

The Influence of Cake Learning Application on Students' Speaking Ability

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Abstract

The purpose of this research was to find out whether there is a significant influence between students' speaking ability before and after being taught by using the cake learning application. This research was quantitative. The design of this research was a pre-experimental method with one group pre-test design and post-test design. The research used one class as the sample of the research by using a convenience sampling technique which the total of sample were 33 students. To collect data, the researcher used a test to determine students' speaking ability. In analyzing the data, the researcher used a paired t test by using SPSS version 25. The results of data analyzed showed that the mean score of students after being taught by using the Cake Learning Application (78.24) was higher than before being taught by using the Cake Learning Application (57.64). It can be concluded that there was an influence between students' speaking ability before and after being taught by using the cake learning application.

Keywords: cake learning application, speaking ability

Introduction

Nowadays, there are a lot of applications that can be used in learning English, especially in speaking. One of the applications that can help students in speaking skill is Cake application. Cake application is a kind of mobile applications. The mobile applications are also known as an app, web app, online app, Iphone app, or smartphone app. The mobile applications are applications that are run on a cell phone, for example, a cell phone or a tablet PC (Technopedia, 2018 in Nuraeni & Yanthi, 2020). Nuraeni & Yanthi (2020) stated that Cake application is one of the newest popular Android Mobile Application developed by south Korea. Cake application is a free application developed by Cake Corp which is released on 22 March 2018. According to Fitria Anisa, et al (2021), Cake application consists of some features for learning English such as using a speaking tool to practice speaking through a dialogue, watching video to enhance speaking skills, and filling in the blank and comparing the right answer to help memorize each expression. One of each feature is speaking practice that stimulate conversation with native speaker (Fitria Anisa, et al, 2021). Furthermore, Nuraeni & Yanthi (2021) mentioned some features of Cake application found in Google Play. The features consist of channel, record speaking, Speak and Daily Goals. Channel provides many references of English conversation, topics of speaking and English expressions curated from Youtube. After watching videos in the channel, speak the important word! Each video has one important word. While you are speaking the words, your voice simply is recorded, and you will get immediately feedbacks. Check your pronunciation with AI recognition. The next feature is Speak. This feature offers a speaking practice that stimulates conversation with a native speaker. It consists of two sessions. Firstly, Intro; a listening session of native speaker speaks. Secondly, Practice; a speaking session with native. Do conversation with a native speaker. Speak sentence by sentence and get the feedbacks after recording. The last feature is a daily goal. It accumulates the duration of learning English with Cake application. Based on the description of those features of cake application above, it shows that this application can facilitate students to speak English accurately and fluently.

This research aims to examine the influence of Cake application on students' speaking ability. The researcher chose Cake application as a medium to help students to have a good speaking

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ability because this application provides some features that can help students to speak fluently and correctly as Corp (2021) stated that this application can also check whether the speak is correct or not with Advanced AI Speech Recognition technology

There was some previous research using the Cake application. Several studies only focused on improving speaking on university students (e.g. Gusti, I Wayan, Evin, Ni Nyoman & Ni Ketut, 2022; Chusnul & Sinta, 2022; Haris & Ferawaty, 2022;), research to improve speaking on junior high school students (e.g Anisa, Asri & Salwa, 2022; Ani & Mariana, 2022), and there is research to improve pronunciation and vocabulary of senior high school students (e.g Siska, 2022; Agus & Sutrisno, 2022), also research on the effectiveness of using the Cake application on Students; Speaking Ability (e.g Intan, Yulianto & Henry, 2022, and Mita Agustin, et al, 2022) .Based on the previous research, most of the research used classroom action research and qualitative research. The researcher found that only a few studies focused on experimental research, and the previous research used quasi-experimental research design, while this research used pre-experimental research design. So, the researcher thinks that it is necessary to do experimental research to examine the influence of Cake application on students' speaking ability.

Methodology

This research used quantitative approach with an experimental method and a pre-experimental research design with one group pre-test and post-test. The design of this study required a sample group to be treated. In this study, the treatment was in the form of applying the Cake application for students' speaking ability. This research design study also required 3 (three) steps that were carried out by the researcher during the application of independent variables, namely: 1) having a pre-test that measures the dependent (variable Y), 2) applying the independent variable/experimental treatment to research subjects, 3) conducting a post test that measures the dependent (variable X). After the three stages of implementation, the differences in pre-test and post-test results was evaluated and compared in the form of scores, Ary (2013). The population of this research were the tenth grade students of a senior high school in Riau Province, in Indonesia. This research used convenience sampling technique because the school policy allowed the researcher to use only one class. According to Gay and Petter Airasian (2000), convenience sampling (also known as availability sampling) is a specific type of nonprobability sampling method that relies on collecting data from members of the population who are willing to participate in the study. To collect the data, the researcher used oral tests (speaking tests) for pre-test and post-test to measure students' speaking ability. The pre-test was given before the treatment, but the post-test was given after the treatment. The researcher used a content validity and inter-rater reliability of the tests. To examine whether there is a significant influence of Cake application on students' speaking ability, the researcher used Paired-Sample T-Test by using SPSS Version 25.

Result and Discussion

To examine whether there is a significant influence on students' speaking ability before being taught by using Cake application and after being taught by using Cake application, the researcher compared the mean score of students' pre-test and the post-test. Both Pre-test and post-test data are described as follows.

Table I. The Description of Students' Pre-test and Post-Test Scores

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Prettest	33	46	70	57.64	6.679
Posttest	33	70	92	78.24	6.815
Valid N (listwise)	33				

Based on the table I, the mean score of the students' pre-test was 57.64 and the mean score of the post-test was 78.24, the standard deviation pre-test was 6.679 and the standard deviation of the post-test 6.815. Then, the minimum score for the pre-test was 46 and the minimum score for the post-test was 70. The maximum score for the pre-test was 70 and the maximum score for the post-test was 92. The mean and standard deviation were significantly different. To find out whether the data used parametric or non-parametric analysis, the researcher previously used a normality test by using Kolmogrov-Smirnov in SPSS 25 which was described as follows:

Table 2. The Normality of the Data

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		33
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.75723256
Most Extreme Differences	Absolute	.098
	Positive	.098
	Negative	-.069
Test Statistic		.098
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Then, the analysis was continued by a paired sample t-test as shown in the table below:

Table 3. Paired Sample T-Test

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-20.606	5.086	.885	-22.410	-18.803	-23.273	32	.000

The result showed that from SPSS output above, Ha was accepted because the sig (2-tailed) value was 0.000. It can be stated that $0.000 < 0.05$. Basis for decision making: Ho is accepted

if the value is significant (sig.> 0.05), and Ho is rejected or Ha is accepted if the value is significant (sig. <0.05), So, it means that the null hypothesis (Ho) was rejected. while the alternative hypothesis (Ha) was accepted. It can be concluded Ha is accepted and Ho is rejected. Thus, there is a significant influence on the students' speaking ability before and after being taught by using Cake Learning application.

The result of this research is in line with the result of a previous study conducted by Ramadhani (2022), her research title was "The effectiveness of cake application on students' speaking skill in English classroom". Her research found that the Null Hypothesis (H0) was rejected and the Alternative Hypothesis (Ha) was accepted. In other words, the Cake Application in the English classroom is effective to the students' speaking skill. This result also confirms the theory from Haris (2012), he stated that this application is really recommended to students in improving the English skills particularly for speaking. So, Cake application can be used as a reference to be used by English teachers in improving students' speaking ability.

Conclusion

Based on the result of the research, the researcher concludes that teaching speaking after using the Cake Learning Application is better than before using the Cake Learning Application. Thus, there is significant influence between the students' speaking ability before and after being taught by using Cake Learning application.

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