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Improving Students' speaking skill using Cake Application at the tenth grade of SMAN 1 Parepare

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ABSTRACT

The purpose of this study was to determine whether or not the use of the Cake Application can improve Students' Speaking Skill in the tenth grade of SMAN 1 Parepare. This research applied the Quasi-experimental method. The population in this study were tenth-grade students of SMAN 1 Parepare in the academic year 2022/2023. The total population was 347 students and two classes out of ten classes were taken as samples by using the Purposive Sampling method.

The results of the data analysis show that the use of the Cake Application can improve students' speaking Skill, as shown in the Post-test result (76.63) is higher than the Pre-test result (64.88), and the t-test value (5.59) is higher than the t-table value (2.001) at the 0.05 level. This indicates that H1 is accepted and H0 is rejected. This means that students who were taught using the Cake Application have better-speaking skill improvement compared to students who were taught without using the Cake Application.

Keywords: Students, Speaking Skill, Cake Application

ABSTRAK

Tujuan penelitian ini untuk mengetahui apakah penggunaan Cake Application dapat atau tidak meningkatkan kemampuan berbicara siswa pada kelas sepuluh SMAN 1 Parepare. Penelitian ini menerapkan metode *Quasi-experimental*. Populasi dalam penelitian ini adalah siswa kelas sepuluh SMAN 1 Parepare pada tahun ajaran 2022/2023. Jumlah populasi adalah 347 siswa dan dua kelas dari sepuluh kelas diambil sebagai sampel dengan menggunakan metode Purposive Sampling.

Hasil dari analisis data menunjukkan bahwa penggunaan Cake Application dapat meningkatkan kemampuan berbicara siswa, seperti yang ditunjukkan pada hasil Post-test (76,63) lebih tinggi dari hasil Pre-test (64,88), dan nilai t-test (5,59) lebih tinggi dari nilai t-table (2,001) pada level 0.05. Hal ini mengindetifikasikan bahwa H_1 diterima dan H_0 ditolak. Hal ini berarti bahwa siswa yang diajar menggunakan Cake Application memiliki peningkatan kemampuan berbicara yang lebih baik dibandingkan dengan siswa yang diajar tanpa menggunakan Cake Application.

Kata kunci: Siswa, Kemampuan berbicara, Cake Application

Introduction

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.

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.

Result and Discussion

The research findings and data analysis are based on data obtained from students' learning activities taught using the Cake application. The results obtained are presented using quantitative descriptive method. In this study, the researcher conducted a pre-test at the first meeting to determine the extent of students' speaking ability before being given treatment and then gave a post-test after being given treatment. This research was conducted for six meetings attended by sixty-one students.

A. Scoring classification on Pre-test and Post-test

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

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

No	Classification	Score	Pre-Test		Post-Test	
			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

The table above shows 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.

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

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 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.

B. The Mean score and Standard

B.1. The Mean score and Standard deviation of Students' Pre-test and Post-test (Experimental Class)

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.

B.2. The Mean score and Standard deviation of Students' Pre-test and Post-test (Control Class)

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.

C. Hypothesis Testing

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

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

Discussion

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.

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.

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