeat the conversation until your pronunciation is correct (Wimaulidiyanti et al., 2021)

Both benefits and drawbacks come with this application. Using the Cake Application as a tool to learn English has the following benefits: It prepares information that is updated daily and is simple to use; This application for smartphones can be used anywhere and at any time; offers a range of content and is unrestricted in use; Learning English does not make us boring; rather, it becomes engaging and enjoyable.

. On the other hand, there are some disadvantages to using the Cake Application as a medium for learning English, namely: One must use an adequate device and stable connection to be able to use the Cake Application comfortably;

Sometimes there are videos that cannot be opened because you have to subscribe first (Sumiati, 2022).

b. Speaking Skill

Ratnasari (2020) stated that one of the four skills in language proficiency is speaking. Speaking is the process by which individuals put their ideas into written form. In addition, according to Mega et al. (2020), the first way to interconnect and communicate is through speaking, speaking is a way for humans to share their thoughts verbally with other humans. So, speaking is a Skill that allows and helps us to communicate effectively. Speaking is an interactive process in which information is shared. The skill to speak and convey information well can be seen from the understanding of the listener. Therefore, we need to develop good speaking skill. In general, there are four elements in speaking Skill namely: vocabulary, grammar, pronunciation, fluency, and accuracy

1. Vocabulary

Nurdini et al. (2017) in their research said that vocabulary is the core of all aspects of English competence. For Indonesians who are learning English as a foreign language, vocabulary certainly has a very important role, especially in improving speaking skill. Many students have difficulty speaking English due to a lack of vocabulary and when students have difficulty in understanding the meaning of a word in a text, they only have the option to ask the teacher or open a dictionary. This has led to students' understanding of the word only reaching the stage of understanding the interpretation and not understanding the meaning of the

word. Therefore in this research, the researcher offers an additional option that students can choose to overcome their barriers in vocabulary, which is Cake Application. One of the studies that have proven this is research from Tawali and Kamarudin (2022) entitled "Probing CAKE-Learn English Application Toward Students' Motivation in Learning English Vocabulary at SMPN 2 Kediri". The results of their research show that the Cake Application is effective and can help students in improving their vocabulary.

2. Grammar

Grammar is probably the word most often used by teachers, students, and parents when talking about learning English. Grammar is often understood as a set of rules that govern language. Grammar can be seen as the way humans use language. Therefore, grammar can undergo changes and developments following changes and developments in humans as language users in other words, grammar is context-specific and dynamic (Swan, 2019). Meanwhile, Richards and Schmidt in Graham Burton (2021) said grammar refers to the actual structure or arrangement of language and how linguistic parts such as words and phrases are combined to produce sentences in a language. Often students experience problems in composing sentences so that they cannot speak, maybe in their heads there are concepts and vocabulary but they fail to arrange them into complete and correct sentences. Given the importance of mastery and knowledge of grammar, Cake Applications can be an effective solution to overcome problems in the grammar section. One of the studies that have successfully proven that Cake Applications can effectively improve students' mastery of grammar is research from Vita et al.

(2022) entitled "The Effectiveness of Cake Applications in Improving Students' Grammar Mastery at SMP Kartika Ix-1 Makassar".

3. Pronunciation

According to Rachmawati and Cahyani (2021), Pronunciation is one of the elements in English that must also be mastered. Pronouncing English words according to the guidelines provided by the Oxford or Longman dictionaries is known as English pronunciation. Another name for pronunciation is a method or process for speaking an English word with a natural accent. According to Guswindari (2020), Pronunciation is the result or action of producing speech sounds, which includes articulation, intonation, and emphasis which are regulated by several standards of correctness and acceptance. Most students in Indonesia experience problems in English pronunciation, this is because English is a foreign language and not a native language in Indonesia. Constraints in pronunciation are often the main problem that causes communication to not go well. This problem in pronunciation can be overcome by using the Cake Application because, in the Cake Application, there is a feature called AI Speech Recognition that can help students evaluate their pronunciation. One of the studies that have proven that the Cake Application is effective in improving pronunciation Skill is research by Sri Hermawati (2022) with the research title "The Effectiveness of Using Cake Application on Students' Pronunciation Skill at SMP Unismuh Makassar".

4. Accuracy and fluency

Accuracy and fluency are essential for student success and language competency, according to experts and studies in every language that is regularly taught. How well a student applies the language system including syntax, pronunciation, and vocabulary is measured by their accuracy. For instance, accuracy shows that a learner is proficient in using the appropriate preposition (in, on, of, at), verb tense (past, present, and so forth), and article (a, an, the). As opposed to The ease with which students can describe themselves is referred to as fluency. In other words, how well they can communicate without pauses or hesitation, without needing to look up words or phrases, and without having to think about what they are going to say/write (Sanako Blog, 2021). On the other hand, Paradesh (2014) says that fluency and accuracy are not only seen from how fast and precise you speak but also from how the person listening can understand what you say. Many students fail to communicate because of their lack of fluency and accuracy in speaking English. Fluency and accuracy in speaking can certainly be overcome with effective practice. One of the effective ways to practice fluency and speaking accuracy is by interacting and communicating directly with native speakers. In the Cake Application, there is a feature that allows us to communicate with native speakers.

c. Teaching speaking

Speaking is a crucial talent for language learning, as previously said, but it is also a difficult skill to teach or acquire. Speaking successfully in a foreign

language is often the primary objective of language instruction. However, in practice, oral instruction is still undervalued and has little bearing on student learning. Teachers may feel that teaching oral production takes up too much time in class and would rather focus on teaching grammar, writing, or reading skills. Another relevant reason may be that teaching methods and materials emphasize written language and grammatical correctness as learning objectives (Pakula, 2019).

From the above discussion, we can see that the relationship between teaching and learning activities is very important and very attached in other words, the relationship between teachers and students in the learning process is inseparable. Nevertheless, teaching English remains a challenge for many English teachers (Burns, 2019). Plus the mindset of students who think English is difficult and boring to learn. So, a teacher must be able to come up with creative ideas that can help in facilitating the speaking-learning process. One of the innovations in learning English is by utilizing existing digital technology. Combining the conventional way of learning with technology is a good first step for speaking learning. One of the effective digital technologies recommended by researchers is Cake Application.

d. Learning Media

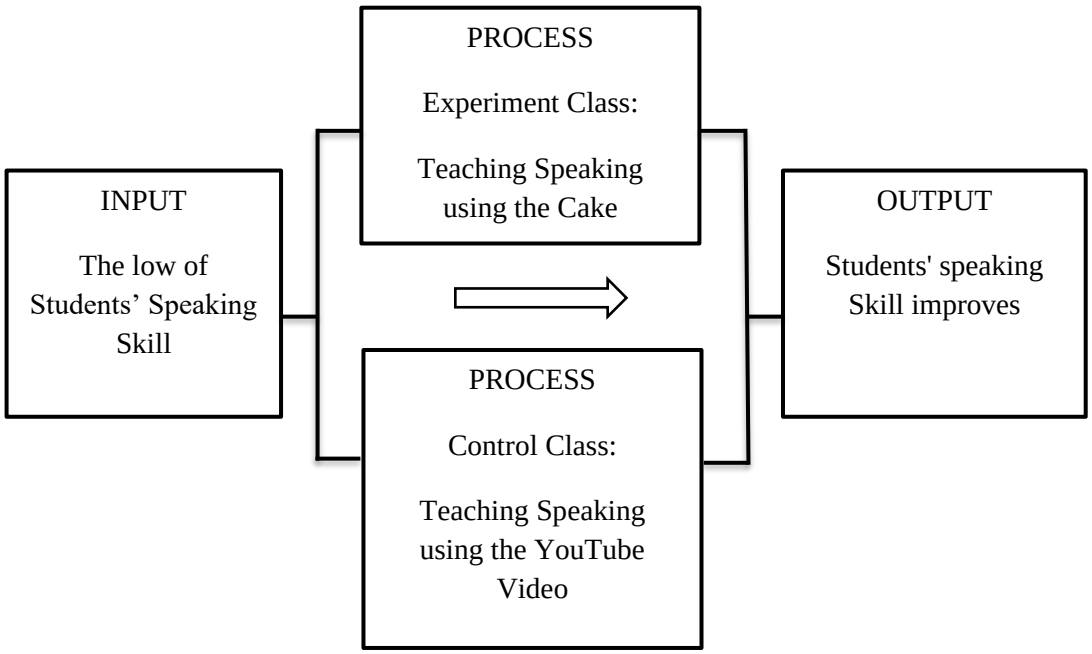
Learning Media is the main need of teachers in teaching, especially teaching English. Speaking of needs, it means that it cannot also be separated from the teacher's teaching techniques because the need for learning media

depends on the techniques and methods used by the teacher and how the conditions of the students being taught, all of which must be considered by the teacher in determining learning media. As an example, the most common teaching strategy employed by educators is the utilization of print materials as learning resources while implementing question-and-answer sessions. One instrument that teachers employ to help students learn is learning media. Teachers can now more easily transfer and communicate knowledge to pupils in the classroom thanks to learning media. However, before using learning media in the classroom a teacher must master the media first and must ensure that the media has been useful and effective in helping the learning process (Silmi, 2018).

Today, there are many types of learning media used in the teaching and learning process. Wati (2016) says that there are six categories of learning media namely print media, display media, audio media, visual media, multimedia, computer, and network media. Some experts say that humans are the oldest media still used to convey knowledge. Of the several categories of media, teachers are not only required to master or use one of these categories. Teachers can of course combine several categories of learning media that exist according to their needs. For example, in combining print media and audio-visual media in learning, teachers use printed media books, and videos so that there are two categories of media used at once in the learning process. The point is that learning media is very important and very influential in the learning process.

C. Conceptual Framework

The conceptual framework of this research is shown in the following chart:



The conceptual framework above shows how the initial state of students' speaking Skill is low. And also shows how the Cake Application is a tool used as a learning medium to improve students' Speaking Skill. After going through various learning processes using the Cake Application, students' speaking Skill have improved. For more details, the conceptual framework is described in detail as follows:

a. Input

This section shows how the initial skill of each student who on average has a low skill category in speaking English base on researcher observation. So from this basis, the researcher tried to solve the problem of low speaking skill of tenth-grade students of SMAN 1 Parepare through a learning application media called cake application.

b. Process

The experimental class and the control class are the two classes that the researcher employed in this section. The same information regarding speaking to both classes has been provided to the researcher. The control class utilized YouTube videos as learning materials, whereas the experimental class employed the cake application. Six meetings total one for the pre-test, one for the post-test, and four for treatment have been held as part of this research process. The researchers provided a detailed description of each class's treatment, including the experimental and control classes, as follows:

1. Experimental Class
    a. The researcher has explained English Conversation with the theme that has been prepared for each meeting.
    b. The researcher has divided the students into several groups in pairs.
    c. With the guidance of the researcher, students have been directed to open the Cake application on their cell phones and then students have been directed to find the topic of the lesson.

d. With the guidance and direction of the researcher, students have been directed to pay close attention to the conversation conducted by the AI in the Cake application.
e. The researcher has explained the text structure and language structure in the conversation.
f. Students have been allowed to ask about what their obstacles are in conducting English conversations. The researcher answered and explained the questions to the students.
g. Under the supervision of the researcher, students practiced the conversation in the Cake application related to the topic discussed at the meeting.

2. Control Class
   a. The researcher has explained English Conversation with the theme that has been prepared for each meeting.
   b. The researcher has divided the students into several groups in pairs.
   c. The researcher has provided examples of English Conversation to students according to the meeting theme using YouTube Video.
   d. Students have been directed to practice the conversation example with their partners.
   e. The researcher has explained the text structure and language structure in the conversation.
   f. Students have been allowed to ask about what are their obstacles in conducting English conversations.

g. The researcher answered and explained the questions to the students.

The researcher looked at the basic ideas of teaching speaking in addition to the application of cake application as a learning tool. There are a few ideas in speaking education that we need to grasp in order to choose the best teaching strategy. According to Hussain (2017), there are several principles in teaching and learning speaking as follows:

1. Encourage students to talk right away. If not, start as soon as you can; don't wait for the teacher to introduce words, phrases, or entire sentences to them.
2. If some students only repeat what they say, be understanding of them.
3. Hold a student's response for a bit if they respond to a question with just one word.
4. Permit students to use their English language skills in conversation.
5. Give students suggested structures, phrases, and words to utilize in various contexts and encourage them to practice them as much as they can.
6. Promote the use of tail-forwarding or back-chaining strategies to combine more than 10 phrases to create longer sentences.
7. As much as you can, set up role plays and pair projects, and keep an eye on the kids to make sure the passive is activated and the active is corrected.
8. Plan your lessons, assignments, and activities well in advance.
9. Permit students to make mistakes during the first stage. Corrections and interruptions stifle flow and demoralize students.

10. Individual shortcomings must be considered, and the instructor ought to be compassionate in providing personalized attention to every student.

c. Output

In this section, the researcher hopes that the tenth-grade SMAN 1 Parepare student speaking skills have improved as a result of using the cake application.

D. Hypothesis

Based on the literature review and conceptual framework discussed above, the researcher stated the research hypothesis as follows:

a. H_0 (Null Hypothesis): The Cake Application does not improve Students' speaking Skill in tenth-grade students of SMAN 1 Parepare.
b. H_1 (Alternative Hypothesis): The Cake Application improves Students' speaking Skill in tenth-grade students of SMAN 1 Parepare.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

This research uses the Quasi-Experimental research method. A quasi-experimental design is a method that is done by comparing two different groups or classes. In identifying groups or classes in the Quasi-experimental method, the control class and the experimental class must be balanced, comparable, and as similar as possible in terms of initial characteristics before the research is carried out. In the process, the control class and the experimental class have been given different treatments. Therefore, the research can be said to be successful if the researcher finds a difference in the results between the control class and the treatment group (White & Sabarwal, n.d.). The quasi-experimental method has advantages including flexibility in research, the Skill to handle ethical issues, and relevance in the real world so from these advantages it can make research more accurate and not representative (Rohman, 2020). This research uses quasi-experimental methods in addition to the strength and accuracy of the data in the research process, also because researchers want to avoid over-generalization practices. Although it cannot be denied that of course the quasi-experimental method also has shortcomings, these shortcomings can at least be minimized. Several experiments have proven that quasi experimental methods can provide the best chance for accurate and valuable results.

B. Research Design

Considering the discussion above, the main objective of this research is to determine the potential effectiveness of using the Cake Application to improve the speaking skills of students. Researchers processed the data and came up with research conclusions using quantitative methods. This study used a pre-test/post-test control class in a quasi-experiment design. This design is used to compare the experimental class's and the control class's results. The methodology for this study is as follows: Before administering the treatment, a pre-test is given to both the experimental and control class to assess students' beginning skill levels. Second, the Cake Application was used as the research treatment to teach the experimental class how to speak. A post-test was given to both the experimental and control classs at the end of the experiment to determine whether there had been a significant difference in scores. Two classes were used in this study: X Cerdas 2 served as the experiment class and X Cerdas 1 served as the control class. According to Gay et al. (2012), The quasi-experimental design consists of a pre-test, treatment, and post-test with the following formula:

Group 1	O_1	x	O_2
Group 2	O_1	x	O_2

In which:

Group 1: Experiment group

Group 2: Control class

O_1 : Pre-test

O_2 : Post-test

X : Treatment

There are several reasons why this research used a pre-test and post-test control quasi-experimental design. First, quasi-experiments do not use random techniques in determining the object of research (Gay et al., 2012). Therefore this research used two classes, namely X Cerdas 2 and X Cerdas 1 as participants and ensured that students had the same knowledge competence before the research began. The next reason, due to limited time and cost, the use of a quasi-experimental design is very appropriate in this research. This research has several meetings for the experimental class which aims to provide treatment in this case teaching students how to improve speaking Skill using the Cake Application. Therefore, it is expected that the use of the Cake Application as a treatment can improve students' English Speaking Skill.

C. Population and Sample of the Research

a. Population

According to Shukla (2020), the definition of the population is all units to which research findings can be applied. It is also possible to define the population as a collection of units that share the traits of the variables being studied, allowing for the generalization of the research findings. Meanwhile, according to Casteel & Bridier (2021), population creates boundaries for the scope of the research and provides environmental and context cues for readers. To prevent researchers from presenting the same conclusions to everyone, these barriers naturally set limits to their research. Researchers can also designate populations, such as target

populations, samples, and sampling, and assure alignment between these groups in the research by defining borders.

Based on the definition and explanation of the population above, the researchers determined that the population in this research were all tenth-grade students at public high school 1 Parepare (SMAN 1 Parepare), which in total amounted to 347 students.

b. Sample

According to Shukla (2020), a sample is a part of the population that represents the population as a whole. This means that all of the many sorts of features that exist within population units must be represented by the units that are chosen as a sample from the population. Meanwhile, Gravetter & Wallnau, 2017 in Casteel & Bridier (2021) says the sample is a set of units selected to represent the population of interest. The sample must represent the population of interest, so sampling must be done using the correct and appropriate method. When selecting a sample, two main considerations must be considered, namely how many units should be in the sample (sample size) and how these units have been selected (sampling method) (Casteel & Bridier, 2021).

This research uses purposive sampling as a sampling method. Purposive sampling itself is non-random sampling because sample data collection is based on predetermined characteristics to obtain the desired sample. The sample taken is then divided into certain parts of the group. These 61 students consist of two different classes, namely Class X Cerdas 2 (32 Students) and Class X Cerdas 1 (29 Students). Where class X Cerdas 2 is an experiment class that gets pretest

(O_1), Treatment (x), and Postest (O_2). While class X Cerdas 1 is a control class given Pretest (O_1) and Postest (O_2). This class was selected based on a phenomena study of the problem and recommendations from the English teacher at the school.

D. Procedure of Data Collection

The data collection procedure is described as follows:

a. Pre-test

Before employing the Cake Application as a learning tool, researchers must first run a pre-test to ascertain students' initial or basic skills. In this case, the researcher has been provided one topic, then students have been divided into pairs and then compose several conversational sentences based on the topic that has been determined. After that, students come forward with their partners and have a conversation, and the researcher assesses it using the prepared speaking assessment rubric. The estimated time used for the Pre-test is 90 minutes or 1 hour 30 minutes.

b. Post-test

A post-test was administered by the researcher to ascertain whether the student's speaking skills had improved after receiving treatment. Students are assigned a topic of conversation and are required to reunite in pairs with their partners from the prior pre-test for the post-test, which is based on the treatment. Next, students take turns approaching to engage in discussion. The researcher was then evaluated once more using the prepared speaking assessment rubric. Ninety minutes or one hour and thirty minutes is the projected amount of time utilized for the Post-test, which is the same amount of time used for the Pre-test.

E. Treatment

1. Experimental Class

After conducting the pre-test, researchers have been provided treatment to students using the Cake Application. However, before the treatment is carried out, students are first directed to download the Cake Application on their respective cell phones. Treatment has been carried out in four meetings, for each meeting, the details have been described as follows:

1. In each meeting, the researcher prepared a conversation topic in the Cake Application.
2. Before entering into the use of the Cake Application, the researcher provided material about a conversation in English.
3. Students are directed to open the Cake Application that has been downloaded previously.
4. Then students can press the speak button at the bottom centre.
5. Then students can set the learning level that they have chosen for example beginner, intermediate, or expert level. In this case, the level chosen by all students must be the same so that the learning topic is also the same.
6. Next, students find the topic of conversation, then students can listen to the conversation conducted by AI from the Cake Application.
7. After that, students can directly have a conversation with AI about one topic, students can also exchange roles with AI and can repeat the conversation until it is felt to be sufficient because in the conversation every mistake made has been directly corrected by AI.

8. After that, the researcher called students to appear in front and have a conversation according to the topic learned that day. In this case, students played a role without looking at the text.
9. After all the students had performed, the researcher allowed students to ask questions about things that students did not understand about the topic.
10. The researcher provided corrections and the conclusion of the lesson.

2. Control Class

After the pre-test, the researcher provided treatment using YouTube videos. Treatment was conducted in four meetings, and an overview of the treatment at each meeting will be described as follows:

1. The researcher has prepared a conversation theme using YouTube videos
2. The researcher has provided an explanation of the lesson theme as an introduction Students have been directed to sit with their respective groups or pairs
3. The researcher has shown an example of a conversation video using a projector device
4. The researcher has asked students to listen and pay attention to the conversation video
5. After the video was finished, the researcher directed students to practice saying the examples of conversations in the video

6. The researcher has given students the opportunity to ask about things they do not understand or things they want to know then the researcher helps correct them.
7. At the end of the lesson, the researcher has given examples of conversations for students to use as exercises at home with their group friends.
8. The researcher gave a conclusion and closed the lesson.

F. Technique of data analysis

Before analyzing the data, researchers first collected the data and analyzed it using the following procedures:

a. Analysed and calculated the data from the pre-test and post-test. Each student can get a maximum of five points for each category.

Table 3. 1 Speaking Assessment Rubric

Score	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
5	Easy to understand and has a native accent	Not a single grammatical error	Use native-like vocabulary and expressions	Fluent like a native speaker	Understand all without difficulty
4	Easy to understand even with a certain accent	Occasionally makes grammatical errors but does not affect meaning	Sometimes uses inappropriate vocabulary	Fluency seems a little compromised by language problems	Understands most of what is said when speech is slightly slowed down though there is repetition of some parts
3	There are pronunciation problems that make the	Often makes grammatical errors that affect meaning	Frequent use of inappropriate vocabulary,	Fluency is much impaired by language	Understands most of what is said when speech is

	listener have to concentrate fully and sometimes there are misunderstandings.		limited conversation Due to limited vocabulary	problems	slightly slowed down despite repetition
2	Difficult to understand due to pronunciation problems, often asked to repeat	Many grammatical errors that impede meaning and frequent rearrangement of sentences	Uses vocabulary incorrectly and has limited vocabulary making it difficult to understand.	Frequent hesitations and halts due to language limitations	Struggles to follow what is being said
1	Pronunciation problems are so serious that they cannot be understood	Grammar errors are so severe that they are difficult to understand	Vocabulary is very limited, making conversation impossible.	Speech is disjointed and halting making conversation impossible	Cannot understand even simple conversations

(Hanik, 2023)

Notes:

Score guidelines

5 : Excellent

4 : Good

3 : Average

2 : Poor

1 : Very Poor

An overview of the results of the analysis of the speaking assessment rubric above shows the following results:

1. The maximum score is 25 and the minimum score is 5.
2. The score range in the score category is 1-100.

3. The formula used to determine student scores is:

$$P = \frac{N\ Score}{Max\ Score}\ x\ 100$$

Where:

p = Student's Score

N Score = Student's Correct Answer

Max Score = Maximum score that can be obtained by students

(Gay et al., 2012)

Thus, the researcher made a student assessment table as follows:

Table 3. 2 Student's Assessment Score

No	Name	Assessment Aspect					Score	Value $\frac{N\ Score}{25}\ x100$
		Pron	Gramm	Vocab	Flue	Comp		
1	S1							
2	S2							
3	S3							
4	S4							
5	S5							

b. To classify student scores, researchers used the following classification:

Table 3. 3 Category of Students' Score

No	Categorization	Score
1	Very Good	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very Poor	0-40

(Inggriyani & Fazriyah, 2018))

c. To calculate the mean score, researchers used the following formula:

$$X = \frac{\sum X}{N}$$

Where:

X = Mean

$\sum$X = The sum of the scores or values

N = Number of scores

(Gay et al., 2012)

d. To calculate the standard deviation, researchers used the formula:

$$SD = \sqrt{\frac{\sum x^2}{N}}$$

Where:

SD = Standard deviation

$\sum x^2$ = Sum of all deviations after squaring first

N = Number of Class

(Gay et al., 2012)

e. To determine the significant difference between the pre-test and post-test scores, researchers used the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 + 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t = Test of significant difference

$\bar{X}_2$ = Mean of Experimental Class

$\bar{X}_2$ = Mean of Control Class

SS_1 = Sum of the Score Experimental Class

SS_2 = Sum of the Score Control Class

n_1 = Total Sample of Experiment Class

n_2 = Total Sample of Control Class

(Gay et al., 2012)

G. Hypothesis Testing

In testing the research hypothesis, researchers used two-tails hypothesis with a = 0.05 and degrees of freedom (df)= $n_1 + n_2 - 2$. Before arriving at the criteria for testing the research hypothesis, the researcher formulates the statistical hypothesis as follows:

H_0: $\mu 1 < \mu 2$

H_1: $\mu 1 > \mu 2$

Where:

H_0 = Null hypothesis

H_1 = Alternative hypothesis

$\mu 1$ = The t-test value

$\mu 2$ = The t-table value

(Gay et al., 2012)

a. If the t-table value is greater than the t-test value, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_1) is rejected. That is, students who are taught using the YouTube videos are better than students who are taught through Cake Application.
b. If the t-table value is lower than the t-test value, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. That is, students who are taught using Cake Application are better than students who are taught through YouTube videos.

CHAPTER IV

FINDINGS AND DISCUSSION

Researchers examined the Pre-test and Post-test data in this chapter. The students' speaking skills were assessed using the Cake Application before they received treatment, and their speaking skills were assessed again using the Post-test.

A. Findings

The researcher has contrasted the teaching approach utilizing Cake Application media with the teaching approach utilizing YouTube videos as the presentation model in this section. As a result, the analysis of student values and scores from the experiment class and control class's Pre-test and Post-tests is shown in this section.

1. Experimental Class

   The Cake application was used to teach speaking to the experiment class's students. Before starting the treatment, the researcher assessed the students' speaking abilities with a pre-test. The students were separated into multiple groups in pairs by the researcher for the Pre-test; in this instance, there were fifteen groups of students. Then the researcher gave freedom to each group to choose the theme of the conversation they used, and each group went to the front of the class to have an English conversation without looking at the text. More detailed steps have been explained in the previous chapter. After the Pre-test was completed, the researcher gave instructions and directed students to

download the cake application as material and treatment media at the next meeting.

In the first treatment, the researcher focused on introducing the Cake application and generally explaining "conversations in English". This was to ensure that the students understood and were not too confused about what the Cake application was and what the English conversation was. Luckily, some students were already familiar with the cake application so it was quite helpful and made it easier for researchers to explain and provide understanding to students. After all that, the researcher informed us about the theme of the material in the next meeting.

For the second treatment, the researcher taught speaking using the Cake application starting with the material theme "Expressing Happiness" In this material theme there are three sub-themes that become teaching materials as well as treatments namely: "Expressing Happiness"; "Expressing Love"; and "Expressing Boredom". In this treatment, the researcher divided the students' sitting position in pairs according to their group in the Pre-test session then the researcher gave directions to follow the steps in the Cake application. After the first treatment session was over, as usual, the researcher informed the theme of the material in the next meeting.

In the third treatment, the researcher used the same method as in the second treatment. The difference thing is the theme of the material, wherein in the third treatment the researcher uses the theme "Speak like a Native" and in this theme, there are two sub-themes that become material as well as treatment,

namely "greetings" and "interviews". During this session, the students were instructed by the researcher to follow the Cake application's rarities. Following the conclusion of the third treatment session, the researcher instructed students to select one speaking practice theme from the Cake application. They were then instructed to examine their selection, which would be applied in the following session, which was the post-test session.

2. Control Class

The method used by researchers in the control class is almost the same as the method used in the experimental class. The control class also conducted Pre-test and Post-test sessions, where researchers divided students into 13 groups. The Pre-test was conducted at the first meeting while the Post-test was conducted at the last meeting. The difference was that students in the control class were taught speaking using YouTube videos. Another thing that distinguishes is the theme of the material used, where in the control class each meeting is given a different material theme. In the second meeting, the theme of the material given was "English conversation"; in the third meeting, the theme of the material given was "greeting and introduction" and in the fourth meeting the theme of the material given was "accepting and rejecting offers". After that, on the fifth meeting, the researcher conducted a Post-test with the theme "school environment activities" which of course had been delivered and explained at the previous meeting.

The overall score comparison between the experiment class and the control class is displayed in the table below.

Table 4. 1 Speaking Skill Score of the Experimental class on Pre-test and Post-test

			Pre-Test		Post-Test	
No	**Classification**	**Score**	**F**	**%**	**F**	**%**
1	Very Good	86-100	0	0	5	15,6
2	Good	71-85	5	15,6	19	59,4
3	Fair	56-70	27	84,4	8	25
4	Poor	41-55	0	0	0	0
5	Very Poor	0-40	0	0	0	0
Total			32	100	32	100

Before treatment, the majority of the students in the experimental class were categorized as having fair scores, as the table above demonstrates. 5 (15.6%) of 32 students were classified as having good scores. 27 (84.4%) out of 32 students were classified as fair scores. After being given treatment, most of the students' scores were classified as Good scores, whereas there were 19 (59.4%) of 32 students classified as Good scores. 8 (25%) of 32 students are classified as Fair Score and 5 (15.6%) of 32 students are classified as Very Good Score.

It is evident from the foregoing explanation that most of the students' scores before receiving the treatment were categorized as Fair. While some students were able to be in the Good category, no students were able to be in the

Very Good category. After the treatment by the researcher through the Cake App, the majority of students' results were categorized as Good. On the other hand, we can also see that some students are still in the Fair value classification. However, we can see that some students were able to enter the classification with a Very Good score.

Table 4. 2 Speaking Skill Score of the Control class on Pre-test and Post-test

No	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Very Good	86-100	0	0	0	0
2	Good	71-85	3	10,3	4	13,8
3	Fair	56-70	26	89,7	25	86,2
4	Poor	41-55	0	0	0	0
5	Very Poor	0-40	0	0	0	0
Total			29	100	29	100

The table above shows that most of the student's scores in the Control class were classified as fair scores before treatment. 3 (10.3%) out of 29 students were classified as good score. 26 (89.7%) out of 29 students were classified as fair scores. After being given treatment, most of the students' scores are still classified as Fair scores, where there are 25 (85.2%) of 29 students classified as Fair scores. 4 (13%) out of 29 students are classified as good scores.

From the explanation above, we can see that most of the students' scores before being given treatment are classified as Fair Score and after being given treatment without using Cake Application most of the students' scores are still

classified as Fair Score. Even so, we can still see an increase even though it is very small when compared to the increase in the Experiment Class.

1. The Mean Score and Standard Deviation of the Pre-Test and Post-Test

The result of the mean Score and Standard Deviation of Students' Pre-test and Post-test Score are presented by the following table:

Table 4. 3 The Mean score and Standard deviation of Students' Pre-test and Post-test (Experimental Class)

The test of Experimental Class	Mean Score	Standard Deviation
Pre-Test	64,88	5,63
Post-Test	76,63	8,95

The table above shows that the students' speaking scores in the experimental class have increased because the score of mean score on the Post-test (76.63) is higher than the pre-test score (64.88). The table above also shows the distribution and variation of student scores where the variation of student scores on the post-test is more varied than the student scores on the pre-test, it is shown by the standard deviation value on the post-test (8.95) correlated with the mean score of the post-test compared to the standard deviation value of the pre-test (5.63) correlated with the mean score of the pre-test.

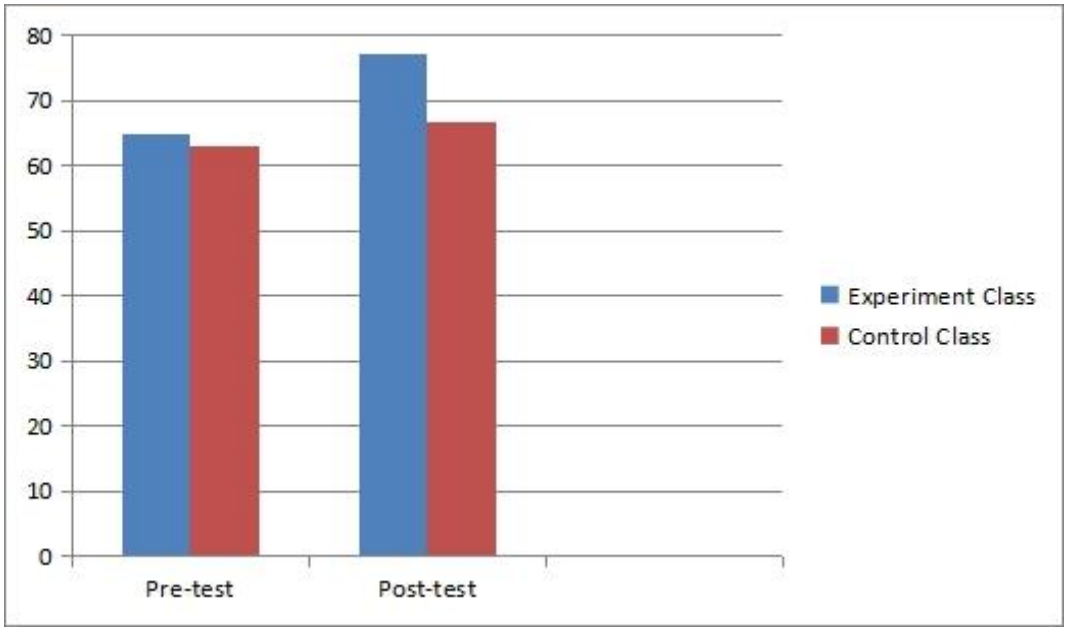
Table 4. 4 The Mean score and Standard deviation of Students' Pre-test and Post-test (Control Class)

The test of Control Class	Mean Score	Standard Deviation
Pre-Test	63,03	4,41
Post-Test	66,62	4,61

The table above shows that students' speaking scores in the Control class have increased because the score of the mean score in the post-test (66.62) is higher than the score in the Pre-test (63.03). The table above also shows the distribution and variation of student scores where the variation of student scores on the post-test is more varied than the student scores on the pre-test, it is shown by the standard deviation value on the post-test (4.61) correlated with the mean score of the post-test compared to the standard deviation value of the pre-test (4.41) correlated with the mean score of the pre-test.

To see more clearly the comparison of the average scores of the Pre-test and Post-test scores in the experiment class and control class, the researcher presents a comparison diagram as follows:

Figure 4. 1 Mean Value Comparison Diagram



We can infer from the foregoing justification that the speaking test results of the students in the Control and Experiment classes have gone up. The highest score of students in the experimental class can go into the good and very good score categories, while the highest score of students in the control class can only go into the good score category, with the majority of them remaining in the fair score category. This is where the differences deceive. This suggests that the experiment class's students' speaking skills have improved more than those of the control class.

2. Hypothesis Testing

In Hypothesis Testing, researchers use the t-table formula with the level of significance set at $\alpha = 0.05$.

Table 4. 5 The Hypothesis Testing

N	Test	t-test value	t-table value
32	Pre-test	1,46	2,001
29	Post-test	5,59	2,001

The t-test value on the post-test (5.59) is higher than the t-table value (2.001), as the table above shows. This suggests that students' speaking skills can be improved through learning with the Cake Application.

B. Discussion

Almost all parts of the problem in today's advanced world demand international communication, with English being recognized as one of those languages. Therefore, speaking English is one of the most important Skill to be mastered by Indonesian people to be able to interact and compete internationally (Susanthi, 2021). But the fact is that there are still many Indonesians who cannot speak English and do not understand the importance of mastering this one Skill. Learning English should be something very fun, especially in a school environment that is a place of learning.

The school environment, which is at the forefront of educating and teaching new generations, especially in learning to speak English, must be able to build a good environment that allows students to learn to speak English well. A good English-speaking learning environment means a place where students can express their ideas and ideas naturally, and can get the opportunity to interact with each other in practicing their speaking Skill. When students can do everything naturally, then they feel it is like a real-life environment it has been very helpful

for them because students have automatically learned to improve their communication Skill as well as the importance of their future (Sujarwo & Akhiruddin, 2020)

But in reality, this is a bit contrary to what the researchers found on observation. Where most students think that learning English especially speaking is difficult and not fun at all. One of the causes of student boredom is the monotonous learning mechanism both from the teacher's treatment and the learning media that is just that (Ullah & Iqbal, 2020).

Based on the above problems, researchers try to provide solutions by providing new learning media options called Cake Application. Cake Application is a media that provides a variety of methods for learning English, especially speaking, in this application many features and theme options can be selected according to needs. In learning to speak, this application provides special features and the most interesting is the presence of AI that can correct our mistakes in speaking so we can immediately know and correct our mistakes. Last but not least, this app is accessed through mobile phones which almost everyone has. Especially for students, they can use their mobile phones to learn speaking is something interesting of course.

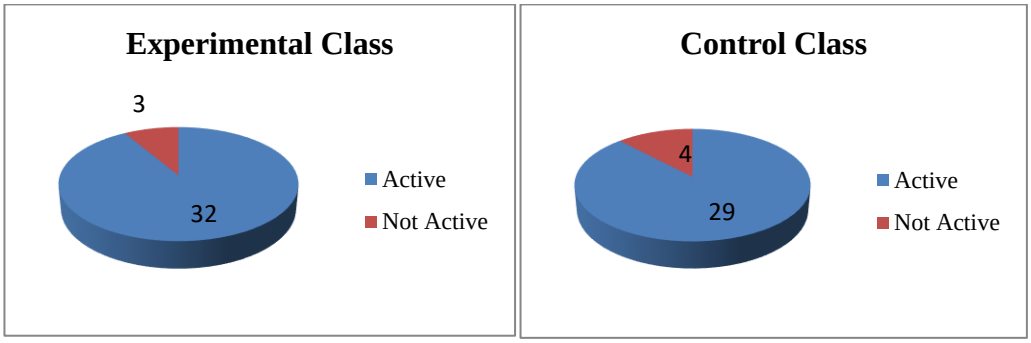
When the researcher asked a question in the first meeting that required the students to respond in English, it appeared that the majority of them would refuse, avoid, and pass the question along to other students. This was one of the ways the researcher noticed signs of anxiety and a lack of confidence in the students. Very few students ventured to speak and share their opinions, even when the researcher

let them respond in Indonesian. It became clear to the researcher that their fear of making mistakes and their fear of receiving negative feedback from professors and other students were the root causes of all of these issues. Fitriani and Gusrayani (2022) in their research entitled "Case Study: Anxiety in Speaking English as a Foreign Language" said that anxiety in speaking English is caused by 3 factors, namely Psychological factors, where this situation occurs when students are expected to communicate with others, instructional factors, namely classroom procedures applied as well as the relationship between teachers and students, and situational factors such as speaking in front of the class.

After all these phenomena, researchers conducted a series of treatments to help these students get new learning media options, and they did not need to worry about being judged or ridiculed by other students because they could practice speaking using their cell phones. Digital media can help students learn to speak easily and confidently (Pulungan & Siregar, 2020). One of the positive things that helped the researcher was that several students were familiar with and had used Cake Application, from the results of my conversation with them, they used Cake Application to learn Korean because they liked watching Korean dramas. Regardless of their reasons, what is clear is that it is very helpful for researchers to socialize this Cake application with other students. In this treatment phase, the researcher could also see and feel the level of enthusiasm of the students which increased compared to the first meeting. Simple things like asking questions and giving opinions when asked about a topic can slowly be applied by them.

This study includes the following fact: there were 33 students in the Control class and 35 students in the Experiment class. However, not all of them were included as samples in this study by the researchers. That is because some students in both classes did not follow all the series in this study starting from the Pre-test, Treatment, and Post-test sessions. So it has made the data analysis invalid. For more details, the researcher presents the percentage of student activeness as a sample in this study:

Figure 4. 2 Percentage of student activeness



From the picture above, we can see a comparison of the level of student activeness in the two classes in this study. Active means the level of student participation starting from the Pre-test session and post-test treatment that can be passed all. Whereas inactive means the level of student participation that does not go through all stages from Pre-test, Treatment to Post-test.

After completing every treatment, a few students speaking skills showed significant improvement. On the other hand, it is undeniable that certain students' speaking skills are stagnating or even declining. However, when comparing the students' pre-test and post-test results, we can see that overall, their speaking skills have improved. Consequently, the researcher can draw the

conclusion that the Cake Application can improve students' Speaking Skill in the tenth grade of SMAN 1 Parepare based on the data analysis.

Cake Application provides a new experience and atmosphere in learning to speak, giving the impression that learning to speak English is easy and fun. This statement is in line with the statement of Chotimah and Pratiwi (2022) in their research entitled "The Use of Cake Application on Students' Speaking Skill in English for Specific Purposes (ESP)" which says that Cake Application has a positive influence in improving students' Speaking Skill in a fun way. Although their research used different methods from this study, the same conclusion was reached that Cake Application can improve students' Speaking Skill.

In line with this research, Pulungan and Siregar (2020) in their research entitled "Developing Cake Application as digital media for teaching speaking in junior high school" said that learning to speak using the Cake Application is very motivating and affects the level of student creativity to show their best Skill in speaking. In this study, researchers saw a high level of enthusiasm from students when taught speaking using Cake Application.

Researchers can see the effect of using the Cake Application to make students feel comfortable and interested in learning to speak. This is consistent with Wimaulidiyanti et al.'s research (2021) entitled "The Implementation of Cake Application in Learning English Speaking Skill" Following their instruction with the Cake Application, the majority of students expressed comfort and interest in learning to talk in interviews and questionnaires. They employed a different

methodology than the researchers in this study, but the outcomes were similar in that they demonstrated the beneficial impact of Cake Application on students' Speaking Skill improvement.

CHAPTER V

CONCLUSION AND SUGGESTION

This Chapter consists of two parts, conclusion and suggestion.

A. Conclusion

It is possible to conclude that using the Cake Application as a learning tool can help students become more proficient speakers based on the findings of the research and analysis. The comparison of the pre-test and post-test results on the five speaking scoring components illustrates this. The t-test value on the post-test is 5.59 higher than the t-table value (2.001), as we can also observe. The Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_1) is accepted when this outcome is correlated with hypothesis testing. Furthermore, if the post-test mean score correlates with the Score Classification, it indicates that the tenth-grade SMAN 1 Parepare students' speaking skill have improved.

B. Suggestion

Based on the results of data analysis and conclusions, researchers provide several suggestions related to this research, including the following:

1. For English Teacher
    a. The Cake Application is a good tool to utilize in the classroom to help students with their speaking skills.
    b. Cake Application can be a very suitable option to avoid monotonous learning media and methods.

c. It would be great if educators were aware of every feature of Cake Application before putting it to use. This is because there aren't many instructors using this application as a teaching tool.

d. When utilizing the Cake Application to implement learning, teachers should choose a theme or topic carefully, taking into account the needs and abilities of their students.

2. For Students

a. The Cake Application is a convenient and enjoyable way to practice speaking, but it is only accessible through a cell phone.

b. Learning Speaking using the Cake Application should choose a topic or theme according to your needs.

c. We recommend using the Cake Application for free, no subscription is required.

3. For the next Researcher

a. Cake Application is very suitable for use as research material, especially in the field of English, many options and features can be used and researched.

b. Future researchers can use other instruments or methods in using Cake Application.

4. For the Readers

Cake Application can be used as one of the options for improving English speaking skill.

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