

**CAKE APP IN TEACHING SPEAKING SKILL**



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## **ABSTRACT**

This study aims to examine how students respond to the use of the CAKE application as a tool for English speaking skills. Qualitative methods were used by collecting data through observations and interviews with five MTS students who have used CAKE. The findings of the study showed positive student responses to CAKE, with three main themes emerging. First, students appreciated the interesting features that CAKE offers in learning speaking. Secondly, the app uses video learning which makes it easier for users to understand vocabulary and phrases in a real context. Third, CAKE successfully motivates and encourages students to expand their English vocabulary, increasing their interest in learning speaking. Overall, this study suggests that CAKE has a positive impact on its users by increasing motivation and interest in English language learning through its interactive and versatile platform.

*Keyword: Speaking, Cake Application*

## **ABSTRACT**

Studi ini bertujuan untuk meneliti bagaimana tanggapan siswa terhadap penggunaan aplikasi CAKE sebagai alat untuk skill berbicara bahasa Inggris. Metode kualitatif digunakan dengan mengumpulkan data melalui observasi dan wawancara terhadap lima siswa tingkat MTS yang telah menggunakan CAKE. Temuan studi menunjukkan respon positif dari siswa terhadap CAKE, dengan tiga tema utama yang muncul. Pertama, siswa mengapresiasi fitur menarik yang ditawarkan CAKE dalam pembelajaran speaking. Kedua, aplikasi ini menggunakan pembelajaran melalui media video yang memudahkan pengguna memahami kosakata dan frasa dalam konteks yang nyata. Ketiga, CAKE berhasil memberikan motivasi dan dorongan kepada siswa untuk memperluas kosakata Bahasa Inggris mereka, untuk meningkatkan minat belajar speaking. Secara keseluruhan, studi ini menyarankan bahwa CAKE memiliki dampak positif bagi penggunaannya dengan meningkatkan motivasi dan minat dalam pembelajaran bahasa Inggris melalui platform interaktif dan serbaguna yang dimilikinya.

Kata kunci : Speaking, Cake Application

## **DECLARATION**

I declare this thesis does not contain material which has been accepted for the award of any other degree of diploma in any university, nor does it contain material previously published or written by any other person, except where due reference is made in the text of the thesis.

Pancor, 7 Agustus 2024

A handwritten signature in black ink, appearing to read 'Siti Raodatul Warni Mukti', written over a horizontal line.

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## APPROVAL

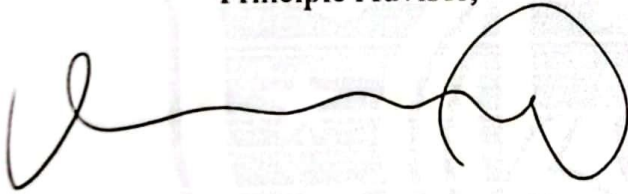
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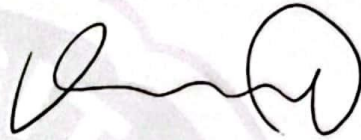
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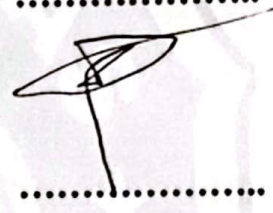
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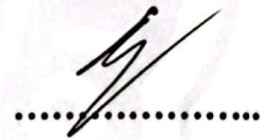
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Alhamdulillah, all praise be to Allah SWT for His bounty. Shalawat and salam to our prophet Muhammad SAW. This thesis I dedicated with a sense of gratitude and appreciation to the following people:

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**MOTTO**  
“Nana Korobi Ya Oki”

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# CHAPTER I

## INTRODUCTION

### A. Background of study

English is an international language that is used as a new paradigm for how English is positioned (or perhaps positions itself) in the current era (Fikni et al., 2024). In discussing the paradigm of EIL, one must always keep in mind that the paradigm does not refer to any specific English variety; rather, it addresses how English is used in intercultural communication across the globe (Agustina et al., 2023).

In English education, English plays a pivotal role in both academic and professional realms, serving as a crucial gateway to global knowledge and communication (Marzuki, Surayya, et al., 2024). It is the predominant language of instruction in many educational institutions and serves as a key medium for scholarly research, publications, and international collaboration. Proficiency in English enhances access to information, educational opportunities, and career prospects (Asrobi et al., 2023). Moreover, English serves as a repository of cultural heritage, transmitting values through literature, poetry, and various forms of artistic expression across generations. Its widespread use across more than 170 countries underscores its influence in economic, cultural, business, and educational domains globally.

There are four skills in English such as Listening, Reading, Writing and speaking. (Agustin & Ayu, 2021) revealed that the ability to understand listening is one of the most difficult to master, especially in an EFL context

where students are not exposed to the natural speech of native speakers and are therefore reluctant to attend listening classes. Reading is one of the most fundamental skills in the English language. Teachers and students in the English language alike should work on these three skills. If students are proficient in reading, they would be proficient in other fields. The process of reading requires the reader to construct meaning from a written text. The researcher believes the reading process involves getting meaning from printed word symbols (Tiyana et al., 2023). According to (Handayani & Aminatun, 2020), writing is one of the language skills; through writing, we can observe one's language ability. It is believed that writing is a kind of reflection of the writer's cognition since that writing will represent the writer him or herself. The important one is speaking, speaking is how to communicate the language itself, according to (Handini & Husnu, 2020) stating that speaking is an oral communication in a two-way process between speaker and listener that involves productive speaking skills and receptive comprehension skills.

Speaking skill is one of the most important communication skills in the world. People use it to convey important information about another person. caused by someone to communicate with others. Meanwhile, (Maysuroh et al., 2022) defines speaking is being capable of speech, express or exchange thoughts through using language. According to Brown (2004), speaking is a productive skill that can be directly and empirically observed, those observations are invariably coloured by the accuracy and effectiveness of a

test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

In real teaching conditions, it is observed that students are often not active participants in classroom activities related to speaking. They tend to be passive, reluctant to engage in discussions or answer questions, and frequently resort to using their native language when asking questions or interacting with peers. This lack of active participation and reluctance to use English hampers their ability to improve their speaking skills (Jaelani et al., 2022). Traditional teaching methods, which may rely heavily on rote learning and teacher-centered instruction, fail to provide the dynamic and interactive environment necessary for developing speaking proficiency. As a result, students miss out on opportunities to practice and enhance their speaking abilities in a meaningful way.

According to Brookfield and Preskill (2012, p. 1), the ideal teaching of speaking is a method that emphasizes the use of dialogue as the main tool in the teaching and learning process. In this method, students are given the opportunity to speak spontaneously, share personal experiences, and actively participate in meaningful conversations. This approach allows them to develop their speaking skills naturally and increase their confidence in using language. Teachers also use a variety of activities, such as role plays, group discussions, and presentations, to provide relevant and interesting contexts for students. By integrating these principles, teachers can create a comprehensive framework that combines well-prepared teaching materials with interactive and

communicative teaching methods. This not only improves students' speaking skills, but also creates a more engaging and effective learning environment.

Arifah (2014) states that technology gives learners the opportunity to improve their speaking practice, the chance to interact with themselves, privacy, and a safe environment where mistakes can be corrected and specific feedback can be given.. One of the technology media that can be used to support students' speaking skills is the CAKE app. The CAKE App connects proven language learning techniques with the way people stream and engage with online content. In addition, the CAKE app also provides interesting and relevant learning content to expand learners' vocabulary and speaking skills. By using the CAKE app, learners can engage in various activities, such as group discussions, role plays, presentations, or even Q&A sessions, thus creating a more effective and interactive learning environment that aligns with the ideal conditions for teaching speaking.

In conclusion, students' active involvement in classroom speaking activities is a key indicator of success in the development of their speaking skills. I also consider that teaching approaches that emphasise dialogue and direct interaction between students and learning content can significantly increase students' motivation to learn as well as confidence in using the target language. In addition, I believe that digital technologies, such as the CAKE app, have great potential to support the language learning process by providing relevant and engaging content, as well as facilitating more dynamic interactions among students.

## **B. Focus of the study**

The focus of study this research is Cake App In Teaching Speaking Skill.

## **C. Purpose of study**

The purpose of this study is Cake application could be effective in improving students' speaking skills in educational contexts because the platform provides various features such as speaking practice with speech recognition technology, live conversations with fellow users, and access to diverse language learning resources. Thus, students could practice speaking in real situations and receive useful feedback to significantly improve their communication skills.

## **D. Significance of the study**

This research is very important because it is expected to provide theoretical and practical Benefits.

### **1. Theoretically**

This research will be useful for students to know about the media that can be used to improve their speaking skills.

### **2. Practically**

#### **a. For a teacher or lecturer**

This research will be useful for teachers to know the effectiveness of using the CAKE application as a tool to improve speaking skills.

#### **b. For the next researcher**

This research will be useful to provide more information about the effectiveness of using the CAKE application as a tool to improve

speaking ability, which will be used as a reference for researchers investigating the same or similar subjects.

## **CHAPTER II**

### **REVIEW OF LITERATURE AND HYPOTHESIS**

#### **A. Speaking**

##### **1. Definition of Speaking**

Speaking is a person's ability to use spoken language effectively and fluently in communication. Bygate (2003) argues, "Speaking skills are the ability to use spoken language to explore ideas, intentions, thoughts, and feelings with others as a way to make the message conveyed clearly and well understood by the listener." language effectively and fluently in communication.

Speaking is the ability to communicate effectively in a spoken language. Speaking, according to Harmer (2007), is a skill that merits equal attention to literary skills in both first and second languages. Most people consider mastering the speaking skill to be the most important component of learning a second or foreign language, and success is judged in terms of the capacity to communicate effectively. This ability has a crucial role in shaping social relationships between people. In the context of communication, speaking is not just a tool to convey information but also a way to build and maintain relationships with others. Through speaking, individuals can share thoughts, feelings, and experiences directly, which can strengthen social bonds and deepen understanding between individuals. In addition, speaking skills also help

in building self-confidence and enhancing the ability to adapt to various situations and social environments. Thus, speaking skills are at the core of everyday human interactions, playing a significant role in forming strong social networks and enriching human experiences in daily life.

Speaking is an oral communication where people can convey information to each other in their conversations. Brown (2000) states, "Speaking is an interactive process of meaning construction involving the production, expression, and processing of information." Brown (2001:267) cites that when a person can speak a language, it means that he or she can carry on a conversation quite competently. Furthermore, he says that the benchmark of successful language acquisition is almost indicative of the ability to achieve pragmatic goals through interactive reading with other language speakers. It can be concluded that speaking skills are speaking and expressing feelings in spoken language and directly communicating with others.

## **2. Function of Speaking**

Speaking is one of media to conduct communication and maintain human relationship. People speak to others with their language that can be understood by speaker and listener to send messages. Brown and Yule in Richards,,s book made useful distinction between interactional functions of speaking, which it serves to establish and maintain social relations, and transactional functions, which focus on the exchange of information.

Brown and Yule expanded the function of speaking, they are: a) talk as interaction, b) talk as transaction, and c) talk as performance. Talk as interaction refers to the conversation that is conducted by people to other. They exchange information, show expression to other, talk their experiences, and so on which were done to make interaction each other. The interaction was established to create comfortable circumstances with others in conducting communication and sending messages. It focused on the interaction process between speakers and the listeners. Furthermore, talk as transaction refers to the situation in sending message. It focuses on the message that would be transferred to others. The messages could be formed by ideas even behavior that can be interpreted by listeners. So, talk as transaction gives more attention to the messages that other people would be understood. Besides that, the function of speaking is talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format, and is closer to written language than conversational language.

### **3. Purpose of Speaking**

Harmer (2007) there are many the purposes of speaking, these are:

#### **a. Language processing**

Effective speakers must be able to process language inside their own heads and arrange it into a coherent sequence so as to

produce a form that is not only comprehensible, but also conveys the intended meaning. Language processing involves retrieving words and phrases from memory and arranging them into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.

b. Interacting with others

The nicest people are the ones who can interact with friends and having more friends can improve their lives. For people who are shy or not very sociable. However, making friends can be very difficult, but by making friends we can learn patience. On the other hand, making friends in conversation can boost confidence so to achieve this we need a small group. When we learn to speak individually, we need friends to help us when we have difficulties. In speaking, most of it involves interaction with one or more participants. This means that effective speaking also involves a lot of listening and understanding how other participants feel and knowledge can be shared.

c. Information processing

Information processing is the alteration of information in any way that can be detected by an observer. As such, it is a process that describes everything that happens in the universe where latent information becomes manifest information. Shannon as converting

latent information into manifest information. In general, information processing is necessary to be able to process the information they convey to us at the time we get it. The longer it takes to get the information, the less effective we are as instant communicators. However, keep in mind that this instant response is very culture-specific, and not favoured by speakers in many other language communities.

#### **4. Aspect of Speaking**

Aspects of speaking are used by speakers to advance speaking ability. They should understand them to reduce complexities of speaking. Bailey explained that one of those complexities is balancing fluency and accuracy. A proficient speaker is both fluent and accurate. Harmer explained that teachers need to decide whether a particular activity in the classroom is designed to expect students, complete accuracy as in the study of a piece of grammar, a pronunciation exercise, or some vocabulary work for example or whether asking students to use the language as fluently as possible. Furthermore, researcher concluded that accuracy and fluency were aspects of speaking. Speakers are demanded to understand and master them so that they can conduct proficient speaking.

##### **a. Grammar**

According to Jeffry Coghill, "grammar is a set of rules that govern the structure of language. Grammar determines how words are

arranged to form meaningful units." In other words, grammar plays an important role in forming clear and meaningful sentences in a language. Grammar rules include grammar, sentence structure, word usage, and pronunciation, all of which contribute to systematically structuring language (Muhammad Husnu et al., 2024).

Understanding and mastering grammar is key to producing effective and precise communication in various contexts. By following the rules of grammar, one can construct grammatically correct sentences and avoid confusion or misunderstanding in oral and written communication. Therefore, it is important to learn and hone grammar skills as an integral part of comprehensive language proficiency.

b. Pronunciation

Pronunciation is one of the most important aspects of learning language-speaking skills. Pronunciation refers to a person's ability to pronounce words correctly and clearly so that they can be understood by the listener. When one is learning a language, good and correct pronunciation plays a crucial role in effective communication. This includes how to produce the sounds of language correctly, including the use of intonation, word stress, and appropriate vowel consonants (Setiawan et al., 2024).

According to Yuzawa (2007:3), pronunciation is a basic and included thing that should be understood and understood by anyone

who will or is in the process of learning English communicatively. In other words, mastery of pronunciation includes the phonology system and the ability to produce sounds so that their meaning can be understood by the listener.

c. Fluency

Speaking fluency has a close relationship with good pronunciation. A person is considered fluent in a language if he or she is able to speak fluently, clearly, and easily understood by the listener. To improve students' fluency, they can constantly practice dialoguing with native speakers or listening to speech from native speakers. This exercise helps students develop their speaking skills in an interesting and effective way. By interacting directly with native speakers, students can become familiar with the intonation, vowels, and manner of speaking used in everyday contexts (Fikni et al., 2024).

Regular repetition and practice also help students improve their pronunciation and increase confidence in communicating in the language being learned. Thus, through consistent practice and direct experience with native speakers, students can achieve fluency in speaking a foreign language better and more efficiently. Siimelä (2021) says that the general assumption is that speaking in a free and easy way, preferably with native speakers, is the best way to improve oral fluency.

d. Content

Content is the main idea of a speech. Therefore, students need to have the ability to choose the right words to convey messages orally so that listeners can understand their intentions and provide responses. From this explanation, the researcher concludes that speaking is a very important skill to master in second language learning. This is because language has a function as a tool to interact in social society, with the main purpose of conveying messages orally (Khairunnasri, 2023). Therefore, the best way to master a language is through constant practice in daily activities and by finding reliable guides to improve speaking skills.

e. Vocabulary

A vocabulary is a set of words recognized or understood by an individual, a group, or in a particular context. In language learning, vocabulary refers to the list of words known and understood by the learner in the language being learned. It involves words that have been learned, taught, and understood in various communication situations. Vocabulary is an important part of language proficiency, affecting one's ability to understand, speak, read, and write in the language being learned (Usuluddin et al., 2024).

f. Comprehension

According to "Comprehension definition and meaning | Collins English Dictionary" (2021), comprehension is defined as an

uncountable noun that refers to the ability to understand something. It is the complete knowledge about something and its meaning. Students practice comprehension to discover whether they understood a piece of spoken or written expertise or not.

## **B. CAKE Application (Communicative App for Key English)**

### **1. Definition of CAKE Application**

The digital age refers to an age in which information and communication technology has become deeply integrated into human life, changing the way we interact, work, learn, and access information. This era is characterized by the rapid development of technology, especially the internet and smart devices such as smartphones, tablets, and computers.

According to Cake Corp, the “Cake application” was launched on March 21, 2018 and last updated on May 30, 2021. It is listed under the “Education category.” It is a learning English application and is highly ranked in several countries since it is evaluated with 4.8/5. It is also one of the most popular applications in the Google Play Store, with more than 50 million installs.

The Cake application," according to Yanthi (2021), "is the newest, most popular Android mobile application made by South Korea. "It's a program that teaches people how to talk more effectively. It offers them the confidence and abilities to talk effectively in front of an audience on stage."

Annisa Fitria et al. (2021) mention in their writing that Cake Application is an 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 the Education category. There are several features in this application, such as watching short movies and practicing speaking using dialogue.

According to Lestari (2021), “Cake Application” is one of the English language learning applications that focuses on speaking skills. “Cake” provides the learner with several activities that boost his learning process, such as pronunciation, sentence building, repeating after the videos, and many other activities that can be applied in pre-speaking, while speaking, and in the post-speaking stage of primary English-speaking class. Also, it allows the learner to select study goals to determine his study progress. “Cake” is like a mini-English teaching classroom.

In conclusion, this app aims to make language learning more engaging and effective by utilizing digital technology. The CAKE App also provides an interactive platform where users can collaborate with fellow language learners, get immediate feedback from tutors or teachers, and track their progress in developing speaking skills. As such, the CAKE App helps facilitate language learning that is more fun, engaging, and focused on developing practical and effective speaking skills.

## **2. Basic Features of the Application English CAKE**

Fitria, Dwimaulyanti, and Sapitri (2021) state that after downloading this application from the Google Play Store, users can easily log in with guest mode, where they do not need to log in. However, to fully access this app, users must log in using their Facebook account, email, or Google account. Here are the main steps to create a "Cake" profile:

- a. Download the app from the Play Store.
  - b. Select a language (according to the learner's native language).
  - c. Click the "Start" button to begin the first day of the new English habit.
  - d. Go to "Profile" to create a "Cake" profile via Facebook account, Google account, or email.
3. Select an email, then enter the password for your profile. A "save your password" option will appear on the screen if the learner wants to save it.
  4. Select a Facebook or Google account to log in directly.

### **C. Advantages of CAKE Application and Disadvantages of CAKE Application**

#### **1. Advantages of the CAKE App**

One of the advantages of the CAKE app is its attractive visuals that can engage learners of all ages, including children and adults. The app has a user-friendly interface, making it easily accessible to users. The app provides short movies narrated by native speakers, which serve as valuable educational resources (Marzuki, Maysuroh, et al., 2024). Users can directly listen to the native speakers, and

subtitles are available to add understanding during video playback. In addition, the app incorporates gamification elements such as trophies and awards, which encourage users to progress to higher levels through consistent effort.

## 2. Disadvantages of the CAKE App

However, the drawback of the CAKE app is its complexity, which may pose a challenge to beginners. On launching the app, the user is immediately presented with a wide array of diverse short films that have no thematic arrangement, thus making navigation and selection more difficult for new users.

### **D. Relevant Study**

There are several previous studies regarding this research:

1. The first researcher is Rihani Bariza (2021). The relevant study of the article "The Use of Mobile Applications in Enhancing English Language Speaking Skills: A Case Study of the CAKE App" was conducted with the aim of evaluating the effectiveness of the CAKE mobile application in improving English speaking skills among students. This research utilized a quantitative approach with a pre-posttest experimental study design. The subjects of the study were secondary school-level students who used the CAKE app for English language learning over a period of time.

The data collection method involved a baseline test to assess the level of speaking skills before the use of the app, the use of the CAKE app for a specific period, and a retest after the period of app use to evaluate the

improvement of speaking skills. The collected data was then statistically analyzed to identify significant differences before and after the use of the app. The results from this study are expected to provide valuable insights into the effectiveness of the CAKE app in improving English-speaking skills among students.

The practical implications of the findings can help educators and curriculum developers integrate mobile technology into language learning more effectively. This study also provides a basis for further research into the use of app technology in the context of language education. By understanding the contribution of apps like CAKE to improving students' speaking skills, educators can optimize the use of technology in language learning more purposefully and efficiently. In addition, understanding the benefits and challenges of using mobile apps in the context of language education can help develop innovative and adaptive learning strategies to improve students' communication skills.

2. The second study is the thesis of Elma Dinullia (2021). The purpose of this study is to find out students' perceptions of YouTube in learning speaking skills and what factors influence students' perceptions of YouTube in learning speaking skills. The participants of this study were 20 second-semester students at Hamzanwadi University. The data collection techniques were questionnaires and interviews. The data were analyzed using data reduction, data presentation, and conclusion drawing. The

results showed that pronunciation was 57.8%, vocabulary was 56.8%, grammar was 50.6%, and fluency was 28.2%.

There are 17 participants who prefer learning to speak through YouTube, and 3 students prefer direct learning. Based on the above results, most students felt that YouTube helped them learn speaking skills. There are two factors that influence students' perceptions, namely strengths and weaknesses. The strengths are that they can watch the learning videos again anytime, get cheap and cost-effective education, and access YouTube from anywhere. The weak factors are poor video quality, unclear audio, poor delivery of material, and long video duration.

#### **E. Theoretical Framework**

The discovery of new developments in the form of artificial capabilities developed from existing computer technology. One of the artificial capabilities that has been created is included in a language application called CAKE. CAKE is an application that can be used on Android, iOS, and Windows Phone. The CAKE application is an application designed to assist users in improving their ability to speak foreign languages interactively.

According to Lestari (2021), "Cake Application" is one of the English language learning applications that focuses on speaking skills. "Cake" provides the learner with several activities that boost his learning process, such as pronunciation, sentence building, repeating after the videos, and many other activities that can be applied in pre-speaking, while speaking, and in the post-speaking stage of primary English-speaking class. However, in this study,

the researcher focused his research on the students' speaking abilities. Because as Harmer (2007), speaking is a skill that becomes an integral part of daily life because it is the way for people to create social relationships as human beings. This ability has a crucial role in shaping social relationships between people.

So this research determines the CAKE application as a suitable medium to encourage motivation, interest, and what is needed by MTs NW KABAR students in improving their English proficiency. Especially in the field of speaking. So as to make students more confident in communicating and expressing ideas and expressions.

#### **F. Research Questions**

1. How effectively can the Cake app contribute to improving students' speaking skills in educational contexts?

### CHAPTER III

## RESEARCH METHODOLOGY

#### A. Research Design

A research design was a plan or strategy for conducting the research. It was required to get dependable and useful information. The present researcher conducted a case study as the method of the research. According to Prof.Dr.H.Mudjia Rahardjo, M.Si (2017:5) concluded that Case Study is a series of scientific activities carried out intensively, detailed and in-depth about a program, event, and activity, both levels individual, group of people, institution, or organization to gain knowledge in depth about the event. In this case, case study is the one of methodology in qualitative research that observed directly the real life phenomenon through detail contextual.

#### B. Setting of Study

In this research, the researcher conducted research at Mts Nw Kabar, Madrasah Tsanawiyah located in Kabar, Sakra sub-district, East Lombok, West Nusa Tenggara. This research conducted from 15 July to July 29, 2024.

*Table 01*  
*Research time schedule*

No	Activities	Mei	Juny	July	agustus
1	Arranging Proposal	✓	✓	✓	
2	Making Instrumen			✓	
3	Conducting Research			✓	
4	Analyzing the data				✓

### **C. Participants of the Study**

The participants for this research were selected from Junior High School students in the academic year 2024.

### **D. Data Collection**

#### **1. Definition of**

##### **a. Speaking**

Speaking skill is a person's ability to use spoken language effectively and fluently in communication. Bygate (2003) argues, "Speaking skills are the ability to use spoken language to explore ideas, intentions, thoughts, and feelings with others as a way to make the message conveyed clearly and well understood by the listener." language effectively and fluently in communication.

##### **b. CAKE Application**

According to Cake Corp, the "Cake application" was launched on March 21, 2018 and last updated on May 30, 2021. It is listed under the "Education category." It is a learning English application and is highly ranked in several countries since it is evaluated with 4.8/5. It is also one of the most popular applications in the Google Play Store, with more than 50 million installs.

### **E. Instrument of the Study**

Instruments were tools used to collect data. This research instrument was only the researcher and was supported by other instruments, namely observation, interviews and documentation.

## **F. Technique of Collecting Data**

In this research, the researcher presented to get the data as collecting data, those were interview and questionnaire.

### **1. Observation**

Observation is a technique that involved systematically selecting, observing, and recording the behaviour and characteristics of living things, objects, or phenomena. The current researcher was conducting at the Middle School in the 2024/2025 school year. The researcher focused on how students were able to use the application CAKE strategy in utilising digital technology in the process of improving speaking skills.

### **2. Interview**

An interview was a conversation to collect information and opinion. As explains that “Interviews were used to gather data on subjects” opinion, beliefs, and feeling about the situation in their own word”. In this research an interview involved an interviewer, who coordinated the process of the conversation and asks interview. In this interview the researcher used face to face with the participants related to students strategies to improve speaking problems using CAKE Application.

### **3. Documentation**

Documentation was an important process in research that involved collecting, recording, and storing information related to every aspect of an experiment or observation. It ensured accuracy, transparency, and ease in replicating research results, as well as assisting in identifying and

addressing experimental issues that may arise. With good documentation, researchers built a solid foundation for data analysis, scientific publications, and the development of trustworthy knowledge.

### **G. Data Analysis**

Qualitative data analysis were conducted on data using observations, interviews and documentation. The purpose of all of them was to find out how students perform in the classroom during the teaching and learning process and their strategies to improve their speaking skills by using digital technology. This was done after the researched has observed the students' learning situation. The researcher conduct interviews of between five to 10 minutes. During the interview, a mobile phone recorder was used to confirm the interview process and facilitated the data review process, and questionnaires were collected. Then, the data were classified into positive and negative reactions.

### **H. Trustworthiness**

Lincoln no Guba (as cited in Morrow 2005, p. 250) suggested four criteria for developing trustworthiness in qualitative inquiry: credibility, dependability, confirmability, and transferability.

#### **a. Credibility**

Credibility was the main goal of qualitative research. Credibility refers to confidence in the correctness of data and its interpretation.

b. Dependency

Dependability referred to the stability (reliability) of data against conditions. Dependability cannot be achieved without dependability, just as validity in qualitative research could be achieved without reliability.

c. Confirm

Confirmability referred to objectivity, namely the potential agreement between two or more independent people regarding the accuracy, relevance, or meaning of data. This criterion related to establishing that the data were not a figment of the researcher's imagination, and were not the researcher's bias, motivation, or perspective.

d. Distractability

Transferability referred to the extent to which qualitative research results were generalized or transferred to other contexts or settings. From a qualitative perspective, transferability were primarily the responsibility of the person doing the generalization. Qualitative researchers increased transferability by doing a thorough job of describing the research context and the assumptions that were important in the research

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Research Result**

##### **1. Observation Result**

To find out the students' activities in the classroom, especially in the speaking class, the researcher conducts a covert observation on 18 July 2024 without the knowledge of the students that there was an observation activity. The observation was done by observing the teaching and learning process. The use of observation sheets helped the researcher to make notes of the activities in the classroom, including the interaction between teachers and students.

During the class activities, the researcher got some negative notes from the students such as, lack of preparation before entering the class and difficulties in pronunciation, grammar, and vocabulary. The researcher also found some problems that the students faced in speaking especially in presenting the English subject matter. Firstly, lack of vocabulary which made it difficult for them to express their thoughts during class and also makes them not confident to speak in English. Secondly, worry/fear of mistakes, some of them were not confident to speak English for fear of making mistakes. Some of them were afraid because their pronunciation was not as good as native speakers and thirdly, students look nervous and speak more in their first language or mother tongue.

The first note was the lack of preparation, which was evident in the way they gave feedback to their teacher after the material was explained. They were given a general question, yet only a few people voiced the correct answer. The other students just listened and ignored him. Secondly, students had difficulties in pronunciation, grammar and vocabulary, this was evident when the teacher explained the material using English, most students experience these difficulties. From the class observation, the researcher concludes that they would face some problems in public speaking, this was evident from the negative notes of lack of preparation and difficulties in pronunciation, grammar and vocabulary.

From the class observation, the researcher concluded that they would face some problems in speaking, this could be seen from the negative note that there were a lack of vocabulary and they had difficulty in pronunciation, and making sentences.

## **2. Interview result**

The researcher conducted interviews with students to find out students' perceptions. From the results of these interviews, the researcher concludes that this technique uses culturally responsive teaching methods in speaking.

The researcher gave speaking materials to the students by using the oral method so that the students could easily memorize some vocabulary about speaking. After explaining a topic, they started to speak one by one

about the topic given by the researcher. From the treatment, the researcher was able to find out the vocabulary.

## **B. Discussion**

The purpose of this research is to find out whether the Cake application is effective in teaching speaking. The results of this study are supported by Octavianita's theory (2022, p. 82), which states that the Cake application can be a medium for learning English, especially speaking English, and has an AI speech recognition feature that can recognize pronunciation word by word. This activity aims to make students active in learning to speak, especially to practice speaking, starting with practicing English words, phrases, and sentences.

From the explanation above, it can be concluded that "Cake Application" can improve students' speaking skills. Previously, Nuraini (2020), in a study entitled "The Use of Cake Application in Teaching Speaking to Senior High School's Students," showed that the Cake Application has provided convenience and benefits for students in improving their English speaking skills.

Research related to "The Use of Cake Application on Students' Speaking Skills in the Second Grade of SMA NEGERI 1 BANGKURUNG" was conducted by LAK Buludadi in 2023. The results of this study show that there is an increase in speaking ability by using the Cake application. This is support by students' speaking achievements such as comprehension, grammar, vocabulary, pronunciation, and fluency. All of these speaking achievement

scores are obtained when students practiced speaking in pairs in front of the class.

Octavianita et al. (2022) show the same research titled "The Effectiveness of Using Cake Application in Improving Students' Speaking Skills." The researchers showed that Cake application provides flexible and interactive opportunities for learners to practice speaking skills, which leads to better language acquisition results.

Meanwhile, the current researcher found the mean score and standard deviation of the post-test higher than the pre-test. This clearly shows that there is an increase in students' speaking ability after being given treatment using Cake Application. For now, it can be said that the treatment given by the current researcher to the third grade students of MTs NW Kabar in the 2024 academic year was successful. It is proven that the Cake Application is very easy to understand and the students enjoy learning to speak English because it has many features that make it easy for students to understand.

## **CHAPTER V**

### **CONCLUSION ANG SUGGESTION**

#### **A. Conclusion**

Based on the research entitled "CAKE Application in teaching speaking skill," it can be concluded that the use of Cake application is more effective for learning compared to traditional methods. Students who use the app show higher confidence and better exploration of opportunities by utilizing features such as real-time feedback, pronunciation guides, and conversation practice. These elements help to correct errors and improve pronunciation, thereby increasing practical use of English. The interactive nature of the app also supports shy students by providing a less stressful environment to practice in. Overall, this study shows that the Cake app significantly improves speaking ability, making it a valuable tool for students and educators who want to improve their English proficiency.

#### **B. Suggestion**

Based on the findings in this research propose some suggestions.

1. For the teachers

Becoming an English teacher, especially when teaching students to be fluent in speaking, is not easy. So English teachers are advised to be more creative in teaching by utilizing artificial intelligence in today's technology, especially in today's millennial era. Students are never separated from their smartphones; they should have become part of themselves. The efforts that can be made by the teacher are to take

advantage of the features available on the smartphone. One of them is using a course application that teaches about the English language. Teachers can use the Cake application, which already uses artificial intelligence in it, to assist in guiding students.

## 2. For the students

The students should be more enthusiastic about learning English, especially in speaking skills. Speaking is a way to convey and describe information about the country that are talking about. For that, they need to know and memorize more vocabulary that can support their speaking ability. Students should practice all the time because, by practicing, they can improve their English skills well. One effective way to practice is by using the Cake app. By opening this app every day and practicing speaking by opening all the questions in each unit available, students will gain more vocabulary and knowledge that can be used in daily communication. Cake App can be one of the most effective alternative media to practice English-speaking skills.

## 3. For the school or Institution

Schools or institutions can make some efforts to improve the quality of students' skills, especially in terms of speaking to consider the problems that occur in the surrounding environment both at school and at the institute. For example, providing advice on utilizing artificial intelligence technology to support and help increase the ability to communicate using English to become better.

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## APPENDIX A

### INSTRUMENT OF STUDY

#### LEMBAR OBSERVASI 1

DATE	:	15 July 2024
GOAL	:	Observing the state of the school environment
TARGETS	:	Teacher
LOCATION	:	Mts Nw Kabar
RESULT	:	On Monday, July 15, 2024, was the day the researchers came to Mts Nw Kabar. The purpose of the researcher coming to Mts Nw Kabar was to follow up on the researcher's plan to conduct research there, namely to meet the principal of Mts Nw Kabar to provide a research letter from the campus and ask permission to conduct research there. In addition, the researcher also made observations in the school environment and saw how the teaching methods used by English teachers during teaching in the classroom.

## LEMBAR OBSERVASI 2

DATE	:	19 July 2024
GOAL	:	-
TARGETS	:	Student
LOCATION	:	Mts Nw Kabar
	:	<p>On Friday, July 19, 2024, researchers returned to school to conduct research. Researchers immediately asked permission to enter the classroom; during learning, researchers took the time to introduce themselves to students, and students also introduced themselves. Researchers expressed their goal of entering the classroom with students so that research activities run smoothly and conducively. Researchers took the rearmost seat to observe students.</p> <p>The researcher, when making observations during the lesson, can see problems when speaking in English class, namely difficulties in vocabulary and grammar. In addition, the researcher also saw students who lacked confidence in their poor grammar and lack of vocabulary.</p>

### LEMBAR OBSERVASI 3

DATE	:	26 July 2024
GOAL	:	-
TARGET	:	Student
LOCATION	:	Mts Nw Kabar
RESULT	:	On Friday, July 26, 2024, researchers returned to school to continue observing students. At this time, the agenda is for researchers to make observations. Usually, before starting the learning process, students read prayers first, and teachers and students repeat the material that has been delivered at the previous meeting to improve students' memory. Today is the last day of research, after the data obtained by researchers from start to finish is sufficient. After the researcher felt that the data needed was sufficient, the researcher met the principal and informed him that the researcher's research was complete.

## **APPENDIX B RESULT OF INTERVIEW**

### **Interview Sheet**

Name :  
Class :  
Status :

#### Questions

1. How did the CAKE app help you learn to speak better?
2. What do you like most about using the CAKE app in learning speaking skills?
3. Can you tell us about your experience when using the CAKE app to practise speaking?
4. How does the CAKE app help you prepare for English conversation?
5. What do you think makes the CAKE app different and more useful in teaching speaking skills than other methods you have tried?

Name : Anindita Sakina Azalia  
Class : IX MTS  
Status : Student

- R : How did the CAKE app help you learn to speak better?  
S : The CAKE app helped me speak better by offering practice exercises and feedback on my pronunciation.
- R : What do you like most about using the CAKE app in learning speaking skills?  
S : I like the interactive exercises and the instant feedback that make learning fun and effective.
- R : Can you tell us about your experience when using the CAKE app to practise speaking?  
S : My experience has been great; the app provides useful practice and helps me improve my speaking skills.
- R : How does the CAKE app help you prepare for English conversation?  
S : The app helped me practice conversations and I was able to utilize my speaking skills with the app into higher levels of schooling
- R : What do you think makes the CAKE app different and more useful in teaching speaking skills than other methods you have tried?  
S : The CAKE app is different because it combines fun exercises, feedback and practice with native speakers.

Name : Deri Padli  
Class : IX MTS  
Status : Student

- R : How did the CAKE app help you learn to speak better?  
S : The CAKE app helps me by providing lots of speaking practice and instant feedback. This makes practicing and improving my speaking skills easy.
- R : What do you like most about using the CAKE app in learning speaking skills?  
S : I like the fun exercises and real-life like dialogs. The immediate feedback is very helpful to correct mistakes quickly.
- R : Can you tell us about your experience when using the CAKE app to practise speaking?  
S : I use CAKE to practice speaking by recording myself and listening to improve pronunciation and intonation.
- R : How does the CAKE app help you prepare for English conversation?  
S : CAKE helps by providing practice with real conversations, so I can get ready to speak in English.
- R : What do you think makes the CAKE app different and more useful in teaching speaking skills than other methods you have tried?  
S : CAKE is better because it offers fun exercises and quick feedback, unlike just using books or traditional lessons.

## APPENDIX C DOCUMENTATION

