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The Implementation of Cake Applications to Improve Students' Speaking Skills

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Abstract

This study aims to find out the students' speaking skills before and after using the Cake Application and the significant difference before and after using the Cake Application on their students' speaking skills. A quantitative method with a pre-experimental design was used in this research. The research was conducted at MAN 1 Karawang which consisted of 25 students as the sample in the tenth-grade class. Pre-test and post-test were part of the six sessions that the research was conducted. The research findings demonstrated that using the Cake Application media significantly improved the students' speaking skills. The pre-test result was 42.24 on average; the maximum score was 68, and the lowest was 32. The average post-test score was 66.72; the top score from the post-test was 100, and the lowest score was 52. In contrast, the speaking scores of the students were higher in the post-test than in the pre-test. In the average N-gain score, it showed that students' speaking skills improved to a medium level of 0,44. Based on research data, using the Cake Application media significantly improved students' speaking skills. The study offers teachers and future researchers as reference materials for using the Cake Applications media in speaking skilss.

Keyword: *Speaking Skills, the Cake Application media, pre-experimental*

A. Introduction

This study investigates how Cake apps are used to help students acquire better speaking skills. In the contemporary globalization-era classroom, where technology is a constant, there are a plethora of Android applications that may help, tempt, and motivate students to improve their confidence in speaking English. One part of educational materials that might encourage students to learn is learning media (Arsyad, 2005). This study attempts to improve the speaking skills of EFL students using the Cake Application. To enhance the quality of their relationships with others, fluency in English is now officially expected. Students' present problems include a lack of vocabulary and a lack of confidence in their ability to pronounce things correctly in English. The above phenomenon also occurs within a Karawang Islamic Senior High School.

They are based on preliminary research by interviewing English teachers and are also shown during teacher and researcher observation. The study's findings revealed several issues with students' struggles with speaking English. Due to the impact of Covid-19, they are lack of confidence in pronouncing English words, lack new vocabulary and unmotivated.

To overcome this problem, teachers need to improve the quality of teaching by using Cake application media, such as motivating students to apply communicative approaches and use relevant application media on their respective mobile phones in English class. Moreover, students can practice and be more active in communicating and interacting using English in their environment, both in learning activities in class and outside of the classroom. This Cake application can inspire students to study English and cultivate their enthusiasm, particularly for speaking skills, because the Cake applications are connected to the student's mobile devices. As a result, students can learn whenever and wherever they choose using the Cake applications program, which offers a variety of amusing elements to make learning English less monotonous.

However, this needs improved media such as Cake applications in order to enhance students' speaking skills in English, utilizing project-based learning. Through exercises like presentations, discussions, and conversations, teachers can support their students in developing their oral communication skills. Students can practice speaking to express themselves and convey knowledge through presentations and discussing the process of finishing their project. Information sharing and collection within the work group depend heavily on communication. This study is recent in that it focuses on learning to speak English using the Cake application media, which includes various forms of animated video content, native speakers, and speaking tests relevant to the theme of the material being studied. Moreover, this research is aim to know the students' speaking skill before and after using the cake application and to find out the significant differences before and after using the cake application on students' speaking skill.

B. Research Methodology

This research applies quantitative techniques like data collecting and analysis numeric. This assesses the results of utilizing the Cake applications to improve students speaking skills. (Creswell, 2012) asserts that quantitative research is a method of inquiry that can be used to describe patterns and illuminate the connections between variables found in the literature. Sugiyono (2015, p. 107) writes that experimental research techniques "may be seen as study methods used to investigate certain influences vs another under controlled conditions." This research is a pre-experimental design because it is not an actual experiment. Why? Because outside variables still influence the evolution of the dependent variable. According to Fraenkel (2009), pre-experimental is a research approach that uses just treatment samples or experimental

classes without using any control samples. Therefore, the other factors in an experiment do not entirely determine the dependent variable, which is the results.

Moreover, this research utilizing a one-sample pre-experimental pre-test and post-test Design. The researcher carries out this research form. The researcher compares the results of using the Cake Application to improve students' speaking skills before and after using a pre-experimental methodology. The diagram of this design is as follow: (Fraenkel, 2006).

Table 1. Pre-test & Post-test Design

The One – Group Pretest – Posttest Design

Design

O1	X	*O2*
Pretest	Treatment	Posttest

(Source: Fraenkel, 2006: 265).

Where:

O1 = Pre-Test (Initial test)

X = Treatment (Teaching speaking using the Cake applications).

O2 = Post-Test (Final test)

One Group pre-test and post-test Design, according to Suherman (2013, p.52), design of pre-test and post-test in a single group.

1. In this Design, only one group is given a pre and post-test.
2. First, do the initial testing, then give the treatment and post-test.
3. The difference between the pre-test and post-test results can be assessed as an experimental treatment effect.

In this research, researcher one class was chosen to be tested, and after that, in the form of pre- and post-test questions, the tested class got treatment. figuring out the pre- and post-test questions' answers for the subsequent or last phase. To apply the speaking proficiency test results of the students both before and after implementation, this is done to ascertain any differences employing the Cake application as the dependent variable and the pre- and post-test results as the experimental treatment impact of the students' speaking skills.

1. Population and Sample

The population of this research was taken from the tenth-grade class, at MAN 1 Karawang of 165 students which were divided into six classes. Therefore, the entire population is represented by the sample. A sample is a representation of the research population. According to Frankel and Wallen (1993), a sample in a research study is a group, object, or person chosen to represent the population from which the information was acquired. Frankel and Wallen's (1993) assertion led to the classification of the sample in this investigation using cluster sampling approaches in one class, data were collected from the population in this research. The

research's sample in this research was the students of tenth grade of phase 1 class that consists of 25 students was exposed to the Digital Cake application's media to improve their speaking skills.

2. Data Collection Technique

The researcher collected data using a test as a technique. According to Apuke (2017), a quantitative approach is used to determine the presence and significance of a link between two or more variables in a population (or sample). Coefficients of correlation are used to express the strength of a relationship. The ratio runs between + 1.00 and -1.00. Higher ratios correspond to higher correlations (closer to + 1.00 or -1.00 coefficients). Positive correlations indicate that when the values of one variable grow, so do the values of the other. The researcher chose a single group sample based on an experimental pre-test and post-test design. The pre-test is given prior to the therapy, and the post-test is provided following the treatment. This experiment involves researchers recording their observations. The following actions were taken by researchers to gather data: the researcher administered a pre-test before beginning the treatment. This exam is meant to gauge students' speaking proficiency and knowledge. After the students completed the pre-test, the researcher administered a treatment. A maximum of seven meetings are necessary, with each meeting lasting 60 minutes. After students used the Cake Application, tests were administered as part of an experimental study. Students' take a final exam after the researcher instructs them on how to learn to speak English using the Cake Application. An oral exam comprising conversational talks or storytelling constitutes the post-test.

3. Data Analysis Techniques

The results of the speaking skill test conducted a quantitative analysis of the outcomes of the Cake application's speaking proficiency test. Cresswell (1994) explains, is a way for testing theories by looking at the correlations between different variables. Typically, research tools are used to quantify these variables so that numerical data may be evaluated using statistical techniques. Following are the steps: Quantitative analysis was applied in this investigation. A one-group experiment with a pre-test and post-test experimental design will be used for data analysis. The t-test is used for data analysis in this investigation. Moreover, the evaluation in this study employed a rating scale to calculate the students' English-speaking scores, it also considered their (vocabulary) and (pronunciation) skills. This chapter contains Information on the study findings that have been tested, and an explanation of the topic is provided. These findings give data reports to address study queries about students' speaking skills using the Cake Application media.

The results of data analysis are used to produce research findings. Talking pretest and post-test knowledge is used to gather data on students' prior speaking skills before and after using the Cake Application media and to analyze the data to answer research questions. Following

the pretest, students received four treatments using the Cake Application media as the tools to make speaking activities in the class. After the Treatment, the researcher administered a post-test to examine the variations in students score outcomes between the pre-test and post-test. This study aims to determine how the Cake Application media impact students' speaking skills. In addition, this chapter describes the data collection procedure in light of research findings from pre-experimental classes that address research questions.

C. Findings and Discussions

This chapter contains Information on the study findings that have been tested, and an explanation of the topic is provided. These findings give data reports to address study queries about students' speaking skills using the Cake Application media. The results of data analysis are used to produce research findings. Talking pretest and post-test knowledge is used to gather data on students' prior speaking skills before and after using the Cake Application media and to analyze the data to answer research questions. Following the pretest, students received four treatments using the Cake Application media as the tools to make speaking activities in the class. After the Treatment, the researcher administered a post-test to examine the variations in students score outcomes between the pre-test and post-test. This study aims to determine how the Cake Application media impact students' speaking skills. In addition, this chapter describes the data collection procedure in light of research findings from pre-experimental classes that address research questions.

Data analysis

1. Pre-test

The researcher uses SPSS Version 29 to display the average percentage of students' speaking scores in this part and the students' average score, standard deviation, and completeness score on the pretest. The researcher will first show the students' whole speaking skills score from the pretest to clarity. This is calculated using the table that follows.

Table 2. Pre-test Score

No	Name	Total Score	Classification
1.	APL	40	Poor
2.	ADC	48	Fair
3.	AZI	44	Fair
4.	BCR	36	Poor
5.	BD	60	Fair
6.	CA	44	Fair

7.	CTR	52	Fair
8.	DAS	48	Fair
9.	DSW	36	Poor
10.	EA	36	Poor
11.	FAM	36	Poor
12.	FA	48	Fair
13.	IMY	36	Poor
14.	JS	36	Poor
15.	JH	36	Poor
16.	KNA	68	Good
17.	KRNA	48	Fair
18.	HRDYH	40	Poor
19.	MAY	32	Poor
20.	NA	32	Poor
21.	NAF	40	Poor
22.	RA	40	Poor
23.	RF	44	Fair
24.	RM	44	Fair
25.	SM	32	Poor

The results of 25 students in the tenth grade's pre-test are displayed in Table 2. That is the pre-test score before receiving the Cake application media for speaking skills. On the pre-test, 68 was the highest possible score, and 32 was the lowest. Furthermore, the descriptive analysis table below displays the average scores for these scores. SPSS version 29 is used to calculate descriptive analysis.

Table 3. The Mean of Students' Pre-test Score

Descriptive Statistics

		N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test		25	36	32	68	42.24	8.724
Valid (Listwise)	N	25					

In the table 3 above, the highest score of student's pretests from 25 students is 68, and the lowest score is 32. It shows the mean score of pretests, 42.24, with an 8.724 standard deviation. Initial assessment of students' Additionally, scores are categorized into the following score classification table:

Table 4. Score classification

Rating	Classification	Score
5	Excellent	81-100
4	Good	61-80
3	Fair	41-60
2	Poor	21-40
1	Very Poor	≤ 21

(Harris, 1974)

Based on the table of score classification above, just a few students received good scores on the first test, but just one student received good scores on this particular test activity. Ten students received fair grades in this task, while fourteen students received poor score. Poor scores account for the majority of student scores in this activity.

2. Treatment

The first step in this treatment segment is to give the students recount text training at this meeting. The researcher delivered information and played brief English-language Videos of sporting events by the directions. The researcher attempted to obtain students' opinions regarding the English video content by asking trigger questions after the students had watched and listened to the video. Students then respond to questions in English after that. Students learn how to view and listen to videos in the second treatment. Students are invited to improve their speaking skills by used the Cake application media's speaking feature as a quiz. Videos are made available by researchers on the Cake application media. After that, students have to record their observations while watching and listening to Videos that have speaking feature quizzes. By doing this, students speaking skills will advance.

Students viewed sports videos from the Cake Application Media as part of the third treatment. Students must practice pronouncing brief sentences from both easy and challenging Video in speaking quizzes accompanying the videos. Students view their score following the pronouncing of a brief sentence. Researchers recorded the outcomes of each student's speaking assessment on the Cake Application to assist students with pronunciation and modifications when speaking English at the last meeting, the post-test and the fourth treatment. It is time to evaluate the students' speaking skills after they have mastered using the Cake Application

media. The experiment group's use of identical tests for both initial and final assessments. Each student is allotted a maximum of 5-7 minutes for the post-test, which has the same time limit as the pretest.

3. Post-test

The pre-experimental class post-test results are shown in this section. October, 30 2023. During the last session of the experiment class, the researchers finished the post-test. This post-test requires an oral exam from the students. Students took part in retelling the "Climbing up the wall" Video from the Cake Application. After the researcher administers this Treatment, this test is conducted. Researchers evaluated the students' speaking skills with Treatment with the Cake application; research in the pre-experimental class post-test results are displayed in Table 5

Table 5. Post-test score

No	Name	Total Score	Classification
1.	APL	72	Good
2.	ADC	76	Good
3.	AZI	72	Good
4.	BCR	68	Good
5.	BD	84	Excellent
6.	CA	68	Good
7.	CTR	92	Excellent
8.	DAS	84	Excellent
9.	DSW	52	Fair
10.	EA	60	Fair
11.	FAM	52	Fair
12.	FA	64	Good
13.	IMY	52	Fair
14.	JS	56	Fair
15.	JH	60	Fair
16.	KNA	100	Excellent
17.	KRNA	64	Good
18.	HRDYH	64	Good
19.	MAY	56	Fair
20.	NA	60	Fair
21.	NAF	56	Fair

22.	RA	56	Fair
23.	RF	68	Good
24.	RM	64	Good
25.	SM	68	Good

The post-test results for 25 students in class X.1 are displayed in Table 5. The result from the post-test were administered following instruction after utilizing the media from the Cake Application. On the post-test, 100 is the most excellent possible score, and 52 is the lowest.

Table 6. The Mean of Students Post-test Scores Descriptive Statistics

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
POST-TEST	25	48	52	100	66.72	12.528
Valid N (listwise)	25					

Furthermore, the descriptive analysis table below will display the average scores. Version 29 of SPSS was used to calculate the descriptive analysis.

From the table above, the students with the highest post-test score are 100, and the lowest are 52. The standard deviation is 12.528, and the mean score of post-tests is 66.72. The researcher also used a histogram to examine the pretest and post-test data. The figure is shown below.

Table 7. Score classification

Rating	Classification	Score
5	Excellent	81-100
4	Good	61-80
3	Fair	41-60
2	Poor	21-40
1	Very Poor	≤ 21

(Harris, 1974)

Based on Table 7, several students improved their speaking results after using the Cake Application media. The four students who received it obtained these results. The post-test results with the highest scores were 84, 92, and 100, categorized as excellent. Next, eleven students received good scores, and ten received fair scores. These results also demonstrated

a noteworthy improvement from the pre-test. No student received a score of zero or below on the post-test. On the post-test, the students' discussion scores improved. The students' speaking score is dominated by good score after using the Cake Application Media.

4. The Significant differences between pretest and post-test.

In this section, the researcher examines notable significances in the students speaking skills both before and after using the Cake Application media as a pretest and post-test. The researcher also analyses the data in this section to see what is consistent with the research hypothesis. The researcher computed the data using the N-Gain score, normality test, and hypothesis testing to ascertain the research hypothesis's relevance. SPSS Version 29 was used in this research to analyze the data. Comparisons between the students' pretest and post-test results were calculated using the tables below.

Table 8. Score of pre-test and post-test

No	Pseudonym	Pre-test	Post-test
1.	APL	40	72
2.	ADC	48	76
3.	AZI	44	72
4.	BCR	36	68
5.	BD	60	84
6.	CA	44	68
7.	CTR	52	92
8.	DAS	48	84
9.	DSW	36	52
10.	EA	36	60
11.	FAM	36	52
12.	FA	48	64
13.	IMY	36	52
14.	JS	36	56
15.	JH	36	60
16.	KNA	68	100
17.	KRNA	48	64
18.	HRDYH	40	64
19.	MAY	32	56
20.	NA	32	60

21.	NAF	40	56
22.	RA	40	56
23.	RF	44	68
24.	RM	44	64
25.	SM	32	68

Table 9. Descriptive Statistics of Pretest And Post-Test

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	25	36	32	68	42.24	8.724
Post-Test	25	48	52	100	66.72	12.528
Valid N (Listwise)	25					

The table above shows different speaking scores for the students before and after using the Cake Application media. The mean score of pretests is 42.24 from N 25, where N is the number of students. Moreover, the standard deviation of the pretest data came to 8.724. After utilizing the Cake Application media, the mean score of students' post-tests was 66.72 from N 25, and the standard deviation of the post-test was 12.528.

5. The Normality Data

The normality test aims are to determine if the collected data is usually distributed. There are fewer than 50 data points from this research, and the analysis data use Shapiro-Wilk normality test. Meanwhile, if the data points are more than 50, the analysis data would like to use Kolmogorov Smirnov. The table below displays the findings of the research normality test:

Table 10. The Results of Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.163	25	.086	.876	25	.006
Post-test	.179	25	.037	.897	25	.016

a. Lilliefors Significance Correction

The pre-test significance is 006, or more than 0.05, as seen in the preceding table. In the meantime, the result is more significant than 0.05, as indicated by the post-test significance of 016. The students' speaking skills were regularly distributed for the pretest and post-test.

Discussions

This section provides an overview of the research findings to answer the research questions. Therefore, the following are the research questions: 1). How is the students' speaking skill before using the Cake application? 2). How is the students' speaking skill after using the Cake application? 3). How is the significant difference before and after using the Cake application on their students' speaking skill? The results of the research questions generated below:

1). The Students' Speaking Skill Before Using the Cake Application

In the initial research, which sought to ascertain students' abilities before using the Cake Application media, discovered that while one student received a good score, ten received a fair score, and fourteen received a poor score. This score classification indicates that their speaking skill in the pre-test still weak before using the Cake Application media. The pre-test results for the students are mentioned in the above sentence, and the score is displayed. Before using the Cake Application media, the students' speaking skill on the pre-test was 42.24, resulting in a lowest pre-test score of 32 and a highest score of 68.

2). The Students' Speaking Skill After Using the Cake Application

In the second question the purpose of the research is to ascertain the answers from the students to the second question. Their speaking skill is conducted through the use of the Cake Application media. The post-test results for the students are shown. The average score is 66.72, the highest is 100, and the lowest is 52. The post-test results show that students' speaking skills increased dramatically.

Moreover, 84,92 and 100 are classified as excellent scores from this activity. According to the score classification shown, four students received excellent score for this assignment. Meanwhile, eleven students received good scores, and ten received fair scores. Thus, none of them had shallow scores for this task. Aside from that, using the Cake Application media improved the students' speaking skills on the post-test.

3). The Significance Differences Before and After Using the Cake Application on Their Students' Speaking Skills.

Finally, the last question of this research is finding significant differences in speaking skills before and after using the Cake Application media. Students' performance improved both after using the Cake Application media. Students' performance improved both after using the Cake Application media. With the following outcomes as previously explained, students took a pre-test and a post-test, and the findings showed that they scored differently on the latter, indicating that their post-test performance was better than their pretest score. The mean pre-tests score was 42.24, and the mean post-tests score was 66.72. The post-test has a maximum score of 100, whereas the pre-test has a maximum score of 68. As the description above suggests, the post-test score is higher than the pre-test score. It indicates that after using the Cake Application media, students' speaking skill scored noticeably higher on the post-test.

This section also consists of the results of normality tests, hypothesis tests, and N-Gain score; the results of the hypothesis tests and the normality tests are all included in this section. The paired sample test hypothesis indicates that the significance level (two-tailed) is <.001, which means lower than 0.05. Furthermore, Ha is accepted, indicating that using the Cake Application media improves students' speaking skills considerably, and H0 is rejected, indicating that using the Cake Application media does not significantly improve students speaking skills. The t-count demonstrates this, and t-table findings indicate that the t-count is 16,905 and the t-table output is 1,2-stated differently, 16,905 > from 1,2. According to the hypothesis formula, the t-count is larger than the t-table. This means students' speaking skills significantly improve when using the Cake Application media.

In addition, the improvement in students' speaking skill reached a moderate level, specifically 0.44, according to the N-Gain scores examined in the previous chapter. This score ranges from (0.3 – 0.7) can be classified as medium level. It might be assumed that using the Cake Application media can effectively improve students' speaking skill performance in class.

The explanation above relates to the teaching – learning process in the classroom. Speaking skills are taught to students using the Cake Application media. In addition to being required to analyze and recount the content of the sport events video from the Cake Application media, students are also required to participate in a speaking quiz administered by the researcher on the Cake Application media. Because they know what to say when speaking, students may use this media to explain or retell what they have learned from video. Lestari's (2021) theory, referenced by Octavianita et al. (2022), supports this assertion. It asserts that the application of One English language learning program that emphasizes speaking abilities is Cake Application. Pronunciation, sentence construction, repeating after video, and other activities that can be used before, during, and after speaking phases of basic English classes are just a few learning activities that "Cake" offers students to aid their progress. Students can also set up learning objectives and monitor their progress with it. "Cake" has the feel of a tiny English school. Since

the Cake app provides immediate feedback, users may concentrate more on learning to speak and don't have to worry about making mistakes when practicing. According to the assessment, speaking is one of the critical skills that students should develop. Brown (2001) defined speaking as an interactive process of meaning-building that includes using sounds as the principal instrument in speech generation, reception, and processing. According to Cameron (2005), speaking is also an expression of meaning for others to comprehend.

The Cake application media is an English learning tool supported by various features, including videos, speaking tests, and video with a native speaker. Students' who participate in that program learn how to communicate more effectively. It gives people the self-assurance and abilities they need for every circumstance, including public speaking. As a result, students are inspired to engage fully and joyfully in the class. With the Cake Application, they can focus more on honing their speaking skills and not worry about making mistakes because it offers instant feedback on every feature in the Cake App. Octavianita (2022) claims that Cake App takes the shape of short films or segments, such as quick exchanges of dialogue or animation content when we utilize it. Additionally, according to Sinha (2019), referenced in Nuraeni (2020), the Cake application has a recording feature that users can listen to. It is an English learning tool that helps students with their speaking skills, among other English-language learning activities.

In other words, by understanding and knowing what they are saying, students can successfully develop their speaking skill and gain confidence when speaking in English by utilizing the Cake Application media. Their speaking skill improved by the Cake Application program. In addition, the Cake Application can help students communicate ideas more effectively, pronounce words correctly, and speak with a broader vocabulary. Additionally, speaking with the Cake Application media enhances accent, grammar, vocabulary, fluency, and comprehension. It also comes with several auxiliary features.

D. Conclusion

This research aims to examine the use of the Cake Application media in speaking skill, consisting of a pre-test and post-test, which shows how EFL students' speaking skills can be enhanced using the Cake Application media. This research intends to determine whether there has been a discernible improvement in students' speaking skills both before and after utilizing the Cake Application media. It is accurate that the researcher discovered that using the Cake Application media helped students improve their speaking skills.

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