The Effect of Cake Application on Students' Speaking Skill at The Eleventh Grade of Senior High School 14 Pekanbaru

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ABSTRACT

Cake application is an English learning application that aims to improve student learning activities in English. This application provides speaking, writing, listening, and reading features. There are several features in this application such as watching short movie and practicing speaking by using dialogue. The aimed of this research was to find out whether there is a significant difference of students' speaking skill between before and after using Cake application at the Eleventh Grade of Senior High School 14 Pekanbaru. The researcher formulated the problems into three research questions that would be answering by using quantitative research. This research was a pre-experimental research. The total population was 422 students. The classes chosen as the sample was XI IPA 7 by using a convenience sampling technique which the total of sample were 36 students'. In collecting the data, the researcher used speaking test to determine students' speaking skill. In analyzing the data, the researcher used Wilcoxon signed Ranks Test formula calculated by SPSS 23 version. Based on analysis of the t-test formula, the sig. value is 0.000. It could be stated that 0.000 had less value than 0.05, then Ha is accepted and Ho is rejected. So it can be concluded that there was a significant difference of students' speaking skill between before and after using Cake application at the Eleventh Grade of Senior High School 14 Pekanbaru.

KEYWORDS: Cake application, speaking skill

1 INTRODUCTION

Speaking is an activity to produce sound and it is released by mouth. According to Kurum (2016), speaking produces meaningful sentences in that; in other words, people speak that language. As a tool of communication, speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information (Burns & Joyce, 1997). Meanwhile, Wamnebo et al (2018), describes speaking as a language talent that develops over time in students' lives. Speaking is an important aspect of learning and teaching a second language.

Senior High School 14 Pekanbaru is one of the senior high schools in Indonesia that applies the 2013 curriculum as its guidance in the teaching and learning process. As a formal educational institution, English is served as a compulsory subject that is taught once a week in 2x45 minutes for each meeting. English is one of the subjects that should be mastered by the students, especially in terms of speaking. Based on National Standard Council (BSNP) for the 2013 curriculum, speaking is one of the indicators of students'

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success in learning English. It is expected that senior high school students be able to speak and communicate in English. They should be able to asking and giving for information related to suggestions and offers, asking and giving for information regarding opinions and thoughts, make formal invitations by asking and giving for information related to school or workplace activities, make oral and written analytical exposition texts by asking and giving for information related to actual issues, and giving and requesting information related to circumstances, actions, activities or events without mentioning the culprit, BSNP (2013).

Based on the researcher observation, the researcher found that most of the students at the eleventh grade students of Senior High School 14 Pekanbaru, have difficulties in speaking skill. They admit that they have difficulty in expressing daily conversation and still lack confidence in speaking English. They are also lack of vocabulary often make mistakes in pronunciation and grammar, and also not speaking fluently and hard to understand even a simple conversation. There are several reasons that contribute to difficulties in speaking English, including boredom and disinterest in the media used in the teaching and learning process. Teachers use English books and sometimes use video as a media for teaching speaking skills in class. Teachers try to arouse students' interest in speaking skills, but using English books and videos are still less effective in improving students' speaking skills. This is because the media used only focuses on explaining the learning material, not speaking practice.

So in this study, the researcher use the Cake application as a media in teaching speaking. According to Tafonao (2018) learning media is a tool that can be used to channel messages from senders and recipients, so that they can stimulate students' thoughts, feelings, concerns, and interest in learning. On the other hand Baron (2020) state that the combination of learning applications has made it easy for teachers to direct and guide students to improve their English speaking skill. The Cake application is an application to facilitate learning English, especially learning to speak English like a native speaker. According to Saud Albahlal (2019), Cake application provides a lot of video references on You tube. The use of YouTube in teaching the English language plays a leading role in helping learners understand their English lessons. It can improve the performance of students and upgrade their levels of learning English (Almurashi, 2016). According Lee and Liang (2012), the use of online videos to learn speaking skills has introduced visual perception to students in developing speaking competence. On the other hand Xiaoyu HE (2018), state that using the Cake application allows students to control their learning, can solve speaking problems, and makes students interested in speaking English. So this application is highly recommended for students who want to improve or do more practice in speaking English.

Cake application made in Korea (2018). It can be downloaded from the play store for Android users and iOS Store for iPhone users. Researchers hope that this application can be a learning medium that will help students to be interested in speaking activities and make students practice speaking more anytime and anywhere.

Most of the research using media for improving speaking skill, such as; First, research from Intan Lailatur Rahmani et al (2021) who did an pre-experimental research to investigate Cake application of Second Semester Students of English Education Study Program at STKIP PGRI Sidoarjo. The Instruments of this research pre-test and Post-test. Second, research from Andi Rizki Rahmadani (2022) who did quantitative research; pre-experimental research method to investigate Cake application at the eleventh grade students of MAN Bone. The instruments of this research are pre-test and post-test. Third, research from Nurya Adilla (2022) who did quantitative research, quasi-experimental

research method to investigate Cake application at the eighth grade students of MTs Babul Ulum-Pajak Rambe. The instruments of this research are pre-test and post-test. Therefore, this research aimed to further investigated the effect of using Cake application for improving students' speaking skill at the eleventh grade of Senior High School 14 Pekanbaru. The difference between this research and previous research is that this research was conducted in Senior High School and focused on science majors only.

Based on the above phenomenon, the researcher wants to conduct an experimental study at Senior High School 14 Pekanbaru with the title: "The Effect of Cake Application in Improving Students Speaking Skill at the Eleventh Grade of Senior High School 14 Pekanbaru". To conduct this research, the researcher formulates the research questions is there any significant difference of students' speaking skill between before and after being taught by using Cake application at the Eleventh Grade of Senior High School 14 Pekanbaru. The objective of the research is to examine whether there is a significance difference of students' speaking skill between before and after being taught by using Cake application at the Eleventh Grade of Senior High School 14 Pekanbaru.

2   METHODOLOGY

This research used a quantitative research with an experimental design. According to Creswell (2012), the experiment is testing an idea (or practice or procedure) to determine whether or not it influences an outcome or dependent variable. The design of this research was pre-experimental research design with one group pre-test and post-test. According to Cohen (2005), the pre-experimental research is the one group pre-test post-test. According to Ary et al., (2006) there are three steps that usually involves in one-group pre-test post-test design, (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment X to the subjects; (3) administering a post test, again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pre-test and post-test score. Based on the explanation above, it can be concluded that this research was conducted in one group and there was pre-test, treatment and post-test.

Table 1 Research Design

Pre-test	Treatment	Post-test
Y_1	X	Y_2

Where:
Y_1 : Pre-test
X : Treatment
Y_2 : Post-test

This research was conducted at the eleventh grade students' of Senior High School 14 Pekanbaru in August to October 2023. The population of this research was the eleventh grade students' of Senior High School 14 Pekanbaru. There are twelve classes of eleventh grade students' senior high school 14 Pekanbaru with the total of students' are 422. The researcher used a convenience sampling technique and for the sample the researcher chose the XI Science 7 with the total 36 students'. The instrument of this research is a test, pre-test and post-test.

3   RESULT AND DISCUSSION

The purpose of this research is to know the students' speaking skill before and after being taught by using Cake application, to know if there is a significant difference of the students' speaking skill before and after using Cake application. The data of the research were obtained from the scores of students' pre-test and post-test.

Table 2 Pre-test and Post-test score

No	Respondent	Score (Pre-test)	Score (Post-test)
1	Student 1	64	72
2	Student 2	62	70
3	Student 3	64	70
4	Student 4	74	84
5	Student 5	58	80
6	Student 6	64	80
7	Student 7	62	76
8	Student 8	66	76
9	Student 9	58	82
10	Student 10	66	78
11	Student 11	56	82
12	Student 12	50	82
13	Student 13	64	80
14	Student 14	64	72
15	Student 15	60	72
16	Student 16	64	82
17	Student 17	66	80
18	Student 18	68	82
19	Student 19	62	78
20	Student 20	60	76
21	Student 21	64	76
22	Student 22	58	76
23	Student 23	58	78
24	Student 24	58	78
25	Student 25	66	74
26	Student 26	60	72
27	Student 27	62	74
28	Student 28	64	80
29	Student 29	58	80
30	Student 30	58	78
31	Student 31	66	76
32	Student 32	66	78
33	Student 33	62	82
34	Student 34	58	80
35	Student 35	62	76
36	Student 36	62	76

Based on the table 1, the descriptive Statistics of pre-test the mean score was 62.06, standard deviation was 4.236, minimum score was 50, and maximum score was 74. Meanwhile, the descriptive Statistics of post-test the mean score was 77.44, standard deviation was 3.722, minimum score was 70, and maximum score was 84.

Table 3 The Distribution Frequency Score of Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	2.8	2.8	2.8
	56	1	2.8	2.8	5.6
	58	8	22.2	22.2	27.8
	60	3	8.3	8.3	36.1
	62	7	19.4	19.4	55.6
	64	8	22.2	22.2	77.8
	66	6	16.7	16.7	94.4
	68	1	2.8	2.8	97.2
	74	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

Table 4 The Distribution Frequency Score of Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	2	5.6	5.6	5.6
	72	4	11.1	11.1	16.7
	74	2	5.6	5.6	22.2
	76	8	22.2	22.2	44.4
	78	6	16.7	16.7	61.1
	80	7	19.4	19.4	80.6
	82	6	16.7	16.7	97.2
	84	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

The normality test aims to determine wheter the data from each variable is normality distributed or not. This normality test was use the Shapiro-Wilk test. The result of the normality tets was using SPSS version 23 can be seen in the following table :

Table 5 The Normality of the Data

	Kolmogorov – Smirnov			Shapiro - Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.134	36	.103	.939	36	.047
Posttest	.143	36	.061	.943	36	.064

Based on the table 4, it was known that the significance value from the pre-test was lower than 0.05 and the significance value from the post-test was higer than 0.05. The significance value from the pre-test was 0.047 and it was lower than 0.05 (0.047 < 0.05), which means that the data is not normally distributed. The significant value on the post-test was 0.064 and it was higer than 0.05 (0.064 > 0.05), which means that the data was in normal distribution.

The t-dependent test is conducted to analyze whether or not there is a significance difference between the pre-test and post-test. In managing the data for the t-dependent test, researcher used SPSS version 23 software program, namely Wilcoxon signed Ranks Test. The results of the t-dependent test:

Table 6 Wilcoxon signed Ranks Test

	Pretest – Posttest
Z	-5.240
Asymp. Sig. (2-tailed)	.000

Based on the table 5, the result showed that Ha is accepted because the sig (2-tailed) value is 0.000. It can be stated that 0.000 < 0.05. Basis for decision making: Ha is accepted if the value is significant (sig. < 0.05), and Ho is accepted if the value is significant (sig. > 0.05). It means that alternative hypothesis (Ha) is accepted while the null hypothesis (Ho) is rejected. So there is a significant difference on students' speaking skill between before and after using Cake application at the Eleventh Grade of Senior High School 14 Pekanbaru.

4   CONCLUSION

Based on the result of the previous chapter finding and discussion, the researcher stated that there is a significant difference on students' speaking skill between before and after using Cake application at the Eleventh Grade of Senior High School 14 Pekanbaru. It can be seen that the sig (2-tailed) value was 0.000. It can be stated that 0.000 < 0.05. It means that null hypothesis (Ho) was rejected, while the alternative hypothesis (Ha) was accepted.

Based on the research findings, the researcher would like to give some suggestion especially for the teacher and the student. The researcher suggests that teachers use Cake application to improve students' speaking skill. This application can be an option to use in the class to help students in speaking, with various videos available and features that are interesting and easy to use anytime and anywhere. The teacher should give motivation and attention to encourage the student interest in speaking course as one of the language skills.Then for students, the students should have high interest about English and expected to continue to use this application for learning English especially in speaking.

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