The use of cake application to improve speaking ability

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Abstract – The aim of the study is to improve students speaking skill through Cake application. The research design is quantitative is research with a quasi-experimental approach. The design used is "Pretest – Posttest Non-Equivalent Control Group Design". The groups used in this study amounted to 2 groups, namely the experimental group using the Cake application and the control group using the conventional method (without using the application). To determine the experimental class and control class, random assignment was done, i.e., the selection was made randomly to choose the class. One class act as control group and one class act as experimental group.   The population of the study was the students of D3 Civil Engineering students consist of two classes which has 24 students. They were chosen by cluster randomly. The data on the tests to compare the pre-test and post-test score. The instrument used in this study was speaking test. The result shows that that the use of the cake application in the Civil Engineering Department affect student learning outcomes, as evidenced by the results of the analysis obtained a Z value of -6,317 with Sig. 0.000 < 0.05. It means that cake application effective to improve student learning outcomes.

Keywords: cake application, speaking improvement, English learning, teaching of English

1. Introduction

Along with the development of technology, the world of education also adapts to existing developments. Education media or learning media helps to accelerate the learning process (Hamalik, 2005). In addition to that learning today is not just glued to books that seem stiff and boring, but can be fun with a touch of technology. With the use of technology could enhance the learning quality (Usman & Sopiah, 2015). Various applications are present as part of today's technological developments. These applications come with various advantages that attract users to use them. One application that has attracted the attention of the author to examine its use is the Cake Application.

This application has various features that can be accessed anytime and anywhere by its users. This application is very practical and will be the right tool for those who want to learn English. But whether all of these advantages will be able to improve student learning outcomes so that students can be said to be successful in achieving learning goals or achieving learning mastery.

Mastery in learning is basically a learning approach based on a learning focused on student mastery of the subject matter being studied. Through this complete learning, students are given the opportunity to progress according to their own abilities and pace and can increase the stage of mastery of learning. The concept of complete learning is based on knowledge or skills properly as long as it is given the time that suits its needs.

A student is considered to have completed learning if he is able to complete, master competencies or achieve learning objectives of at least 65% of all learning objectives. While the success of the class is seen from the number who are able to complete or achieve a minimum or at least 85% of the number of students in the class have achieved complete learning (Wiwik & Mulyani, 2021).

Indicators of the success of teaching English are measured by the achievement of general and specific instructional objectives that emphasize mastery of the structure of English, starting from the structure of sounds, words, phrases, clauses and sentences with various grammatical rules attached to this language system. These rules include tenses, types of sentences and various adjustment sentence patterns between elements in sentences, pluralization, and other English grammar rules, and English skills which emphasize listening and speaking skills and are continued with reading and writing skills (Mulyani & Wiwik, 2021).

The development of increasingly sophisticated technology is a means to achieve educational goals. That is why the role of learning media in the learning and teaching process is an integral part that cannot be separated from the world of education. Learning media is anything that can be used to channel the message of the sender and receiver, so that it can stimulate the thoughts, feelings, concerns, and interests of students to learn (Tofano, 2018).

Several journals mention that applications can help in learning, including learning English of course. The English Dialog conversation application can make it easier for users to learn English digitally (Jaroji & Teddyana, 2017).

Applications are a support for students to learn. One example is Google Classroom. The Google Classroom application used in learning is said to be able to increase student learning motivation. In addition, with increasing student learning motivation, the use of applications will also encourage increased student learning outcomes (Hapsari, 2019). Not only is it useful for students, the use of the Yuk Learning application can facilitate teachers in making good and implementable learning plans in practicing more varied and interesting learning (Darmaningrat, 2018).

There are some studies that mentions about the implementation of cake application in learning English, here are some of them:

Annisa Fitria et.al (2021) mentions in his writing that that Cake Application is application that can be used for learning English. Cake learns English for free is developed by Playlist Corporation. Cake Learn English for free is in Education category. There are several features in this application such as watching short movie and practicing speaking using

dialogue. Her study is aimed to find out: (1) The use of Cake application in learning speaking; (2) students' responses toward Cake application as a learning media; and (3) Benefit of Cake application in learning speaking. The instrument on her research used questionnaire and interview. The findings indicate that the students are comfortable and interested to learn speaking using cake application.

Octavianita (2022) mentions that Cake application is one of the forms of technology that is used in the education sector, to learn how to speak English in a classroom setting. As a research method, she obtained it from literature of study review and from other document analysis. The research questions are how is The Cake application for speaking English in online learning implemented? Cake is a smartphone application that can help learners to learn to speak English. She said that this application is simple to use and completely free. The goal of her research is to use Cake application in learning English. She also states that students are interested in using Cake application because it is simple to use and has numerous features that aid in improving speaking skills.

Suryani et al (2021) in their writing entitled the implementation of Cake application for speaking English in Online Learning mentions that Cake app is one of the applications that can be used easily, and free. Her study aims at to implement cake application to learn speaking English. This app can also be used as media in teaching English in sixth semester of FKIP English department in Universitas Majalengka. The research used qualitative explanatory as a research method. The finding shows that the students are interesting in using cake application, because it easy to be implemented, and it has many features to help the speaking to improve their speaking skill. It is accordance to Lestari (2021) Cake application brings positive effect on students learning habits but also competence.

On his writing Hamdany et al. (2022) has the previous study that has a purpose to find out the student's perception on the use of Cake applications. His writing is to improve speaking skill by using this application. The subjects of his research were 12 industrial engineering students of Bhayangkara Jakarta Raya University in the fifth semester. He applied the descriptive qualitative method on this research. The data were gathered through questionnaire and interview. Based on the result of the study, most students agreed that Cake application gave them more chances to improve their speaking skills. They were interested in improving speaking skill independently through Cake application. He said they were able to practice speaking using Cake Applications independently to enhance their confidence to practice speaking skills. Using Cake app enabled them to control their own learning, it's also said that it can solve the speaking problems (Xiayou, 2018; Hamdady, Haris et al., 2022).

According to Nuraeni (2020) students nowadays are standing on the edge of a technological revolution that is called industry revolution 4.0. rather than leading students to pure memorization creating a good teaching method with using technology as a media is desired. Therefore, it is essential to today's educator, an English teacher should be able to integrate a teaching method with a appropriate media to bring together in the classroom to gain the goal of teaching and learning effectively in an enjoyable way. They article explore the use of Cake application in teaching speaking to Senior High school students. The aim of the they study was to find out whether the use of Cake application in teaching speaking to student is going to be effective or not. On the conclusion they mention that Cake Application is a modern and excellent app to be used as supporting media for speaking class. It provokes the students to learn actively and happily in the classroom. They can be more focused on learning to speak using Cake application and they not need to be worried about making a mistake during practice during practice speaking since the app gives them feedback directly. Xiaoyu H.E (2018) also done research that mentioning on a journal that Cake Application arousing students' interest in speaking English.

Pulungan (2020) has a research that was aimed to developed interesting and attractive speaking digital media for nineth grade students. He uses Research and development (R and D) method which adapted from Borg and Gall (1989). He said that the use of Cake application

made the students more confident to speak in English and participate actively in the whole teaching and learning process. Cake application not only interested as mentions, Nuraeni (2020) also mentions that this application can help the student more focus on what they are studying. This is in line with the argument of Wilson (2022; cf. Jefrizal & Tedyyana, 2017) said that Cake applications brings positives effect to the students' achievement.

2. Method

This research is quantitative research with a quasi-experimental approach. The design used is "Pretest – Posttest Non-Equivalent Control Group Design". The groups used in this study amounted to 2 groups, namely the experimental group using the Cake application and the control group using the conventional method (without using the application). To determine the experimental class and control class, random assignment was done, i.e., the selection was made randomly to choose the class. The both groups will be given pre-test before starting the research, then the result will be collected in a table. Then the control group given conventional teaching without the media of Cake Application. The experimental group then given a conventional teaching and also using the Cake application and then both classes had a posttest which then collected in a table. The use of cake Application by the students controlled by the lecturer. The students of the experiment class should report the progress of using Cake application. And then at the last sessions they got a speaking test, both classes, the control class group and the experiment group. The data compared and processed using statistics with SPSS. And it will show which method of teaching that can improve they speaking skill.

This study involved two variables, namely the experimental variable and the dependent variable. As for the experimental variable is the treatment for the experimental class and the treatment variable for the control class is used as a comparison, namely conventional learning. While the dependent variable is the use of the Cake Application. The data collection technique in this study was in the form of a questionnaire and a written test given in the form of a questionnaire and a written test given to students before and after the treatment in both classes.

3. Results and Discussion

The research instruments used are pretest and posttest which are given to two classes, namely control and experimental classes. The pretest and posttest scores of both classes can be seen in table 1.

Table 1 Pretest dan pos-test score

No.	Control class		Experiment class	
	Pretest	*posttest*	*pretest*	*posttest*
1	80	82	78	85
2	79	80	79	85
3	78	80	80	84
4	80	82	82	86
5	81	82	80	85
6	78	80	80	85
7	90	90	78	86
8	80	82	80	90
9	81	83	79	87
10	78	79	76	88
11	79	80	80	85
12	78	78	90	94
13	80	81	80	90
14	76	77	82	85
15	75	76	83	86
16	81	83	84	90

17	80	81	82	93
18	85	86	80	95
19	78	79	80	95
20	77	78	80	90
21	80	82	82	90
22	81	82	78	90
23	80	82	78	89
24	80	82	79	85
25	80	83	80	90
26	81	82	80	87
27	82	82	78	90

Based on the data from the pretest and posttest scores, the N-Gain value of the two classes was determined according to equation 1, while the percent effectiveness category of N-gain can be seen in table 2.

N-Gain score = (score pos-test-score pretest)/(score idel-score pre-test)

Category Interpretation of N-Gain Effectiveness Percentage (%) Interpretation <40 Ineffective 40-55 Less Effective 56-75 Quite effective >76 Effective

Table 2 Category Interpretation of N-Gain Effectiveness Percentage

Category Interpretation of N-Gain Effectiveness Percentage	
Percentage (%)	Interpretation
<40	Ineffective
40-55	Less Effective
56-75	Quite effective
>76	Effective

Furthermore, the N-Gain value for the control and experimental classes can be seen in table 3.

Table 3 Calculation Results of N-Gain score

N-Gain score Calculation			
No.	Control Class	No.	Experiment Class
	N-Gain (%)		N-Gain (%)
1	10.00	1	31.82
2	4.76	2	28.57
3	9.09	3	20.00
4	10.00	4	22.22
5	5.26	5	25.00
6	9.09	6	25.00
7	0.00	7	36.36
8	10.00	8	50.00
9	10.53	9	38.10
10	4.55	10	50.00
11	4.76	11	25.00
12	0.00	12	40.00
13	5.00	13	50.00
14	4.17	14	16.67
15	4.00	15	17.65
16	10.53	16	37.50
17	5.00	17	61.11

18	6.67	18	75.00
19	4.55	19	75.00
20	4.35	20	50.00
21	10.00	21	44.44
22	5.26	22	54.55
23	10.00	23	50.00
24	10.00	24	28.57
25	15.00	25	50.00
26	5.26	26	35.00
27	0.00	27	54.55
Mean	6.59	Mean	40.45
Minimum	0.00	Minimum	16.67
Maximum	15.00	Maximum	75.00

Based on the N-Gain calculation in table 3, the average N-Gain value for the control class is 6.59% which is categorized as less effective, with a minimum value of 0.00% and a maximum of 15.00%. While the experimental class got an N-Gain value of 40.45% which was categorized as less effective, with a minimum value of 16.67% and a maximum of 75.00%. The normality test for the percent N-Gain data as shown in table 4 shows that the control class N-Gain data shows data that are not normally distributed, so non-parametric statistical tests are then carried out using the Mann-Whitney test (Table 5) to see if there is a significant difference, between the effectiveness of conventional learning and learning using the Cake Application.

Table 4 Tests of Normality data

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
N-gain Percentage	experiment class	.131	27	.200[*]	.946	27	.167
	Control class	.195	27	.010	.915	27	.029

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

a. Lilliefors Significance Correction

Table 5 Mann-Whitney Test

Test Statistics[a]

	N-gain_percentage
Mann-Whitney U	.000
Wilcoxon W	378.000
Z	-6.317
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Group

Based on the results of the analysis obtained a Z value of -6,317 with Sig. 0.000 <0.05 then the hypothesis Ho is rejected. That is, there are differences in the effectiveness of conventional learning methods with learning methods using the Cake Application. Where conventional learning is not effective in improving student learning outcomes, while learning with the cake application method is effective in improving student learning outcomes.

4. Conclusion

From the research that has been done, it can be concluded that: The use of the Cake Application in the Civil Engineering Department, especially in the English course effective to improve the speaking ability. Students are able to use this application as their means of learning and there

are no significant problems in this regard. The use of the Cake application is able to affect student learning outcomes with the value of -6,317 with Sig. 0.000 < 0.05. It means that cake application effective to improve student learning outcomes compared to conventional methods.

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