

**THE USE OF CAKE APPLICATION TO IMPROVE  
SPEAKING SKILL AT NINTH GRADE OF SMPN 11  
PEKANBARU**

**THESIS**

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of  
Education (B.Ed) in English Language Education*



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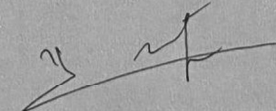
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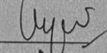
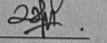
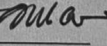
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Padang, November 2023

The Writer

## ABSTRACT

### **Azzuhra, Annisa (2023): The Use of Cake Application to Improve Speaking Skill at Ninth Grade of SMPN 11 Pekanbaru**

Speaking skill is not easy for many people, especially students. Some of the difficulties experienced by students are related to speaking skills which are included in the aspects of speaking English. Digital learning media is one kind of learning media that is often used today because it is easy to use and can increase student interest in learning. This research aims to analyze the speaking skill of junior high school students, especially at ninth grade of SMPN 11 Pekanbaru and to find out the effectiveness of Cake Application on the improvement students speaking skill. The focus on the study at ninth grade of junior high school because they still have difficulty in speaking even though they already get adequate English material that is learned from the seventh grade. The method of the study was using pre-experimental research with one-group pretest-posttest design. The findings of data analyzed showed that the mean score of speaking skill students (47.35) was included in the poor level category according to Harris (1996) while after giving the treatment ,the mean score posttest increases (69.35) which can be classified into the good level category. In conclusion, it means that the null hypothesis (H<sub>0</sub>) was rejected, while the alternative hypothesis (H<sub>a</sub>) was accepted. Thus, Cake Application is effective to improve students' speaking skill.

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

## ABSTRAK

### **Azzuhra, Annisa (2023): The Use of Cake Application to Improve Speaking Skill at Ninth Grade of SMPN 11 Pekanbaru**

Keterampilan berbicara bukanlah hal yang mudah bagi banyak orang, khususnya pelajar. Beberapa kesulitan yang dialami siswa berkaitan dengan keterampilan berbicara yang termasuk dalam aspek berbicara bahasa Inggris. Media pembelajaran digital merupakan salah satu media pembelajaran yang sering digunakan saat ini karena mudah digunakan dan dapat meningkatkan minat belajar siswa. Penelitian ini bertujuan untuk menganalisis keterampilan berbicara siswa sekolah menengah pertama, khususnya di kelas sembilan SMPN 11 Pekanbaru dan untuk mengetahui efektivitas Aplikasi Cake terhadap peningkatan keterampilan berbicara siswa. Fokus pembelajaran pada kelas sembilan SMP karena mereka masih mengalami kesulitan dalam berbicara meskipun mereka sudah mendapatkan materi bahasa Inggris yang memadai yang dipelajari dari kelas tujuh. Metode penelitian yang digunakan adalah penelitian pre-eksperimental dengan desain one-group pretest-posttest. Temuan analisis data menunjukkan bahwa nilai rata-rata keterampilan berbicara siswa (47,35) termasuk dalam kategori tingkat buruk menurut Harris (1996) sedangkan setelah diberikan perlakuan, nilai rata-rata posttest meningkat (69,35) yang dapat digolongkan ke dalam kategori tingkat baik. Kesimpulannya berarti hipotesis nol ( $H_0$ ) ditolak, sedangkan hipotesis alternatif ( $H_a$ ) diterima. Dengan demikian, Aplikasi Cake efektif untuk meningkatkan keterampilan berbicara siswa.

**Keywords:** Skill Berbicara, Aplikasi Cake, Pembelajaran Digital.



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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is essential for communicating with one another and can be used for conveying messages. Of the many languages in the world, English is the most widely used language. Based on the findings by Lyons (2021), approximately 7.8 billion individuals inhabit our planet, and out of this vast population, 1.35 billion are proficient in the English language. This data suggests that a mere 0.17% of the global populace possesses the ability to communicate in English, serving as a common means of connecting individuals. According to Crystal (2003), English has become prevalent in numerous fields, such as politics, diplomacy, global trade and business, science and technology, education, the media, information technology, and popular culture. It means that this language has a significant impact on all facets of daily life.

Due to its importance, the Indonesian government incorporates English into the curriculum of the education system. Based on the Merdeka Curriculum, learning English starts in Phase A (kindergarten) and continues until Phase F (senior high school) (Kurka, 2022). While it is regarded as a regional curriculum element during elementary school, English is presented as a subject that must be taught to students in the seventh year of junior high school up to those in the twelfth year of senior high school.

English has four skills—reading, writing, listening, and speaking that should be mastered. According to Rao (2019), speaking and writing are productive abilities, while listening and reading are receptive. However, one of the important skills that should be mastered is speaking. Speaking is one of the most crucial abilities in learning English. Swary (2014) explains that speaking is a crucial ability that should be pressed because it will help people to deliver their messages. In addition, speaking is the ability that will be used the most to improve learners' progress in real-life situations (Brown & Yule, 1983). Chandran (2011), as cited in Natsir (2016), states that speaking is one of the paths to having great communication.

Speaking is an essential ability for interacting with people. Brown & Lee (2015) states that speaking, which uses sounds as its main tool, is an interactive process of creating meaning that includes voice creation, reception, and processing. Speaking is not just making sounds, because things with power and animals can make a sound. The sound referred to here is that which can produce a conversation that conveys a message. Therefore, speaking is the skill that students need to practice more. The more practice, the better they can speak English fluently.

Speaking English well is not easy for many people, especially students. Juhana (2012) says that there are several psychological factors at play when students have to speak English, such as fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation. Hence, numerous students experience a gradual development in their English speaking skills.

Naturally, enhancing students' oral communication abilities necessitates the availability of engaging and fitting educational resources. Learning media is one thing that can be used to help students improve their English learning skills, especially speaking. Baidawi (2016) states that learning media are tools that a teacher brings into the classroom in order to aid the educational process. In order to be able to give motivation and student interest in following the process of educational process, the use of learning media is crucial. By delivering a pleasant experience, learning media may help to improve student learning outcomes. According to Harmer (2007), several learning media contain several forms, such as a blackboard, paper and pens, cassette recorders, videos, computers, and PowerPoint.

The learning media that is currently being used is digital learning media. Digital learning media is one kind of learning media that is often used today because it is easy to use and can increase student interest in learning. Meidasari (2016) adds that digital media has taken a part of the young generation because the students are more familiar with technologies nowadays. This learning media makes sense for teachers to closely examine the trend and take it into account when conceptualizing classes.

One of the available digital learning tools includes the Cake Application, which serves as a platform for individuals to acquire English language skills. This application can be used for free and is developed by Cake Company Limited. This application is only available on the Google Play Store and the App Store. This application offers a wide array of English learning features, such as a speaking tool



for honing dialogue skills, video content to enhance speaking abilities, interactive exercises like guess fill-in-the-blank with answer comparisons to aid in perfecting every expression, and it encompasses the distinctive feature of facilitating dialogues with native speakers during speaking exercises. Moreover, speech recognition is one of Cake's features, which allows us to record our voices, check our pronunciation, and receive immediate feedback on how well the students pronounce the words. Such capabilities undoubtedly assist English learners who utilize them to study vocabulary and colloquial idioms before copying the conversations of native speakers. Cake Application is available for all skill levels, because it consistently introduces new words that the students have never heard before, it is the best tool for teaching speaking.

A number of research inquiries have explored the utilization of Cake Application as a means to enhance students' speaking proficiency. First, Chotimah & Pratiwi (2022) investigated the college students at As-Syafi'iyah Islamic University in using Cake application. The primary aim of this research is to examine the effectiveness of Cake Application in enhancing students' English for Specific Purposes (ESP) speaking skills. Furthermore, Fitria et al. (2021) explored the application of Cake Application as a tool for improving speaking abilities, gathered student feedback regarding its efficacy as a learning resource, and assessed the advantages of utilizing Cake Application for speaking instruction. The outcome of these investigations demonstrated that Cake Application serves as an effective educational tool for enhancing students' oral communication skills.

Drawing from the preceding research, it is evident that Cake Application proves to be an efficient digital learning tool for enhancing the oral proficiency of students. Hence, the purpose of this inquiry is to explore utilization Cake Application among students at SMPN 11 Pekanbaru. Researcher chose SMPN 11 Pekanbaru because researcher have seen some of certain challenges faced by students in English language learning, particularly in the domain of spoken English, during teaching practice at this school. Subsequently, after conducting an observation in a ninth-grade classroom and obtaining interview feedback from ten students and one English teacher within the same institution, the researcher identified the challenges encountered by the students. The difficulties faced by students include difficulty remembering new vocabulary, how to pronounce words, using correct and accurate grammar, expressing ideas with good understanding and of course fluently, eliminating their anxiety, and finally the content delivered. All these difficulties are included in the aspects of speaking English.

In addition, English teachers can use various ways to overcome the difficulties mentioned above, especially when teaching speaking to students in class, by using digital learning materials that are aligned with the chosen methodology, techniques and curriculum. To serve diverse learners and their unique learning styles, it is important to craft educational materials carefully, ensuring they more than reflect teaching styles. One effective approach to achieving this is to combine multiple media formats, with a particular focus on digital learning tools, such as the Cake Application, that align with students' individual learning preferences.

Given the preceding context, the researcher's focus lies in investigating one of the suitable educational tools for the modern digital era, particularly regarding the effectiveness of utilizing the Cake Application as a medium for enhancing speaking skill. Additionally, the researcher displayed a particular curiosity in assessing whether the application contributed to enhancing students' oral communication abilities. Therefore, the researcher also wants to see if students can learn to speak precisely with an application that is easy to find on gadgets, under the title "The Use of Cake Application to Improve Speaking Skill at Ninth Grade of SMPN 11 Pekanbaru" is chosen.

### **B. Identification of the Problem**

Considering initial findings made by the researcher at SMPN 11 Pekanbaru, students mostly have difficulty in pronouncing English words, remembering new vocabulary, using correct and accurate grammar, expressing ideas with good understanding and fluently, eliminating their anxiety, and the last, the content delivered. All the difficulties above are included in the aspects contained in speaking English. From that problems, the examiner wants to explore whether the utilization of digital learning media, such as Cake application, can enhance the speaking abilities of students in ninth grade of SMPN 11 Pekanbaru.

### **C. Limitation of the Problem**

This study concerns one important English skill that should be mastered, namely speaking. The main focus of this study is to know whether the implications of Cake Application can improve students' speaking skill. However, the limitation of this study is on the ninth grade of SMPN 11 Pekanbaru. The researcher focuses

this study at the ninth grade of SMPN 11 Pekanbaru, because they still have difficulty in speaking even though they already get adequate English material that is learned from the seventh grade.

#### **D. Formulation of the Problem**

Drawing upon the contextual issues in the research background, the researcher constructs the research questions, which are as follows:

1. How is the speaking skill of the ninth grade students of SMPN 11 Pekanbaru?
2. Is Cake Application effective to improve students' speaking skill at ninth grade of SMPN 11 Pekanbaru?

#### **E. Purpose of the Research**

The objectives of this study encompass goals including some of these points below:

1. To find out the speaking skill of junior high school students, especially at ninth grade of SMPN 11 Pekanbaru.
2. To find out the effectiveness of Cake Application on the improvement of students' speaking skill.

#### **F. Significance of the Study**

This study will be beneficial for several positions, such as English students, English teachers, and researchers. The researcher anticipates that after employing Cake Application as a teaching tool, the students will have a better command of the language being taught, allowing for empirical testing of the tool's efficacy. If this is

the case, other students can use this application to study English and gain advantages. Furthermore, the examiner thinks that this research has the potential to motivate educators to enhance the caliber of their English instruction and diversify their teaching approaches. The findings of this study may also help students become more enjoyable, increase their vocabulary knowledge, and be more confident when speaking English.

### **G. Definition of Key Terms**

It is crucial to provide the following definitions or explanations of certain terms used in this study to prevent misunderstandings.

#### 1. Speaking

Brown (2007) states that speaking is described as an interactive method to creating significance that uses voice as the primary instrument and involves sound production and processing.

#### 2. Digital Learning Media

Digital learning media act as an intermediate tool used by teachers when presenting topic content to students so they may grasp it fast and gain knowledge from teachers by using digital technology. This represents a novel advancement in educational technology that students utilize for digital learning, incorporating a blend of software and hardware components, accessible both online and offline, presented in an engaging and interactive manner (Sugema, 2010).

#### 3. Cake Application

This is the latest and highly favored application created by Cake Company Limited. It is a tool designed to improve learners' abilities. This application provides four skills in learning English, such as speaking, writing, reading, and listening