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## The Effectiveness of Cake App to Teach Speaking

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### Article History:

Received: 07 Agustus 2024

Revised: 20 Agustus 2024

Accepted: 22 Agustus 2024

**Keywords:** *Speaking, Cake Application*

**Abstract:** *The purpose of this study is to introduce Cake App as a medium to improve students' speaking skills. Communicative App for Key English stands for CAKE. Communicative App for Key English can be downloaded for free from AppStore or Google Play, complete with various features to improve speaking and train them with various exercises to pronounce words/phrases/sentences correctly. It comes with a microphone icon that students can use directly to speak according to the audio that has been played. This study is an action research that aims to improve students' speaking skills by using Cake application. This study discusses how Cake application as a learning media can improve students' speaking ability. Data were collected through speaking tests and interviews in a classroom action research. The researcher made three cycles and gave scores for each cycle. In the first cycle, the students' average score was 30 points, the second cycle was 70 points. Cake Application helps students in pronouncing various kinds of words more easily and comprehensively. The results showed that the use of Cake application has provided convenience and benefits for students in improving their English Speaking skills by using Cake application.*

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### INTRODUCTION

Speaking is a fundamental skill in language learning and is essential for effective communication and personal development. Mastery of speaking skills enables students to express their thoughts, engage in conversation, and participate in a variety of social and academic environments. Speaking involves various components, such as pronunciation, vocabulary, grammar, and fluency, and requires students to be able to produce language accurately and precisely in real-time. This skill is essential for building relationships, exchanging information, and expressing ideas effectively. Developing speaking skills can significantly improve learners' ability to interact in a second language, which contributes to their overall proficiency and confidence.

In real teaching conditions, it is observed that students are often not active participants in classroom activities related to speaking. They tend to be passive, reluctant to engage in discussions or answer questions, and frequently resort to using their native language when asking questions or interacting with peers. This lack of active participation and reluctance to use English hampers their ability to improve their speaking skills. Traditional teaching methods, which may rely heavily on

rote learning and teacher-centered instruction, fail to provide the dynamic and interactive environment necessary for developing speaking proficiency. As a result, students miss out on opportunities to practice and enhance their speaking abilities in a meaningful way.

According to Brookfield and Preskill (2012, p. 1), the ideal teaching of speaking is a method that emphasizes the use of dialogue as the main tool in the teaching and learning process. In this method, students are given the opportunity to speak spontaneously, share personal experiences, and actively participate in meaningful conversations. This approach allows them to develop their speaking skills naturally and increase their confidence in using language. Teachers also use a variety of activities, such as role plays, group discussions, and presentations, to provide relevant and interesting contexts for students. By integrating these principles, teachers can create a comprehensive framework that combines well-prepared teaching materials with interactive and communicative teaching methods. This not only improves students' speaking skills, but also creates a more engaging and effective learning environment.

According to Selwyn (2011), the use of digital technology has a role in supporting and improving learners' cognitive processes and thinking skills. One of the media that can be used to support students' speaking skills is the CAKE app. The CAKE App connects proven language learning techniques with the way people stream and engage with online content. In addition, the CAKE app also provides interesting and relevant learning content to expand learners' vocabulary and speaking skills. By using the CAKE app, learners can engage in various activities, such as group discussions, role plays, presentations, or even Q&A sessions, thus creating a more effective and interactive learning environment that aligns with the ideal conditions for teaching speaking.

In conclusion, overcoming the challenges of teaching foreign language speaking skills requires a combination of careful preparation by teachers and the integration of innovative digital tools such as the CAKE app. By creating an engaging and interactive learning environment, we can increase students' confidence, participation, and proficiency in speaking English. Blending traditional teaching methods and modern technology will create the optimal conditions necessary for students to thrive in their language learning journey.

## **RESEARCH METHOD**

This study uses qualitative and quantitative research to obtain data on the use of Cake Application to improve students' speaking skills. In this study, there are several learning cycles which include planning, action and observation, and reflection process. First, the researcher planned to use the Cake app in designing and managing lesson plans and teaching methods. Then the researcher started to apply the Cake App in the teaching and learning process. To know the students' response and development while using it, observation was conducted gradually. Finally, reflection is done to find out whether the overall learning is clear or there is still something missing. In this case, the subjects were 30 students. The study was conducted during a speaking instruction class. For data collection, the researcher used several instruments such as observation lists and interviews. Test and non-test techniques were also used. To determine the students' speaking ability, the test technique was conducted by giving an oral speaking test. As for non-test, interviews were conducted with several students regarding their responses to the use of the Cake App. To determine the students' speaking ability, the researcher gave a pre-test and post-test. The same test was used to compare the pre-test and post-test scores. To analyze the data and check the truth and information obtained in this study. The researcher used SPSS 22 for Windows to analyze the data.

## RESULT AND DISCUSSION

This section discusses the research results and discussion. The research results are taken from the cycle of learning activities in the classroom and the final scores on the post-test. This is also supported by the results of observations and interviews. Presented in the table are the scores displayed in the T-Test table. To know and understand the use of Cake application by students, students' answers in the interview were used. This research was conducted on third grade students of MTs NW Kabar, in 6 meetings. In this classroom action research is divided into three cycles, each of which consists of 2 meetings. each cycle is the same, namely planning changes, action and observation, and the learning process. In the introductory stage, activities began with greetings, explaining the teaching material and learning objectives. Before starting teaching and learning activities, it always began with brainstorming that involved students in the learning process. After that, the researcher gave an overview of the Cake application. Then the researcher showed the Cake application downloaded from the smartphone and explained the benefits of the features available in the application for learning to speak. Then students were asked to start downloading the application on Android. For the core activities, the researcher asked students to practice speaking using the Cake application to determine the students' speaking skills. The researcher provided training and operating instructions for the Cake application. Students can also choose their level of ability and customize their speaking ability. Here, the researcher observed all the students' activities when the students used the Cake app in the classroom. Students were very enthusiastic and interested in learning.

Corrections and feedback are provided immediately. To reflect on the learning process, the researcher assessed word spelling and reading text. Aspects that are following the assessment include acceptable pronunciation, comprehensible, partially correct pronunciation. Each has a different estimation score. Also, to know more about the application, application, and answers such as oral test. Performance tests are set at the end of the cycle. The results of the study said that the students' pronunciation scores were significant and increased. In the initial study before the post-test, the average score of the students' pronunciation test was 30 out of 30 students, while the maximum score was 70. In Cycle 1 after using the Cake application, the students' scores increased by an average of 70 from 30 students, the maximum score was 70. It is shown the following table:

**Tabel 1. Skill Assesment**

No	Criteria	Score
1.	Acceptable pronunciation	70
2.	Comprehensible, partially correct pronunciation	30
3.	Silence, seriously incorrect pronunciation	0

In this study, data were analyzed by using statistical descriptive. Statistical descriptive analysis was used to figure out normality test, homogeneity test, and hypothesis testing. The following table shows descriptive statistic.

**Tabel 2. Descriptive Statistic**

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	30	30	70	44.67	19.605
PostTest	30	30	70	59.33	17.991
Valid N (listwise)	30				

Based on the pre-test and post-test results of the control class, the lowest pre-test score was

30, the highest score was 70, with a total mean of 44.67 and a standard deviation of 19.60. While in the post-test, the lowest score was 30, the highest score was 70, with a total average of 59.33 and a standard deviation of 17.99. Based on the data obtained about students' speaking ability, it can be seen that there was a tendency to increase the average score after getting the treatment compared to before getting the treatment, where the post-test average score was higher than the pre-test average score. These results indicate that there was a significant effect of using the Cake App on improving students' speaking skills.

### Normality test

The probability of bias is reduced when data is normally distributed. To test data normality could be observed in the attendant table.

**Table 3. Tests of Normality**

	No	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
hasil	1	.406	30	.000	.612	30	.000
	2	.457	30	.000	.554	30	.000

Based on table 2, it can be seen that the data are not normally distributed because sig <0.005.

### Hypothesis Testing

This researcher used the Wilcoxon signed rank test, or non-parametric test, because the data was not normally distributed. In addition, the basis for decision-making in the Wilcoxon test, namely:

If the Asymp-Sig (2-tailed) value is <0.05, then Ho is rejected and Ha is accepted. Meanwhile, if the Asymp-Sig (2-tailed) value > 0.05, then Ho is accepted and Ha is accepted.

**Table 4. Ranks**

	N	Mean Rank	Sum of Ranks
PostTest – PreTest	Negative Ranks	0 <sup>a</sup>	.00
	Positive Ranks	11 <sup>b</sup>	66.00
	Ties	19 <sup>c</sup>	
	Total	30	

### Test Statistics

**Table 5. Test Statistics<sup>a</sup>**

	PostTest - PreTest
Z	-3.317 <sup>b</sup>
Asymp. Sig. (2-tailed)	.001

In Table 4, it can be seen that there was no negative rank or negative difference between students' pronunciation learning outcomes in the pre-test and post-test, either in the N value, mean rank, or sum rank. This 0 value indicates that there was no decrease from the pre-test to the post-test score. Meanwhile, in the positive rank or positive difference between students' pronunciation learning outcomes in the pre-test and post-test, there were 11 positive data points (N), which means that 11 students experienced an increase in their speaking learning outcomes or none of them experienced a decrease; all of them experienced a positive increase after the treatment using the

"Cake App" in the classroom. Furthermore, the mean rank increased by 6.00, and the sum of the positive ranks was 66.00. On the other hand, ties were the similarity of pre-test and post-test scores. In the table, the value of ties was 19, so it can be said that there are 19 similar scores between the pre-test and post-test.

In Table 5, the research hypothesis is determined, whether  $H_0$  was rejected or  $H_0$  was accepted. It can be seen that the Z value is -3.317 and the Asymp-Sig (2-tailed) was 0.001. Based on the SPSS output, it can be seen that the Asymp-Sig (2-tailed) value was 0.001, meaning that the value of 0.000 was smaller than 0.05. Because the value of 0.001 was smaller than 0.05,  $H_0$  was rejected and  $H_a$  was accepted, which means that there was a difference in the average pre-test and post-test learning outcomes. It can be said that the hypothesis of this study was that Cake Application was effective in teaching speaking at MTs NW Kabar in the academic year 2024.

Findings were also obtained from interviews according to students' effectiveness the use of the Cake Application in the pronunciation class. Student explanations are shown in the following transcript below: Researcher : How did the CAKE app help you learn to speak better? First student: The CAKE app helped me speak better by offering practice exercises and feedback on my pronunciation. Second student : The CAKE app helps me by providing lots of speaking practice and instant feedback. This makes practicing and improving my speaking skills easy. It can be seen from the result of interview above, that Communicative Application for Key English or Cake application allows students to learn speaking more easily and quickly. This is especially useful in providing instant correction and feedback. The students show that in learning to pronounce words, this is following research Octavianita's theory (2022, p. 82), which states that the Cake application can be a medium for learning English, especially speaking English, and has an AI speech recognition feature that can recognize pronunciation word by word. This activity aims to make students active in learning to speak, especially to practice speaking, starting with practicing English words, phrases, and sentences.

## CONCLUSION

Based on the research entitled "The Effectiveness of Cake Application to Teach Speaking," it can be concluded that the use of Cake application is more effective for learning compared to traditional methods. Students who use the app show higher confidence and better exploration of opportunities by utilizing features such as real-time feedback, pronunciation guides, and conversation practice. These elements help to correct errors and improve pronunciation, thereby increasing practical use of English. The study found that the interactive nature of the app supported shy students by student providing a less stressful environment for practice. Overall, this study shows that the Cake app significantly improved speaking ability, making it a valuable tool for students and educators who wanted to improve their English proficiency. The significant increase in the mean score from pre-test 44.67 to post-test 59.33 indicates a substantial improvement in students' speaking ability after using the Cake app.

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