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# IMPROVING HIGH SCHOOL STUDENTS' SPEAKING SKILLS USING THE CAKE APPLICATION AT SMK PARIWISATA KOTA CIREBON

**Amanda Shalshabila Putri**
Institut Prima Bangsa
amandashalshabilaputri@gmail.com

**Utami Rosalina**
Institut Prima Bangsa
utami.rosaline@gmail.com

**Virga Putra Darma**
Institut Prima Bangsa
virgaputradarma@gmail.com

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**Abstract**: This study aims to determine whether the use of the Cake application in English learning can improve the speaking ability of eleventh-grade students at SMK Pariwisata Kota Cirebon. This research used the quantitative technique with a quasi-experimental type. The population or sample in this study consisted of XI grade students majoring in Tata Boga as the experimental class and XI OTKP as the control class, which consisted of 50 students. The data were obtained from the speaking ability test when performing dialog in the pre-test and post-test in front of the class. Based on the calculation, the post-test results in the experimental group showed an average value of 78.08, while the control group showed an average value of 69.00. This indicates that the experimental group's average score is 78.08. The results of the average score show that there is a difference in students' speaking ability between the groups that use the Cake application and those that do not use the Cake application in learning English. This means that using the Cake application to learn English can improve the speaking ability of grade XI students at SMK Pariwisata Kota Cirebon.

**Keywords:** Speaking Skill, Cake Application.

## INTRODUCTION

In the era of the Industrial Revolution 4.0, educational institutions must produce high-quality graduates using technological media. According to Fatmawan et al. (2023), the use of technology in education has increased in recent years. The advancement of information and communication technology (ICT) has created new opportunities and difficulties in education, enabling the creation of learning techniques that are more effective, interactive, and relevant to the changing digital environment. The utilization of technologies such as English-based apps, game-based learning, and online learning platforms can be very effective tools for improving student's English-speaking skills (Hasana et al., 2021). According to Berutu (2019), collaboration between English teachers and industry experts who use English in their daily work can also provide valuable insights to students.

According to Afidah et al., 2021, speaking ability is one of the most essential aspects of English for communication since it is connected to how we talk and express ourselves to others in our everyday lives. Researchers observed the school and discovered that many kids felt embarrassed to talk in English since they were not fluent. Students express their opinions by responding to the material or experiences they provide. According to Robbins and Judge (2013), perception is organizing and interpreting sensory experiences to make sense of their surroundings. The goal of speaking and communicating in English is not only to be able to explain things, people, locations, and processes vocally but also to convey one's ideas, opinions, and feelings readily, as well as to motivate others to communicate (Rahayu, 2015, p.63).

According to DA Xinghua, Fitriani (2015) describes mental health problems as concerns that often hinder emotional and physical health, relationships, work productivity or life adjustment, such as anxiety, lack of self-confidence, and fear of speaking. These problems can hinder students' speaking ability. Michelle (2009:183) says that speaking is the most important skill in teaching English dialects. Teaching speaking is the most important part of preparing to learn a distant dialect. It is not the beginning of a sound, but it must have meaning, depending on the presented sentence, to be considered a great speaker of an external dialect. According to Bashir and Azeem (2011), students should focus on three areas if they wish to develop, improve, and perfect their speaking abilities.

The Cake Application is a useful tool for EFL students to improve their speaking skills. The app features short, engaging sections, and offers prizes for listening. English and Indonesian subtitles are provided to help students improve their speaking skills. Other

suggestions for enhancing the speaking abilities of EFL students included different course exercises, promoting better listening through the media and looking for chances to talk in natural settings. According to Songsiri (2007), confidence was significantly increased by using speaking and listening skills in authentic settings.

The study involved a researcher evaluating a student's speaking ability through two tests and teaching four self-introductions using the Cake app. The first visit involved a pretest, followed by a demonstration of the Cake app and its features. The researcher then taught the students about self-introduction, emphasized key elements to pronounce, and demonstrated the language offered by the Cake app. A post-test was administered to assess the significant changes in students' speaking skills after using the Cake app. According to Koehler and Mishra (2009), the pace of technical innovation presents a difficulty when teaching with technology. Teachers must identify and apply these componentsin their teaching and learning activities. TPACK includes three types of fundamental knowledge: content knowledge (CK), pedagogical knowledge (PK), and technical knowledge (TK). Four new types of knowledge are created by slicing the three core types: Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), Pedagogical Content Knowledge (PCK), and Technological Pedagogical Content Knowledge (TPACK).

Researcher found that several related studies had carried out similarities and differences. Winda Yanth's previous research titled "The Use of Cake Application in Teaching Speaking to Senior High School Students" explains a study conducted utilizing a case study research design and a qualitative research approach to determine the effectiveness of the Cake application in teaching speaking skills to senior high school students and the students' comprehension of speaking. Data was obtained from observation, questionnaires and interviews. Class X students of IPA I SMA PGRI 3 BOGOR participated in this study. The results showed that using the Cake app to improve speaking skills can make learning more enjoyable, increase students' motivation and speaking skills, and affect students' self-confidence.

The second previous study done by Rifka Dwi Lestari, entitled "The Use of Cake English Application in EFL Speaking Skill", provides a qualitative research technique. Data was gathered by surveys, interviews, and observations. This study included a number of seniors in high school. Consequently, the program makes studying more enjoyable while

improving student speaking abilities. This study demonstrates that online apps may be a learning aid in higher education classes since they favourably impact students' learning habits and competency.

The third previous study done by Kusumadewi (2018), entitled "The Effect of Using Duolingo on Students' Vocabulary Mastery (an Experiment of Junior High School Students at Omega Sains Institute), states that the Duolingo program is a superior medium for learning English than traditional apps. We take the following approach: It positively influences the participants. Therefore, this study aims to find out how the Cake program can improve students' speaking ability in Vocational High School. The researcher would like to formulate the theory as follows: "There is a significant improvement in speaking ability between students who receive learning using the Cake application and students who receive learning without using the Cake application among class XI students at SMK Pariwisata Kota Cirebon".

## RESEARCH METHOD

This research uses quantitative techniques with a quasi-experimental type. Creswell (2012, p. 302) states that when designing an experiment, researchers compare the results of multiple treatments to conclude. The population or sample in this study consisted of XI students majoring in Tata Boga as the experimental class and XI majoring in OTKP as the control class, which consisted of 50 students. The data were obtained from the speaking ability test when performing dialogue in the pre-test and post-test in front of the class. The researchers used convenient random sampling when selecting a sample. The researchers used Cake software to divide the treatment into two groups, starting with the experimental group. In comparison, the control group did not use the Cake application. According to Creswell (2012, p. 310), the research design table is as follows:

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**Table 1.** Research Design

| | | | |
|---|---|---|---|
| Select Control Group | Pretest | No Treatment | Post-test |
| Select Experimental Group | Pretest | Experimental Treatment | Post-test |

(Creswell, 2012)

This study involved a researcher who evaluated students' speaking skills through two tests, a pre-test and a post-test about self-introduction in four visits with the help of the Cake app. The first visit involved a pre-test and a demonstration of the Cake app and its features. The researcher then taught the students the self-introduction material, explained the elements of speaking, and demonstrated the language taught by the Cake app. A post-test was administered to assess any significant changes in the students' speaking skills after using the Cake app. In this study, researchers used an analysis of the assessment rubric developed by Kemendiknas (2013) as follows:

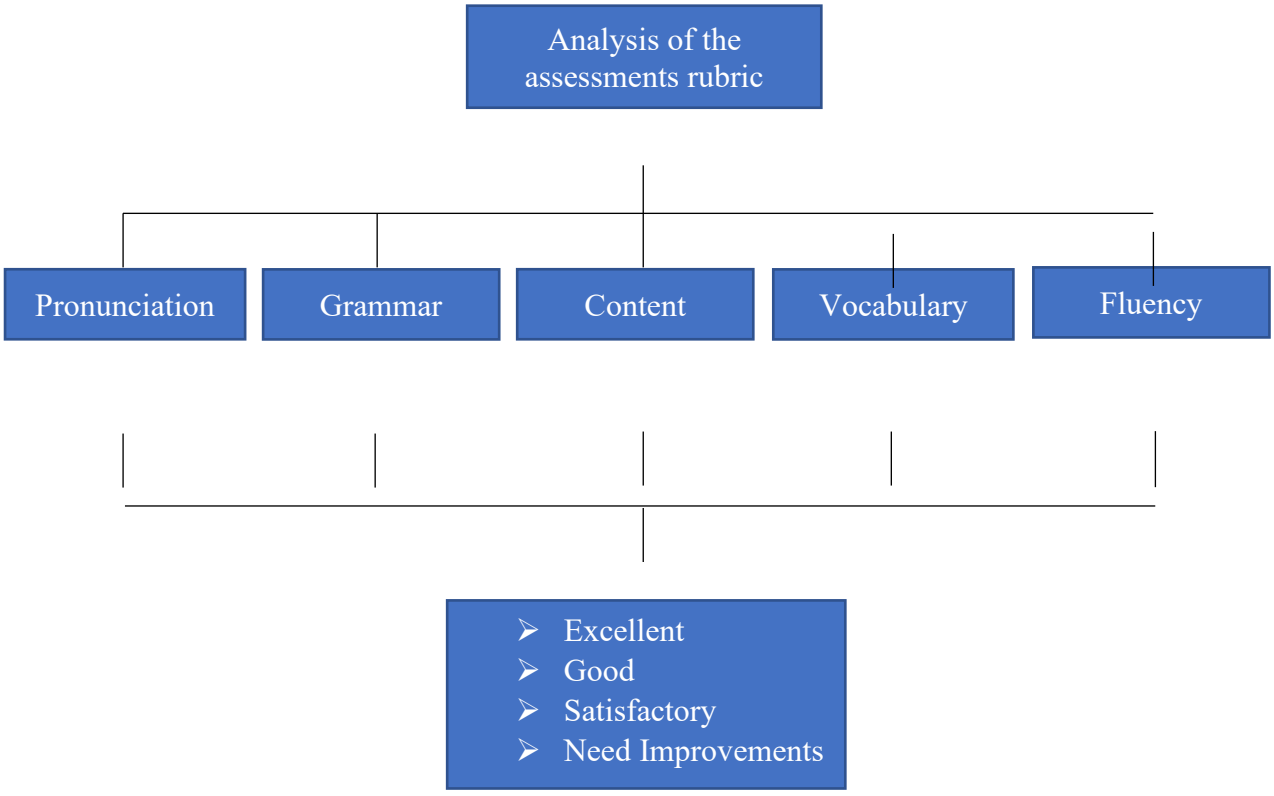


**Chart 1.** Analysis of the Assessments Rubric

The student's scores are then calculated using the following class classification:

**Table 2.** Scoring Classification

| Score | Classification |
|---|---|
| 90-100 | Excellent |
| 80-89 | Very good |
| 70-79 | Good |
| 60-69 | Fair |
| 0-59 | Poor |

(Depdikbud in Rosmiati, 2010:31)

## RESULT AND DISCUSSION

### RESULT

The results of this study refer to the students' scores before and after the test, which involved using the Cake application to improve the students' speaking skills. The pre-test was delivered to students by printing self-introduction essay questions on a sheet of paper. Students then approached the front of the classroom to read the results of the speaking test they had completed before treatment using the Cake app. A post-test was administered after therapy to compare students' speaking ability. Students' participation scores were obtained after the pre and post-tests. Pronunciation and language skills are included in the student's assessment. The data analysis was based on the students' pre and post-test results.

The distribution normality test, which uses the Kolmogorov-Smirnov and Shapiro-Wilk normality test, was used to compare the values of the students' speaking skills before and after the test in both control and experimental groups. This distribution normality test uses SPSS 26 for Windows applications. If the p-value achieved is more significant than the 5% or 0.05 significance level, the data requirements are considered regularly distributed.

**Table 3.** Normality Test of Post-test of Control and Experiment Groups

**Tests of Normality**

| | | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | Class | Statistic | df | Sig. | Statistic | df | Sig. |
| Pronunciation | Control Group (Konvensional) | .129 | 25 | .200* | .974 | 25 | .744 |
| | Experimental Group (PMTU) | .103 | 25 | .200* | .968 | 25 | .599 |

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

a. Lilliefors Significance Correction

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The data examined by Shapiro-Wilk and Kolmogorov-Smirnov procedures has a normal distribution. This is demonstrated by the p-value, which is more than the 5% significance level (0.05). The post-test significance value for the experimental group was 0.200 (0.200 > 0.05). The post-test significance value for the control group was 0.200 (0.200 > 0.05). The post-test was used to determine whether there was a difference in students' speaking ability after being treated with the Cake application in the experimental group versus not utilizing the Cake application in the control group. The following are the post-test t-test results for the experimental and control groups' comprehension of self-introduction material.

**Table 4.** T-test of Posttest Scores of Speaking Ability of Control Group and Experimental Group

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Pronunciation | Equal variances assumed | .912 | .344 | -3.001 | 48 | .004 | -9.080 | 3.025 | -15.163 | -2.997 |
| | Equal variances not assumed | | | -3.001 | 46.983 | .004 | -9.080 | 3.025 | -15.166 | -2.994 |

Table 4.22 shows that the $t_{observe}$ is 3.001 with df 48, and the P-value (Sig.2 tailed) is 0.004. The df value equals the sum of the numbers in groups one and two minus the number of variables (25 + 25 - 2 = 48). Next, just find the $t_{table}$ by referring to the formula (α / 2), namely (0.05 / 2 = 0.025). The $t_{table}$ value can be found in the distribution of statistical $t_{table}$ values. Then the $t_{table}$ is found to be 2.01063. The calculated $t_{observe}$ is greater than the $t_{table}$ (3.001 > 2.01063) with a p-value smaller than 0.05 (p = 0.004 < 0.05) indicating that the post-test scores of the control group and the experimental group have significant differences. The t-test findings demonstrate a significant difference in students' speaking capabilities between the control and experimental groups, indicating that the two sample groups have distinct speaking abilities.

A t-test study conducted with SPSS 26 for Windows on student learning outcomes after speaking in the control and experimental groups yielded significant results. $t_{observe}$ exceeds the $t_{table}$ (3.001 > 2.01063), and the p-value is less than 0.05 (p = 0.004 < 0.05). Based on the computation findings, we may draw the following conclusion. $H_o$: "There is no significant improvement in speaking ability between students who learn using the Cake application and students who do not receive learning using the Cake app among class XI students at SMK Pariwisata Kota Cirebon" which was rejected. Meanwhile, $H_a$: "There is a

significant improvement in speaking ability between students who receive learning using the cake application and students who receive learning without using the Cake application among class XI students at SMK Pariwisata Kota Cirebon" which was accepted.

## DISCUSSION

This study found that a comparison class that did not use the cake app for learning had an average pretest score of 54.96, with a high of 78 and a low of 34. The posttest score averaged 69.00, with a peak of 90 and a low of 44. In the experimental class that used the Cake app for learning, the average pre-test score was 54.96, the highest was 78, and the lowest was 34. The average post-test score was 78.08, the highest was 95, and the lowest was 59. Therefore, using the Cake app to improve students' speaking ability is more improved than learning without the app. The experimental class has a higher mean post-test score (78.08), which shows that. The experimental class obtained a higher mean post-test score than the control class (78.08 > 69.00).

In addition, the pretest was examined using a t-test in SPSS 26 for Windows. A t-test of the pre-test data for the control and experimental groups yielded a $t_{observe}$ value of 1.211 with a df of 48 at a significance level of 5% or 0.05 and a p (Sig 2-tailed) probability value of 0.232. The $t_{observe}$ number is lower than the $t_{table}$ (1.211 < 2.01063); however, the p-value is higher than 0.05 (0.232 > 0.05). This demonstrates that the control and experimental groups' pretest results are insignificant.

The t-test results showed no difference in students' speaking ability between the control and experimental groups. This means that the two sample groups' initial ability to improve students' speaking skills is similar. The control and experimental groups were given different learning tasks after the pretest. The control group was told to improve their speaking talents without utilizing the cake program. The experimental group received therapy using the cake application to improve their speaking skills. Learning without treatment in the control class and therapy in the experimental class were each repeated four times.

After that, a final exam (post-test) was administered to measure the students' speaking ability level after treatment. The posttest results were computed using SPSS 26 for Windows computer applications. According to the posttest score computation findings using the t-test, the $t_{observe}$ value was more significant than the $t_{table}$ (3.001 > 2.01063). The p-value was less than 0.05 (0.004 > 0.05).

This indicates that the post-test results of the speaking ability of the control and experimental groups are significantly different. The t-test results show a significant difference

in speaking ability between the control group, taught without cake, and the experimental group, which was treated with it. In addition, mean pre and post-test scores increased differently in the control and experimental groups. The control group's average pretest and posttest scores increased by 18.320 points, whereas the experimental group's average score increased by 23.120. The difference in the development of the average value between the control group and the experimental group shows that the technique of learning students' speaking skills based oncake applications significantly improved. An increase in the average score of both groups indicates that the experimental group's progress is better than that of the comparison group. Learning technology based on the Cake application improves students' speaking ability.

## CONCLUSION

Students in class XI at SMK Pariwisata Kota Cirebon showed substantial differences in speaking skills between those who used the cake application and those who did not. Data analysis using the t-test of post-test results of control and experimental groups shows that $t_{observe}$ is more significant than $t_{table}$ (3.001> 2.01063), and the P-value is less than 0.05 (P = 0.004 < 0.05). These data show that students' post-performance scores differ significantly between the control and experimental groups. Moreover, the first alternative hypothesis is accepted.

A t-test of the pretest and posttest results of both groups shows an increase in the average score of the experimental group by 23.120. However, the average score of the comparison group increased by only 18,320. The increase in average score reflects a difference in abilities between students who got therapy using the cake application and those who did not. The experimental group had more significant growth than the control group. This demonstrates that employing the cake application has benefited learning about students' speaking skills. A t-test of the pretest and posttest results of both groups shows that the average score of the experimental group, 23.120, increased. However, the average score of the comparison group increased by only 18,320. The increase in average score reflects a

difference in abilities between students who got therapy using the Cake application and those who did not. The experimental group had more significant growth than the control group. It illustrates how the Cake app helped students learn speaking skills.

Based on the data analysis, the following results were obtained by the t-test: (1) There was no significant difference in the speaking ability of the students of the control and experimental groups between the pre-test and the post-test results; (2) The post-test scores of the speaking ability of the control and experimental group students showed significant differences; (3) The results of the pre-test and post-test of the speaking ability of the control and experimental group students show a significant difference; (4) The experimental group achieved a better result than the control group in the pre and post-test of students' speaking ability.

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