

THE DESCRIPTION OF CAKE
APPLICATION ASSISTANCE TO THE
STUDENTS' ENGLISH SPEAKING SKILL
AT SMA SWASTA ST, XAVERIUS
GUNUNGSITOLI IN 2023/2024

By Marinus Giawa

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UNDERGRADUATE THESIS

By :

**Marinus Giawa
Reg. Number : 202108044**



FACULTY OF TEACHER TRAINING AND EDUCATION

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CHAPTER I**INTRODUCTION****1.1 Background of the Problem**

English is the most extremely spoken language on earth. English is a crucial language that plays an essential role in the world. Every human being should be able to communicate with others using four language skills, namely reading, writing, listening, and speaking. According to Rao 2019 stated that speaking and writing are a person's ability to produce or create language. This means that people actively use language to convey ideas, thoughts or feelings. whereas Listening and reading is the ability to receive and understand language. This means that people are able to perceive messages conveyed by other people through language. However, one of the most vital talents to develop is speaking. Speaking the most important skill for using English effectively. Speaking can be interpreted as an important ability in the language aspect, because it is one of the skills that supports a person to master a language well through the use of that language. Speaking is the skill of conveying messages through spoken language or speaking is the ability to pronounce articulate sounds or words to express, state and convey thoughts, ideas and feelings to the person you are talking to achieve communicative goals.

According to Swary (2014) in Annisa 2023 states that speaking is an essential skill to learn because it will assist people to express what someone said. Speaking plays an essential thing in the process of communication, enabling individuals to interact with other people, express ideas, and convey thoughts, feelings, or information accurately. Therefore, it is crucial for students to improve their speaking skills in order to communicate more effectively in various situations and contexts. We can share our ideas with others by verbal communication. Through speaking, people are able to express the thoughts in everyday life. This makes students more fluent in communicating. Because when they speak, they know what they think and how they feel about it.

Harmer (2007:284) in Astarini ¹⁰ Improving Speaking Skill Using Group Discussion 2019 claims that speaking is the ability to engage fluently and presupposes only mastery of linguistic features, but also the ability to comprehend information and language 'on the spot'. It means that speaks not only about having knowledge of grammar and language structure in general, but also about the ability to interact fluently and effectively in certain situations. Furthermore, speaking ability also involves the ability to process information and language quickly and precisely at that moment, without needing a long time to think about answers or responses. Thus, speaking involves the ability to understand and respond to the interlocutor fluently and efficiently.

Therefore, Speaking is characterized as a reciprocal communication process that engages both the speaker and the listener to sharing, delivering information, messages, ideas that aimed at achieving communicative goals. Speaking skill is essential for students, as it promotes interaction that aids in the acquisition of the English language through a collaborative approach to communication. Without speaking, communication will not occur or will not take place well. In other words, speaking is the main foundation of effective communication, because through speaking, people can convey thoughts, ideas, feelings and information to others clearly and efficiently. So, Speaking is essential in establishing interpersonal relationships, working together in teams, speech, meeting, presentation or interacting in various daily situations.

According to Nuryana (2020), indicates that students face several difficulties in their English speaking abilities, which include shyness, grammatical issues, limited vocabulary, pronunciation challenges, a deficiency in self-confidence, apprehension about making mistakes, and anxiety. In Reality, Most of students need help learning english. Students' Vocabulary and Sentence Structure are limited: Students have difficulty in finding the right words or constructing sentences correctly while speaking. This can be a barrier to conveying ideas or understanding conversations

well, Lack of direct Practice: Often, students have sufficient knowledge of English but lack hands-on practice in speaking with native speakers or even fellow classmates. This can be caused by a learning environment that is not supportive or lack of confidence in speaking, Anxiety or Fear of Speaking namely Some students may feel nervous or afraid to speak English because they are afraid of making mistakes or feel embarrassed if they make mistakes in speaking. This kind of anxiety can hinder their ability to practice and improve their speaking skills, Lack of Motivation or interest in learning English can also be a problem. Without enough motivation, students may tend to give up or not try hard to improve their speaking skills, ¹¹ Students have a negative paradigm towards English. English as a foreign language is difficult to learn, as the writing is different from the spelling. Students consider English is not a language that must be studied.

Cake application is here as an innovative solution to help users in learning speaking in a fun and effective way. Learning is the process of acquiring knowledge, skills, values, or understanding through experience, or teaching. This process can take place in various contexts, such as at school, at work, in everyday life, or through personal experiences. Therefore, the cake application helps users in speaking skill. Equipped with diverse interesting menus or features, such as conversation practice, learning pronunciation, and repetition after watching videos. Aplicake Cake helps students speak English fluently and confidently. Cake application provides speaking practice namely videos and conversations with various features, such as voice recognition and conversation practice. This allows students to practice and learning speaking directly and get immediate feedback.

At this time, learning English, especially speaking, is very accessible everywhere, especially with the help of technology that can help students learn speaking. Technology is a significant language tool in this regard because it can boost students' encouragement. (Hernandez, 2017;

Wiyaka, Mujiyanto, and Rukmini, 2018). According to Meidasari in Zul Amri 2023, digital media has been popular among the youthful generation since pupils are more conversant with technology these days. Digital technology is built on digital devices like smartphones and computers. The advancement of digital technology provides benefits that supports progress in other fields. Therefore, the researcher would prefer to employ the **cake application**.

The **Cake application is** the most popular **English application**. **Cake application uses videos to give us examples of a word that will be very useful in everyday life speak**. According to Saud Albahlal, 2019, in Chotimah 2022, the **Cake application gives a large number of video references from YouTube. Videos are offered in numerous genres and can be picked based on your interests, such as vlogs, films, and podcasts. Such as repetition of the learnt sentence, emphasis, clear transcription, and excellent audio**. **Cake application is also created with speech recognition, therefore students can talk or imitate the speaker and have the results assessed using speech recognition. With this application, students can learn English using short videos, short English dialogues and monologues, and daily updated discussions so users can learn English fast and it is completely free.**

According to Sinha 2019 in Nurinsani 2021 states that **Cake application offers a recording feature that users can enjoy listening to**. Additionally, this app has the ability to vigorously implicate students. In the speaking process, students could discover and practice new vocabulary. In other words, the recording feature provided by the **Cake application provides a pleasant experience for students and allows students are actively implicate in learning activities. Therefore, this application is the best solution to improve English speaking skills.**

From the explanation above, the researcher is fascinated in discussing the description of cake application assistency. Based on this background, the author conducted research and raised the title of the research proposal with the title “**The Description of Cake Applicatin Assistency to the Students’ English Speaking Skill at SMA Swasta Santu Xaverius Gunungsitoli in 2023/2024**”

1.2 Focus of the Research

From the background of the problem above, there are some focuses of the research are :

- 1.2.1 To describe the assistances of the cake application in learning speaking skill of the students at SMA Swasta Santu Xaverius Gunungsitoli in 2023/2024
- 1.2.2 To describe the reason of the cake application in learning speaking skill of the students at SMA Swasta Santu Xaverius Gunungsitoli in 2023/2024

1.3 Formulation of the Problem

Based on the focuses of the research above, the research questions are formulated in the following questions:

- 1.3.1 What is the description of the assistances of the cake application in learning speaking skill of the students at SMA Swasta Santu Xaverius Gunungsitoli in 2023/2024
- 1.3.2 Why does the student use assistances of the cake application in learning speaking skill of the students at SMA Swasta Santu Xaverius Gunungsitoli in 2023/2024

1.4 Objective of the Research

Based on the formulation of the research above, objective of the research are:

- 1.4.1 To describe the assistance of the cake application in learning speaking skill of the students at SMA Swasta Santu Xaverius Gunungsitoli.
- 1.4.2 To describe the reason of the cake application in learning speaking skill of the students at SMA Swasta Santu Xaverius Gunungsitoli

1.5 Significance of the Research

Through this research the researcher expects:

1.5.1 Theoretically

This research can contribute to the understanding of how technology, such as mobile applications, especially cake applications, can be used effectively in the context of English language learning. This could provide a solution of new theories about the use of technology in language learning.

1.5.2 Practically

- a. For researchers, gain extensive experience and insight regarding the use of cake application and description the assistances of cake application in learning speaking.
- b. For teachers, Providing guidelines for integrating technology, especially the Cake application, in increasing students' understanding of using cake in learning speaking
- c. For students, it can provide students with access to innovative and interesting learning tools, and increase their understanding of cake and students can increase their activity in learning English, especially speaking, by increasing their vocabulary, and getting used to speaking English independently outside of class, and to help students achieve their learning goals.

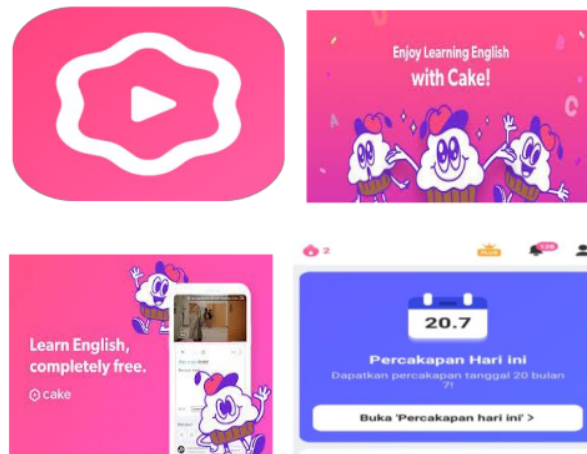
- d. For future writer, this research could be used as a reference source on related topics for future researchers, especially the description of cake applications assistency in speaking skill

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CHAPTER II

REVIEW OF LITERATURE

2.1 The Theoretical Framework

2.1.1 Definition of Cake Application



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Figure 1.1: *Cake Application Pictures*

Cake application is a media popular English learning application expanded in South Korea. Cake application is in the category of Education application expanded by Playlist Corporation. The cake application is that application can be used to learn English. Fitria Anisa et al. (2021) states that the cake application provides a variety of menu in learning English, from speaking practice through dialogue to watching videos to improve speaking skills. Conversation dialogue is a menu in the cake application that could assist students or users to practice speaking by interacting in conversations. This can include conversation simulations, where students can listen and respond to the dialogue that has been provided. Watching videos is a feature that helps students such as movies, TV shows, or vlogs, that use everyday English. By watching videos, students can learn about intonation, pronunciation and use of words in a more real context.

Lestari 2021 in Octavianita (2022) stated that the Cake application is equipped with various interactive features that focus on improving English speaking skills. Cake provides a collection of short video clips or films that encompass brief dialogues and animated content. This application includes sample videos that facilitate the learning of new English vocabulary, idioms, and terms essential for everyday interactions. Through the Cake platform, users can improve their English speaking skills by engaging with videos, listening to conversations, and participating in quizzes. The app also features voice recognition technology, allowing users to record their spoken language and receive feedback on any mispronounced words, thus aiding in their English skill.

Batool, 2019 in Nuraeni (2020) indicated ⁶ that the Cake application is the best application for English speaking skill. The application employs video to demonstrate words and phrases that are essential for regular conversation. Its primary purpose is to aid individuals in improving their speaking proficiency. Consequently, it fosters the confidence and skills required for public speaking as well as for engaging in everyday dialogue. The Cake application displays videos and conversational dialogues as a learning method. These videos and conversation dialogues serve to provide examples of words and phrases, which help students understand the context of using English in real situations. By providing example words and phrases, this application help users to learn vocabulary that is relevant and useful in everyday conversations. This is essential because English speaking often depends on mastering appropriate vocabulary and understanding context.

2.1.2 The Menu/Features in **Cake Application in Learning Speaking Skill**

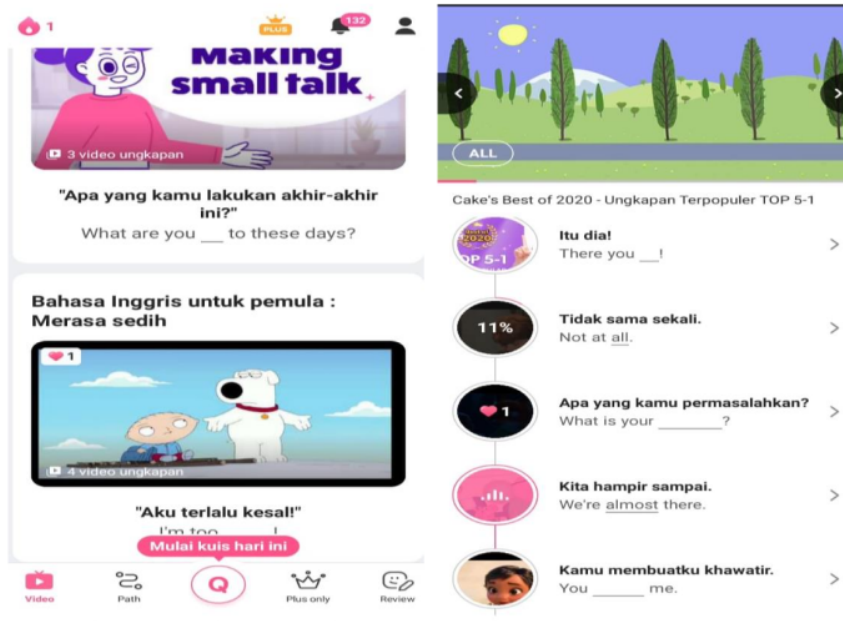


Figure 1.2 Video in **Cake Application**

In the cake application there are videos that can be studied by users or students such as cartoon videos, films, vlogs and classes. The video is in Indonesian and when students see the video of the cake application, the sentences in bold will be repeated 3 times automatically, so that users can learn and there is a speaker menu to repeat the sentences. not only marked sentences but all sentences can be used by users or students to learn and repeat them.



Figure 1.3 Categories in Cake Application

In the search menu, there are several categories in the cake application, namely films. Listening, traveling, popular, TV series, TV programs, celebrities, animation, greetings, pop songs, emotions, English courses, daily expressions, British English, children, daily vlog, conditions, food, business, and person. All of these categories can be studied by students according to their wishes or the material they want to study.

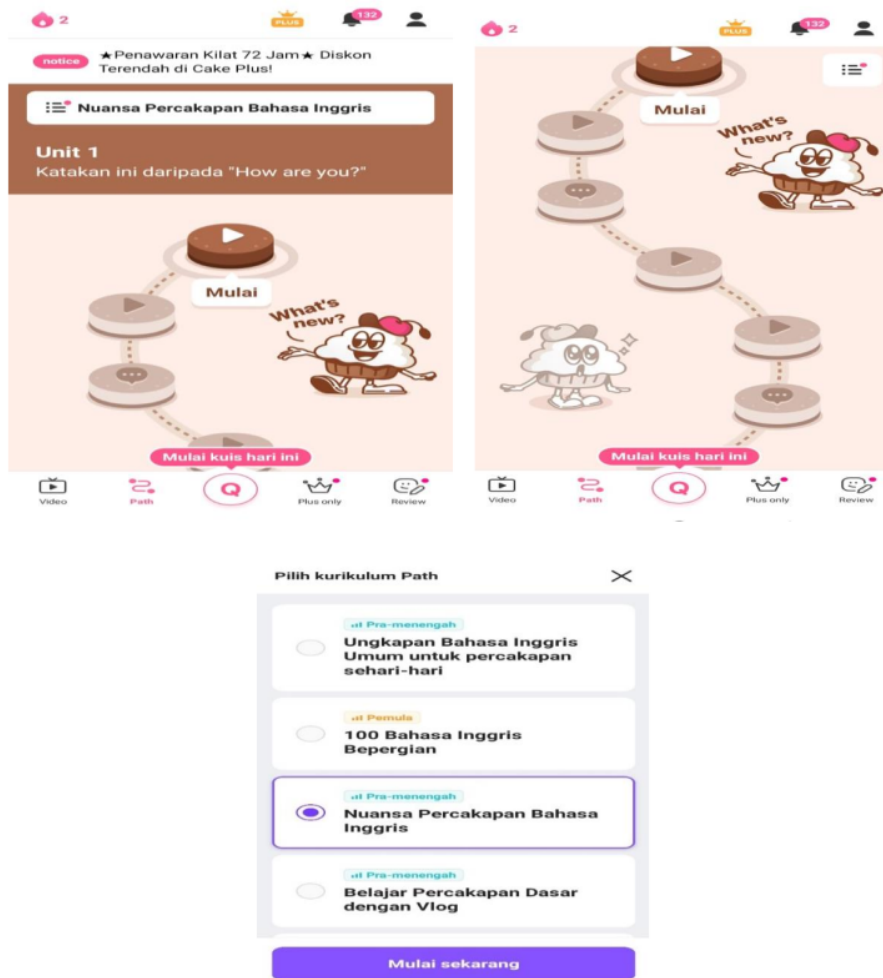


Figure 1.4 Menu Path in Cake Application

In the “Path” Menu, there is material if students want to study it and it is very good at speaking because they can practice it in everyday life. In the path menu, there is a menu of 3 points and 3 straight lines, there is material, namely common English expressions for everyday conversations, 100 English words for traveling, the nuances of English conversation, learning conversations with vlogs, and learning English from films and TV series . If students choose and study the material, students will learn in stages and the researcher has included an image from the path menu.

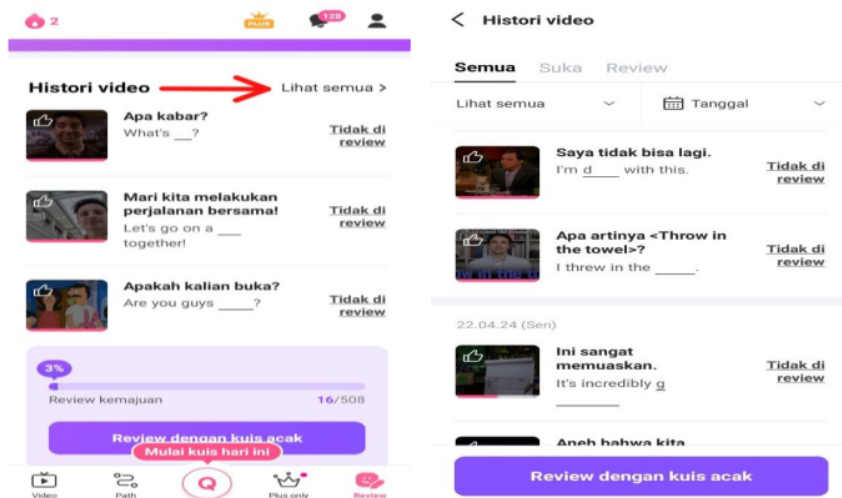


Figure 1.5 Menu Review in Cake Application

In the review menu, there are snippets of videos that users have previously opened/studied. All learning videos that have been studied will be saved in the video history. Users/students can view the videos they have studied by pressing the "lihat semua/see all" menu, meaning that all the videos they have studied will be displayed when opening the menu.

2.1.3 Steps to Use Cake Application in Learning Speaking

According to Andi (2022); There are several steps in using the cake application, namely

1. First thing first, students must download the app from the Play Store. After downloading the application, pupils use the Cake app on their smartphones.
2. To use this program, students must first **log in**. Students **can log in using their Google or Facebook** accounts.
3. Nine languages are offered, including Indonesian and English.
4. After logging in, the application's top page displays the Home, Search, Speak, Library, and Profile options for users.
5. The researcher demonstrated the Cake application and explained its capabilities, features, and usage to students.

6. Students began exploring Cake application by utilize the menu or features.
7. Students choose and analyze videos they enjoy.
8. The researcher advised students to speaking about the material in the conversation dialogue.
9. Students practice the dialogue from the Cake application video in front of their classmates.

2.1.4 ⁶ Advantages and Disadvantages of Cake Application

According to Wahyuni 2023 ⁶ Advantages and Disadvantages of Cake Application namely:

1. The menu in the application is more updated
2. Diversified and appropriate to the context.
3. Could subscribe for free to your preferred theme.
4. Improve English language proficiency among students.
5. Interesting menu could pique enthusiasm in learning.
6. The app's functions are simple to utilize.
7. Short videos read by native speakers serve as a teaching tool.
8. Users can access subtitles when watching the videos and learning in conversation.

Disadvantages of Cake Application

1. Users can operate this application when they are online and have an internet network
2. The material in the video and conversation dialogue is not organized by topic

According to Mataniari 2019 in Adilla (2022) there are benefits of using Cake application, namely:

1. Flexible to employ anytime and anywhere.
2. It is a new and easy to utilize English learning method.
3. Equipped with diverse content and can be enjoyed at no cost.
4. Make the process of learning English more fun and interactive.

Whereas the disadvantages are:

1. Certain videos may require a subscription to open.
2. To use the application comfortably, ensure you have appropriate equipment and a stable connection.

2.1.2 Learning Speaking Skill

Yusuf in Wilson (2022) states Learning is an active process that involves conscious effort naturally, and regulated to teach by creating goals and implementing them. So, Learning is a conscious effort made by students to interact between students and teachers, and among students. Learning speaking skills is the process of developing or practicing the ability to speak effectively and fluently in English. It involves various aspects, including pronunciation, grammar, vocabulary, fluency, as well as the capability to express or deliver the thingking and feelings clearly and precisely in appropriate contexts.

2.1.3 Definition of Speaking Skill

Harmer (2007) in Nuraeni 2020, states that speaking is a talent that has become an essential element in everyday life since makes people to form social interactions as humans. It means that speaking is a very important skill in people's daily lives. By speaking, humans can interact with other people, convey their thoughts, feelings and ideas, and build strong and meaningful interpersonal relationships. More than just a tool for conveying information, speaking plays a crucial role in forming human identity as social creatures who are able to communicate with others and is the foundation for building social relationships.

Chaney (1998) in Fanan 2021 states that ⁹ Speaking is the process of constructing and sharing meaning using words, gestures and intonation. It means that speaking is a process in which individuals construct and exchange meaning with others through the using words and gestures, facial expressions, intonation, etc. In other words, when students speak, they not only express word, however use body expressions, tone of sounds. The other means to convey deeper meaning and emotions. This process occurs in various specific situations, whether in everyday informal conversations, formal presentations, group discussions, speeches, meetings or other interactions. By understanding the context and using verbal and non-verbal

symbols appropriately, individuals can be more effective in conveying and understanding messages received from others. Thus, speaking is not only about uttering words, but also about building meaning and facilitating meaningful interactions in various communication situations. Thornburry (2005:8) in *Anni Speaking Skill 2020* state that Speaking is a very important tool for expressing oneself and interacting with others in a civilized society. It means that speaking is not just a tool to convey messages, but also as a means to interact with civilized and cultured society. In this context, "civilized" refers to the level of progress and civility of society in terms of norms, values and etiquette in communication. Therefore, speaking plays an essential role in facilitating civilized and civilized social interactions among individuals.

⁹ Based on the explanation above the author conclude that speaking is sharing, delivering information and messages between individuals or groups/between a speaker and a listener to express opinion, idea, thought, and feeling that occur directly (face to face) in conversation with each other that using words. By speaking, people could interact with other people. Therefore, students must dominate of the skill because this is essential skill to all students and at any level to assist students interact and communicate in everyday live. If we don't speak, we will have difficulty communicating with others. we cannot build good relationships with others.

2.1.4 The Principles of Speaking

Kamal 2019, there are some principles of speaking namely :

- a. prioritize fluency and precision in alignment with our goals. For engaging language instruction, there is a tendency to focus on dynamic, content-driven interactive activities that may overlook essential grammar and pronunciation guidance. It is crucial to address a diverse range of learner requirements, which encompass both linguistic accuracy and effective communication, as well as the importance of meaning and fluency.
- b. Offer an strategy that is fundamentally designed to enhance intrinsic motivation. It is advisable to engage students by connecting with their overarching aspirations and interests, addressing their desire for knowledge, status, competence, and autonomy, as well as their ambition to reach their full potential. While the methods employed may not elicit overwhelming enthusiasm, students will recognize the advantages of the activities. Frequently, English learners may not grasp the rationale behind specific tasks; therefore, providing explanations can be beneficial.
- c. Support the implementation of authentic language in relevant contexts. This concept has been consistently highlighted throughout the novel, underscoring the challenges of sustaining meaningful interactions. It is not uncommon for teachers to fall into the pattern of conducting disjointed grammar activities, calling on students individually to select the appropriate answer. Yet, creating authentic environments and encouraging meaningful involvement requires both enthusiasm and creativity, which can be bolstered by a comprehensive selection of educational resources.
- d. It is essential to offer suitable feedback and corrections in various situations, as students often rely heavily on their teachers for valuable linguistic guidance. In an ESL context, while students may seek such feedback outside the classroom, your role remains crucial in providing support. Therefore, it is important to leverage your expertise in English to deliver timely and relevant corrective feedback.
- e. Provide children the opportunity to start oral conversation. A large portion of ordinary classroom engagement is marked by the teacher's role in

initiating language interactions. Teachers frequently ask questions, offer guidance, and disseminate information, leading students to adopt a mindset of only participating when prompted. Key components of oral communication skills include the ability to start conversations, suggest topics, inquire, steer discussions, and transition between subjects.

2.1.5 Types of Speaking

According to Brown (2003: 140-141) in Fauzi Bafadal 2019, and in Fanan 2021. The types of speaking namely:

1. Imitative refers to a form of verbal expression characterized by the capacity to replicate or echo words, phrases, or even entire sentences.
2. Intensive speaking represents a second category commonly utilized in assessment contexts, characterized by the production of brief segments of oral language. These segments are intended to showcase proficiency in specific areas of grammar, phrases, vocabulary, or phonology, including prosodic features such as intonation, duration, rhythm, and juncture.
3. Responsive denotes a capacity for interaction that evaluates comprehension, though primarily within the confines of brief dialogues. This encompasses typical greetings, light conversation, straightforward requests, and analogous exchanges.
4. Interactive refers to the nature of engagement that encompasses varying lengths and complexities, often involving multiple exchanges and/or several participants.
5. Extensive refers to an oral production task that encompasses speeches, oral presentations, and storytelling. In these instances, the opportunity for listener interaction is significantly restricted, potentially allowing only for nonverbal responses, or may be entirely excluded.

Based on the description, the author concluded that the types of speaking as follow:

1. Imitative: refers a speaking skill which involves the simple ability to replicate a word or phrase, including simple sentence. At this stage, individuals are only able to imitate or repeat the pronunciation of one or

several words without understanding the meaning or interactions in the conversation.

2. Intensive which emphasizes intensive and in-depth practice to improve one's speaking ability in a particular language. This method often focuses on increasing fluency, fluency, and confidence in speaking.
3. Responsive: ability to interact and understand meaning. And respond appropriately to situations, audiences, or questions
4. Interactive namely public speaking refers to the speaker's proficiency in actively engage to the audience, create a dynamic and shared communication experience.
5. Extensive means speaking through wider and more complex interactions, involving various situations and contexts, such as discussions, debates, presentations, etc.

2.1.6 The Elements of Speaking

Nurul 2020, there are several elements in speaking namely:

- a. Pronunciation serves as the means by which students articulate the English language effectively. It is essential for educators to ensure that their students are comprehensible in their spoken communication. By modeling correct pronunciation, teachers can guide students to replicate their speech accurately.
- b. Vocabulary serves as a fundamental component of effective communication. It is imperative for students to grasp the meanings of words and their appropriate usage. Although vocabulary is vital for equipping students with the necessary tools to comprehend language structures, it is often not prioritized as a central focus in educational.
- c. Grammar pertains to the proper arrangement of sentences within conversation. It is essential that both vocabulary and grammar are taught in context, allowing students ample opportunities to utilize the language they have acquired in class. This approach ensures that they do not merely learn the rules at a surface level, but actively apply them to facilitate effective communication.

- d. Fluency can be characterized as the capacity to communicate in a language with both precision and ease. Individuals who articulate their thoughts swiftly and confidence, exhibiting minimal unnatural pauses, are said to possess fluency.

According to Harris in Arafah 2020, states that:

- a. Pronunciation is a significant aspect for speakers, as it encompasses the guidelines necessary for articulating words correctly.
- b. Vocabulary can be defined in three distinct ways: it encompasses the complete set of words that constitute a language, refers to all the words that an individual is familiar with, or pertains to the specific terminology utilized within a particular text or subject area. Additionally, it can be understood as a compilation of words along with their definitions or meanings.
- c. Grammar is considered the fundamental component of language learning a second language.
- d. Comprehensibility is defined as the capacity to grasp, or convey the speaker's ideas effectively.
- e. Fluency refers to the capacity to engage in conversation continuously, without interruptions or breaks.

Sakkir and Dollah, (2019, p.43) There are several aspects of speaking, namely:

1. Pronunciation as a first component of speaking that demands attention, and it includes appropriate sounds, stress, and intonation of words.
2. Grammar entails understanding the rules that regulate word arrangement and shape to reflect numerous meanings.
3. Vocabulary, on the other hand, is essential for fluency, allowing people to form sentences rapidly and effectively communicate their views.
4. Fluent speaking means presenting ideas without hesitation, whereas

5. comprehension is necessary for mutual understanding between speakers and listeners, lowering the likelihood of communication errors (Sakkir & Dollah, 2019, p. 43).

So, the writer states that elements of speaking consists of pronunciation, vocabulary, grammar, and fluency.

2.2 Conceptual Framework

A conceptual framework is a structure used in research to provide theoretical and conceptual guidance on which the study is based. This is a model that outlines the relationships between the main concepts to be researched, as well as how these concepts are related to each other. It serves as the underlying foundation for research, assisting researchers in formulating research questions, selecting methods, and analyzing data.

¹ The Cake application is an innovative tool for learning English, specifically aimed at enhancing speaking abilities. It offers a range of features, including videos, dialogues, and speaking aids, which facilitate students in practicing their speaking English. This application serves as an engaging and effective resource, enabling learners to develop their English speaking skills in an interactive and enjoyable manner.

Learning speaking by utilize of cake application refers to the process of English speaking skill through the use of interactive features provided by the application to help users learn speaking. Cake is a language learning app that emphasizes the developing of speaking proficiency. This application offers diverse features that support learning, such as videos, dialogues, and pronunciation exercises, which are designed to improve students' speaking skills in an interactive and fun way.

Cake application provides relevant and interesting content, including everyday expressions and dialogues from various contexts, allowing students to learn to speak in a more natural way. Users can listen to the correct pronunciation and practice speaking with immediate feedback,

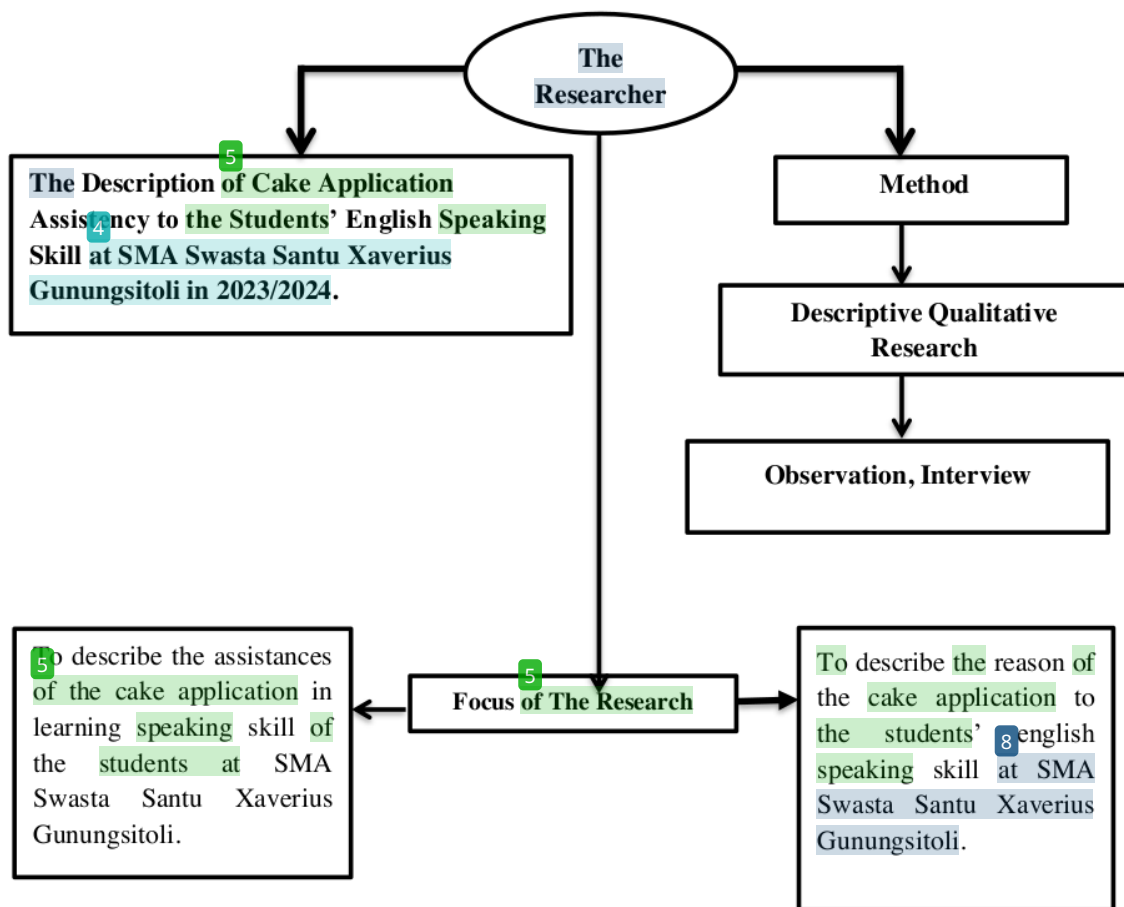
which significantly aids in enhancing both vocabulary and pronunciation. Speaking skills entail the ability to communicate effectively and correctly using English. This includes the ability to use correct vocabulary, grammar and pronunciation.

The researchers undertook qualitative research with a descriptive methodology to elucidate the assistences ¹³ of the cake application in english ⁴ speaking skills and to elaborate the reasons for its utilization by students at SMA Swasta Santu Xaverius Gunungsitoli. In collecting data, researchers used observation, and interviews.

Once the data collection process is finalized, the writer reports the research results based on reality in the field and the data collected is not made up or engineered. ²⁰ Subsequently, researchers will examine the data through the processes of Data Reduction, Data Presentation, and Drawing Conclusions. Data Reduction involves the summarization, selection, focus, and altering the collected during the research. This process aims to simplify the information for better analysis. Data presentation is the process of arranging data in a clear, structured format that allows researchers to understand and analyze the data in depth, and data that has been sorted into a form that is easier to interpret. The goal is to communicate research findings to readers effectively.

The ultimate stage entails making inferences based on the research outcomes. Researchers evaluate the interpretation of the condensed data and arrive at conclusions related to the findings and research questions.

The conceptual framework in this study acts as a foundational guide that clarifies the direction of the research objectives. This framework will be the basis for the description of cake application assistency to the students' english speaking skill at SMA Swasta Santu Xaverius Gunungsitoli.



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Figure 2.2.1 The conceptual Framework

2.3 The Latest Related Research

There were some previous research that relevant to this study. First, the researcher from Nuraeni and Winda Yanthi (2020) conducted a study titled "The Use of Cake Application in Teaching Speaking to Senior High School Students." This research investigates the effectiveness of the Cake application in enhancing speaking skills among senior high school students. The primary objective of the study was to assess the impact of the Cake application on students' speaking abilities and to gather their perceptions regarding its use. A qualitative approach was employed, utilizing observation, questionnaires, and interviews as data collection instruments. The participants in this study were tenth-grade science students from SMA PGRI 3 BOGOR.

The second study titled "The Effectiveness of Utilizing Cake Application in Speaking Ability of 10th Students at SMK PGRI Sooko," authored by Mita Agustin, Rini Lindawati, and Deni Mustopa, investigates the difficulties encountered by students in their English speaking abilities at SMK PGRI Sooko. The aim of this research is to assess how effectively the Cake application can improve these speaking skills. A quantitative methodology was employed, featuring a quasi-experimental design that included two classes as subjects. The experimental class was exposed to the Cake application, while the control class continued with conventional teaching methods. Oral tests were used to collect the necessary data.

The third study conducted by Silva Anggreini in 2023 is titled "Teachers' and Students' Perception on the Use of Cake Application Toward Their Speaking Skill in the Merdeka Belajar Era." This research aims to provide a comprehensive overview of the perceptions held by both teachers and students regarding the utilization of the Cake application to enhance speaking skills during the Merdeka Belajar era. It evaluates the Cake application as a supportive tool in the teaching and learning of speaking skills. The methodology employed in this study is descriptive qualitative, presented through a proportional diagram. Data collection

techniques included observation, questionnaires, and documentation. The sample comprised 40 students and 10 teachers from a junior high school in Bandar Lampung.

From the Previous study indicates that a commonality between this research and my own is the utilization of the Cake Learning application. Conversely, the distinctions between these studies lie in the sample and the specific focus of the research. This study aims to describe the assistances and the reason of the cake application in enhancing the speaking skills of students at SMA Swasta Santu Xaverius Gunungsitoli

RESEARCH METHODS

3.1 Research Approach and Methods

This research has been undertaken by researchers employing qualitative research methodologies. Researchers will use qualitative descriptive research methodology. Qualitative research is characterized as a method that utilizes descriptive data, which may be presented in written or spoken form, derived from observable individuals and participants. This qualitative framework is implemented to elucidate and examine phenomena, events, social dynamics, attitudes, beliefs, and perceptions at both individual and group levels. Islamuddin et al., (2023) state that qualitative research is characterized by inductive reasoning, which relies on objective observations made through active participation in social phenomena. Furthermore, Qualitative research methodology, which are based on philosophical tenets, are applied to examine scientific scenarios, particularly experiments, in which the researcher functions as the main instrument. These methods underscore the importance of data collection techniques and qualitative analysis that concentrate on the interpretation of meaning. (Saputra & Riady 2024).

Therefore, the writer can deduce that qualitative research delivers significant insights into different phenomena, emphasizes the use of researchers as the main tool, as well as data collection and analysis techniques that are oriented towards understanding meaning. This research aims to describe the assistances and the reason of cake application in English especially speaking for 10th grade students. Thus, it can be concluded that in the context of qualitative research, the researcher functions as the central instrument for deriving meaning and interpreting diverse phenomena, symptoms, and particular social situations. As a result, it is imperative for researchers to possess a thorough understanding of

theory to examine the inconsistencies that may exist between theoretical constructs and actual occurrences.

3.2 Setting and Schedule of the Research

This study was carried out at SMA Swasta Santu Xaverius Gunungsitoli. The allocation of time aligns with the timetable for the English subject for tenth-grade students at SMA Swasta Santu Xaverius Gunungsitoli, as well as the time to interview students according to the agreed schedule.

3.3 Instrument of the Research

As noted by Purwanto (2018), the primary function of research instruments is to act as tools for the collection of data during research activities. Furthermore, Sugiyono (2019: 156) also states that a research instrument is a device used to assess observed natural and social phenomena. This tool is essential in research, as it assists in the collection and retrieval of data, making the research process more efficient. Based on the explanation above, research instruments that used by the researcher in this study are guidelines interview and observation list.

3.4 Data Collecting Technique

The concept pertains to the procedures utilized for data gathering. In the context of this research, the researcher implemented various methods for data collection, specifically observation and interviews.

1) Interview

As stated by Berger (in Kriyantono, 2020: 289), an interview can be defined as a dialogue between a researcher, who seeks to obtain information, and an informant, who is considered to possess significant knowledge regarding a particular subject.

Interviews are employed to gather information from subjects regarding their views, beliefs, and feelings about various situations, conveyed in their own words. There are three main types of interview formats: structured interviews, unstructured interviews, and semi-structured interviews. The researcher utilized structured interviews in this study, which facilitated the formulation of questions ahead of the interview. The questions were organized in a clear and sequential manner. In conducting the interview, the researcher must pay attention to the attitude, appearance, and body language of the interviewee when answering the researcher's questions.

2) Observation

Observation fundamentally involves the engagement of the five senses—sight, smell, hearing, touch, to gather the necessary information for addressing a research question. The outcomes of such observations manifest as activities, events, objects, specific conditions or environments, as well as individual emotional responses. Cresweel (Sugiyono, 2016:214) asserts that the act of observation serves as a means of collecting original data by monitoring individuals or the work process of a product at the place where the research is conducted. Observation of people's behavior or work processes of a product resulting from research and development. In making observations, researchers see, listen, then take measurements with the instruments they carry. Observations made directly with students as they engaged in the teaching and learning process in the classroom at the tenth grade of SMA Swasta Santu Xaverius Gunungsitoli.

3.5 Data Analysis Technique

According to Bogdan (Sugiyono, 2019), data analysis involves the systematic exploration and organization of data gathered from interviews, field notes, and various other sources. This process facilitates a clearer understanding of the data, allowing the research findings to be effectively communicated. Data analysis used by researchers to discuss this research problem is an inductive analysis method. The data that has been obtained is collected, then processed into a picture of the problem, analyzed and compared with the scientific theory discussed, then given a conclusion. The steps are as follows:

1. Data Reduction

In this study, data reduction pertains to the method of selecting and concentrating on key elements, as well as identifying themes and patterns. This process aims to create a clearer understanding, which in turn aids researchers in the collection of further data. Thus, data reduction can be used in analyzing data to be sharper, classify, direct, select important ones, and organize data so that it can be concluded easily. So that readers and researchers understand the intended meaning and results.

2. Data Presentation.

In this study, the ¹⁷ Presentation of data is a set of information arranged as a result of information obtained in the field during the research process. Obtained using a narrative description. Furthermore, information is presented through various formats, including images, text, written content, tables, and graphs. Obtained using data collection techniques. From the data obtained, it will be collected so that it can draw conclusions from the research.

3. Drawing conclusions

Drawing conclusions is the core withdrawal of all that has been collected during the conducted research process, so that the objective of the research that has been executed obtain conclusions or final verification. After all the data is collected and analyzed and the last ¹⁷ data presentation is drawing conclusions and the conclusion in this study is a description of the data as an answer to the focus of the research. In drawing this conclusion, the author substantiates the information gathered through observations, interviews, documentation.

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CHAPTER IV

RESULTS AND DISCUSSION

4.1 Research Results

4.1.1 The Result of Observation

Researcher use observation as a data collection technique. This study was executed at SMA Swasta Santu Xaverius Gunungsitoli located on Jl. Nilam No.7, Ilir, Gunungsitoli District, Gunungsitoli City, North Sumatra 22812. Researchers conducted observations in class X Budi Pekerti, observing the number of students who used the cake application, and the interactions or utilizes that students make when using the cake application.

No	Indicator	Meeting		
		1	2	3
1	Students have used the cake application	✓	✓	✓
2	Students are able to use the cake application easily	✓	✓	✓
3	Students use the speaking feature well	✓	✓	✓
4	Students practice Conversation dialogues in the dialogue menu	✓	✓	✓
5	Students watch videos to improve speaking skills.	✓	✓	✓
6	Students use the path feature	×	✓	✓
7	Students note down new vocabulary.	✓	✓	✓
8	Students use correct intonation	×	✓	✓
9	Students use the quiz feature	×	×	×
10	Students show great interest when using the cake application.	✓	✓	✓

From the table above, it is clear that students in class X Budi Pekerti using the cake application. The number of students was 36 students, and 20 students used the cake application. Based on the results of observations, students use conversation dialogue, video, and path features to utilize the cake application and it is very beneficial in speaking skills. However, there is one indicator that students do not use, namely the quiz feature, where this feature trains students to choose the right words in a sentence. If the student chooses the wrong word and presses the "Ok" button, the cake application notifies that the students' chose is wrong and will provide the correct sentence or the word that matches the sentence. Apart from that, the path menu is rarely used by students every day. Based on the information presented in the table above, The researcher deduces from the data illustrated in the table above that students in class X Budi Pekerti have used the cake application and are able to utilize it.

4.1.2 The Result of Interview

Researchers used interviews as a technique for collecting data or information from class X Budi Pekerti students. There were 36 people in Class 10 Budi Pekerti but 20 people used the cake application, so the researcher interviewed 20 students. researchers conducted structured interviews. Research interviews with students were carried out on June 5th 2024 as follow:

In the first question, namely how did students know about the Cake application, students said that they first heard about the Cake application from classmates who recommended it (Grace, Irene, Santi), The first time students find out about the cake application was in a YouTube advertisement and its interesting and curious features. with the application and tried it (Elbetian, Calvin, Imanuel), discovered the Cake application by accident while looking for an English learning application in the Play Store (Agnes, faen, Firmina), Teachers at school introduce English learning applications including the Cake application as an additional learning resource. (Eva, Dekarius, Joan, Even), The first time students found out about the cake application was in advertisements such as YouTube and Instagram and also teachers at school who said it was a learning resource (Meiken, Elgi, Michael, Marchell, Frisca, Paul, Ronald).

Second question, How often do you use the Cake application to learn English? students said that they used the Cake application almost every day, especially when they had free time, used the Cake application at night and at least 30 minutes every night, used the Cake application 3-4 times a week.

In the third question, Do you feel helped by the menu of Cake application?, 20 students said that they were really helped by the features or menu in Cake application.

Fourth question, what features do you think are most helpful in improving your English skills in the cake app?, students said that Conversational dialogue really helps them in learning speaking and increasing vocabulary and is very useful for practicing speaking in English. and there is also a translation into Indonesian, The speaking practice feature is the most helpful for them. They can record sounds and compare them with native speakers, which helps me improve my pronunciation, The pronunciation practice feature really helps them improve the pronunciation of difficult words. they can listen to the correct pronunciation and try to imitate it. From the three answers, this is a feature or menu in the conversation dialogue which includes a mic menu in addition to the plus symbol, where users can prove or learn how to read like a native speaker. In the "speak/speaking" menu, users can talk to each other with native speakers

Fifth question, what features in the Cake application do you use most often? Students say that they often use the daily conversation feature because it really helps with speaking. This helps them practice speaking about various topics, especially intentions to do something. Equipped with a translation into Indonesian so it is easy to understand the text, as well as explanations at the end of the conversation in the form of vocabulary and other example sentences. There are also students who say that the speaking feature because they can practice speaking that has been read or exemplified by native speakers, they can dialogue each other with native speakers based on these examples. Some students answered Pronunciation Practice because it helps improve pronunciation and intonation. The final answer is that the mic feature in conversation dialogue can record sound

according to the text read by the native speaker. Once finished, they can see which words or sentences were pronounced incorrectly.

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Sixth question, Do you find the Cake application easy to use?. Students say that yes, The Cake application provides a straightforward experience, which greatly aids individuals in their journey to learn English. This application has a simple and attractive interface, so it is easy to find the study material you need, from short videos, speaking exercises, to tests to measure understanding (Irene, Santi, Grace)

Cake application is easy to use. I can immediately explore various features without difficulty. The appearance is also interesting and not boring, so I feel motivated to continue learning. (Immanuel, Calvin, Elbetian)

Cake app is easy to use and very nice. The instructions and explanations are very clear, even for beginners. I also like the features presented \ such as images and videos, so they are easier to understand. (Firmina, Faen, Agnes)

Cake application is very easy to use. The features are well organized and easy to access. I can quickly find the study material I need and it consists of videos, and conversational dialogues. (Even, Frisca, Marchell, Michael, Joan, Dekarius, Elgi, Eva, Meiken)

Cake application is easy to use for learning English. the features are well organized and easy to access. I can learn short videos and conversational dialogues (Ronald, Paul)

Seventh question, Do you feel more confident in speaking English after using the Cake application? Can you explain how this application helps you? Students said Yes, they are confident in speaking skill after using Cake. The speaking practice feature is very helpful, fun and gets you used to speaking in various situations, improves the pronunciation of difficult words, and can practice speaking like in real situations. This increases students' confidence when speaking to others.

Eighth question, Does the Cake application help you to enrich your vocabulary? Students answered that they were greatly helped by the Cake application. Cake provides a lot of new vocabulary in the conversation feature, there is a lot of vocabulary in this feature. they continue to practice vocabulary so that students' vocabulary increases. Students use the speaker and mic features to practice pronouncing vocabulary, and help improve pronunciation.

The ninth question is, In your opinion, is the method used by the Cake application effective in helping English speaking?, students answered that the Cake application is very effective: because it provides good speaking practice and direct feedback which helps improve students' pronunciation, enriches vocabulary, especially with short videos and pronunciation practice, seeing and hearing native speakers speak makes students' speaking better and more correct. Students can repeat conversations, so students can strengthen their memory and more easily remember new vocabulary and phrases.

Tenth question, does the Cake application provide enough practice for speaking skills? Students said that the cake application provided enough practice for students. Cake app provides many useful exercises. However, the main key to improving speaking ability is consistency in practice. Students must continue to practice in order to improve their English speaking skills.

Eleventh question How does learning English with the Cake application compare to other learning methods at school? Students answered that learning speaking on the cake application was more interesting compared to others. With videos and speaking practice, students are more involved and don't feel bored when studying. In the cake application students prefer to study anywhere and anytime, different from at school with limited study time, students can adjust study time according to their needs, and students answer too that in the cake application students can learn individually and independently.

Twelfth question, what do you think about using the Cake application in English in formal education? Students answered that, Cake application could serve as an excellent complement to English speaking at school. With its

interactive features, students can deepen their understanding outside of class hours. Using the Cake application in formal education is very positive and beneficial because it provides interesting and fun learning experiences and methods that can motivate students. helps students improve their speaking and listening skills through practical exercises. Students also answered that students could increase their learning experience by using the cake application.

Thirteenth question, would you recommend the Cake application to your friends? Why?, students answered that they highly recommend the Cake application to their friends because its good and fun features make learning English easier and less boring, improve your English skills independently, the application is ease to use and provides lots of basic materials, applications cake is very suitable for independent learning, with features that help enrich vocabulary and improve speaking.

For the last question, what are your suggestions for developing the Cake application to make it more effective in helping learn English?, students said that adding game based learning features such as daily challenges or levels that can be achieved. This can make learning more fun and motivate users to keep practicing, Adding an assessment feature that allows users to assess their skills and track their progress over time, Providing an offline mode or materials for users with limited internet access, will make the application more beautiful, useful and interesting .

4.2 Discussion

4.2.1 Data Analysis Technique for the Observation Sheet

The first stage carried out by researchers was observation of students in class X Budi Pekerti at SMA Swasta Santu Xaverius Gunungsitoli. The following are the results of observations found by researchers as follows:

On the observation sheet there are 10 indicators for students in the cake application description by applying a yes and no checklist. There are 20 students who use the cake application and they find it easy to utilize the application. indicators on the observation sheet include the utilize made by students in using the cake application. Here's the description:

Utilizes short videos on the cake application such as films, TV shows and vlogs that use everyday English. gives students a natural way to learn the language. By watching the short video, students will become familiar with English intonation, and understand how words are used in real context. and students also say that utilizes short videos, not only the sentences in bold but all the sentence in short video. Students could understand and master new words/phrases.

Conversation menu/feature where the menu really helped students in learning speaking skill and understand how to read by native speakers. students can listen to dialogue, repeat it, and then compare their pronunciation with native speakers. Students also answered namely utilizing the conversation menu in this application provides variations or different topics every day, which really helps students improve their speaking skills. This menu allows students to study both inside and outside school. The available speaking practice feature allows students to dialogue with native speakers based on existing conversations, as well as providing the opportunity to repeat these conversations to deepen students' understanding and speaking skills.

Utilizing the path menu equipped with materials and videos, students can learning and improve their speaking skills more effectively. The path menu in the Cake application provides material that is structured and easy to follow, making

the learning process easier. Thanks to this organized approach, students can study systematically without getting bored, so that the learning experience becomes more enjoyable.

From the results of these observation and questions, researchers divided into three categories, namely

- a. Category A: Conversation Dialogue answered by Eva Juni Yanti Zebua, Dekarius Gea, Joan Jonathan gulo, Even Euphoria Ndruru, Elgi Fiskal ndruru, Elbetian nioma lase, Calvin kornelius harefa, michael sonatafati halawa, Imanuel Amos Surya Hia, Frisca dwi anastasya mendrofa, Ronal putra Telaumbanua, and Paul Wahyudi Zebua. Therefore the number who chose category A namely conversational dialogue was 12 students.
 $12/20 \times 100 = 60\%$
- b. Category B: Short Video chosen by Faen Julnindi Zebua, Agnes Triwan Putri Zebua, Grace Gricella Halawa, Firmina Fitriani Zai, Irene Tifany Zamasi, and Santi Oktaviani Harefa. So the number who chose category B namely short video was 6 students. $6/20 \times 100 = 30\%$
- c. Category C: Menu Path chosen by Meiken Christsinar Gulo, and Marchell Solomasi Zai. So the number of people who chose category C menu path was 2 students. $2/20 \times 100 = 10\%$

In utilizes the cake application, of course students have underlying reasons for using the cake application. The rationale the students' answer is:

Category A:

- Because the conversations involve various topics, students can learn vocabulary and phrases that are relevant to everyday situations. This really helps students in speaking English. Answered by Ronald, Paul, Frisca, Michael, Elgi.
- Because the variety of conversations, I learn vocabulary and phrases that are relevant to everyday situations. This really helps me in speaking English. chosen by Immanuel, Calvin, Elbetian.

- Because in the conversation menu there is a feature to train speaking, pronunciation and I can have a dialogue with native speakers based on conversation, and I can repeat the conversation. Answered by Even, Joan, Dekarius, Eva.

Category B

- Because by paying attention to all the sentences, I can easily understand the context of the use of new words/phrases, answered by Santi, Irene, Grace.
- Because watching short videos is a natural way to learning a language. I will become familiar with English intonation, as well as the way words are used in real contexts. Answered by Firmina, Agnes, Faen.

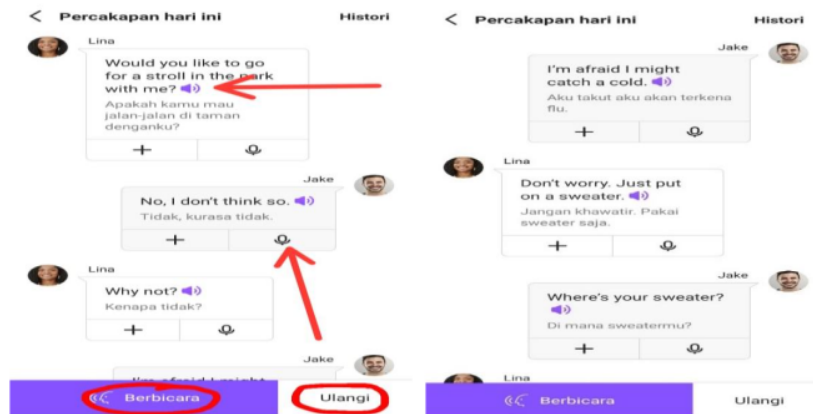
Category C: Because the cake application path menu provides material that is structured and easy to follow. With regular learning, I can learn systematically and not feel confused. Answered by Marchell, and Meiken.

The Cake application offers various videos that have been curated on YouTube (Albahlal, 2019). Students can find a variety of videos in this application, which are designed in a simple way for easy understanding. Features such as repetition of learned sentences, emphasis on words. Importantly, clear transcription and high-quality audio really help students in the process of acquiring knowledge. Apart from that, Cake application is also equipped with a voice recognition feature, which makes it easier for students to practice speaking. Cake application offers a conversation menu that can improve students' speaking skills. With interactive conversations, students can practice speaking more effectively.”

4.2.2 Data Analysis Technique for the Interview

The second stage carried out by researchers to collect data was interviews with students. The interview conducted by the researcher was a structured interview, where the researcher had prepared questions beforehand and arranged systematically. Questions are presented in the same order for all students, making it easier to analyze the answers. Researchers interviewed students in class X Budi Pekerti at SMA Swasta Santu Xaverius Gunungsitoli.

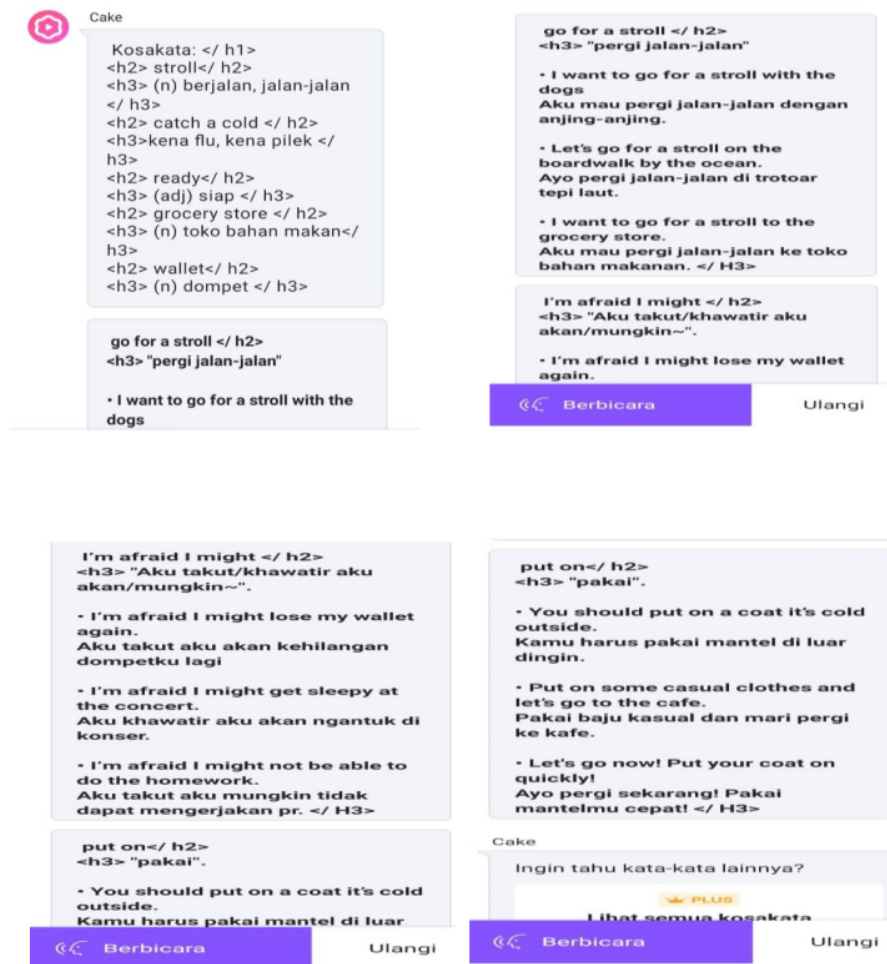
Based on the findings from interviews carried out by researchers with students, the researchers concluded that students were greatly helped by the features in the cake application and the cake application provided sufficient practice for students in speaking skill. The most helpful feature that students often use is the dialogue, conversation or pronunciation feature. The interview results show that the assistances in cake application in students' speaking skills is assist and effective, such as in the conversation dialogue menu, speaking practice and pronunciation. There is one feature or menu that is very complete, namely the conversation dialogue menu used by students in class X Budi Pekerti. The following is a description of assistances in cake application to the students' English speaking skill.



In cake application there is a conversation menu where the conversations will be new every day. Every conversation that is opened will go into history and will never be lost. Students can open it again if students want to see and read the previously studied conversations. In the conversation image above, there is a speaker menu to listen to native speakers read the sentence. When we press the conversation menu, native speakers immediately read the sentences until the conversation is finished. After the conversation is finished, a translation of the conversation will appear, and the user/students will practice or learn speaking by pressing the speaker menu at the end of the sentence. Users/students can learn and follow how native speakers read. At the end of the sentence, next to the plus symbol there is a mic menu where users can prove or learn how to read like a native speaker. After finished, the user's voice will be recorded and the sentence the user reads will not be crossed out if the user's pronunciation is correct, and if it is wrong, it will immediately be crossed out with a red line. So the user will repeat the sentence until it is correct.

In "speak/berbicara" menu, users can talk to each other with native speakers if the user feels confident that they can or are correct in speaking the conversation. When pressing the menu, the native speaker speaks first and after the sentence ends, the user follows with the second sentence and so on until it is finished.

In the "repeat/ulangi" menu, users can repeat sentences that have been read by the native speaker, in this case the native speaker's voice. Users can choose which sentences they want to repeat and which they want to learn. Each conversational sentence will be followed by a translation into Indonesian so that users/students grasp the significance of the sentence being studied.



In the picture above, there is a collection of vocabulary along with explanations at the end of the conversation. Students can see and learn new vocabulary and are equipped with other examples based on that vocabulary. For example, the sentence "go for a stroll" which means to "pergi jalan-jalan". And included are other examples of the sentence go for a stroll so that users can understand very easily very quickly.

An example of the next sentence is "I'm afraid I might" which means "aku takut/khawatir aku akan/mungkin". At the end of the sentence there are several examples of sentences that use the sentence "I'm afraid I might", so that the user/student's vocabulary can increase from these examples. Likewise with the

following examples of conversational sentences where the researcher has included pictures.

Therefore, ¹ The Cake application is an efficient English learning media. Cake ⁷ Application helps users learn to speak better, giving them the confidence and skill needed to communicate in public and in everyday circumstances. ⁷ The Cake application includes a recording capability that allows users to listen back to their own speech, making it an enjoyable learning experience (Suryani et al., 2021). the confidence and skills necessary to communicate, both in public and in everyday situations. ⁷ Cake application has a recording feature that allows users to listen back to their voices, making it a fun learning experience (Suryani et al., 2021). This application can also attract students' interest in learning. Through this application, users can learn new vocabulary while practicing speaking. There are films that teach various new terminology, idioms and vocabulary that can be used in everyday conversations (Simamora & Oktaviani, 2020; Syahrozi et al., 2019). This application helps users improve their ⁶ English language skills. So students can speak English more confidently. ⁶ The Cake application is an innovative technology that merges internet access, video, and voice recognition features into one application.

4.2.3 The Research Findings Compared to the Latest Related Researchers

In the previous chapter, researcher stated there were three latest related researches. The first related research by Nuraeni & Winda Yanthi (2020) was entitled "The Use of Cake application in Teaching Speaking to Senior High School's Students". The aim of this research is to describe whether the use of the Cake application is effective in teaching speaking skills to high school students, as well as to find out students' perceptions of the Cake application. This research was conducted in class 10 at SMA PGRI 3 Bogor. The research design is a case study, even though it is stated in the abstract as qualitative, This is not classified as a case study. The methods employed for data collection include observation, interviews, and the use of questionnaires. However, this research only measures improvement in speaking ability in general, without measuring more specific aspects of speaking such as pronunciation, grammar, fluency and accuracy. Meanwhile, research data conducted by researchers on students in class X Budi Pekerti at SMA Swasta Santu Xaverius Gunungsitoli, shows that students use the cake application, helps students in speaking skills, and describes the assistances of the cake application in speaking skills, apart from that, students also interact or how students utilize the cake application.

The second study is related to "The Effectiveness of Utilizing Cake Application in Speaking Ability of 10th Students at SMK PGRI Sooko" by Mita Agustin, Rini Lindawati, Deni Mustopa. The objective of this study is to assess how effectively the Cake application enhances students' speaking skills. The method of this study used a quantitative research method with a quasi-experimental design and pretest-posttest control design consisting of 2 classes as samples. However, this research focuses on quantitative data, the lack of qualitative data or descriptions of this cake may provide less insight into students' experiences and perceptions of using the Cake application.

The third study is related by Silva Anggreini 2023 with the title of the research "Teachers' and Students' Perception on the use of Cake Application toward their Speaking Skill on Merdeka Belajar Era", This research aims to provide a general overview of research that wants to know the perceptions of teachers and students regarding the use of the Cake application in improving

speaking skills in the Merdeka Belajar era, assessing the Cake application as an aid in teaching and learning speaking skills. This method of this study used descriptive qualitative which is presented in the form of a proportion diagram. The data collecting technique of this research used observation, questionnaires, and documentation. The sample of this research were teachers and students one of junior high school in Bandar Lampung. There were 40 students and 10 teachers. The research results do not provide a complete picture of the effectiveness of the Cake application in improving speaking skills, because it only relies on subjective views, and does not provide a description of the assistency of the cake application.

4.2.4 The Research Findings Compared to Theories

After receiving the outcomes of the research, the researcher analyzed them in relation to the theoretical constructs underpinning the study. The research was focused on finding out the descriptions of the assistances of the cake application in speaking skill and the reason of the cake application in speaking skill. Fitria Anisa et al. (2021) states that the cake application provides a variety of features for learning English, from speaking practice through dialogue to watching videos to improve speaking skills. Through features such as conversation dialogues and vocabulary replenishment exercises, the Cake application helps students to memorize new vocabulary and phrases. The Cake application provides a menu that allows users to practice speaking English through conversational dialogues. Students can practice conversations by repeating dialogue, listening to the correct pronunciation, and trying to imitate it. This feature helps users increase fluency and confidence in English speaking skill. This application also provides various videos designed to improve speaking skills. These videos may include everyday conversation situations, pronunciation tips, and examples of using phrases in real contexts. Students can watch and listen to native speakers in videos to help students improve their speaking, and students can follow or learn from them. Students can fill in the blanks in the sentences or phrases they have learned. Students can compare their answers with the correct answers provided by the application. This exercise helps users or students strengthen their memory of English words and phrases and improve their speaking skills.

Lestari (2021) in Octavianita (2022) stated that ¹ the Cake application is equipped with various interactive features ¹ that focus on improving English speaking skills. ¹ The Cake application is an English learning tool ¹ that has various interactive features. Focus of this application is to help users in English speaking skills. These interactive features allow users to practice speaking in a more engaging and effective way, which can include various forms of practice and immediate feedback. These features include pronunciation exercises, conversations, and simulations of real situations where users have to speak English as well as being able to dialogue with native speakers based on conversation examples.

Cake application is the best application for English speaking skill and very effective in improving everyday English speaking skills through the use the videos that provide example of word or phrases (Batool, 2019 in Nuraeni 2020). The Cake application uses video as one of its learning methods. The Cake app provides videos featuring native conversations in English. Students can watch these videos to see how words and phrases are used in real context. This helps users to understand sentence structure, vocabulary and appropriate expressions in speaking, making it easier for users or students to remember and use these words or phrases in daily conversations. Video as a teaching tool also allows users to see and listen the correct way of pronunciation, which is very important for improving speaking skills. It aims to teach the skill to speaking effectively among high school students and their understanding of the application of cake in various contexts.

In conclusion, the research findings that researchers have found in the field support existing theories in previous research ⁶ in accordance with the researcher's title, especially in terms of speaking skills in ⁶ the cake application which provides various menus ⁶ or features ⁶ for students' speaking skills in the form of conversation dialogues and videos -videos. Based on this theory, the data in the field is as expected because the researcher's data collection technique is interviews and the answers from these interviews support existing theories.

4.2.5 The Research Findings Implication

The result of this research have several essential implications for educational practice, and future research in the field of description of cake application in students' English speaking skill. The result of this study indicate that the cake application is effective in improving students' speaking skills. From the results of the interview, class X Budi Pekerti students were very helpful and often used the menu or conversation dialogue feature, short videos and path menus. Moreover, the conversation dialogue menu has very complete features. Based on the students' answers, they can learn speaking on their own, practice speaking with native speakers and they can see and find out their speaking mistakes. Therefore, teachers at St. Xaverius Gunungsitoli can consider including this application as a tool and part of their teaching method. This may include using the application in class sessions or as additional assignments outside class hours.

Students can be directed to use the cake application independently for additional practice. This app provides structured speaking practice and feedback that can help students improve their speaking skills on an ongoing basis. With structured and interactive exercises, Students have the opportunity to enhance their pronunciation and fluency in the English language. Findings showing the effectiveness of applications in improving speaking skills support learning theories that prioritize the use of interactive applications such as cake. This suggests that technology, such as speaking learning applications, can serve as a powerful tool in the context of technology-based learning theory.

The Cake application can increase students' learning motivation by making the learning process more enjoyable. This can help improve students' speaking skills significantly. The Cake application can be a learning resource that can be accessed by students anywhere and at any time.

4.2.6 ⁸ The Research Findings Limitation ⁸

The researcher realized that in conducting the research, there were some limitations, such as:

- a. As a student at Nias University, the researcher realized that researchers had limited experience or knowledge regarding the English Cake application used, and that there were many shortcomings that influenced the way the research was carried out and the results obtained. So this research cannot be called a perfect scientific work
- b. The informant for the research was a class X Budi Pekerti at SMA Swasta Xaverius Gunungsitoli. There are 36 students. The diversity of family backgrounds, intelligence and economic conditions of the 36 students who were the subjects of this research. Researchers admit that there are differences in abilities in English speaking skills.
- c. This study takes a qualitative approach with descriptive analysis, which focuses on descriptive assistance from ¹ the cake application in English speaking skills ¹ and the reasons for the cake application in English speaking skills. Researchers recognize that the scope of research is very limited to this approach. but the researcher gave his best for this ²⁷ study.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The Cake application is an application and technology-based English learning media designed to help users, especially students, improve students' English language skills, one of which is speaking skill. The Cake application makes a significant contribution to students' English speaking skills. Through features such as short videos, conversation practice/conversational dialogue, and quizzes. This application facilitates interactive and fun learning. Regular use of the application helps students understand and apply intonation, vocabulary in real situations, and is able to improve speaking skills. With structured materials and immediate feedback, the Cake app ensures students to improve their confidence and speaking skills effectively, both in academic and everyday life.

5.2 Suggestion

There are several suggestions that researchers give after conducting the research, namely as follows:

- a. Students should take advantage of the short videos available in the Cake application to practice listening and imitating pronunciation. Students can play the video at a slower speed to understand and imitate intonation and pronunciation better
- b. Students are required to use the speaking feature in the application. Students can practice speaking about different topics every day to increase their confidence and speaking skills
- c. Students must enrich their vocabulary by learning new words every day in the cake application. Use new words in conversation. Students can note down new vocabulary they learn from videos and from conversational dialogues and practice using them in sentences.
- d. Students must dare to speaking using the English language they have learned in the cake application in everyday life. Don't hesitate to speak even though you are afraid of making mistakes. The more often you

practice with the cake application, so the students or users more confident and their speaking becomes better. To achieve optimal results, students also need to actively practice and interact with fellow students and native English speakers.

- e. For teachers, adjust the utilize of the Cake Application to the subject matter being taught in class. So that students can make maximum use of technology ¹² in the learning process. For example, if students are studying the topic "introduction", use the conversation feature to practice introducing yourself.
- f. For teachers, must hold regular speaking practice sessions using the speaking menu in the cake application. Encourage students to speaking about different topics every week to increase students' speaking skills and confidence.

THE DESCRIPTION OF CAKE APPLICATION ASSISTANCE TO THE STUDENTS' ENGLISH SPEAKING SKILL AT SMA SWASTA ST, XAVERIUS GUNUNGSITOLI IN 2023/2024

ORIGINALITY REPORT

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SIMILARITY INDEX

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